Proceedings of the Board of School Directors

Milwaukee, Wisconsin



April 29, 2002-April 29, 2003

PROCEEDINGS

of the

Board of School Directors

Milwaukee, Wisconsin



April 29, 2002-April 29, 2003

BOARD OF SCHOOL DIRECTORS

			Term Expires April
District #1	Barbara Horton	7833-H N. 60th Street, Milwaukee, WI, 53223	2003
District #2	Jeff Spence	3180 N. Colonial Drive, Milwaukee, WI, 53222	2003
District #3	Kenneth L. Johnson	3250 N. Richards Street, Milwaukee, WI, 53212	2003
District #4	Charlene Hardin	2829 N. 17th Street, Milwaukee, WI, 53206	2005
District #6	Peter Blewett	2750 N. 45th Strreet, Milwaukee, WI, 53210	2005
District #7	Lawrence J. O'Neil	6529 West Dodge Place, Milwaukee, WI, 53220	2005
District #8	Joe Dannecker	2824 S. Wentworth Ave., Milwaukee, WI, 53207	2003
District 5	Jennifer Morales	3222 N. Cambridge Avenue, Milwaukee, WI, 53211	2005
At-Large	John S. Gardner	3135 W. Juneau Avenue, Milwaukee, WI, 53208	2003

President
Jeff Spence

Vice President
Joe Dannecker

Superintendent of Schools
Spence Korté (resigned June 2002)
William Andrekopoulos (Appointed October 2002

Director, Office of Board Governance/Board Clerk
Suzanne M. Lundin (retired on June 27, 2002)
Lynne Sobczak (appointed September 26, 2002)

STANDING COMMITTEES

COMMITTEE ON FINANCE/PERSONNEL
Directors Horton, Chair; Spence, Vice-chair; Dannecker; Morales; O'Neil

COMMITTEE ON INNOVATION/SCHOOL REFORM
Directors Johnson, Chair; Horton, Vice-chair; Dannecker; Gardner; O'Neil

COMMITTEE ON LEGISLATION, RULES AND POLICIES
Directors Dannecker, chair; Hardin, Vice-chair; Blewett; Gardner; Spence

COMMITTEE ON SPECIAL EDUCATION
Directors Dannecker, Chair; Hardin, Vice-chair; Blewett; Gardner; Johnson

COMMITTEE ON STRATEGIC PLANNING AND BUDGET
Directors Gardner, Chair; Hardin, Vice-chair; Blewett; Dannecker; Johnson; Horton; Morales; O'Neil; Spence

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BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 29, 2002

Annual Organizational Meeting of the Board of School Directors called to order by the Director, Office of Board Governance/Board Clerk at 6:31 PM.

The following members responded to roll call:

Present — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and Spence — 9.
Absent — None.

Director Gardner was elected temporary Chair by unanimous consent.

ELECTION OF BOARD PRESIDENT

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

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

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

Director Spence — 5.
Director O'Neil — 4.

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

ELECTION OF BOARD VICE-PRESIDENT

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

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

Director Blewett	Director Hardin
Director Dannecker	Director Dannecker
Director Gardner	Director Dannecker
Director Hardin	Director Hardin
Director Horton	Director Dannecker
Director Johnson	Director Dannecker
Director Morales	Director Hardin

Director O'Neil ..... Director Hardin
President Spence ..... Director Dannecker

Director Dannecker — 5.
Director Hardin — 4.

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

DESIGNATION OF BOARD CLERK

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

Dr. Suzanne M. Lundin was designated Board Clerk for the ensuing year by unanimous consent.

APPOINTMENT OF REPRESENTATIVE TO THE LIBRARY BOARD

President Spence indicated that he chose not to serve as the Board's representative on the Library Board.

Director Blewett nominated Director Morales to serve on the Library Board.

The roll call was as follows:

Ayes — Directors Blewett, Gardner, Hardin, Morales and O'Neil — 5.
Noes — Directors Dannecker, Horton, Johnson and President Spence — 4.

Director Gardner requested permission to change his vote from "Aye" to "No."

Objection having been heard, the Board proceeded to vote on the question, "Shall Director Gardner be allowed to change his vote from 'Aye' to 'No.'"

The change in vote was allowed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

The nomination of Director Morales to the Library Board then failed, the vote now being as follows:

Ayes — Directors Blewett, Hardin, Morales and O'Neil — 4.
Noes — Directors Dannecker, Gardner, Horton, Johnson and President Spence — 5.

Director Dannecker nominated Director Johnson to serve on the Library Board.

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

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — Director Blewett — 1.

APPOINTMENT OF REPRESENTATIVES TO THE MILWAUKEE AREA TECHNICAL COLLEGE APPOINTMENT COMMITTEE

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

The appointments were approved on the following vote:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson and President Spence — 6.
Noes — Directors Blewett, Morales and O'Neil — 3.

APPOINTMENT OF REPRESENTATIVE TO CESA #1

Director Gardner was appointed as the Board's representative to CESA #1 by unanimous consent.

UNFINISHED BUSINESS

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

Items Pending before the Board and Its Committees
at the Close of Business on April 25, 2002

Listed by Committee and Numbered Consecutively

(Names of former Board members are in *italics*)

Abbreviations for Type:
- R Resolution by Board Member
- B Other Item by Board Member or Board
- C Communication from an Organization or Member of the Public
- A Item Initiated by the Administration
- G Item Initiated by the Office of Board Governance

#	Type	Author	Title	Status
Board				
1	0102B-001	Morales	Complaint Against a Board Member under Board Rule 1.24	Received, 4-17-02. Considered 4-25-02: meeting to appoint committee to be held in June 02.
Committee on Innovation/School Reform				
2	0102R-014	Johnson	Develop an Accountability Policy and System	Intro. 6-26-01. Held in ISR 8-14-01. Motion to discharge Committee failed at 8-30-01 Board
3	0102R-022	Hardin, Spence	Study of Pure Phonics and Reading Pedagogy	Intro. 11-27-01. No consideration to date.
4	0102R-029	Johnson	Develop And Report School Climate Indicators	Intro. 1-31-02. Considered by ISR 3-12-02; adopted in part by Board 3-26-02; report and indicators to be submitted to ISR by June 2002.
5	0102R-032	Blewett	Status of Students in the Eighth-grade Transitional Program	Intro. 1-31-02. Considered by ISR 3-12-02 and held in Committee.
6	0102R-036	O'Neil	Develop a New Graduation Plan	Intro. 1-31-02. Considered by ISR 3-12-02; adopted by Board 3-26-02; report back by Oct. 02.
7	0102R-037	Hardin	Establish a Five-year High-school Program	Intro. 2-28-02. Considered by ISR 3-12-02, by Board 3-26-02: Administration to report on programs of 2 to 6 years by May 02.

#	Type	Author	Title	Status
8	0102R-044	Morales	Co-sponsor the 2002 Biennial Conference of the National Coalition of Education Activists	Intro. 2-28-02. No consideration to date.
9	0102R-049	Dannecker	Create a Collaborative Body for School Governance Councils	Intro. 2-28-02. No consideration to date.
10	0102R-051	Spence	Facilitate the Acceptance and Success of At-risk Students in MPS Alternative and Partnership Programs	Intro. 3-26-02. No consideration to date.
11	0001R-014	O'Neil	Development of a Statewide Tracking System for Students Who Leave Their Districts Prior to Graduation	Intro. 3-27-01. No consideration to date. Carried over at 5-3-01 organizational meeting.
12	0001C-001	Dennis Redovich	Request for Consideration of a Report Analyzing MPS Dropouts	Intro. 4-24-00. No consideration to date. Carried over at 5-3-01 organizational meeting.
13	9899R-027	Hardin	Ensure the Provision of Appropriate Placements for Students with Exceptional Education Needs	Intro. 5-27-98. Considered by ISR 8-11-98. Adopted by Board 8-26-98. Report due Oct. 98. Report held in committee, 10-13-98. Referred back to Administration for report back with solutions to the problems by ISR 11-10-98. Considered by ISR 5-11-99, by Board 5-26-99: Administration to report back on IDEA and site-based services. (Note: Report will be submitted with the Report of the Special Committee on Children with Special Needs.) Carried over at 4-26-99, 4-24-00 and 5-3-01 organizational meetings.
14	9899R-098	Hardin and *Todd*	Establishment of Performance Measures for All Central Service Programs and Operations	Intro. 11-24-98. Referred to ISR 9-99. No consideration to date. Carried over at 4-26-99, 4-24-00 and 5-3-01 organizational meetings.
			Committee on Finance/Personnel:	
15	0102R-019	Blewett and Hardin	Develop an MPS Block Parent Program	Intro. 9-25-01. No consideration to date.
16	0102R-026	Morales	Improve Student Transportation Safety by Rewarding Contractors that Have Employment Agreements	Intro. 11-27-01. Considered by FP 2-20-02; by Board 2-28-02: held at Board level. Considered by Board 3-14-02: substitute resolution introduced; study authorized; balance of substitute referred back to FP.
17	0102R-027	Morales, Gardner, Hardin	Prohibit Zero-education Policies for Expelled Students	Intro. 11-27-01. Considered by FP 1-15-02. Adopted in part by Board 1-31-02. Report back on expulsion policies due by May 1, 2002.
18	0102R-038	Hardin	Future Use of the Old Browning Street School Facility	Intro. 2-28-02. Considered by FP 3-19-02; by Board 3-26-02: Administration to submit cost estimates as part of FY03 budget.
19	0102R-039	Gardner	Require School Each Governance Council to Conduct Annual Evaluations of Its School's Educational Plans, the Council Itself, and the School's Principal	Intro. 2-28-02. No consideration to date.
20	0102R-040	Gardner	Make the School Governance Council the School Interview Panel for Principal Vacancies	Intro. 2-28-02. No consideration to date.

#	Type	Author	Title	Status
21	0102R-042	Dannecker	Require that at Least One Parent on Each School Governance Council Be a Parent of a Student with Special Needs	Intro. 2-28-02. No consideration to date.
22	0102R-046	Morales	Award and Reporting of Contracts	Intro. 2-28-02. No consideration to date.
23	0102A-004	Admin	Establishment of Charter School Specialist Position	Considered by FP 12–11-01; referred back to Committee by Board 12-19-01.
24	0102A-006	Admin.	Conversion of Congress to a K-8 School	Considered by FP 3-19-02, by Board 3-26-02: addition of two sixth grade sections authorized for 02-03; Administration to report back to FP on timetable and budget.
25	0102A-007	Admin	Report of County-wide Truancy Task Force	Received by FP 3-19-02; by Board 3-26-02: Administration to submit recommendations to revise Admin. Pol. 8.14 by May 2002.
26	0102A-008	Admin	Policy for Use of Contingent Fund	Considered by FP 4-16-02 and held in Committee for additional info.
27	0102G-001	OBG	Site for Northern Star Charter	Considered by FP 3-19-02 and held in Committee. Considered by FP 4-16-02 and held in Committee until May 02, site discussions to continue.
28	9900R-015	Hardin and *Werra*	Director of Safety to Report Directly to the Deputy Superintendent	Intro. 9-29-99. No consideration to date. Carried over at 4-24-00 and 5-3-01 organizational meetings.
29	9900R-017	Hardin	Busing Early Childhood Children at MacDowell Montessori School	Intro. 9-29-99. No consideration to date. Carried over at 4-24-00 and 5-3-01 organizational meetings.
30	9899R-099	Hardin	Analysis of MPS Special Education Programs	Intro. 11-24-98. No consideration to date. Carried over at 4-26-99, 4-24-00 and 5-3-01 organizational meetings.
31	9899R-109	Hardin, O'Neil, *Fisher*, *Small* and *Todd*	Parental Notification of Students' Absences and Tardiness	Intro. 1-27-99. Referred to ISR 9-99. No consideration to date. Carried over at 4-26-99, 4-24-00 and 5-3-01 organizational meetings.
32	9899R-110	Hardin, O'Neil, *Fisher*, *Small* and *Todd*	Elimination of the Causes and Effects of Lead Poisoning	Intro. 1-27-99. Considered by FP 3-23-99. Task Force authorized by Board 3-30-99; recommendations to be submitted in Aug. 99. No consideration in 99-00. Carried over at 4-26-99, 4-24-00 and 5-3-01 organizational meetings. Report submitted to FP 2-20-02, to Bd 2-28-02. Task force to continue and return to FP with specific recommendations.
33	9899R-113	O'Neil, Hardin, *Fisher*, *Small* and *Todd*	Analysis of Middle-school Budgets	Intro. 1-27-99. No consideration to date. Carried over at 4-26-99, 4-24-00 and 5-3-01 organizational meetings.
			Committee on Strategic Planning and Budget:	
34	0102R-002	Hardin	Conduct a Study of the MPS Budget Process	Intro. 5-29-01. No consideration to date.
35	0102R-004	Hardin	Cease Further Decentralization of the Budget Pending a Study of Its Effectiveness	Intro. 5-29-01. No consideration to date.
36	0102R-005	Hardin	Align the Strategic Plan, Individual School Educational Plans, and the Budget	Intro. 5-29-01. No consideration to date.
37	0102R-007	O'Neil	Study Central Services' Organizational Structure	Intro. 5-29-01. No consideration to date.

#	Type	Author	Title	Status
38	0102R-015	Johnson	Review Level and Use of Contingent Fund	Intro. 6-26-01. No consideration to date; however, see 0102A-008.
39	0102R-034	Blewett	Recentralize the Substitute Building Engineers Budget	Intro. 1-31-02. No consideration to date.
40	0102R-035	Johnson	Investigate the Possibility of MPS's Taking Over the City Libraries	Intro. 1-31-02. No consideration to date.
41	0001R-005	O'Neil	Allocate Title I funds on a "Follow the Child" Basis	Intro. 11-28-00. Title I worksession held by SPB 3-9-01; no action to date. Carried over at 5-3-01 organizational meeting.
42	0001R-012	*Thompson*, Dannecker, Gardner, Johnson, O'Neil, Spence	Board Review and Conversion of Chargeback Services	Intro. 2-26-01. Chargeback/buyback worksession held by SPB 4-11-01; no action to date. Carried over at 5-3-01 organizational meeting.
43	0001R-013	Gardner, Dannecker, O'Neil, Johnson	Phase-Two Expansion of the Neighborhood Schools Initiative	Intro. 2-26-01. No consideration to date. Carried over at 5-3-01 organizational meeting.
44	9900R-023	Hardin	Work with MPS Parents and SCOPE (School Councils Organized for Progressive Education) to Develop a Plan to Explore Revenue Options, Legislative Actions, and Alternative Funding Sources	Intro. 3-28-00. No consideration to date. Carried over at 4-24-00 and 5-3-01 organizational meetings.
			Legislation, Rules and Policies Committee:	
45	0102R-001	Hardin	Establish a Safety and Security Standing Committee	Intro. 5-3-01. No consideration to date.
46	0102R-024	Morales	Increase the Membership of the Board	Intro. 11-27-01. No consideration to date.
47	0102R-041	Gardner	Election of a Board Vice-President	Intro. 2-28-02. No consideration to date. Motion to discharge Committee failed on 3-26-02.
48	0102R-050	Morales	Direct the Inter-High Council to Nominate Two Student Representatives to the Board to Participate in Board Meetings	Intro. 3-26-02. No consideration to date.
49	0001C-002	SCOPE & PUPS	Request for the Board to Seek Legislative Intervention for Emergency Financial Aid	Intro. 4-24-00. No consideration to date. Carried over at 5-3-01 organizational meeting.
50	9899C-004	US Navy Officer Recruiting Station	Release of Senior High-school Students' Names and Addresses	Intro. 1-27-99. Considered by FP 3-23-99. Referred back to FP by Board 3-30-99. Considered by FP 9-21-99; by Board 9-29-99: options to be developed. Considered by FP 1-18-00, referred to LRP by Board 1-25-00 along with motion to prepare policy-change language. Carried over at 4-26-99, 4-24-00 and 5-3-01 organizational meetings.
51	9899R-102	*Thompson*	Develop a Legislative Proposal to Include Choice Payments in the Total Shared Cost for Equalization Purposes	Intro. 12-16-98. Considered in discussion of MPS legislative package by LRP 5-13-99; by Board 5-26-99. No separate consideration to date. Carried over at 4-26-99, 4-24-00 and 5-3-01 organizational meetings.

Separate consideration was requested of Items 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 44, 45, 46, 48, 49, and 50.

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

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, O'Neil and President Spence — 8.
Noes — None.
Abstaining from voting — Director Morales — 1.

The items set aside were referred as indicated.

ANNUAL REVIEW OF BOARD COMPENSATION

The Director, Office of Board Governance/Board Clerk advised the Board that, at its meeting on November 28, 2000, the Board had set salaries of $18,121 per year for Board members and $18,667 per year for the Board's President. The compensation has remained unchanged since the Board's action of November 28, 2000.

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

The recommendation was that the Board determine how it wishes to proceed with the review.

Director Hardin moved that the Board accept the current salary.

Director Gardner moved to amend by adding "with the understanding that Board members' health insurance co-payments be reviewed in the budget process."

The amendment was adopted on the following vote:

Ayes — Directors Dannecker, Gardner, Horton, Johnson, Morales, and President Spence — 6.
Noes — Directors Hardin and O'Neil — 2.
Abstaining from voting — Director Blewett — 1.

The question being on the motion as amended, it was adopted, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Hardin, Horton, Johnson, Morales and O'Neil — 7
Noes — Director Gardner and President Spence — 2.

RESOLUTIONS

Resolution 0203R-001

By Director Johnson:

WHEREAS, Information on school climate would help parents and the broader community understand the progress MPS is making or must make in fostering an environment that is conducive to education; and

WHEREAS, Schools should be recognized for their efforts in creating a positive, inclusive school/community climate; now, therefore, be it

RESOLVED, That the Board direct the administration to select and conduct a school climate survey of students and staff before the end of the 2001-2002 school year; and be it

FURTHER RESOLVED, That the Board direct the administration to select and conduct a school climate survey of MPS parents no later than November 1, 2002.

Referred to the Committee on Innovation/School Reform.

Resolution 0203R-002

By Director Johnson:

WHEREAS, MPS currently has no policy regarding a district accountability system; and
WHEREAS, It is important to recognize schools for demonstrating progress in improving student achievement; and
WHEREAS, An accountability system will serve to make the district accountable to its parents and students
RESOLVED, That the Board adopt the following Administrative Policy:

DISTRICT ACCOUNTABILITY SYSTEM

The primary purpose of the District Accountability System is to provide information to improve the capacity of schools to continually increase the academic performance of all students.

In order to measure their success, schools and school districts need to assess the difference they make in student achievement. The MPS Accountability System will measure specific indicators of school quality and will result in informed consequences that assist schools in meeting the goals required by the State under federal guidelines.

The District Accountability System is a quality-assurance process that will:

a) align with the sSate of Wisconsin's accountability measures and consequences, utilizing the Wisconsin Students Assessment System (WSAS) and other federal guidelines;

b) report other indicators of school quality, including

- student growth using an MPS value-added analysis; and
- school climate;

c) establish appropriate support and consequences to assist schools in achieving state target goals;

d) assist in identifying strong educational practices for replication of success;

e) report results to the public once a year;

f) require participation of all schools serving MPS students, including partnerships and charters; and

g) reflect performance of all students, including those with disabilities.

Referred to the Committee on Innovation/School Reform.

Resolution 0203R-003

By Director Johnson:

WHEREAS, MPS Board Rule 3.01, Code of Ethics, states that "The Board recognizes that its primary function is to determine the policies and processes by which the educational process is carried on and to review those policies and processes from time to time and to investigate their effectiveness as needed"; and
WHEREAS, MPS Board Rule 3.01 also directs that "Board members shall discharge their duties without favor and shall refrain from engaging in any outside matters of financial or personal interest which are incompatible with the impartial and objective performance of their duties"; and
WHEREAS, MPS Board Rule 3.01 further states "The Board eschews the effort of itself or any of its members to seek to administer directly the Board's policies"; and
WHEREAS, MPS Administrative Policy 3.09, Purchasing and Bidding Requirements, dictates an administrative process for the approval of all purchases and contracts; and
WHEREAS, The introduction of a resolution by an individual Board member identifying a contract party or parties and amount could conflict with the ideas listed above, now, therefore, be it,
RESOLVED, That the Board revise Board Rule 1.10, Communications, Petitions, Resolutions, New Business, as follows:

(3)(a) Any action item submitted by a Board member shall be presented to the Board in the form of a resolution for consideration by the Board.

(b) Resolutions submitted by a Board member shall not designate a specific contract amount and/or contract recipient(s).

and be it

FURTHER RESOLVED, That the revised Board Rule 1.10 be effective immediately upon approval.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0203R-004

By Director Johnson:

WHEREAS, The purpose of the annual budget is to identify adequate financial resources for the district's educational programs and to provide a basis for accountability in fiscal management; and

WHEREAS, Given the size and complexity of the annual budget, the administration requires sufficient time to analyze the effects of amendments to the proposed budget and to provide this information to Board members for their review; now, therefore, be it

RESOLVED, That Administrative Policy 3.01: Annual Operating Budget, be amended by the addition of the following language:

AMENDMENTS TO THE PROPOSED BUDGET

While the budget is at the committee level, amendments to the proposed budget shall be submitted to the Committee on Strategic Planning and Budget in writing in a timely fashion, but in any event, no later than 5:00 PM on the fifth workday prior to the Committee's scheduled action on the budget.

After the budget has been reported out of committee, amendments to the budget reported out by the Committee shall be submitted to the Board in writing in a timely fashion, but no later than 5:00 PM on the third workday prior to the Board's scheduled statutory public hearing on the budget.

No amendments shall be submitted after the statutory public hearing has been held, unless they are related to specific issues raised at the statutory hearing, are sponsored by at least three Board members, and are submitted in writing no later than 5:00 PM on the third workday prior to the Board' scheduled adoption of the budget.

Amendments that were defeated in Committee shall not be reintroduced at the Board level unless sponsored by a minimum of five Board members.

The above timelines shall not apply to technical amendments or corrections submitted by the Superintendent, but these also shall be submitted in as timely a fashion as possible.

Referred to the Committee on Strategic Planning and Budget.

Resolution 0203R-005

By Director Hardin:

WHEREAS; On September 7, 1971 the Board approved the establishment of a Broadly Based Community Study of Exceptional Education; and

WHEREAS, At the April 4, 1973 meeting of the Board, a Coordinating Council on Exceptional Education was recommended by the Broadly Based Community Study of Exceptional Education, and approved by the Board; and

WHEREAS, On May 26, 1999 the Board approved a resolution to establish a Committee on Children with Special Needs, to analyze exceptional education at MPS and other districts, the impact of state and federal law, and to make recommendations concerning the organization and funding of special needs services; and

WHEREAS, Program organization and the provision of services for children with special needs continue to be a concern of the Board; and

WHEREAS, The Milwaukee Public Schools Board of School Directors is interested in providing a forum for public testimony regarding special education issues; and

WHEREAS, The Board is interested in developing and refining effective educational programs for children with special needs and their families through utilizing ongoing and continuous improvement methods, and by soliciting input from all major stakeholders, now, therefore, be it,

RESOLVED, That Board Rule 2.05, Committee on Special Education — Powers and Duties, be created as follows:

> The Committee on Special Education shall monitor and assess district and school progress in meeting state and federal mandates as well as the Board's goals and standards in all matters relating to serving students with special needs.
>
> (1) The Committee shall consider, evaluate, and monitor district and school compliance with legal responsibilities, reform initiatives, parent and advocacy group recommendations, and policy development in the area of its focus.
>
> (2) The Committee shall have oversight responsibility relative to the monitoring of organizational performance for all departments, functions, initiatives, schools, and district services and activities pertaining to students with special needs.
>
> (3) The Committee shall review all special education related reports issued to ensure that departments, divisions, and schools implement internal control, compliance, and program effectiveness recommendations so that the Board can assure the public that all special education programs and operations are effectively serving students with special needs.

and be it

FURTHER RESOLVED That the Board revise Board Rule 2.01, Standing, Special and Functional Committees, and Board Rule 2.02, Committee Meetings, to include the Committee on Special Education.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0203R-006

By Director Dannecker:

WHEREAS, The Board of School directors desires to continuously improve quality of educational services while ensuring compliance with legal obligations governing delivery of exceptional education services; and

WHEREAS, Enforcement entities define service delivery in terms of compliance, while the Board desires to define service delivery in terms of strict compliance and mutually desirable service delivery outcomes; and

WHEREAS, The Board wishes to begin implementing a district-wide continuous improvement model as rapidly as possible, while working with stakeholders, DPI, and the Administration to develop process improvements and a model based upon best practices and a clearly articulated District Philosophy; now, therefore, be it

RESOLVED, That the District and the Board begin immediately working to identify, develop, assess, and implement proposals and models for instituting continuous improvement in quality service delivery while ensuring legal compliance.

Referred to the Committee on Innovation/School Reform.

The Board adjourned at 7:05 PM.

SUZANNE M. LUNDIN
Director, Office of Board
Governance/Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 8, 2002

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

Present — Directors Blewett (6:35 PM), Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

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

May 3, 2002

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 6:15 PM on Wednesday, May 8, 2002, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering and taking action to approve the Negotiated Calendar for the 2002-2003 School Year.

SUZANNE M. LUNDIN
Board Clerk

The Superintendent presented the following negotiated calendar for the Board's approval:

Milwaukee Public Schools
2002-2003 SCHOOL CALENDAR

AUGUST

MON	TUES	WED	THURS	FRI
26	27	28	29	30

SEPTEMBER

MON	TUES	WED	THURS	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
30				

2 Labor Day — No student attendance
3 Organization Day/Literacy Day — No student attendance
4 Banking Day — No student attendance (counted as a student-attendance day)
5 First day of school for all students

OCTOBER

MON	TUES	WED	THURS	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	KC 17	EMHC 18
21	22	23	24	25
28	29	30	31	

17 Kindergarten conference day
18 Elementary, middle-, and high-school conference day — No student attendance
24 & 25 Convention days — No student attendance

NOVEMBER

MON	TUES	WED	THURS	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

28 & 20 Thanksgiving recess — No student attendance

DECEMBER

MON	TUES	WED	THURS	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

23-31 Winter recess — No student attendance

JANUARY

MON	TUES	WED	THURS	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
320	21	22	23	24
27	F2 8	F 29	F 30	31

1-3 Winter recess — No student attendance
6 Classes resume
20 Martin Luther King, Jr., Day — No student attendance
28-30 High-school final exams
31 Record day — No student attendance

FEBRUARY

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

24 Mid-semester break — No student attendance

MARCH

MON	TUES	WED	THURS	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	KC 20	EMHC 21
24	25	26	27	28
31				

20 Kindergarten conference day
21 Elementary, middle-, and high-school conference day — No student attendance

APRIL

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

18-25 Spring recess — No student attendance
28 Classes resume

MAY

MON	TUES	WED	THURS	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
18	19	20	21	22
26	27	28	29	30

26 Memorial Day — No student attendance

JUNE

MON	TUES	WED	THURS	FRI
2	3	4	5	6
9	10	11	12	13
F 16	F 17	F 18	19	20
23	24	25	26	27
30	31			

16-18 High-school final exams
18 Last day of student attendance
19 Record day — No student attendance
20 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.

Director Johnson moved to approve the calendar.

The calendar was approved on the following vote:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

The Board adjourned at 6:50 PM

ROBERT J. LAWRENCE
Assistant Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 9, 2002

Special meeting of the Board of School Directors called to order by President Spence at 6:13 PM.

Present — Directors Blewett (6:50 PM), Dannecker, Hardin (6:20 PM), Horton, Johnson, Morales, and President Spence — 7.
Absent and excused — Directors Gardner and O'Neil — 2.

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

May 7, 2002

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 PM on Thursday, May 9, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering litigation in the matter of the class action lawsuit against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy.

Pursuant to Wisconsin Statutes Section 19.85(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice regarding litigation in the matter of the class action lawsuit against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy.

SUZANNE M. LUNDIN
Board Clerk

Director Johnson moved that the Board, pursuant to Wisconsin Statutes, Section 19.85(1)(g), retire to executive session to confer with its legal counsel in the matter of the class action lawsuit against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy.

The motion prevailed, the vote being as follows:

Ayes — Dannecker, Horton, Johnson, Morales, and President Spence — 5.
Noes — None.

The Board retired to executive session at 6:15 PM.

The Board adjourned from executive session at 7:14 PM.

SUZANNE M. LUNDIN
Director, Office of Board
Governance/Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 9, 2002

Special meeting of the Board of School Directors called to order by President Spence at 8:23 PM.

Present — Directors Blewett, Dannecker, Hardin, Horton, Johnson, Morales, and President Spence — 7.
Absent and excused — Directors Gardner and O'Neil — 2.

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

May 7, 2002

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 on Thursday, May 9, 2002, immediately upon conclusion of the 6:30 PM Meeting of the Committee on Strategic Planning and Budget in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of receiving, considering and taking action on the Report of the Committee on Strategic Planning and Budget with respect to Resolution 0203R-004 by Director Johnson regarding the process and timelines for submitting amendments to the proposed budget.

SUZANNE M. LUNDIN
Board Clerk

REPORT OF THE COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Your Committee reports having considered Resolution 0203R-004 by Director Johnson regarding the process and timelines for submitting amendments to the proposed budget.

Your Committee recommends that the Board adopt the following:

RESOLVED, That amendments to the FY 2003 proposed budget for consideration by the Committee on Strategic Planning and Budget be submitted by 12:00 Noon, Monday, May 13, 2002 and amendments to the FY 2003 proposed budget for consideration by the full Board be submitted by 12:00 Noon, Tuesday, May 28, 2002; and be it

FURTHER RESOLVED, That the Committee on Strategic Planning and Budget address the questions of changes to the Board policy proposed in Resolution 0203R-004 for consideration by the full Board meeting.

Director Morales moved to suspend Board Rule 1.08(2) to allow for immediate consideration of the report.

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

Ayes — Directors Blewett, Dannecker, Hardin, Horton Johnson, Morales, and President Spence — 7.
Noes — None.

Director Morales moved that the Board adopt the Committee's report.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Hardin, Horton Johnson, Morales, and President Spence — 7.
Noes — None.

The Board adjourned at 8:25 PM.

SUZANNE M. LUNDIN
Director, Office of Board
Governance/Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 13, 2002

Special meeting of the Board of School Directors called to order by President Spence at 6:37 PM.

Present — Directors Blewett, Dannecker (6:50 PM), Horton, Morales, O'Neil, and President Spence — 6.
Absent and excused — Directors Gardner, Hardin and Johnson — 3.

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

May 9, 2002

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, the Board of School Directors will hold a worksession on the reauthorization of the Elementary and Secondary Education Act ("No Child Left Behind," Public Law 107-110) at 6:30 PM on Monday, May 13, 2002, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin.

The Board will confer with legal counsel and others regarding the provisions of the law and their effect on the Milwaukee Public Schools.

This is a public meeting; however, since it is a worksession, public hearing will not be given.

SUZANNE M. LUNDIN
Board Clerk

Representatives from the law firm of Hogan and Hartson, Washington, D.C., presented the Board with an overview of the provisions of the No Child Left Behind Act.

The Board adjourned at 8:07 PM.

SUZANNE M. LUNDIN
Director, Office of Board
Governance/Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 20, 2002

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

Present — Directors Blewett, Dannecker, Gardner, Hardin (6:47 PM), Horton, Morales, O'Neil, and President Spence — 8.
Absent and excused — Director Johnson — 1.

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

May 17, 2002

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 Monday, May 20, 2002, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of:

1. receiving a report from the Superintendent on the status of WYMS and options for interim and long-term operation of the station; and
2. giving public hearing to interested parties on the future of WYMS.

SUZANNE M. LUNDIN
Board Clerk

Following a brief presentation by the Superintendent, the Board proceeded to give public hearing to interested parties on the future of WYMS.

Director Hardin left at 9:30 PM.

Director Horton left at 9:45 PM.

The Board adjourned at 10:10 PM.

ROBERT J. LAWRENCE
Assistant Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 23, 2002

Special meeting of the Board of School Directors called to order by President Spence at 6:20 PM.

Present — Directors Blewett (6:23 PM), Dannecker, Gardner (6:26 PM), Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Absent and excused — Director Hardin — 1.

The Charter School Program Manager read the following call of the meeting:

May 21, 2002

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 PM on Thursday, May 23, 2002, 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) considering and taking action on a resolution to approve and seek a waiver from the Department of Public Instruction for Rufus King High School for the College Bound to start school prior to September 1, 2002, due to the International Baccalaureate Program's specifications, under suspension of Board Rule 1.10(1).

With respect to Item 1 above, 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.

SUZANNE M. LUNDIN
Board Clerk

The Charter School Program Manager presented three reports of the Independent Hearing Panel of the Board of School Directors.

Director Dannecker moved that the Board accept the reports of April 25 and April 30, 2002.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Horton, Johnson, Morales, O'Neil, and President Spence — 6.
Noes — None.

Director Johnson moved to suspend Board Rule 1.10(1) to consider and take action on Resolution 0203R-007 to approve and seek a waiver from the Department of Public Instruction for Rufus King High School for the College Bound to start school prior to September 1, 2002, due to the International Baccalaureate Program's specifications.

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

Ayes — Directors Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 6.
Noes — None.

Resolution 0203R-007

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 1,380 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 truly a schoolwide 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-May 22, 2003, 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, On May 9, 2002, the MPS Division of Labor Relations distributed the 2002-2003 MPS school calendar, with a September 5, 2002 start date, marking the first September start date in the twenty-three years that Rufus King High School for College Bound has offered a recognized International Baccalaureate (IB) Program; and

WHEREAS, Staff members responsible for the implementation of the Rufus King IB program had received no previous guidance or notification regarding the change in State statutes, the school start date and the resulting effect on the IB courses and standards; and

WHEREAS, The unique 2002-2003 school program for Rufus King High School for College Bound, including the specialized IB and pre-IB courses has already been developed (see attachment) and 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 "new" start date; and

WHEREAS, The Rufus King High School for College Bound 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, The administration of Rufus King High School for College Bound recognizes that altering the school program at this point of time would be impractical, if not impossible; and

WHEREAS, Due to the timing issue and 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, a request to seek a one year waiver from Wisconsin State statute section 118.045, and the September 5 start date Rufus King High School for College Bound has been requested; 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 2002-2003 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 2002-2003 school start date, negotiate any necessary MOU for implementation of the attached 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.

Director Dannecker moved that the Board adopt the resolution.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

The Board adjourned at 6:27 PM.

PATRICIA A. YAHLE
Charter School Program Manager

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 23, 2002

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

Present — Directors Blewett (6:31 PM), Dannecker, Gardner, Hardin (6:33 PM), Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

The Charter School Program Manager read the following call of the meeting:

May 17, 2002

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 23, 2002, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving public hearing on the proposed FY2003 School Operations, Construction, and Extension Fund budgets.

Public hearing will also be given on amendments to the proposed FY2003 budget adopted by the Committee on Strategic Planning and Budget at its May 14 meeting. Copies of the amendments will be available to the public on the Board's Website and in the Office of Board Governance at the address listed below after 10:00 AM on May 23. Copies will also be available at the time of the meeting.

SUZANNE M. LUNDIN
Board Clerk

Pursuant to the provisions of Section 119.16(8)(a), Wisconsin Statutes, the Board proceeded to give public hearing on the proposed FY2003 School Operations, Construction, and Extension Fund budgets and the amendments proposed thereto.

The Board recessed from 8:16 PM to 8:45 PM.

The Board adjourned at 9:45 PM.

PARTICIA A. YAHLE
Charter School Program Manager

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 28, 2002

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

Present — Directors Blewett (6:41 PM), Dannecker, Gardner (6:41 PM), Hardin, Horton, Johnson, Morales (6:41 PM), O'Neil, and President Spence — 9.
Absent — None.

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

May 23, 2002

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, May 28, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering litigation in the matter of the class action lawsuit against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy.

Pursuant to Wisconsin Statutes, Section 19.85(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice regarding litigation in the matter of the class action lawsuit against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy.

SUZANNE M. LUNDIN
Board Clerk

Director O'Neil moved that the Board, pursuant to Wisconsin Statutes, Section 19.85(1)(g), retire to executive session to confer with its legal counsel in the matter of the class action lawsuit against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Hardin, Horton, Johnson, O'Neil and President Spence — 6.
Noes — None.

The Board retired to executive session at 6:41 PM.

The Board adjourned from executive session at 8:32 PM.

LYNNE A. SOBCZAK
Board Information Officer

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 29, 2002

Special meeting of the Board of School Directors called to order by President Spence at 6:15 PM.

Present — Directors Blewett (6:23 PM), Dannecker, Gardner (6:30 PM), Hardin (6:29 PM), Horton, Johnson, Morales (6:23 PM), O'Neil, and President Spence — 9.
Absent — None.

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

May 24, 2002

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 PM on Wednesday, May 29, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of 1) considering collective bargaining negotiations strategy with respect to contract negotiations with the following bargaining units: the Administrators and Supervisors Council, Milwaukee Teachers Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/ Bookkeepers), PAMPS, Local 150 (Food Service Helpers and Building Service Helpers), Local 950, Local 1053 and Local 1616; and 2) for the purpose of considering litigation the Board may become involved in with respect to the district's benefit plans.

With respect to item 1) above, 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 with respect to item 2) above, pursuant to Wisconsin Statutes, Section 19.85(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice regarding litigation the Board may become involved in with respect to the district's benefit plans.

SUZANNE M. LUNDIN
Board Clerk

Director Horton moved that the Board, pursuant to Wisconsin Statutes, Sections 19.85(1)(e) and 19.85(1)(g), retire to executive session for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned above; and to confer with its legal counsel regarding litigation the Board may become involved in with respect to the district's benefit plans.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Horton, Johnson, O'Neil and President Spence — 5.
Noes — None.

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

The Board adjourned from executive session at 6:55 PM.

SUZANNE M. LUNDIN
Director, Office of Board
Governance/Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 29, 2002

Special meeting of the Board of School Directors called to order by President Spence at 7:00 PM.

Present — Directors Blewett, Dannecker, Gardner, 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 28, 2002

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 Wednesday, May 29, 2002 in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering and taking action on proposed amendments to the Report of the Committee on Strategic Planning and Budget with respect to the FY2003 School Operations, Construction, and Extension Fund budgets recommended for adoption by the Committee.

Amendments proposed by Board members for consideration may include, but not be limited to, the following:

- Restore the Mentor Teacher Program;
- Restore TEAM Program to FY02 level;
- Count pupil FTE for non-instrumentality charters in the same manner as instrumentality charters;
- Reduce Board health insurance payments;
- Add funding for MATC/MPS partnership program in voc/tech ed at Pulaski;
- Carry over all FY02 departmental surpluses and distribute them to the schools;
- Restore 5 painters;
- Install windows at IDEAL;
- Upgrade one additional school (to be determined) for ADA compliance;
- Restore WYMS; restore WYMS programming to pre-April 29 shutdown
- Add funds for July community swim instruction at North Division; contract with youth athletics organizations; contract for soccer; Target Teach equipment and materials for use by groups providing volunteer tutor support
- Eliminate Board meals;
- Fund partnership programs that accept at-risk students above contracted amounts;
- Complete funding for the Webster and Pulaski small engine assembly line;
- Move the division of Small Community Schools to the Office of Board Governance;
- Allow global to accept sixth graders and use boxed software;
- Separate Facilities and Maintenance from Business Services;
- Amend amendment #22 (parent notification of student absences) to provide that the calls be made centrally with existing MPS technology;
- Restore coordinator of special projects position in the Superintendent's office;
- Increase the district's revenue estimate for the Qualified Zone Academy bond program;
- Restore the community development liaison in the Division of Facilities and Maintenance;
- Restore eleventh-grade Writing Performance and Math Proficiency Assessments;
- Offer practice writing performance assessments in the fall for grades 3, 5, 6 and 7;
- Reallocate funds from Technology Consultants to pay MPS employees for computer work;
- Restore district's participation in the North Central Association;
- Return chargebacks to schools for programs eliminated in the FY03 budget;

- Create an ombudsman position in the Office of Board Governance;
- Provide instrumentality level chargebacks for traditional schools not in need of improvement;
- Reimburse Walker for principal's time;
- Restore funding and position authority for four positions in Human Resources;
- Restore one Parent Information Specialist in the Parent Service Center;
- Guarantee funding of training for School Governance Councils.

Since public hearing on the proposed FY2003 budget was given on May 23, 2002, there will be no public hearing at this meeting.

SUZANNE M. LUNDIN
Board Clerk

The Director, Office of Board Governance/Board Clerk submitted the following list of Board members' amendments for consideration:

Proposed Amendments to the FY2003 Budget
to Be Considered by the Board of School Directors on
Wednesday, May 29, 2002

#	Author	Amendment	Amount: Increase (Decrease)	Net Effect on Budget
A.	*TECHNICAL AMENDMENT*			
43	Spence	Increase the district's revenue estimate for the Qualified Zone Academy bond program by $1,174,000 to reflect additional tax credit support	$1,174,000	$0
	Funding Source/Comments:	*Funds to be placed in budget as unallocated.*		
B.	*MENTOR TEACHERS*			
13	Gardner	Restore the Mentor Teacher Program	$1,624,080	$0
	Funding Source/Comments:	*Reduce accounts in Educational Services, Technology, Board of School Directors, and Business Services,*		
44	Blewett	Restore the Mentor Teacher Program with Title II funds	$1,567,415	$0
58	Morales	Restore the Mentor Teacher Program	$1,624,080	$0
	Funding Source/Comments:	*Various accounts in Educational Services and Technology*		
C.	*WYMS (EXTENSION FUND)*			
29	Blewett, Hardin	Restore WYMS and Transfer to Public Affairs	$376,265	$0
	Funding Source/Comments:	*Transfer funds from Contracted Services to WYMS*		
30	Blewett	Restore WYMS (no transfer to Public Affairs)	$376,265	$0
	Funding Source/Comments:	*Transfer funds from Contracted Services to WYMS*		
56	Dannecker	Maintain the current interim operation of WYMS until the Board takes action on the recommendations of the advisory committee	$376,265	$0
61	Morales	Restore WYMS programming to pre-April 29 shutdown status and place WYMS operations under Communications and Public Affairs	$376,265	$0
D.	*CHARGEBACKS/BUYBACKS*			
50	Blewett	Return chargebacks to schools for programs eliminated in the FY03 budget	$1,862,520	$0
	Funding Source/Comments:	*Reduce accounts in Educational Services and Leadership Services*		
52	Dannecker	Provide instrumentality-level chargebacks for traditional schools not in need of improvement	$701,706	$0
	Funding Source/Comments:	*#1*		
53	Dannecker	Provide Instrumentality-level chargebacks for traditional schools not in need of improvement	$476,279	$0
	Funding Source/Comments:	*#2*		

#	Author	Amendment	Amount: Increase (Decrease)	Net Effect on Budget
54	Dannecker	Provide instrumentality level chargebacks for traditional schools not in need of improvement	$264,273	$0
	Funding Source/Comments:	*#3*		
16	Gardner	Add $236,458 to non-Instrumentality Charters to count pupil FTE in the same manner as instrumentality charters	$236,458	$0
	Funding Source/Comments:	*Reduce unidentified accounts in Ed Services, Business Services, and Technology*		
21	Hardin, Gardner	Carry over all FY02 departmental surpluses and distribute them to the schools	$0	$0
	Funding Source/Comments:	*Exact amount will not be known until July*		
E.	*POSITION RESTORATIONS*			
24	Blewett	Restore five painters	$349,633	$0
	Funding Source/Comments	*Reduce Technology: Educational Maintenance*		
42	Spence	Restore coordinator of special projects position in the Superintendent's office	$101,962	$0
	Funding Source/Comments	*Reduce unalloted charter administrative fee*		
45	Blewett	Restore the community-development liaison in the Division of Facilities and Maintenance	$113,120	$0
	Funding Source/Comments	*Reduce unidentified Business Services accounts*		
62	Morales, Hardin	Restore the community development liaison in Facilities and Maintenance to a .5 position level	$56,565	$0
	Funding Source/Comments	*Reduce Technology: Strategic Plan by $56,565*		
57	Morales, Hardin	Restore funding and position authority for four positions in Human Resources	$241,600	$0
	Funding Source/Comments	*Various accounts in Technology, Superintendent's Office and Human Resources*		
59	Morales	Restore one Parent Information Specialist in the Parent Service Center	$45,755	$0
	Funding Source/Comments	*Various accounts in Leadership Services*		
51	Dannecker	Create an ombudsman position in the Office of Board Governance	$0	$0
	Funding Source/Comments	*Creates position, but does not allocate funds*		
F.	*BOARD OF SCHOOL DIRECTORS*			
17	Gardner	Board health insurance: Board members pay difference between plan they have selected and the lowest-cost plan	($12,620)	$0
	Funding Source/Comments	*Transfer from Employee Benefits to Other Expenses*		
35	Gardner	Eliminate Board meals	($5,000)	$0
	Funding Source/Comments	*Add savings to other expenses account*		
G.	*VOCATIONAL/TECHNICAL*			
20	Gardner	Add $150,000 for MATC/MPS partnership program in voc/tech ed at Pulaski	$89,750	$0
	Funding Source/Comments	Reduce School Technology Support: Staff Training		
37	Gardner, Johnson	Complete funding for the Webster small-engine assembly line and Pulaski welding room	$425,000	$0
	Funding Source/Comments	*Uses QZAB funding*		
H.	*DEPARTMENTAL CHANGES*			
38	Johnson	Move the division of Small Community Schools to the Office of Board Governance	$1,118,966	$0
	Funding Source/Comments	*Includes reduction of Business Services by $25,000 for contracting services*		
40	Johnson	Separate Facilities and Maintenance from Business Services	$0	$0
I.	*EXTENSION FUND TAX LEVY INCREASES*			
31	Gardner	Add $25,000 for July community swim instruction at North Division	$25,000	$25,000
	Funding Source/Comments	*Increase Extension Fund tax levy*		
32	Gardner	Add $60,000 to recreation to contract with youth athletics organizations	$60,000	$60,000
	Funding Source/Comments	*Increase Extension Fund tax levy*		

#	Author	Amendment	Amount: Increase (Decrease)	Net Effect on Budget
33	Gardner	Add $140,000 to contract for soccer	$140,000	$140,000
	Funding Source/Comments	*Increase Extension Fund tax levy*		
34	Gardner	Provide funding for Target Teach equipment and materials for use by groups providing volunteer tutor support	$160,000	$160,000
	Funding Source/Comments	*Increase Extension Fund tax levy*		
J.	*CONSTRUCTION FUND*|			
27	Gardner	Install windows at IDEAL	$45,000	$0
	Funding Source/Comments	*Reduce Facilities and Maintenance Vehicle-Replacement Account*		
28	Dannecker	Upgrade one additional school (to be determined) for ADA compliance	$632,000	$0
	Funding Source/Comments	*Reduce Facilities and Maintenance Vehicle-Replacement Account.*		
K.	*MISCELLANEOUS*			
36	Gardner	Fund partnership programs that accept at-risk students above contracted amounts	$0	$0
	Funding Source/Comments	*Partnership contracts and MOU would need to be renegotiated*		
39	Johnson	Allow global to accept sixth-graders and use boxed software	$0	$0
46	Blewett	Restore Eleventh-grade tests	$0	$0
47	Blewett	Offer practice writing performance assessments in the fall for grades 3, 5, 6 and 7	$4,000	$0
	Funding Source/Comments	*Reduce Educational Research consulting services*		
48	Blewett	Reallocate $250,000 from Technology Consultants to pay MPS employees for computer work	$250,000	$0
49	Blewett	Restore district's participation in the North Central Association	$120,000	$0
	Funding Source/Comments	*Reduce Technology: consultant services*		
55	Dannecker	Provide $28,000 to reimburse Walker for principal's time	$80,954	$0
	Funding Source/Comments	*Reduce unalloted charter school administrative fees*		
60	Morales	Guarantee funding of training for School Governance Councils	$85,000	$0
	Funding Source/Comments	*Use either Foundation or Title I funds*		

A. Technical Amendment

Director Morales moved to adopt amendment #43.

The amendment was adopted, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

B. Mentor Teachers

Director Horton moved a substitute to amendment #13.

Director Blewett moved to postpone consideration until after consideration of amendment #17, regarding Board health insurance.

The motion to delay was adopted on the following vote:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

Director Gardner moved to adopt amendment #17, modified as follows:

> that Board members pay the difference between the health insurance plan they have selected and the lowest-cost plan, effective with the start of the next enrollment period, with an estimated fiscal impact of $8,413.

The motion was adopted, the vote being as follows:

> Ayes — Directors Dannecker, Gardner, Horton, Johnson and President Spence — 5.
> Noes — Directors Blewett, Hardin, Morales and O'Neil — 4.

The Board returned to consideration of amendment #13, to restore the Mentor Teacher Program.

Director Horton withdrew her substitute to amendment #13.

Director Gardner moved to adopt a revised version on amendment #13, with the funding sources modified.

The amendment failed of adoption on the following vote:

> Ayes — Directors Dannecker, Gardner and Horton — 3.
> Noes — Directors Blewett, Hardin, Johnson, Morales, O'Neil, and President Spence — 6.

Director Blewett moved to adopt amendment #44.

The amendment failed of adoption on the following vote:

> Ayes — Directors Blewett, Hardin, Morales and O'Neil — 4.
> Noes — Directors Dannecker, Gardner, Horton, Johnson, and President Spence — 5.

Director Morales moved to adopt amendment #58, with the reductions to be left to the Administration, as long as there are no cuts of currently-filled positions.

The amendment failed of adoption on the following vote:

> Ayes — Directors Blewett, Hardin, Morales and O'Neil — 4.
> Noes — Directors Dannecker, Gardner, Horton, Johnson, and President Spence — 5.

Director Hardin moved to adopt amendment #58 with the reductions to come from the departments of Educational Services and Technology, as long as there are no cuts of currently-filled positions.

The amendment failed of adoption on the following vote:

> Ayes — Directors Blewett, Hardin, Morales and O'Neil — 4.
> Noes — Directors Dannecker, Gardner, Horton, Johnson, and President Spence — 5.

Director Blewett moved to restore the Teacher Mentor program at two-thirds funding, with the reductions to come from the departments of Educational Services and Technology.

The amendment failed of adoption on the following vote:

> Ayes — Directors Blewett, Hardin, Morales and O'Neil — 4.
> Noes — Directors Dannecker, Gardner, Horton, Johnson, and President Spence — 5.

C. WYMS (Extension Fund)

Director Dannecker moved to adopt amendment #56, with the Superintendent to have the discretion to bring back elements of the old station with volunteers.

The amendment was adopted, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.
Temporarily absent — Director Blewett — 1.

Amendment #56 having been adopted, amendments #29, #30, and #61 failed for lack of a motion.

The Board recessed from 10:16 PM to 10:39 PM.

Director Hardin moved that the Board take up section J.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, and O'Neil — 8.
Noes — President Spence — 1.

J. Construction Fund

With respect to amendment #27, Director Gardner moved that the Committee on Strategic Planning and Budget come back to the Board no later than July 1 with a report on appropriate facilities and other needs of IDEAL Charter School, including other facilities and possibilities.

The motion prevailed on the following vote:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Morales, O'Neil, and President Spence — 8.
Noes — None.
Voting "present" — Director Johnson — 1.

Amendment #28 was withdrawn.

The Board next took up amendment #24 under position restorations.

Director Hardin moved to adopt amendment #24, with the funding source to be an addition of up to $349,633 to work monitoring review.

The motion prevailed on the following vote:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — Director Blewett — 1.

The Board next took up section D.

D. CHARGEBACKS/BUYBACKS

Amendments #50, #52, and #53 were withdrawn.

Director Dannecker moved to adopt amendment #54.

The Board recessed from 12:00 M to 12:19 AM.

The question being on amendment #54, it was adopted on the following vote:

Ayes — Directors Dannecker, Gardner, Horton, Johnson, and President Spence — 5.
Noes — Directors Blewett, Hardin, Morales, and O'Neil — 4.

Director Gardner moved to adopt amendment #16, with the addition of partnership, alternative, and other contracted schools.

The amendment failed of adoption on the following vote:

Ayes — Directors Dannecker, Gardner, and Horton — 3.
Noes — Directors Blewett, Hardin, Johnson Morales, O'Neil, and Spence — 6.

Amendment #21 was withdrawn.

E. Position Restorations

Vice President Dannecker in the chair.

President Spence moved to adopt amendment #42.

The amendment failed of adoption on the following vote:

Ayes — Directors Horton, Johnson, and Spence — 3.
Noes — Directors Gardner, Hardin, Morales, and O'Neil — 4.
Abstaining from voting — Director Blewett and chair *pro Tem* Dannecker — 2.

President Spence in the chair.

Amendment #45 was withdrawn.

Director Morales moved to adopt amendment #62, with the funding source to be from unspecified accounts in the Department of Business Services.

The amendment was adopted on the following vote:

Ayes — Directors Blewett, Hardin, Horton, Morales, and O'Neil — 5.
Noes — Directors Dannecker, Gardner, Johnson, and President Spence — 4.

With regard to amendment #57, Director Morales moved to restore funding and position authority for three positions in the Department of Human Resources, with funding of $122,310 to come from various account in Technology, the Superintendent's Office, and Human Resources.

The amendment was adopted on the following vote:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Morales, O'Neil, and President Spence — 8.
Noes — Director Johnson — 1.

Director Morales moved to adopt amendment #59, with the Finance Department to investigate funding safety aides through the Extension Fund.

The amendment failed of adoption on the following vote:

Ayes — Directors Blewett, Hardin, Morales, and O'Neil — 4.
Noes — Directors Dannecker, Gardner, Horton, Johnson, and President Spence — 5.

Amendment #51 was withdrawn.

F. Board of School Directors

Director Gardner moved to adopt amendment #35.

Director Blewett moved to amend by specifying that the savings be placed in the Board's employee-benefits line item.

The amendment to the amendment failed of adoption on the following vote:

Ayes — Directors Blewett, Hardin, Morales, and O'Neil — 4.
Noes — Directors Dannecker, Gardner, Horton, Johnson, and President Spence — 5.

The question being on the original amendment #35, it was adopted on the following vote:

Ayes — Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — Director Hardin — 1.

G. Vocational/Technical

Amendment #20 was withdrawn.

Director Gardner moved to adopt amendment #37.

The amendment was adopted on the following vote:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.
Temporarily absent — Director Blewett — 1.

H. Departmental Changes

Director Johnson moved to adopt amendment #38.

The amendment was adopted on the following vote:

Ayes — Directors Dannecker, Gardner, Horton, Johnson and Morales — 5.
Noes — Directors Hardin, O'Neil and President Spence — 3.
Abstaining from voting — Director Blewett — 1.

Amendment #40 was withdrawn.

The Board recessed from 2:55 AM to 3:13 AM.

I. Extension Fund Tax-levy Increases

Amendments #31 and #32 were withdrawn.

Director Gardner moved to adopt amendment #33.

The amendment was adopted on the following vote:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, and Morales — 5.
Noes — Directors Johnson, O'Neil, and President Spence — 3.
Temporarily absent — Director Horton — 1.

Director Hardin requested permission to change her vote.

Director Blewett moved that Director Hardin be allowed to change her vote.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

Director Blewett moved that Director Horton, who was temporarily absent, be allowed to vote.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

Amendment #33 was adopted, the vote now being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Horton, and Morales — 5.
Noes — Directors Hardin, Johnson, O'Neil, and President Spence — 4.

With regard to amendment #34, Director Blewett moved to provide funding for appropriate instructional equipment and materials for use by groups providing volunteer tutor support.

The motion failed of adoption on the following vote:

Ayes — Directors Blewett, Dannecker, Gardner, and Morales — 4.
Noes — Directors Hardin, Horton, Johnson, O'Neil, and President Spence — 5.

K. Miscellaneous

Director Gardner moved to adopt amendment #36.

The amendment was adopted on the following vote:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — Director Blewett — 1.

Director Hardin left at 4:15 AM.

Director Johnson moved to adopt amendment #39.

The amendment was adopted on the following vote:

Ayes — Directors Dannecker, Horton, Johnson and President Spence — 4.
Noes — Directors Gardner, Morales and O'Neil — 3.
Abstaining from voting — Director Blewett — 1.

After the roll call was announced, Director Blewett requested that he be allowed to vote.

Director Gardner moved to allow Director Blewett to vote.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

Amendment #39 now failed on a tie vote:

Ayes — Directors Dannecker, Horton, Johnson, and President Spence — 4.
Noes — Directors Blewett, Gardner, Morales, and O'Neil — 4.

Director Blewett moved to adopt amendment #47.

The amendment failed of adoption on the following vote:

Ayes — Directors Blewett, Morales, and O'Neil — 3.
Noes — Directors Dannecker, Gardner, Horton, Johnson, and President Spence — 5.

Amendment #48 failed for lack of a motion.

Director Blewett moved to adopt amendment #49.

The amendment failed of adoption on the following vote:

Ayes — Director Blewett — 1.
Noes — Directors Dannecker, Horton, Johnson, Morales, O'Neil, and Spence — 6.
Abstaining from voting — Director Gardner — 1.

Director Dannecker moved to adopt amendment #55.

The amendment was adopted on the following vote:

Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

With regard to amendment #60, Director Dannecker moved to require schools to set aside money for School Governance Council training from Title I funds.

The amendment failed of adoption on a tie vote:

Ayes — Directors Blewett, Dannecker, Morales, and O'Neil — 4.
Noes — Directors Gardner, Horton, Johnson, and President Spence — 4.

Amendment #46 was withdrawn by Director Blewett, pending opinions from the Department of Public Instruction and the City Attorney regarding legal issues involved.

Director Blewett moved to reconsider amendment #13.

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

Ayes — Directors Blewett, Dannecker, Gardner, and Morales — 4.
Noes — Directors Horton, Johnson, and President Spence — 3.
Temporarily absent — Director O'Neil — 1.

Director Gardner moved to adopt amendment #13 as revised earlier in the meeting.

Director Horton moved to adjourn.

The motion to adjourn failed on a tie vote:

Ayes — Directors Horton, Johnson, Morales, and President Spence — 4.
Noes — Directors Blewett, Dannecker, Gardner, and O'Neil — 4.

The question being on adoption of amendment #13, it failed on the following vote:

Ayes — Directors Blewett, Dannecker, and Gardner — 3.
Noes — Directors Horton, Johnson, Morales, O'Neil, and President Spence — 5.

The Board adjourned at 5:30 AM.

SUZANNE M. LUNDIN
Director, Office of Board
Governance/Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 30, 2002

Special meeting of the Board of School Directors called to order by Vice President Dannecker at 5:55 PM.

Present — Directors Blewett, Dannecker, Johnson, Morales, and O'Neil — 5.
Absent and excused — Directors Gardner, Hardin, Horton, and President Spence — 4.

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

May 23, 2002

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 PM on Thursday, May 30, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering litigation in the matter of the class action lawsuit against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy.

Pursuant to Wisconsin Statutes Section 19.85(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice regarding litigation in the matter of the class action lawsuit against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy.

SUZANNE M. LUNDIN
Board Clerk

Director Johnson moved that the Board, pursuant to Wisconsin Statutes, Section 19.85(1)(g), retire to executive session to confer with its legal counsel in the matter of the class action lawsuit 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 Blewett, Johnson, Morales, O'Neil, and Chair *Pro Tempore* Dannecker — 5.
Noes — None.

The Board retired to executive session at 5:56 PM.

The Board adjourned from executive session at 7:15 PM.

SUZANNE M. LUNDIN
Director, Office of Board
Governance/Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 30, 2002

Regular meeting of the Board of School Directors called to order by President Spence at 7:23 PM.

Present — Directors Blewett, Dannecker (7:52 PM), Gardner, 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, 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:

Clare Boyle,
Teacher, Craig Montessori School

Clare Boyle, who has been a teacher with Milwaukee Public Schools for 14 years, has been a fourth-grade teacher at Craig Montessori School for the past four years. She was recently accepted into the NASA Educational Workshop being held this summer in Huntsville, Alabama. She is also a two-year veteran of Wisconsin's Mathline, an on-line learning community in which teachers throughout the state share learning strategies. Her math lessons have been featured on Mathline, and she was recently recognized for her work in mathematics.

Ms Boyle has demonstrated outstanding leadership and classroom teaching abilities during her tenure. Students in her classroom are motivated learners, her classroom environment promoting student achievement and cross-curricular opportunities for students. In collaboration with fellow teachers, she communicates district and state standards and is considered a leader in curriculum design and implementation.

Ms. Boyle is a respected professional. She has distinguished herself in her dedication, knowledge, and enthusiasm. Her strong communications and leadership skills allow her to effectively model quality teaching practices both within her own school and throughout the state via on-line lessons.

The Milwaukee Board of School Directors and the entire school community recognize Clare Boyle 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.

Awards and Commendations

School Board Director Charlene Hardin was awarded the Person of Action Award from the students, parents, staff, and community of North Division High School for "walking the extra mile" and for her outstanding public service. The award was presented at North Division's "NNY — North Needs You" awards-and-recognition program on May 21, 2002.

Students

More than 8,500 students participated in the Milwaukee Public Schools' 39th Biennial All-City Music Festival held at the Wisconsin Center Arena. Performances by student groups included an elementary school chorus, middle school festival chorus, high school chorus, elementary strings, African drum ensemble, marching percussion, high-school band, orchestra, and jazz ensemble. The festival, which began in 1924 in the Milwaukee Auditorium, moved to the Arena in 1961.

This year, 110 seventh- and eighth-grade students took the ACT and SAT college entrance exams as participants in the Midwest Talent Search. Two students are being recognized by the Center for Talent Development at Northwestern University for their unusually high scores: Eva Lam, an eighth-grade student at Morse Middle School, and Nicholas Drew, a seventh-grade student at Roosevelt Middle School of the Arts, will be recognized at an awards ceremony and will receive numerous opportunities to participate in summer pre-college programs for the gifted and talented.

Jennifer Forecki, a senior at Rufus King High School, is the recipient of the 6th Annual GLSEN (Gay, Lesbian and Straight Education Network) $500 Scholarship because of her demonstrated commitment to advancing equality for lesbian, gay, bisexual, and transgender people in her school or community.

Ellen Henry, a senior at Rufus King High School, received a Gold Key award for her photograph, *Just Above the Water's Edge,* during the Scholastic Art and Writing Awards competition conducted nationally by the Alliance for Young Artists and Writers, Inc. Her photograph will be entered into the national competition at the Corcoran Gallery of Art in Washington, D.C., this June.

Monica Macon, an eighth-grade student at I.D.E.A.L. Charter School, is this year's recipient of the citywide YMCA Body, Mind, and Spirit award. She is honest and responsible and has taken a leadership role in many areas. She spent her lunch hours teaching younger students to dance and has tutored primary students. She has also donated time after school to support the YMCA's Strong Kids Campaign.

Sheree Ferguson, an eighth-grade student at I.D.E.A.L. Charter School, is this year's winner of the PTA Student of the Year award. She took the lead by creating a dance program for all interested I.D.E.A.L. students. She also chaired the school-wide Violence Prevention Poster Contest Committee that submitted an entry in the citywide contest.

Pulaski High School's SKILLs'USA-VICA club visited the EAA (Experimental Aircraft Association) Flight AirVenture Museum in Oshkosh, Wisconsin, and explored the World War II Eagle hanger to receive hands-on experience in the Kid Venture gallery and Hangar-X. Gerardo Ibarra, a sophomore and Pulaski's top dragster designer, designed and created a CO2 dragster that was donated by the SKILLs'USA-VICA president to the museum to be a part of their collection of science and technology artifacts.

El Puente Technology High School, in collaboration with Shalom High School, won fifth place in the Rube Goldberg Machine Building Competition sponsored by the University of Wisconsin-Milwaukee Engineering Department. Student team members include Audrey Betton, Shalom; Simmie Booker, Shalom; Doug Copher, El Puente; Elvis Davis, El Puente; Crystal Ebert, El Puente; and Marcus Hardwick, Shalom. The Rube Goldberg team is coached by Rita Richardson, Shalom; John Surges, El Puente, and Recebba Mitteness-Wendel, El Puente.

Rufus King High School's musical groups recently received the following awards and/or recognition during this year's various district and state competitions:

Full Orchestra Class B Gold Rating
String Orchestra Class A Gold Rating — District
String Orchestra Class A Gold Rating — State
Concert Band Class A Gold Rating
180 Instrumental Solo/Ensemble Entries at the District Level
28 State Sole/Ensemble Entries

Mr. Jeffrey Durr is the director of the school's outstanding orchestra and band.

These Rufus King High School students qualified for State Solo/Ensemble Contest:

Quinton Bonds..... Alto Sax
Andrea Byrnes..... Flute
Adam Carr..... French Horn
Sonja Chojnacki..... Cello
Jonathan Ciati..... Percussion
Jacquay Eichelberger..... Violin II
Janay Eichelberger..... Violin II
Laura Gerber..... Oboe
Katie Gordon..... Flute
David Green..... Violin I
Anders Gurda..... Bass
Erica Hamilton..... Harp
Claire Heile..... Violin I
Angela Howard..... Clarinet
Nora Justin-Szopinski..... Flute
Erica Kapitan-Daniel..... French Horn
Carolyn Kirchhoff..... Violin I
Melissa Konek..... Flute
Emerald Lee..... Flute
Peter Leonhardy..... Viola
Santana Liston..... Clarinet
Monika Mihlbauer..... Flute
Desiree Miller..... Cello
Desiree Miller..... Piano

Peter Netzel ..... Tympani
Peter Netzel ..... Alto Sax
Dawn Nitz..... Violin I
Angie Peplinski ..... Piano
Karolynn Pohl..... Cello
Dana Reinroos ..... Clarinet
Erik Saunders ..... Violin I
Erik Saunders ..... Alto Sax
Erik Saunders..... Tenor Sax
Brian Scheer ..... Viola
Sara Stagg..... French Horn
Kyle Szarzynski..... Violin I
Laura Thompson..... Violin I
Chloe Williams ..... Violin I
Megan Willlis ..... Violin I
Heather Zingler..... Violin I

Desiree Miller, a senior at Rufus King High School, received an award and special recognition for writing an original musical composition from the Wisconsin School Music Association sponsored by the Department of Public Instruction. She was one of 13 student composers honored at a special awards ceremony at the State Capitol.

Latoya Mason, a senior at Milwaukee Trade and Technical High School, has received a $1,000 educational scholarship recognizing her academic achievement, community involvement, and leadership from Jewel-Osco. She plans to attend Tennessee State and major in Criminal Justice.

Whitman Elementary School students donated 400 teddy bears to St. Francis Community Hospital's nursery. Students made personalized notes that were attached to the neck of each teddy bear. They will then be given to newborn babies to welcome them into the world.

John Haygood, student at North Division High School, was recognized by the Milwaukee Symphony Youth Orchestra for his outstanding performance as a pianist. He was also awarded a scholarship to the University of Wisconsin-Stevens Point. He performed a classical piano recital at North Division High School's "Tea" held on May 19 in grateful celebration of North's parents.

Schools

Honey Creek Continuous Progress Elementary School was recently honored at the International Reading Association Conference in San Francisco, California, where it won the Pride of SRA award for its reading program. Honey Creek was one of just ten schools in the nation, and the only one in the Midwest, to be recognized for its consistently high reading scores as determined by the third-grade Wisconsin State Reading Test over the last three years. Christine Milani, one of Honey Creek's three SRA teacher-coaches, will represent the school at the conference sponsored by the McGraw Hill Publishing Company.

Congress Extended Year Round School has been selected to receive one of two Milwaukee Idea Wards from the University of Wisconsin-Milwaukee Alumni Association's Emeritus Board of Trustees. This award recognizes outstanding achievement in sustained community-university partnerships that involve UWM and the overall spirit of community engagement reflected in the Milwaukee Idea.

North Division High School held a Sunday afternoon "Tea" on May 19, 2002, to honor parents. About 400 were in attendance. The main hall of the school was transformed into a garden for this special celebration. As a part of the program, a special Kinte cloth ceremony was held.

Ms. Minnie Davis, MPS and community volunteer, was recognized by North Division High School for her outstanding work in reclaiming students who have dropped out of high school and re-enrolling them in school. The award was presented at North Division's "NNY — North Needs You" Awards and Recognition Program on May 21, 2002.

South Division, Rufus King, Riverside University, and Madison high schools were highlighted in a recent article in *Milwaukee Magazine*. The article reported on a school quality survey of high schools in which metro area schools were ranked based on achievement scores and socio-economic status of the school's population. These four MPS high schools were ranked for school quality within the top 20 schools in the study.

Bell Middle School's orchestra, directed by Mr. Byron Lampkins, won a first-place trophy in the regional competition recently from the Showcase Music Festival Competition in Atlanta Georgia. This is the ninth consecutive first-place regional award for Bell orchestras led by Mr, Lampkins. Bell's band, under the direction of Mr. Douglas Paul, won third place in the regional competition.

Milwaukee School of Languages' chess team — Anthony Parker, Curtis Maldonado, Hindson Her, Sou Her, Christina Dang, Rodney Lynk and Trevor Sumner — won the Wisconsin state chess championship in March after finishing third in the city meet. At nationals in Louisville, they finished 29th, which was Wisconsin's highest finish. The team is coached by Mr. John Hegelmeyer.

Neeskara Elementary School recently presented its Spring Showcase, "Oh the Places We Can Go!" Parents and guests were able to see lessons and projects that students and staff have been studying for several weeks. A book fair and storytelling also were presented.

Thirty-seventh Street School's fourth-grade students participated in a service and learning project on self-acceptance and kind deeds. The students designed and made a quilt reflecting the theme of kindness, which they presented to the Pediatric Care Unit of Children's Hospital.

Alexander Mitchell Integrated Arts School presented an art exhibit entitled "Recognizing Family" to celebrate the rich family heritage in the Mitchell community. Families and friends of the school, including area business partners Kiwanis Club and Badger Mutual Insurance, enjoyed art created and displayed by the students.

Fifth-third Street Elementary School held Gallery Night, featuring original artwork by all students, including early childhood, K5, and special education students. They also held a silent auction while students performed vocal and instrumental musical selections.

Sixty-eighth Street Early Childhood Education Center ended the school year with a special recognition of its Artist-in-Residence music program. Judy Stock, who worked with the 50 students, led the children in song and music at the event. This school is one of only two sites selected to pilot the innovative program.

Staff

Janie Hatton, principal of North Division High School, was selected to participate in an International Round Table on Humanitarianism at Oxford University in Cambridge, England, during August 2002.

Terrence Falk, debate coach at Juneau High School, was inducted into the Wisconsin Debate Coaches Association (WDCA) Hall of Fame. Falk has won more awards at more debate tournaments than all other Milwaukee Public School high schools combined. In 1997, Juneau became the first MPS school to win a state debate championship at the Wisconsin High School Forensic Association State Debate tournament.

Camilla Wakeman, a kindergarten teacher at Clarke Street Elementary School, was recently featured in a television report prepared by Channel Six. She was selected for this honor because, at 61 years old, she is in her first year as a certified teacher.

Nuntiata Buck, the lead science teacher and Community Learning Center academic coordinator at Edison Middle School, was selected for the Youth Leadership Academy/YMCA,Excellence in Education Award.

The following teachers were recipients of the following Time Warner Cable awards. The Crystal Apple Awards recognize teachers who have used "Cable in the Classroom" programming creatively and productively in their curriculum. Each winning team received $1,000 and a trip to Washington, DC, over the summer:

Jacqueline Pollman, Cooper Elementary School, National Crystal Apple & Gold
Mary Widen, Cooper Elementary School, National Crystal Apple & Gold
Jane Borden, Tippecanoe Elementary, National Crystal Apple, Gold & Silver
Jens Feiker, Tippecanoe Elementary, National Crystal Apple, Gold & Silver
Deb Zaffiro, Tippecanoe Elementary, National Crystal Apple, Gold , Silver & Bronze
Lisa Sherman-Colt, Milwaukee High School of the Arts, National Crystal Apple & Gold
Carol Sirko, Cooper Elementary School, Silver
Christy Robers, Tippecanoe Elementary, National Crystal Apple & Silver
Sue Browne, Tippecanoe Elementary, National Crystal Apple & Silver
Abigail Plummer, Tippecanoe Elementary, Bronze
Matt Stark, Tippecanoe Elementary, Bronze

Cynthia Peppers, fifth-grade teacher, and Deborah Thompson, principal at Benjamin Carson Academy of Science, are the recipients of the "Outstanding Educator" awards from the Youth Leadership Academy/YMCA.

Mary Stoll, a third-grade teacher at Grant Elementary School, was selected as the Sam's Club Teacher of the Year. Her school also received a check for $500 in her honor. She was selected because a former student wrote a letter of nomination stating that Ms. Stoll had made a positive difference in her life.

Janie Hatton, principal of North Division High School, received an award from the Spanish Speaking Council, the Wisconsin Department of Public Instruction, and MPS for Effective Community Leadership. The award was presented to her for bringing bilingual education to Pulaski High School during the time she served as its principal.

Milwaukee Recreation teamed up with R.S.V.P. Senior Corps, Interfaith Older Adult Program, Inc., to present an Intergenerational Craft Fair at Browning Elementary School. The fair showcased leisure-time hobbies and craft collections from 30 area seniors.

MPS's "Making the Grade" (MTG) television show ended its second season with the highest viewer ratings it has ever earned. MTG's ratings have steadily increased since it began in the spring of 2001. The latest ratings indicate that MTG drew a cumulative audience of more than 33,000 viewers over the weekend of May 17 and 18, winning its late evening time slot.

The Milwaukee Public Schools Technology and Learning Exposition, The Impact of Technology on Learning in Classrooms, was held in April. The exposition featured technology as an integral component of the entire teaching and learning community of K16 and beyond. It was sponsored in part by the U.S. Department of Education and the Department of Public Instruction Technology and Literacy Challenge Fund (TLCF).

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of April 13, 17, and 25, 2002, were approved as printed.

* * * * *

COMMUNICATIONS FROM CITY DEPARTMENTS

(Item A) Action on a Request from the City Comptroller for Board Adoption of a Resolution Authorizing the Sale of Revenue Anticipation Notes

The Office of Board Governance has received the following communication from W. Martin Morics, Comptroller of the City of Milwaukee:

May 9, 2002

Dr. Suzanne M. Lundin
Director, Office of Board Goverance/Board Clerk
Milwaukee Public Schools
P.O. Drawer 2181 (Room 273)
Miiwaukee, WI 53201

Dear Dr. Lundin:

The City of Milwaukee anticipates issuance, as has been the practice over the past number of years, of Milwaukee Public School Revenue Anticipation Notes. The Notes are for the purpose of providing interim financing of MPS Operations Fund pending receipt of State Educational Aids. These Revenue Anticipation Notes will be specifically referred to as "School Order Notes. Series of 2002-B".

In conjunction with this issuance, the City Attorney has determined that authonziny resolutions are required to be adopted by both the Milwaukee Common Council as well as the Milwaukee Board of School Directors. The City Attorney has further authored both required resolutions. Please find attached two copies of the resolution which will be required to be considered by the Milwaukee Board of School Directors in order that such borrowing may take place.

We would ask that the resolution be placed on the next available agenda for the Board and that the resolution be considered. We recommend its adoption. Based upon the assumption that the resolution is adopted, various specific certified copies of the resolution as well as certifications relating to the adoption meeting itself (members present, specific Board vote, etc.) will be required. Robert Seeber of my staff will be in contact with you or your staff with the specific details of required certifications.

Your assistance in having this required resolution placed before the Board is appreciated. If there are any questions, or if we may be of any further assistance, please feel free to contact Robert Seeber at 286−2319.

Very truly yours,

W. Martin Morics
Comptroller

Resolution Authorizing the Sale of Revenue Anticipation Notes

Whereas, The Milwaukee Public Schools is a department of 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, 2002, through June 30, 2003; 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 aid revenue payments for the School Operations Fund for fiscal year 2002-2003 amount to $593,800,000 and these anticipated school aid revenue payments under sec. 121.15, Stats., represent 67.0% of the anticipated revenues for the School Operations Fund for fiscal year 2002-2003; and

Whereas, The Milwaukee Public Schools is anticipating the receipt of equalization aid revenues from the State of Wisconsin in September, 2002; December, 2002; March, 2003 and June, 2003, and specifically in the amount of $195,954,000 in June, 2003; 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 aid revenue payment during fiscal year 2002-2003; 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 of Milwaukee to issue short-term promissory notes pursuant to the provisions of sec. 67.12(1), in an amount not to exceed $148,000,000 for the purpose of financing the operating budget of the Milwaukee Public Schools on an interim basis pending receipt of state general aid revenue payments during fiscal year 2002-2003; and be it

Further resolved, That the City of Milwaukee 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 of Milwaukee and its proper City officers be and hereby are authorized and directed to segregate within the School Operations Fund state school aid revenue payments under sec. 121.15, Stats., received in June, 2003 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 2002-2003 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 Morales moved to adopt the resolution.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

* * * * *

(Item B) Action on a Request from the City Comptroller for Board Adoption of a Resolution Approving an Intergovernmental Cooperation Agreement with the City of Milwaukee for Financing the Costs Associated with the Previously Approved Special Education Student Tracking System and the Financial System

The Office of Board Governance has received the following communication from W. Martin Morics, Comptroller of the City of Milwaukee:

Office or the Comptroller
April 18, 2002

Dr. Suzanne M. Lundin
Director, Office of Board Goverance/Board Clerk Milwaukee Public Schools
P.O. Drawer 2181 (Room 273)
Milwaukee, WI 53201-2181

Dear Dr. Lundin:

The City of Milwaukee is currently in the process of borrowing $9,000,000 for two Milwaukee Public School requested projects. The projects are $5,000,000 to finance a "Special Student Tracking System" and $4,000,000 for upgrading of Milwaukee Public Schools financial system. The Milwaukee City Attorney has determined that an "Intergovernmental Cooperation Agreement" will be required between the City and Milwaukee Public Schools as relates to debt service responsibilities for these financings.

We are enclosing a resolution for consideration by the Board of School Directors which would approve entering into such a Cooperation Agreement. We are also enclosing an Intergovernmental Cooperation Agreement as drafted by the Milwaukee City Attorney to accomplish these requirements.

We would request that the enclosed resolution (with its accompanying Intergovernmental Cooperation Agreement) be placed before the Board for its consideration. Assuming the Board does approve entering into such Agreement, the required number of copies will be then forwarded for execution. A similar resolution is being placed before the Milwaukee Common Council that, if approved, will call for the City to execute the same Agreement. Adoption of this resolution by the Board would also result in need for "certified" copies of the resolution being made available.

The contact person within this Office, should there be any questions relative to this matter, is Robert Seeber of my staff at 286-2319. Should there be any questions, please do feel free to contact Mr. Seeber directly.

Very truly yours,

W. Martin Morics
Comptroller

RESOLUTION AUTHORIZING THE MILWAUKEE BOARD OF SCHOOL DIRECTORS TO ENTER INTO AN INTERGOVERNMENTAL COOPERATION AGREEMENT WITH THE CITY OF MILWAUKEE

WHEREAS, Common Council File Number 011069 authorizes the issuance and sale of general obligation short-term promissory notes by the City of Milwaukee under s. 67.12(12), Stats. for the costs associated with financing the Milwaukee Public Schools "Special Education Student Tracking System" ($5,000,000) and financing the Milwaukee Public Schools Financial System ($4,000,000); and

WHEREAS, The City of Milwaukee is prepared to sell the authorized notes provided there is an intergovernmental cooperation agreement between the City of Milwaukee and the Milwaukee Board of School Directors; and

WHEREAS, The Milwaukee Board of School Directors agrees to include in its annual budget transmitted to the Common Council a sum sufficient to pay the City's debt service as it comes due; now, therefore, be it

RESOLVED, By the Milwaukee Board of School Directors that an intergovernmental cooperation agreement between the City of Milwaukee and the Milwaukee Board of School Directors annexed hereto be and hereby is approved and the proper school district officers are hereby authorized to execute the same on behalf of the Milwaukee Board of School Directors.

Director Johnson moved to adopt the resolution.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT OF SCHOOLS

(Item A) Disallowance of Claims

Office of
Superintendent of Schools

To the Board of School Directors:

In accordance with established procedures, I present the following claim:

- Claim for Injury filed against Milwaukee Public Schools by Mr. Peter M. Donohue, attorney, on behalf of Oscar Marin, a minor, and his father, Gustavo Marin, for injuries allegedly sustained by Oscar Marin at the Bay View High School on December 7, 2000. Claim is being made by Oscar Marin and Gustavo Marin in the sum of $34,510.52.

Wausau Insurance Companies, the third-party administrator that currently handles the liability claims filed against the Milwaukee Public Schools 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,

Spencer D. Korte, Ph.D.
Superintendent of Schools

On the motion of Director Johnson the claim was disallowed, the vote being as follows:

Ayes — Directors Blewett, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

* * * * *

(Item B) Approval of a Negotiated Labor Agreement with Local 150 — Food Service Helpers

Office of the
Superintendent of Schools

To the Board of School Directors:

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

Local 150 (Food Service/Handicapped Children's Assistant) –
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 with the amendments as indicated in the summary below.

Respectfully submitted,

Spence D. Korté, Ph.D
Superintendent of Schools

Settlement Highlights
Contract between the Milwaukee Board of School Directors
and Service Employees' International Union, Local 150-FS

July 1, 2001, Through June30, 2003

1. Two- (2-) year contract (July 1, 2001, through June 30, 2003)
2. Allocation of the costs for printing of contracts
3. Increase in auto vandalism deductible from $25 to $35 per incident
4. More flexibility in the distribution of additional hours by management
5. Limitation on the jurisdictional authority of arbitrator
6. Clarification of eligibility for central kitchen manager I and II positions
7. Salaries:
   7/01/01 .....3.0%
   7/01/02 .....3.0%

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

Director Hardin moved to approve the contract. The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

* * * * *

COMMUNICATIONS FROM THE DIRECTOR, OFFICE OF BOARD GOVERNANCE/BOARD CLERK

(Item A) Action on a Recommendation to Approve a Charter School Contract for Siefert School

Analysis

1. On February 13, 2001, the Committee on Innovation/School Reform held a public hearing to consider the charter school petition for Siefert Elementary School to become an MPS instrumentality charter school. On February 26, 2001, the Board approved the concept of this charter school petition for possible implementation as an MPS instrumentality charter school during the 2001-2002 school year. Board action

directs that the Office of Board Governance, in consultation with representatives from the Administration and the Office of the City Attorney, negotiate a contract with Siefert Elementary School.

2. Since there were no specified contingencies representatives from Siefert Elementary School, the Office of Board Governance, the Administration, and the Office of the City Attorney have negotiated terms for the following MPS charter school contract:

Charter School	Siefert Elementary School
Status	Instrumentality
Agency	Siefert
Contingencies	None
Maximun Term	FY02-FY04
FTEs	540

3. Siefert Elementary School is currently open and serving MPS students.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

5. The contract is being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools

Fiscal Impact Statement

6. The funds for this charter school contract were budgeted and approved in the FY02 board-adopted budget, as noted in the attachment to the minutes of your Committee's meeting.

7. In addition to the board-approved budget allocations, Siefert Elementary School has been awarded a DPI Charter School Planning Grant totaling $10,000.

Implementation and Assessment Plan

8. This contract will become effective upon the Board's approval. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction.

Recommendations

That the Board approve the contract as negotiated.

Director Hardin moved to approve the contract. The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

- Committee on Innovation/School Reform, Item 2 (school climate survey);
- Committee on Innovation/School Reform, Item 3 (district accountability policy);
- Committee on Innovation/School Reform, Item 5 (informational report on special education services);

- Committee on Finance/Personnel, Item 1, (only the portion dealing with the sole-source purchase of IP/Telephony equipment);
- Committee on Finance/Personnel, Item 3 (administrative appointments and promotions);
- Committee on Finance/Personnel, Item 5 (student discipline policy);
- Committee on Finance/Personnel, Item 13 (purchase of reading materials);
- Committee on Strategic Planning and Budget, Item 1 (FY 2003 budget); and
- Committee on Strategic Planning and Budget, Item 2 (FY 2003 budget resolutions.

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

Ayes — Directors Blewett, Gardner, 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 Resolution 0102R-022 by Directors Hardin and Spence Regarding a Study of Pure Phonics and Reading Pedagogy

Background

At its meeting on November 27, 2001, The Board referred the following resolution by Director Hardin and Director Spence to the Committee on Innovation/School Reform:

WHEREAS, The MPS 2001-2004 Educational Plan Template lists Reading, Writing, and Mathematics as major strategic initiatives of the district; and

WHEREAS, The 2001-2003 strategic initiatives direct MPS schools to focus efforts on improving student achievement in the areas of reading, writing, and mathematics so that all students are performing at grade level; and

WHEREAS, The 2001-2003 strategic initiatives also direct the restructuring of district resources and organizational structure to provide focused support to schools in improving achievement in areas of reading, writing, and mathematics; and

WHEREAS, In keeping with the 2001-2003 strategic initiatives, MPS has redesigned the school educational plan to make it a dynamic, living document that will drive instruction to ensure that every child is performing at grade level in reading, writing, and mathematics; and

WHEREAS, The MPS 2001 Report to the Community notes that 89% of MPS third-grade students tested at or above the state basic levels in reading on the Wisconsin Reading Comprehension Test; and

WHEREAS, During the 2000-2001 school year, 59% of MPS fourth-grade students, 42% of MPS eighth-grade students, and 50% of MPS tenth-grade students tested at or above the state proficient levels in reading on the Wisconsin Knowledge and Concepts Exam; and

WHEREAS, A Pure Phonics program is currently used with some MPS students to correct reading and spelling deficits; and

WHEREAS, The implementation of the Pure Phonics program in MPS has met with some resistance from district staff and administration; now, therefore, be it

RESOLVED, That the MPS Reading Council meet with Dr. Robert Nash and interested MPS Board Members to discuss the findings of the recent MPS Reading Council Report; and be it

FURTHER RESOLVED, That the Administration study 3-years of pre- and post-test data for students participating in the Pure Phonics program and same-grade students participating in the currently approved MPS reading program(s) and prepare a report comparing the various reading pedagogies and their related effects on reading scores; and be it

FURTHER RESOLVED, That the Administration be directed to offer Pure Phonics in-service/training opportunities for MPS staff members through the district Reading Center.

Administration's Analysis

1 The establishment of an effective early-literacy program in schools is critical to meeting the needs of all students. It begins with the teaching of phonemic awareness (the awareness of the sounds [phonemes] that make up spoken words) and progresses to phonics, which is a way of teaching reading and spelling that stresses symbol-sound relationships. One of the programs that aims to correct students' reading difficulties is Pure Phonics, developed by Dr. Robert Nash.

2. The Administration provided the Board with an update on the Milwaukee Public Schools' reading program at its meeting on September 25, 2001, which included the following report on Pure Phonics:

> During 1998 and 1999, Dr. Robert Nash trained MPS teachers and administrators in the Simultaneous Multi-Sensory Instructional Procedure (SMSIP), commonly referred to as Pure Phonics. The program provides a phonemic approach to teach students to read and spell words through phonemic segmentation. A general survey of schools' reading programs in March 2001 indicated that teachers in 17 elementary schools and 3 middle schools have implemented the program. On the survey, schools did not have to indicate the number of trained teachers, so this could mean that one or more teachers in the school were using the program.
>
> Presently, Alcott Elementary School is the only school that implements the program on a school-wide basis. The principal, all teachers, and assistants have received Pure Phonics training. Alcott reports that the program has been a major factor in improving students' reading progress.
>
> Responses to an open-ended survey by participants in a Pure Phonics district workshop revealed that the program received mixed reviews. The responses varied from responses that students' decoding and phonics skills had greatly improved to responses that the program's methods were inappropriate and not effective with students. Given the variation in program implementation, data analyses of schools that have teachers using Pure Phonics were not conducted for this report.

3. Based on current data, Pure Phonics continues to serve as the core program of phonics instruction at Alcott School, where it is employed at all grades. Alcott remains the only school that implements the program on a school-wide basis. In other schools across the district, the program is used in a modified fashion on a limited basis.

4. During the 2001-2002 school year, the Administration launched a district-wide literacy initiative that MPS and its partners endorse and support as a balanced literacy framework for kindergarten through grade twelve. The components of balanced literacy — which include guided reading, word study/vocabulary study, shared reading/collaborative reading, independent reading, shared writing, interactive writing, guided writing/writer's workshop, and independent writing — are designed to provide students with a variety of reading and writing opportunities that are essential for promoting literacy development.

5. The components also provide teachers with the nature and intent of instructional components within the balanced literacy framework. The balanced literacy framework serves as a guide for teaching and learning in which developmental and strategic writing skills are addressed and reinforced in content-area learning.

6. Regarding the importance of a balanced approach to reading, the Department of Educational Services' Reading Business Plan (February 2002) states, "In forging strategies to ensure reading success for all, it is essential to focus on practices that are evidence-based and research proven." This conclusion is reinforced by the National Reading Panel Report (2002) and the Reading Success Network (U.S. Department of Education, 2000), which conclude that a comprehensive and balanced literacy framework, incorporating phonemic awareness, phonics, reading comprehension strategies, fluency, and guided oral reading procedures, is the most effective way to increase reading achievement. Finally, and perhaps most important, we have learned from our schools that cohesive, balanced approaches to reading throughout the schools yield the best results in student achievement (City-Wide Reading Council Literacy Study, 2002).

7. During the spring of 2002, the Administration had several conversations with Dr. Nash to discuss the status of the Pure Phonics program in MPS. The Administration will continue to dialogue with Dr. Nash on the impact of pure phonics on the acquisition of literacy skills.

8. In response to the Resolution, the Administration will:

- arrange a meeting among the MPS Reading Council, Dr. Nash, and interested MPS School Board members to discuss the findings of the Reading Council Report: City-Wide Reading Council Literacy Study, 2002.;

- continue to work with Alcott School to monitor the implementation of the Pure Phonics program and assess its effectiveness in correcting children's reading difficulties and promoting reading comprehension;
- offer training through the implementation of the Balanced Literacy Initiative that includes professional development in word study and vocabulary study.

Strategic Plan Compatibility Statements

9. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement.

Statute, Administrative Policy, or Board Rule Statement

10. The Administration's recommendation is consistent with Board policy 7.01, Teaching and Learning Goals.

Fiscal Impact Statement

11. This item does not authorize expenditures.

Implementation and Assessment Plan

12. The Administration will collaborate with reading-resource-level teachers. literacy coaches, site learning teams, and elementary school implementers to monitor and evaluate the effectiveness of the Pure Phonics method in correcting children's reading difficulties and promoting reading comprehension.

13. Extensive professional development will be offered this spring, during the summer, and throughout the next school year to support the Balanced Literacy Initiative.

Committee's Recommendation

Your Committee recommends that the Board accept the Administration's response to the Resolution.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 2) Action on Resolution 0203R-001 by Director Johnson Regarding a School Climate Survey of Students, Staff, and Parents

background

At its meeting on April 29, 2002, the Board referred the following resolution by Director Johnson to the Committee on Innovation/School Reform:

WHEREAS, Information on school climate would help parents and the broader community understand the progress MPS is making or must make in fostering an environment that is conducive to education; and

WHEREAS, Schools should be recognized for their efforts in creating a positive, inclusive school/community climate; now, therefore, be it

RESOLVED, That the Board direct the administration to select and conduct a school climate survey of students and staff before the end of the 2001-2002 school year; and be it

FURTHER RESOLVED, That the Board direct the administration to select and conduct a school climate survey of MPS parents no later than November 1, 2002.

Administration's Analysis

1. On January 8, 2002, President George W. Bush signed the reauthorization of the Elementary and Secondary Education Act (ESEA). The reauthorization, which contains major changes to the old law, will require states, districts, and schools to modify current practices, particularly in the areas of assessment and accountability.

2. One of the new requirements is that districts develop a "report card" for the community that reports student achievement in reading and mathematics. In addition, the reauthorized ESEA permits districts to include other measures of school quality in their report cards.

3. In an effort to better describe school characteristics that support high student achievement and to collect information for continuous improvement and customer satisfaction, MPS should begin to conduct surveys of school climate.

Strategic Plan Compatibility Statement

4. The recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement, and Goal 3, Family Satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rule Statement

5. The Administration's recommendation is consistent with federal and state statutes as well as Board policy.

Fiscal Impact Statement

6. Costs for purchasing, scoring, and reporting results from surveys of school climate for all students and staff district wide is not expected to exceed $65,000. Funds are available in the Office of Research and Assessment budget, 1-10-4-786-566-398-262000-0000.

Implementation and Assessment

7. The Administration will make every attempt to conduct the student and staff surveys prior to the end of the 2001-2002 school year. Because of the short timeline, however, it may be necessary to delay the process until the fall of the 2002-2003 school year.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0203R-001 and direct the Administration to conduct surveys of school climate as soon as practical, either before the end of the 2001-2002 school year or in the fall of 2002.

Director Johnson moved to adopt the Committee recommendation. The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, Morales, and President Spence — 7.
Noes — Director Blewett — 1.
Temporarily absent — Director O'Neil — 1.

* * * * *

(Item 3) Action on Resolution 0203R-002 by Director Johnson to Establish a District Accountability Policy

Background

At its meeting on April 29, 2002, the Board referred the following resolution by Director Johnson to the Committee on Innovation/School Reform:

WHEREAS, MPS currently has no policy regarding a district accountability system; and
WHEREAS, It is important to recognize schools for demonstrating progress in improving student achievement; and
WHEREAS, An accountability system will serve to make the district accountable to its parents and students; now, therefore, be it
RESOLVED, That the Board adopt the following Administrative Policy:

District Accountability System

The primary purpose of the District Accountability System is to provide information to improve the capacity of schools to continually increase the academic performance of all students.

In order to measure their success, schools and school districts need to assess the difference they make in student achievement. The MPS Accountability System will measure specific indicators of school quality and will result in informed consequences that assist schools in meeting the goals required by the State under federal guidelines.

The District Accountability System is a quality-assurance process that will:

a) align with the State of Wisconsin accountability measures and consequences, utilizing the Wisconsin Student Assessment System (WSAS) and other federal guidelines;
b) report other indicators of school quality, including
   - students' growth using an MPS value-added analysis; and
   - school climate;
c) establish appropriate support and consequences to assist schools in achieving State target goals;
d) assist in identifying strong educational practices for replication of success;
e) report results to the public once a year;
f) require participation of all schools serving MPS students, including partnerships and charters; and
g) reflect performance of all students, including those with disabilities.

Administration's Analysis

1. Even though there is a district accountability report, there is no administrative or board policy on a district accountability system or plan. The most recent MPS Accountability Report (2000-2001) has three tiers: Tier 1 consists of system-wide quantitative measures; Tier 2 has five school-based quantitative measures that are identified by each school; and Tier 3 is a school narrative. The district issues an annual Accountability Report that includes information from Tiers 1, 2, and 3.

2. In two previous actions, the Board has laid the foundation of, but has not established a district policy for, an accountability system:
   - In March 2000, the Board adopted the Milwaukee Public Schools Strategic Plan, which addresses the measure of success and progress in student achievement as academic growth through a value-added analysis and academic attainment through the Wisconsin Student Assessment System (WSAS).
   - In October 2001, the Board adopted the Balanced Assessment System (Policy 7.38), which facilitates measuring both growth and attainment.

3. On January 8, 2002, President George W. Bush signed the reauthorization of the Elementary and Secondary Education Act (ESEA). The reauthorization, which contains major changes to the old law, will require states, districts, and schools to modify current practices, particularly in the areas of assessment and accountability.

4. The reauthorization of ESEA has increased school districts' responsibilities relating to identifying schools in need of improvement and supporting schools in improving student achievement. Schools and districts will be held accountable for meeting attainment goals established under the guidelines of the new ESEA.

5. The district accountability system must align with the State of Wisconsin's accountability measures and consequences, as well as address the requirements of the new ESEA. It should also inform schools on how to improve through the use of student growth measures and school climate surveys.

Strategic Plan Compatibility Statement

6. The recommendation implements an accountability system for the MPS Strategic Plan, Goal 1, Student Achievement, and Goal 3, Family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rule Statement

7. The Administration's recommendation establishes a new policy for a District Accountability System and is consistent with state statute. It also uses information gathered from the implementation of Policy 7.38; Balanced Assessment System.

Fiscal Impact Statement

8. The planning and implementation of the District Accountability System is part of the FY03 budget of the Office of Research and Assessment.

Implementation and Assessment

9. Timeline:

June 2002 .....Initiate the communication process to all stakeholders about the district accountability system.

October 2002.....Update education plans to reflect any changes in district accountability system.

Committee's Recommendation

Your Committee that the Board adopt the Resolution to establish the following new Administrative Policy:

District Accountability System

The primary purpose of the District Accountability System is to provide information to improve the capacity of schools to continually increase the academic performance of all students.

In order to measure their success, schools and school districts need to assess the difference they make in student achievement. The MPS Accountability System will measure specific indicators of school quality and will result in informed consequences and support that assist schools in meeting the district's goals, including the goals required by the State under federal guidelines.

The District Accountability System is a quality-assurance process that will:

a. align with the State of Wisconsin's accountability measures and consequences, utilizing the Wisconsin Student Assessment System (WSAS) and other federal guidelines;
b. report other indicators of school quality, including
   - students' growth using an MPS value-added analysis; and
   - school climate;
c. establish appropriate support and consequences to assist schools in achieving state target goals;
d. assist in identifying strong educational practices for replication of success;
e. report results to the public once a year;
f. require participation of all schools serving MPS students, including partnerships and charters; and
g. reflect performance of all students, including those with disabilities.

Director Blewett moved to amend the Committee's recommendation as follows:

District Accountability System

The primary purpose of the District Accountability System is to provide information to improve the capacity of schools to ~~continually~~ increase the academic performance of all students.

In order to measure their success, schools and school districts need to assess the difference they make in student achievement. The MPS Accountability System will measure specific indicators of school quality and will result in informed consequences and support that assist schools in meeting the district's goals,~~-~~including the goals required by the State under federal guidelines.

The District Accountability System is a quality-assurance process that will:

a. Align with the State of Wisconsin's accountability measures and consequences, utilizing the Wisconsin Student Assessment System (WSAS) and other federal guidelines;
b. report other indicators of school quality, including

- students' growth using an MPS value-added analysis and classroom-based assessments; and
- school climate;

c. establish appropriate support and consequences to assist schools in achieving state target goals;
d. assist in identifying strong educational practices for replication of success;
e. report results to the public once a year;
f. require participation of all schools serving MPS students, including partnerships and charters;
g. reflect performance of all students, including those with disabilities;
h. establish a system for identifying schools that need improvement in achieving goals valued by the district though not required by the state or by federal guidelines — such as nurturing social and emotional growth, conflict resolution, academic engagement, intrinsic motivation, higher-order thinking skills, the arts, and social studies;
i. establish appropriate support to assist schools in achieving goals valued by the district though not required by the state or federal guidelines;
j. establish a non-punitive system to protect schools against focusing on standardized test scores to the extent that critical academic, social, and emotional goals are neglected; and
k. establish a system to monitor and identify the ways that student' intrinsic motivation is encouraged and discouraged in MPS schools, and use the findings to make schoolwork more meaningful.

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

Ayes — Directors Blewett, Hardin, Morales and O'Neil — 4.
Noes — Directors Dannecker, Gardner, Horton, Johnson, and President Spence — 5.

Director Johnson moved to adopt the Committee's original recommendation with the second paragraph modified as follows:

In order to measure their success, schools and school districts need to assess the difference they make in student achievement. The MPS Accountability System will measure specific indicators of school quality and will result in informed consequences and support that assist schools in meeting ~~the district's goals, including~~ the goals required by the State under federal guidelines.

The motion failed of adoption on a tie vote:

Ayes — Directors Dannecker, Gardner, Johnson, and President Spence — 4.
Noes — Directors Blewett, Hardin, Morales, and O'Neil — 4.
Temporarily absent — Director Horton — 1.

Director Blewett moved to adopt the Committee's original recommendation, amended as follows:

District Accountability System

The primary purpose of the District Accountability System is to provide information to improve the capacity of schools to ~~continually~~ increase continually the academic performance of all students.

In order to measure their success, schools and school districts need to assess the difference they make in student achievement. The MPS Accountability System will measure specific indicators of school quality and will result in informed consequences and support that assist schools in meeting the district's goals, including the goals required by the State under federal guidelines.

The District Accountability System is a quality-assurance process that will:

a. align with the State of Wisconsin's accountability measures and consequences, utilizing the Wisconsin Student Assessment System (WSAS) and other federal guidelines;
b. report other indicators of school quality, including
   - students' growth using an MPS value-added analysis and classroom-based assessments; and
   - School climate;

c. establish appropriate support and consequences to assist schools in achieving state target goals;
d. assist in identifying strong educational practices for replication of success;
e. report results to the public once a year;
f. require participation of all schools serving MPS students, including partnerships and charters; and
g. reflect performance of all students, including those with disabilities.

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

Ayes — Directors Blewett, Hardin, Morales, and O'Neil — 4.
Noes — Directors Dannecker, Gardner, Horton, Johnson, and President Spence — 5.

Director Johnson moved to adopt the Committee's original recommendation, modified as follows:

District Accountability System

The primary purpose of the District Accountability System is to provide information to improve the capacity of schools to continually increase the academic performance of all students.

In order to measure their success, schools and school districts need to assess the difference they make in student achievement. The MPS Accountability System will measure specific indicators of school quality and will result in informed consequences ~~and support~~ that assist schools in meeting ~~the district's goals, including~~ the goals required by the State under federal guidelines.

The District Accountability System is a quality-assurance process that will:

a. align with the State of Wisconsin's accountability measures and consequences, utilizing the Wisconsin Student Assessment System (WSAS) and other federal guidelines;
b. report other indicators of school quality, including
   - students' growth using an MPS value-added analysis; and
   - school climate;
c. establish appropriate support and consequences to assist schools in achieving State target goals;
d. essist in identifying strong educational practices for replication of success;
e. report results to the public once a year;
f. require participation of all schools serving MPS students, including partnerships and charters; and
g. reflect performance of all students, including those with disabilities.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Horton, Johnson, and President Spence — 5.
Noes — Directors Blewett, Hardin, Morales, and O'Neil — 4.

* * * * *

(Item 4) Action on a Request from Seeds of Health/Veritas Charter School for a Waiver from the Instructional/Non-Instructional Percentage Expenditure Requirements in its Contract

Background

1. Seeds of Health, Inc., 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 $370,000 in renovation costs for the facility that was purchased to house the Veritas High School's program. The costs of the renovation are being amortized over the four years of the contract in which the program is operating. Veritas expects to meet the original contracted expenditure percentage requirements once the startup expenses are fully amortized.

Analysis

2. The charter school contract with Seeds of Health, Inc., which created the Veritas High School states that "charter school shall submit balanced budgets which reflect a minimum of 62% of funds provided

under this contract on instructional and instructional support items and a maximum of 38% of program funds on non-instructional and non-instructional support item costs."

3. Partnership contracts have a similar percentage requirement. For expenditure of instructional and non-instructional costs. Non-contracted schools do not need to meet this requirement.

4. Currently the partnership schools receive a building allocation of $350 per student in addition to the basic per-pupil allocation. Non-instrumentality charter schools do not receive an allocation for buildings.

5. Veritas has submitted a budget for the 2002-2003 school year that reflects MPS Board fund expenditures of 45% non-instructional costs and 55% instructional costs. When combined with the expenditures of the Title I allocation and DPI Charter School Implementation Grant, the total budget expenditures for the 2002-2003 school year reflect 39% non-instructional and 61% instructional costs.

Strategic Plan Compatibility Statement

6. 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, Administrative Policy, or Board Rule Statement

7. In the past, the Administration has granted waivers of this nature to partnership schools, based on the merits of the individual request. There is no written policy or procedure for consideration of a request for this type of waiver.

Fiscal Impact Statement

8. No expenditure of additional funds is required. The Department of Finance has informed the Office of Board Governance-Charter School Services that it is not aware of any legal requirement, outside of the contract requirement, for a 38% non-instruction and 62% instructional split for fund expenditures for schools. The percentages were included in the contract language as part of the Financial Analysis Model for Education (FAM)

Implementation and Assessment Plan

9. Office of Board Governance-Charter School Services will continue to monitor compliance to this contract.

Committee's Recommendation

Your Committee recommends that the Board grant Seeds of Health/Veritas Charter School a one-year waiver from the current charter school contract percentages for instructional and non-instructional costs.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 5) Bimonthly Report on Special Education Services Provided to Students in Private/Parochial Schools

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

Background

1. At its meeting on August 2, 2001, the Board referred Communication 0102C-002, regarding delivery of services to students with special needs enrolled in private schools, to the Committee on Innovation/School Reform. A copy of this communication is available with the minutes of your Committee's meeting.

2. At its meeting on October 9, 2001, after giving hearing to the Archdiocese of Milwaukee and other interested parties, the Committee on Innovation/School Reform directed that the Superintendent report back to the Committee no later than November 30, 2001 — with bimonthly updates thereafter until October 31, 2002 — about the amount, quality, and kinds of special education services available to students in the

City of Milwaukee who qualify for special educational services and who are enrolled in non-MPS schools. This report was to include:

- The plan to identify qualifying students in non-MPS schools for the 2002-2003 school year; and
- A history and plan of collaboration with non-MPS schools to provide effective service with the greatest feasible equity within funding and personnel constraints.

3. The Administration presented reports to the Committee on Innovation/School Reform at its meetings on November 13, 2001; January 15, 2002; and March 12, 2002. The reports included an update on special education services to students in the City of Milwaukee who qualify for special education and who are enrolled in private schools.

Administration's Report

4. IDEA (1997) requires that every local education agency must arrange for parentally placed private-school children with disabilities to participate in special education services. IDEA requires that, annually, each district spend a certain minimum amount of funds on special education services for private-school children; however, no private-school child with a disability has an individual right to receive some or all of the services that the child would receive if enrolled in a public school.

While, in the past, MPS has offered speech and language services to private-school children via a direct-service-delivery model, for the 2000-2001 school year, MPS was using consultation as the service delivery model for such services.

5. On November 8, 2001, a meeting was held with private-school administrators. A portion of this meeting gave private schools the opportunity to select the type of service delivery model for speech and language services preferred — either the direct-service model or the current plan of consultation. The private schools submitted their responses to the Administration. In addition, the Administration mailed a questionnaire to those schools not in attendance at this meeting so that they had an opportunity to respond.

6. After reviewing the private schools' preferences of service delivery, we met again on December 6, 2001, to discuss how MPS would proceed within the financial responsibility of the district, which amounts to approximately $400,000. After the Administration and the private-school representatives reviewed and discussed the impact of the preferences, they decided to expand the service plan to include direct speech/language services for those students who currently have service plans.

7. Beginning on January 3, 2002, each individual service plan team will reconvene and decide, based on the needs of each individual student, which service delivery model for speech/language therapy is most appropriate for the student. This will involve approximately 150 meetings.

8. Services will be provided at an MPS site as close as possible to the private school that the child attends. Transportation will be assessed per MPS policies.

9. On January 10, 2002, representatives from the Division of Special Services met with administrators from the private schools to consult regarding services for the 2002-03 school year. At this meeting, a professional development opportunity was offered regarding new special education criteria, evaluation and identification of students with disabilities, and the IEP process. This professional development session was provided based on the private school's request for these specific topics. Administrators from 57 private schools attended this informative meeting.

10. The Archdiocese of Milwaukee sent a letter dated January 16, 2002, to Jacqueline Patterson, Deputy Superintendent. In the letter, Mr. John Norris, Director of Administrative Services, expressed appreciation for the efforts the district is making regarding the delivery of services through IDEA. A copy of the letter is included in the attachments.

11. On February 7, 2002, representatives from the Division of Special Services met with 58 private school administrators to continue with the consultation process regarding services for the 2002-03 school year. The process focused on the following questions:

- Which parentally placed private-school children with disabilities should receive services?
- What services could be provided?
- How and where could the services could be provided, including time and location of services?
- How will the services being provided be evaluated?

12. It was decided at the February meeting that a survey will be distributed to the private-school building principals to evaluate the services provided for the 2001-02 school year. These were mailed out the week of April 29, 2002.

13. Most of the private-school administrators prefer to continue with the present service plan (direct speech/language services or consultation speech services) for next year; however, there are a significant number of schools that are requesting services for students with specific learning disabilities through direct/or consultation services.

14. On April 11, 2002, a meeting was held with private-school administrators. At that time, the MPS Service Plan for 2002-2003 was discussed. We will continue to provide speech and language services (direct speech/language or consultation speech language services) at the current enrollment level. In addition, we will provide direct or consultation services for approximately 15-30 elementary students with specific learning disabilities. Top priority will be given to those students in the lower grades.

15. Speech/language services will continue to be provided in the public school; however, services for those students with specific learning disabilities will be provided in the private school that the student attends.

* * * * *

In accordance with notice previously given, Director Morales moved to suspend Board Rule 1.10(1) and take immediate action on the following resolution by Directors Johnson and Hardin:

WHEREAS, It is the intent of the Milwaukee Board of School Directors to implement as quickly as possible a central automated telephone system to contact legal guardians of students enrolled in MPS elementary schools; now, therefore, be it

RESOLVED, That $300,000 be transferred from the FY2002 school operations contingent fund (1-10-4-876-600-981-510000) to the department of technology's strategic plan for technology account (1-10-4-818-518-091-398-266000) for the purpose of acquiring, installing and training elementary schools in the use of an automated telephone contact system.

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

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

Director Johnson moved to adopt the resolution.

The resolution was adopted on the following vote:

Ayes — Directors Blewett, Dannecker, Gardner, 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; and Acceptance of Donations

Award of Contracts

Below are contract award recommendations for the May 21, 2002, Committee on Finance/Personnel. Adequate funding is available in the accounts as noted below.

Playground Reconstruction

Westside Academy I

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

Low Bidder: Base Bid of $163,329, plus $3,275 for Mandatory Alternate Bid #1, to remove and replace existing 6'-high fence posts, footing, and fabric; plus $4,460 for Mandatory Alternate Bid #2, to provide and install new fence fabric, for a total contract of.....$171,064.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	5% MBE 5% WBE	674	94	69	Corporation	9

MPS Facilities and Maintenance will set aside funds from account code 2-10-4-974-353-327-255000.

Playground Reconstruction & New Parking Lot

Dover Street School

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

Low Bidder: Base Bid of $155,730, plus $1,570 for Mandatory Alternate Bid #1, to remove and dispose of existing light standard, base and footing, for a total contract of.....$157,300.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	9% MBE 2% WBE	674	94	69	Corporation	9

MPS Facilities and Maintenance will set aside funds from account code 2-10-4-974-131-327-255000.

Asbestos Abatement Work

Wisconsin Avenue School

Prime Contractor
KPH Construction, Corp.
1237 West Bruce Street
Milwaukee, Wisconsin 53204

Low Bidder: Base Bid of.....$79,200.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	20	6	3	Corporation	0

MPS Facilities and Maintenance will set aside funds from account code 2-10-4-970-401-327-255000.

Terrazzo Corridor Flooring

Maple Tree School

Prime Contractor
John Cimarosti Terrazzo & Tile Co., Inc.
P.O. Box 141
Sheboygan, Wisconsin 53082

Low Bidder: Base Bid of.....$66,532.00

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

MPS Facilities and Maintenance will set aside funds from account code 1-10-4-609-267-541-255310.

New Tot Lots — Bid Package #1

Division 1 — Clement Avenue School
Prime Contractor
Bluemel's Maintenance Service, Inc.
4930 West Loomis Road
Greenfield, Wisconsin 53220

Sole Bidder: Base Bid of.....$54,720.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
N10%	10%	7% MBE 3% WBE	15	7	2	Corporation	3

MPS Facilities and Maintenance will set aside funds from account code 1-13-4-258-532-312-110000.

Division 2 — Victory School
Prime Contractor
Bluemel's Maintenance Service, Inc.
4930 West Loomis Road
Greenfield, Wisconsin 53220

Sole Bidder: Base Bid of.....$54,850.00

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

MPS Facilities and Maintenance will set aside funds from account code 1-13-4-258-532-312-110000.

New Tot Lots — Bid Package #2

Division 1 — Barton School
Prime Contractor
Bluemel's Maintenance Service, Inc.
4930 West Loomis Road
Greenfield, Wisconsin 53220

Sole Bidder: Base Bid of.....$55,900.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	6% MBE 4% WBE	15	7	2	Corporation	3

MPS Facilities and Maintenance will set aside funds from account code 1-13-4-258-532-312-110000.

Division 2 — Hopkins School

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

Sole Bidder: Base Bid of.....$59,300.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	6% MBE 4% WBE	15	7	2	Corporation	3

MPS Facilities and Maintenance will set aside funds from account code 1-13-4-258-532-312-110000.

Division 3 — Manitoba School

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

Sole Bidder: Base Bid of.....$59,840.00

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

MPS Facilities and Maintenance will set aside funds from account code 1-13-4-258-532-312-110000.

Division 4 — Whitman School

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

Sole Bidder: Base Bid of.....$51,700.00

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

MPS Facilities and Maintenance will set aside funds from account code 1-13-4-258-532-312-110000.

— — —

Request is being made for authorization to enter into a one-year contract, subject to two (2) one-year renewals, for the following services:

Recycling Services at District Sites

Prime Contractor
Superior of Wisconsin, Inc.
W144 S6350 College Court
Muskego, Wisconsin 53150

Low Bidder: Total Cost of.....$50,805.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	5%	8% MBE	127	18	17	Corporation	2

MPS Facilities and Maintenance will set aside funds from account code 1-10-4-836-600-329-253300.

Trash Disposal Services at District Sites

Prime Contractor
Superior of Wisconsin, Inc.
W144 S6350 College Court
Muskego, Wisconsin 53150

Low Bidder: Total Cost of.....$170,850.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	5%	8% MBE	127	18	17	Corporation	2

MPS Facilities and Maintenance will set aside funds from account code 1-10-4-836-600-329-253300.

Construction Contracts

Total construction contract dollars awarded.....$1,032,061.00
Total dollars HUB participation $85,772.80
% of MBE participation.....5.66
% of WBE participation 2.66
% Minority employees within company.....25.08
% Women employees within company 11.14

— — —

Neighborhood Schools Initiative

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

Burbank School — Addition

Firm Name
The Zimmerman Design Group
7707 Harwood Avenue
Milwaukee, WI 53213

For a cost not to exceed.....$102,775.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	9% MBE 22% DBE 5% WBE	80	8	18	Corporation	6

MPS Facilities and Maintenance will set aside funds from account code 1-40-4-861-095-327-255000.

Fifty-third Street School — Addition

Firm Name
Uihlein Wilson Architects
322 East Michigan Street
Milwaukee, WI 53202

For a cost not to exceed.....$195,928.00

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	0	8	Corporation	8

MPS Facilities and Maintenance will set aside funds from account code 1-40-4-861-170-327-255000.

Lincoln Avenue Schoo — Addition

Firm Name
Tavarez & Associates Architects, Inc.
4465 North Oakland Avenue
Shorewood, WI 53211

For a cost not to exceed.....$74,654.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	30% MBE 5% WBE	100% MBE 55 WBE	6	3	2	Corporation	2

MPS Facilities and Maintenance will set aside funds from account code 1-40-4-861-250-327-255000.

Thirty-fifth Street School — Addition

Firm Name
Legat & Barrientos Engineers and Architects
205 West Highland Avenue
Milwaukee, WI 53203

For a cost not to exceed.....$159,135.00

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

MPS Facilities and Maintenance will set aside funds from account code 1-40-4-861-350-327-255000.

Locust Street School — New School

Firm Name
Eppstein Uhen Architects
333 East Chicago Street
Milwaukee, WI 53202

For a cost not to exceed.....$496,351.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	30% MBE 25% WBE	118	13	38	Corporation	7

MPS Facilities and Maintenance will set aside funds from account code 1-40-4-861-883-327-255000.

Professional Service Contracts

Total professional service contract dollars awarded.....$1,028,843.00
Total dollars HUB participation $624,045.30
% of DBE participation 2.20
% of MBE participation.....43.81
% of WBE participation 14.65
% Minority employees within company.....13.03
% Women employees within company 35.27

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
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 Resource Center Initiative Corporation

B-5285 12 Ricoh Aficio Copiers (Facilities and Maintenance for Bradley Tech High School)

Recommend authorization to purchase 12 Ricoh Aficio copiers totaling $62,868.00, net 30 days, from the low bidder Ikon Office Solutions. The price includes a 90-day manufacturer's warranty, delivery, installation, and user training.

Bidder	Bid	Terms
Ikon Office Solutions	$62,868.00	Net 30 days
Advance Business Technologies	$70,311.00	Net 30 days
Savin Corporation	$74,066.10	Net 30 days

Funds are automatically encumbered from the school/department's budget when the purchase requisition is processed.

FY02 1-40-4-875-600-551-255000 = $62,868

HUB Certified	Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	$0	Office	Equipment

SS-725 Authorization to Extend a Contract with Next Door Foundation to Provide FAST Program

Recommend authorization to extend contract C-012252 with Next Door Foundation to provide services supporting Families and Schools Together (FAST) program in 12 elementary schools in the Metcalfe Park neighborhood. FAST increases parental involvement in school and strengthens the relationship between parents and their child resulting in improved behavior and school achievement.

The contract, which was issued in September 2001 at a cost of $49,514, is based on time and materials. The Administration has expanded the scope of work and is requesting authorization to increase the contract amount by $20,000, to $69,514, to complete the scope of work. The contract will end June 30, 2002.

Budget Code: 1-13-4-217-600-311-129200.....$69,514

HUB-certified	Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
NA	N/A	N/A	N/A	N/A	0%	$0	Consulting	Service

SS-720 Authorization to Enter a Contract with Interactive Business Systems, Inc., to Provide Programming Services for the Development of the MPA Reports

The Administration is requesting authorization to enter into a contract with Interactive Business Systems, Inc., (IBS) to provide computer-programming services in the development of family, class, and student reports associated with the MPA. A timeline of August 1, 2002, was established to complete the family and class MPS reports, along with supporting documentation, and October 1, 2002, for additional reports. Due to the constricted timeframe, the Administration issued a Request for Proposal to five vendors who have experience with MPS and are knowledgeable of MPS requirements and programming standards. MPS requested time-and-material rates for defined resources. MPS received proposals from three vendors, as follows:

Interactive Business Systems, Inc. .....$ 261,356
Greenbrier & Russell.....$ 319,644
Omni Resources, Inc. .....$ 369,500

The Department of Technology das reviewed the proposals and recommends Interactive Business Systems, Inc., Upon the Board's authorization, the Administration will prepare a contract for an amount not to exceed $261,356. The contract is designated a sole-source, as the timeline did not allow for advertisement of bids.

Budget Code: 1-10-4-811-312-266000.....$261,356

HUB-certified	Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
NA	N/A	N/A	N/A	N/A	0%	$0	Technology	Service

SS-637 Authorization to Extend a Contract with Green Light Technologies, LLC. to Provide Database-management and Programming Services.

Recommend authorization to extend contract C-009430 with Green Light Technologies, LLC, to provide database-management and computer-programming services. The contract was reauthorized in August 2001 at a cost of $70,000. The Administration is requesting authorization to increase the contract amount by $25,000, to $95,000. The contract is based on time and materials. The contract will end June 30, 2002.

Account Code: 1-10-4-814-518-312-266000.....$95,000

HUB-certified	Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	N/A	0%	$0	Technology	Service

SS-723 Authorization to Extend a Contract with Omni Resources, Inc., to Provide Technical Services for Installing e-SIS at MPS Schools.

Recommend authorization to extend contract C-012377 with Omni Resources, Inc., to provide technical support in installing e-SIS at MPS sites. The contract, which was issued in November 2001 at a cost of $42,500, is based on time and materials. The Administration is requesting authorization to increase the contract amount by $10,480, to $52,980, to complete the installation. The contract will end June 30, 2002.

Budget Code: 1-10-4-811-518-312-266000.....$52,980

HUB-certified	Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	N/A	0%	$0	Technology	Service

SS-724 Authorization to Extend a Contract with M&M Technologies, Inc., to Provide Programming Services for the MPS Data Warehouse.

Recommend authorization to extend contract C-012391 with M&M Technologies, Inc., to provide programming support in administration of the MPS data warehouse. The contract, which was issued in January 2002 at a cost of $40,000, is based on time and materials. The Administration has expanded the scope of work and is requesting authorization to increase the contract amount by $22,500, to $62,500, to complete the scope of work. The contract will end June 30, 2002.

Budget Code: 1-10-4-811-518-312-266000.....$62,500

HUB-certified	Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	N/A	0%	$0	Technology	Service

SS-728 Authorization to Extend a Contract with Allied Computer Group, Inc., to Provide Technical Support Services to the MPS Department of Technology.

Recommend authorization to extend contract C-012379 with Allied Computer Group, Inc., to provide technical support services for various projects to the Department of Technology. The contract, which was issued in January 2002 at a cost of $49,900, is based on time and materials. The Administration has expanded the scope of work and is requesting authorization to increase the contract amount by $27,200, to $77,100, to complete the scope of work. The contract will end June 30, 2002.

Budget Code: 1-10-4-811-518-312-266000.....$77,100

HUB-certified	Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	N/A	0%	$0	Technology	Service

Report of Emergency Purchases

In order to insure delivery for either summer school or the start of school in September 2002, the Administration has issued the following emergency purchase orders. Pursuant to Administrative Policy 3.09(4), these purchases are being reported to the Board.

B-5227 Lease-Purchase of 53 Pentium 4 Computers for eSIS (Clarke Street)

A three-year lease-purchase has been entered into, using the existing line of credit with CitiCorp Leasing. The 53 classroom computers total $51,304 and are the standard Gateway computers for the eSIS software program.

Budget Codes: FY02 ..... 1-13-4-291-518-551-110500 .....$18,024.68
FY03 ..... 1-10-4-609-110-553-110500 .....$18,024.68
FY04 ..... 1-10-4-609-110-553-110500 .....$18,024.68

HUBb Certified	Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0 %	0 %	$ 0	Technology	Hardware

SS-698 Curriculum Materials from Voyager Expanded Learning (Summer School)

Purchase orders totaling $ 64,430 have been issued to Voyager Expanded Learning for various curriculum materials for Barton, Brown Street, Kilbourn, Hampton, Siefert, and Wisconsin Conservatory of Life Long Learning. The materials will be used in their summer school programs.

Budget Code: 1-10-4-721-600-411-110000.....$64,430

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0 %	0 %	$ 0	Publisher	Curriculum

SS-691 Lease-Purchase of Curriculum Software (Phoenix Charter)

A three-year lease-purchase has been entered into, using the existing line of credit with CitiCorp Leasing. The classroom curriculum software from Scientific Learning totals $61,900. The TAC (Technology Advisory Committee) reviewed and approved this project at its meeting on April 17.

Budget Codes: FY02 ..... 1-13-4-143-031-551-110500 .....$ 27,000
FY02 ..... 1-10-4-611-031-551-110500 .....$ 7,900
FY03 ..... 1-14-4-143-031-551-440500 .....$ 19,900
FY04 ..... 1-13-4-143-031-551-110500 .....$ 9,057.18

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0 %	0 %	$ 0	Technology	Software

SS-699 Special Services Technology Items (DSSC)

Purchase orders totaling $57,459.93 have been issued for computer hardware, software, adaptive devices, and books for the Division of Special Services.

adaptive devices .....$ 34,777.61
hardware.....$ 3,097.00
software.....$ 15,254.50
books.....$ 4,330.82
Total .....$ 57,459.93

The TAC (Technology Advisory Committee)reviewed and approved this project at its meeting on April 17. Due to funding deadlines, purchase orders had to be issued by April 30.

Budget Codes: 1-24-4-310-600-411-219000.....$54,362.93
1-24-4-310-600-551-110500.....$3,097.00

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0 %	0 %	$ 0	Technology	Supplies

Purchasing Request Summary — May 2002

The HUB Program Coordinator is currently reviewing each abovementioned recommendation for valid HUB participation consistent with the Board's action of March 26, 2002, that increased HUB goals to 30% MBE and 5% WBE on all contracting efforts throughout the district.

Total contract dollars to be awarded.....$1,318,907.67
Total dollars eligible for HUB participation.....0.00
Total HUB dollars.....0.00
% of DBE participation.....0.00
% of MBE participation.....0.00
% of WBE participation.....0.00
% of D/MBE participation.....0.00
% of D/WBE participation.....0.00
% of M/WBE participation.....0.00
% Minority employees within companies.....N/A
% Women employees within companies.....N/A

Report of Revenues and Expenses

A. Statement of Revenues as of April 30, 2002:

	Adopted Budget	Approved Transfers[1]	Revised Budget	Cur. Month. Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$819,398,489	$41,717,279	$861,115,768	$537,059	$561,292,481	$299,823,287	65%
Categorically Aided	96,054,794	75,863,171	171,917,965	19,374,843	104,100,830	67,817,135	61%
School Nutrition	26,750,000	151,875	26,901,875	2,794,107	22,620,805	4,281,070	84%
Construction	40,850,176	10,755,330	51,605,506	4,500	28,081,049	23,524,457	54%
Extension	11,176,764	170,377	11,347,141	264,475	7,385,396	3,961,745	65%
Total All Funds	994,230,223	128,658,032	1,122,888,255	22,974,984	723,480,561	399,407,694	64%

D. Statement of Expenditures as of April 30, 2002:

	Adopted Budget	Approved Transfers[1]	Revised Budget	Cur. Month. Expenditures	Year-to-Date Exp.&Encumb.	Unexpended Balance	Percent Expended
School Operations	$819,398,489	$41,717,279	$861,115,768	$58,628,701	$697,727,806	$163,387,962	81%
Categorically Aided	96,054,794	75,863,171	171,917,965	12,935,486	123,699,440	48,218,525	72%
School Nutrition	26,750,000	151,875	26,901,875	2,525,336	23,473,034	3,428,841	87%
Construction	40,850,176	10,755,330	51,605,506	12,515	42,815,005	8,790,501	83%
Extension	11,176,764	170,377	11,347,141	3,489,097	9,571,601	1,775,540	84%
Total All Funds	994,230,223	128,658,032	1,122,888,255	77,591,135	897,286,886	225,601,369	80%

[1]Represents Board-approved transfers during fiscal year 2002 and appropriations for purchases encumbered in fiscal year 2001.

Monthly Expenditure Control Report

The Expenditure Control Report for April 2002 is available with the minutes of your Committee's meeting.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Alcott	Advance Cleaning Products	$100	Memory upgrade on computers
Fratney	Rick Korducki	$25	4th-/5th-grade camping trip
Fratney	Miriam Miranda	$50	4th-/5th-grade camping trip
Fratney	Jacqueline Dettloff	$50	4th-/5th-grade camping trip
Fratney	Linda Carter	$50	4th-/5th-grade camping trip
Fratney	Elizabeth Kaplan	$75	4th-/5th-grade camping trip
Hawthorne	Johnson Controls	$200	Field trips
Lowell	Target	$138	Educational supplies
Humboldt Park	General Mills	$155	Educational supplies

School	Donor	Amount	Gift or Purpose
MHSA	Breast Cancer Awareness	$300	Jazz activities and needs
MHSA	Greater Milwaukee Convention and Visitors Bureau	$300	Jazz activities and needs
MHSA	Robert Stefaniak	$250	Jazz activities and needs
MHSA	Benjamin Franklin PTA	$350	Jazz activities and needs
MHSA	Carmelo DeAngelis	$300	Educational supplies
Mitchell	Kiwanis Club	$500	RIF Program
MPS — Recreation Division	Virginia Hirsch	$230	Skeins of wool, yarn, and fibers for the Weaving Center at Gaenslen
Webster	Rotary Club	$1,200	Technical support
Alcott	Advance Cleaning Products	$100	Memory upgrade on computers
Fratney	Rick Korducki	$25	4th-/5th-grade camping trip
Fratney	Miriam Miranda	$50	4th-/5th-grade camping trip
Fratney	Jacqueline Dettloff	$50	4th-/5th-grade camping trip
Fratney	Linda Carter	$50	4th-/5th-grade camping trip
Fratney	Elizabeth Kaplan	$75	4th-/5th-grade camping trip
Hawthorne	Johnson Controls	$200	Field trips

Committee's Recommendation

Your Committee recommends that the Board:

1. award the contracts as listed above;
2. authorize the purchases as listed above;
3. accept the Report of Revenues and Expenses; and
4. 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 Committees' reports.

Your Committee reports the following purchase to the Board without recommendation, pending further information from the Administration:

SS-722 Authorization to Purchase IP/Telephony Equipment from SBC/Ameritech for the Harry and Lynde Bradley Trade and Technical High School

The Administration is requesting authorization to enter into a contract with SBC/Ameritech to provide Internet Protocol (IP) Telephony equipment for the new Harry and Lynde Bradley Trade and Technical High School (Bradley Tech). Cost of the equipment is $402,495.74.

MPS rebuilt its telephone services beginning in 1997. Discounts of approximately 85% were received due to the federal E-rate program. Since that time, IP (Internet Protocol) Telephony has emerged as a cost-effective replacement for traditional telephone (PBX) structures as it

- optimizes the use of MPS's wide-area network for voice communications;
- dramatically reduces maintenance costs associated with MPS voice systems;
- reduces support costs associated with adds, moves, and changes; and
- increases MPS's capability for managing voice traffic.

Bradley Tech will become MPS's first IP telephony installation. This installation will enable the Administration to develop a business case and plan for additional installations. This project enables us to procure the network components required to support IP telephony district-wide.

Although the Administration had issued RFP-345 for IP/Telephony installations, projected FY03 budget cuts forced the cancellation of the RFP; however, the Administration selected Cisco equipment as the hardware platform in future IP/Telephony installations. Two vendors, Berbee and SBC/Ameritech, are certified to install the Cisco equipment. SBC/Ameritech was low bidder on the installation services, and the Cisco gear was priced off state contracts.

Budget Codes: 1-10-4-814-518-359-263301.....$159,084.74
1-40-4-875-600-551-255000.....$243,411.00
Total.....$402,495.74

HUB-certified	Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	N/A	0%	$0	Technology	Equipment

The Administration submitted to following correction:

The budget code for the IP phone system at Bradley Tech that is identified in Item 1 of the Committee on Finance/Personnel's report in this evening's agenda is incorrect with respect to the amount that is coming from the Bradley Tech budget. The $243,411.00 is currently shown to come from account 1-40-4-875-600-551-2550005, which is the QZAB account, which is incorrect. The correct account is 2-40-4-975-014-327-255009, which is the $15,000,000 of city borrowing authority associated with Bradley Tech. MPS will take a credit against this amount and will, therefore, pay the commission/foundation only $14,756,589, instead of the $15 million.

Budget Codes: 1-10-4-814-518-359-263301.....$159,084.74
~~1-40-4-875-600-551-255000~~ 2-40-4-975-014-327-255009.....$243,411.00
Total.....$402,495.74

Director Johnson moved to approve the purchase as corrected.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.
Temporarily absent — Director Blewett — 1.

* * * * *

(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 Report

Classified Personnel Transactions

Name	Position	Location	Salary	Date
Appointments				
Darice Boyd	Handicapped Children's Assistant	Mitchell	$16,066.47	04-25-02
Kenyari Brown	School Safety Assistant	School Safety	$18,161.44	04-08-02
Esmeralda Cisneros	School Secretary I	Forest Home	$18,415.78	04-22-02
Roxanne Ciatti	Handicapped Children's Assistant	Bay View	$13,771.17	04-08-02
Gabrielle Howard-Brown	School Secretary I	Clarke	$18,415.78	04-08-02
Bruce Krueger	Boiler Attendant Trainee	MEC	$25,815.40	05-13-02
Kimberley McNealey	School Secretary I	Congress	$25,494.82	04-02-02
Jennifer Norris	School Secretary I	Marshall	$18,415.78	04-08-02
Curtis Thompson	School Safety Assistant	School Safety	$18,161.44	04-08-02
Promotions				
Dawn Butler	Food Service Manager Trainee	School Nutrition	$16,212.08	04-08-02
David Frank	School Engineer I	Building Operations	$34,197.28	04-08-02
Migdalia Gonzalez	Parent & Student Services Assistant	Student Services	$30,976.40	04-15-02
Karen Hoffert	Food Service Manager Trainee	School Nutrition	$16,013.44	04-08-02
Yolanda Robinson	Boiler Attendant Trainee	Edison	$25,815.40	04-15-02
Reinstatements				
Jeffery Terry	Boiler Attendant	Burroughs	$33,832.25	03-04-02

Name	Position	Location	Salary	Date
Changes in Status				
Yolanda Bryant	School Secretary I	Congress	$19,520.73	04-29-02
Sara Delgado	School Secretary I	Pulaski	$24,065.33	05-13-02
Kim Heffelfinger	School Engineer III+	Madison	$47,954.40	04-15-02
Sandra Kaczmarek	Handicapped Children's Assistant	Audubon	$13,771.17	04-08-02
Jermichael Ragland	Handicapped Children's Assistant	Sarah Scott	$13,771.17	04-16-02
Rikki Robinson	Handicapped Children's Assistant	Hamilton	$13,771.17	04-12-02

Certificated Appointments — Teachers, Schedule 01

Code	Yrs. Exp. Credit	Name	Position	Division	Salary	Start Date
r	0	Anayochukwu E. Agwoeme	Physical Education	B	$27,948	04/16/02
r	0	Kristin L. Arndt	EC:EEN	B	$27,948	04/08/02
r	1	Jill C. Auberger	PreK-3	B	$28,611	09/03/02
nr	0	Georgia A. Becker	Reading	B	$27,948	09/03/02
r	5	Sandra R. Bishop	Social Studies	B	$33,900	09/03/02
nr	0	Amy B. Boyle	Upper Elementary	B	$27,948	09/03/02
r	0	Penny A. Buechel	Upper Elementary	B	$27,948	09/03/02
r	1	Donna R. Burrell	Mathematics	B	$28,611	09/03/02
r	0	Tracy D. Cobb	PreK-8	B	$27,948	04/08/02
r	0	Amy G. Comerford	PreK-3	B	$27,948	09/03/02
nr	0	Jennifer B. Conigliaro	English	B	$27,948	09/03/02
r	0	Christina M. Dresel	PreK-6	B	$27,948	09/03/02
r	2	Sharnissa T. Dunlap-Parker	Guidance	B	$29,932	04/15/02
nr	0	Michelle A. Dziedzic	Social Studies	B	$27,948	09/03/02
r	0	Tracey J. Fecteau	Elementary Education	B	$27,948	04/08/02
r	0	Lori A. Ferry	K-5	B	$27,948	09/03/02
nr	6	Mary M. Guyette-Gerth	PreK-3	B	$35,222	04/09/02
nr	0	Karen J. Hoeser	Grades 1-9	B	$27,948	09/03/02
r	0	Lisa M. Homar	Upper Elementary	B	$27,948	04/11/02
r	0	Jessica R. Huber	Social Studies	B	$27,948	09/03/02
r	0	Carol S. Jacobsen	Grades 1-9	B	$27,948	09/03/02
r	0	Jennifer A. Janaszek	PreK-6	B	$27,948	09/03/02
r,b	16	Joanne M. Kaml	PreK-3/Reading	E	$58,638	04/16/02
r,b	6	Susan T. Kraft	Elementary Education	B	$35,222	03/25/02
r	0	Kenneth A. Miller	Social Studies	B	$27,948	09/03/02
nr	0	Jerome C. Mohsen	English	B	$27,948	09/03/02
nr	0	Brian J. Netterfield	Upper Elementary	B	$27,948	09/03/02
r	3	Kenneth W. Palzewicz	E.D.	B	$31,256	04/10/02
r	0	Monique P. Parks	PreK-6	B	$27,948	09/03/02
r	0	Michelle K. Pavlopoulos	PreK-6	B	$27,948	04/08/02
r,b	3	Gayle Peay	PreK-6	B	$31,256	09/03/02
r	0	Jennifer L. Poethig	Upper Elementary	B	$27,948	03/26/02
nr	0	Jennifer K. Price	PreK-6	B	$27,948	03/18/02
r	2	Heather E. Price	Mathematics	B	$29,932	09/03/02
nr	0	Nicole M. Schultz	K-8	B	$27,948	09/03/02
r	0	Tanja J. Schultz	Elementary Education/Montessori	B	$27,948	03/25/02
nr	0	Elizabeth A. Sperling	PreK-8	B	$27,948	09/03/02
r	0	Glenda L. Stacker	Upper Elementary	B	$27,948	09/03/02
nr	0	Paige J. Streich	PreK-3	B	$27,948	03/19/02
r	3	Kerry L. Thomas	English	B	$31,256	09/03/02
r	7	Carol M. Umstot	Upper Elementary	B	$36,545	09/03/02
r	0	Diane R. Wirth	Elementary Education	B	$27,948	09/03/02
r	0	Mary A. Words	Upper Elementary	B	$27,948	09/03/02

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)

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.
Bigalke, Tracy B.
Blair, Gretchian R.
Boehm, William E.
Bonin, Craig J.
Bostrom, Laura M.
Brady, Kacy Jo
Briesemeister, William A.
Brlecic, Catherine A.
Brock, Mark D.
Bushmiller, Lynn A.
Cannizzo, Lisa
Carini, Giovanna A.
Carter, Teresa L.
Christiansen, Michael S.
Clausz, Sharon E.
Coleman, Gregory M.
Collins, Vanetta
Conner, Erik R.
Copeland, Kimberly I.
Czelatdko, Katherine M.
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
Durbeck, Jeremy A.
Dwyer, Jennifer M.
Elliot, Margaret S.
Elrick, Lynn L.
Ehlinger, Veronica L.
Ferreri, Alexis A.
Finner, Ramon T.
Floryance, Laura L.
Garner, Deadra P.
Geiger, Sylvia B.
Gilbert, Michelle L.
Gleesing, Jeffrey R.
Gonzalez, Maria A.
Green, Barbara A.
Gustafson-Anderson, Pamela
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.
Lahr, Danielle M.
Leren, Kathleen A.
Lindee, Matthew J.
Lirette, Shannon M.
Logan, Kristi A.
Lorch, Cynthia L.
Lucio, Antonio
Lutz, Angela M.
Lyon, Julie J.
Maciona, Scott A.
MacKenzie, Katherine J.
Mahnke, Melissa L.
Malczewski, Aaron E.
McCoy-Edwards, Margene R.
Miller, Victoria A.
Mosley, Kenneth A.
Mulvey, Michael D.
Munir, Shahina
Neely, Carrie M.
Newton, Candace L.
Ogunkunle, Olubanke O.
Olaniyan, Ajamu A.
Olson, Tricia L.
Opgenorth, Angela S.
Pantoga, Julia K.
Phillips, Ramona M.
Piccione, Kristy M.
Pifher, Jean M.
Pluer, Emily A.
Pogue, Valierie J.
Pohlman, Mary C.
Pollen, Susanne M.
Prather, Franklin H.
Putman, Christina D.
Ramsey, Laron M.
Randolph, Kevin I.
Reid, Danielle E.
Richardson, Sarah J.
Robinson, Catherine A.
Rosales, Hector R.
Rudock, David J.
Sanzana, Alejandro E.
Schmitt, Katherine E.
Schneider, Margaret M.
Schwenn, Joanne K.
Schwiesow, Kimberly A.
Sholta, Mark T.
Smokowicz, Tracy
Solberg, Emily L.
Sosinski, Michael J.
Stoffregen, Laura J.
Stone, William C.
Stout, Joshua
Stritch, Kathleen A.
Suttle, Kelly A.
Swarthout, Daniel B.
Thoennes, Deborah R.
Thomas, Tiffany A.
Tomlinson, Shauna C.
Trawitzki, Joseph M.
Vanfelt, Michael R.
Vang, May
Villwock, Debra L.
Waldenberger, Kristin B.
Waldron, Pamela J.
Wandel, Katherine M.
Ward, Janet J.
Wellinghoff, Sarah M.
Willett, Janet I.
Willingham, Rashelia M.
Ziech, Angela L.

TEACHERS AND TEACHER LIBRARIANS (Completing Two Semesters)

Acevedo, Madelyn
Adams, Anita K.
Ahmed-Yahia, Ahmed
Alexander, Norman J.
Allen, Margaret A.
Allison-Rasmussen, Kelly K.
Alvarado, Tilsa
Alvarado, Wanda A.
Alvarez, Bernardino
Amaya III, Pablo
Andersen, Karen J.
Anderson, Daniel M.
Anderson, Dawn M.
Anderson, Janet L.
Anderson, Kelly M.

Anderson, Tiffany
Aranda, Antonio
Aranda, Diane
Arends, Dana E.
Armstrong, Brian E.
Arnold, Lori A.
Arrizon, Noelia
Atkinson, Keith A.
Avila, Fredi
Azam, Nasreen F.
Baas, Angela M.
Babcock, Barbara L.
Badillo, Juan
Baity, Stanley
Banda, Gloria M.
Barnes, Dawn M.
Barrett, Kathleen B.
Barrick, Elizabeth
Barrows, Brienne
Barton, Talaya C.
Bates, Erica
Bauman, Katherine
Bechtel, Erin K.
Behrend, Joy
Behrs, Natalie M.
Belsky-Severin, Mia
Benjamin-Smith, Jenny A.
Bennett, Donna J.
Bennett, Latasha
Berens, Paul R.
Beula, Allison
Biever, Catherine A.
Binns, Lester D.
Bishop,Vicky L.
Blanchard, Kelly L.
Bly, Rodney L.
Bohlen, Amy C.
Bohn, Ann M.
Bonnetti, Carmen
Bordas-Murphy, Yesenia C.
Borowski, Amy
Boysen, Michelle M.
Braggs, Eboni
Brady, Jamie L.
Brandenburg, Julie
Brankov, Patricia 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.
Calderin, Yolanda
Calero, Yadira
Calsbeek, Benjamin
Campbell, Gentry
Canady, Tylan
Caro, Jennifer
Carroll, James M.
Carter, Anita R.
Carter, Martha L.
Castillo, Lynn A.
Catalano, Ted A.
Chiusolo, Michelle K.
Chokkalingam, Namasivayam
Cipov, Lynda J.
Clark, Renee
Clark, Toni M.
Clement, Beth A.
Coe, Helen M.
Colin, Stella
Collier-Thompson, Judith F.
Collin, Margaret B.
Comdohr, Kathleen E.
Comfort, Cynthia L.
Connolly, Stephane
Cordova, Abelardo
Costigan, Kelly E.
Cramer, Gregory J.
Cramsie, Susan M.
Cranston, Jennifer
Crow, Holly J.
Cruz, Catherine
Cruz, Javier E.
Cunningham, Robert
Curtin, Paul G.
Daroszeski, Amy Lyn
Daughterty, Chadd P.
Davis, Jaci
Davis, Sara
Day, Rebecca L.
Day, Robert L.
Deneka, Alison A.
DePalma, Richard A.
Dettmann, David M.
Dix, Mary
Dombroski, Timothy J.
Dominicci, Clariza
Dominguez, Armando
Dorow, Sheri
Drost, Abby-Rene
Duong, Lonnie T.
Ebbers, Melinda
Eckman, Leo
Eddy, Katherine L.
Edstrom, Suzanne R.
Edwards, Kimberly C.
Edwards, Starlett M.
Elbe, Megan L.
Elhady, Nabila
Erdmann, Lousie M.
Ertt, Laura R.
Espina-Valencia, Carlos
Evans, Joyce M.
Fare, Amy
Ferger, Megan
Ferguson, Delois
Fiedler, Jamie
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
Gast, Molly R.
Gaulke, Dawn N.
Geiger-Bogan, Katherine A.
George, April M.
Gettelman, Kristine
Getting, Lisa A.
Giaimo, Suzanne
Gieseke, Mandy
Gilbert, Jared W.
Gitzlaff, Sara A.
Glassen, Ann M.
Glosson, Jacqueline
Goetz, Kathleen
Gonzalez, Jason
Goodman, Stacy
Goodno, Nicole
Goodwin, Ethel
Goodwin, Fairy
Gordon, Ann C.
Gorenc, Jennifer L.
Graham, Dianne
Graham, Jenita
Graycarek, Richard A.
Grebby, Jamie L.
Green, Rae C.
Grimm, Maria
Grimme, Julie A.
Gromowski, Paul D.
Groppi, Laura L.
Gust, Monica L.
Guthery, Kelly A.
Guy, Beverly
Hackbarth, Angela M.
Hackel, Amy J.
Hall, Lakshmi
Hall, Timothy
Halpaus, Adrian
Halleen, Melissa A.
Hallinan, Jennifer M.
Hansen, Shannon K.
Hansen-Cardova, Laurie E.
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
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.
Janicke, Margene G.
Jaskolski, Jayne E.
Jasso, Joyce
Jasti, Samuel S.
Jenkins, Derick C.
Jeske, JoAnne M.
Johnson, Erica
Johnson, Karen K.
Johnson, Kimberly A.
Johnson, Kimberly R.
Johnson, LaDonne
Johnson, Molly A.
Johnson, Tracey
Jones, Antoinette
Jorge, Eli S.
Jorgensen, Laura Y.
Jude, Demetrace
Kadima-Kalombo, Tsimankinda
Kahle, Megan
Kainz, Alexander P.
Kamenick, Lance
Karlen, Craig J.
Kelnhofer, Liliana
Kelly, Carrie
Kelly, Katherine E.
Kelly, Sandra E.
Kendl, Brian J.
Kelsch, Sarah J.
Kilsdonk, Cory
Kinney, Keri A.
Kjos, Kristin A.
Klein, Jennifer
Knox, Daryl D.
Knueppel, Kon P.
Kohnke, Shelley A.
Koniar, Valerie
Konkol, Laura L.
Kopesky, Michael
Kornely, Camie M.
Koszuta, Jason
Kraft, Lori A.
Kramer, Peili
Kranick, Aimee R.
Krans-Ciochetto, Jennifer L.
Krause, Carol
Kroening, Katie A.
Krumins, Katie
Kubacki, Matthew R.
Kuhnz, Mary B.
Kunz, Sarah J.
Kutschera, Brooke
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.
Lewinski, Sarah
Lienau, Danielle J.
Little, Gail Y.
Lippert-Goodwin, Jason
Lobley Jr., Percy L.
Locke, Timothy J.
Lockwood, Kelly L.
Loeffel, Christine
Lofton, Laura A.
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
Mahan, Shanna M.
Markwardt, Elizabeth
Marshall, Yvette S.
Martin, Sarah B.
Martinez-Goodnetter, Linda
Maslowski, Kimberly M.
Mason, Ann D.
Massa, Ellen V.
Matuszewski, Sharon A.
Mays, Jennifer
McCullum, Janet M.
McCusker, Megan
McKale, Suzanne M.
McKinney-Keys, Valerie
McLain, Kristin M.
McTrusty, Laurel J.
Medina, Silvia
Meloy, Catherine A.
Meyer, Laura I.
Meyer, Melissa J.
Meyer, Michael G.
Meyer, Timothy A.
Mielcarz, Leslie J.
Miller, Rachelle
Miller-Foley, Sara T.
Minash, Dedee B.
Minster, Rebecca A.
Moiles, Sean P.
Molleson, Leslie
Mollet, Molly K.
Molnar, Alex
Momon-Hughes, Angela
Mooney, Gregory A.
Moreland, Sarah J.
Morgan, Fakina S.
Mork, Lynn A.
Morzy, Steven M.
Moschea, Aimee A.
Mudge, Jonathon W.
Mundt, Michelle L.
Nebel, Rebecca F.
Nelson, Ann Marie
Nielson, Jennifer
Niezwaag, Aaron P.
Niss, Jennifer A.
Noah, Tracie M.
Norman, Rose
Odom, Marchelle I.
Oldham, Donna L.
Oliva, Kristin
Oman, Ada E.
Orellana, Lourdes A.
Ortiz, Madelyn
Otte, Beth
Ottow, Sarah B.
Owens Erick
Parente, Linda A.
Parkinson, Michael P.
Payan, Andrea
Pelsis, Allison
Perdue, Nicole M.
Perez, Linda P.
Perry, Sandra J.
Perry-Finch, Chauna M.
Peugh, Karen A.
Pham, Chinh P.
Phillips, Malissa T.
Picard, Mark
Piontek, Jason R.
Pitta, John
Pliskie, Peggy
Poole, Rodney
Powers, Nicole M.
Presser, Judith R.
Puddy, Eric J.
Puerzer, Nancy
Purefoy, Trish T.
Qualls, Rafael T.
Radomski, Eric J.
Rados, Anita Z.
Rahlf, Lisa N.
Rahman, Jane
Raschka, Suzanne M.
Rawley, Caren Y.
Ray, WalterMarie
Redlich, Tracy A.

Rehl, Sara
Reik, Mary
Reliford, Heather
Reuter, Jennifer
Ricco, Carmen B.
Richerson, Edward
Riehle, Michelle L.
Robertson, Silvia
Robinson, Charles
Rodriguez, Jose
Roemer, Michael B.
Roeske, Stephanie J.
Rogers, Gloria A.
Romagnoli, Tamelyn 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.
Schindhelm, Jill M.
Schmideler, JoyAnn S.
Schmidt, Mark M.
Schmitt, Maureen R.
Schock, Bridget L.
Schranz, Sarah L.
Schrauth, Claire L.
Schuk, Lisa R.
Schultz, Sandra
Schwantes, Jamie M.
Schwartz, Barry
Schwartz, Jacqueline A.
Schwede, Abby J.
Scott, Brent R.
Scott, Freeman
Scott-Walker, Grace
Seidel, Alicia K.
Sephus, Doretha M.
Shay, Jana L.
Sheriff, Tanya J.
Shong, Stephanie A.
Sielicki, Robert J.
Silva, Mary
Simley, Karl D.
Simpson, Maria
Sitzes, Angeles
Slama, Holly D.
Slawnikowski, Jennifer M.
Sliwicki, Kelly L.
Smith, James D.
Smith, Kathleen G.
Smith, Phyllis
Smith, Tiffany Y.
Smolen, Katherine A.
Solberg, Julianne
Smudde, Robert J.
Sosa, Gloria
Stanke, Deborah
Stangel, Heather A.
Steinke, Penny A.
Stevens, Shelly L.
Stevenson, Donna J.
Stieffermann, Michelle
Stilin, Laurie M.
Stingley, Ronda
Stompanato, Krista
Strong, Terry L.
Stronstad, Jacquelyn A.
Story, Virginia
Substad, Elizabeth K.
Syse, Sara E.
Tagge, Rachel
Tanem, Kelly
Tank, Jocelyn A.
Tank, Joel W.
Tant, Beth L.
Tatera, Jamie L.
Taylor, Stephania
Taylor, Willette L.
Ternes, Erich
Terry, Mary
Thao-Xiong, Judy
Theisen, Melissa M.
Thomas, Gale
Thong, Binh S.
Thor, Soua L.
Thorpe, Michelle L.
Thusius, Sarah J.
Timmers, Diana M.
Toll, Michelle J.
Tooks, Yolanda S.
Torres, William
Trapp, Stacy M.
Trenier, Maryanne P.
Trimble, Nancy J.
Trzcinko, Timothy P.
Turckes, Denise A.
Turner, Michael
Turner, Zenither
Turza, Roxanna
Uhlig, Dennis A.
Urbaniak, Michelle
Vandehey, Sharri L.
Vande Zande, Steven M.
Vanderhoof, Maureen
Vang, Lauj-Matthew W.
Vargas, Julio
Vaught, Kenneth R.
Veloz, Luis E.
Vento, Michele K.
Vermeulen, Kathleen M.
Vieux, Marian J.
Vincent, Paul J.
Vold, Jessica A.
Wagner, Emily E.
Wagstaff, Caitlin S.
Wakeman, Camilla
Walker, Catherine C.
Wampler, Amanda L.
Wandrey, Kim
Wangen, Heidi A.
Wankowski, Lori A.
Warchal, Anne
Ward, Brenda J.
Waters, Lauretta
Watkins, Jewel N.
Weatherall, Tamisha
Weaver, Dexter J.
Weber, Keith M.
Weier, Diann
Weinstock, Angela M.
Weisgram, Christopher B.
Weiskopf, Laura
Weiss, Kelli
Weisse, Michelle S.
Wekwert, Colleen A.
Welch, Amy
Welch, Jill S.
Welch, Wanda D.
Wesenberg, Tamara
Wessel, Heather R.
Whittaker, Fe M.
Wild, Mary Beth
Wilhelmson, Paige R.
Williams-Ashley, Alia T.
Williams, Dianne
Williams, Michelle M.
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.
Zieche, Erin M.
Zimmerman, Dawn M.
Zitzke, Erica
Zocher, Joella L.

TEACHERS AND TEACHER LIBRARIANS
(Completing Three Semesters)

Abresch, Sheri L.
Amann, Kathryn H.
Backus, Karen L.
Benner, Cynthia J.
Bollow, Melissa J.
Brankov, Vojislav D.
Broadwater, Jean M.
Brown, Cheryl V.
Bruseth, Kenneth T.
Brzezinski, Brian M.
Calloway, Lynda A.
Cappleman, James A.
Carini, Marie I.
Carpenter, Lakesha M.
Christopher, Carl A.
Cochrane, Cathleen R.
Dawes, Lisa M.
Deroon, Terri A.
Diaz, Jennifer
DiPadova, John P.
Dye, Kathelyne
End, Kathleen M.
Feider, Rebecca J.
Feiker, Jens K.
Follmer, Carmen J.
Goede, Jason E.
Green, Rex
Gussie, David V.
Guzniczak, Jaime L.
Haar, Michael J.
Hooker, Shannon D.
Indermuehle, Heidi L.
Jaglowski, Jessica A.
Jefferson, Diane
Jorgensen, Clare
Jorgenson, Ann M.
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.
Nisbet, Alison C.
Pangallo, David A.
Peltonen, Jessica L.
Peters, Tiffany J.
Reid, Rachel A.
Reith, Marie A.
Richardson, Edith V.
Roberts, Keely L.
Rodriguez, Veneranda
Rogers, Martha E.
Roland, Stephanie R.
Rutter, Angela K.
Schaeffer, Stacey M.
Scheer, Stacie J.
Schwab, Lisa J.
Severin, Richard M.
Shea, Kristin D.
Shousha, Timothy A.
Simmons-Watson, Karen J.
Stark, Matthew M.
Stefanik, Sherry M.
Stein, Rebecca A.
Stempniewski, Amy R.
Stroud, Leticia N.
Thomas, Carolyn M.
Turner, Zenither
Uehling, Scott R.
Unanka, Raymond C.
Vega, Michael J.
Verstegen, Renae M.
Vivas-Diaz, Floralba
Waltho, Amy E.
Warren, Tammy N.
Westfahl, Deborah L.
Wexler, Daniel E.
Williams, Margaret M.
Williams, Maria D.
Wilson, Shauna D.
Yang, Eh
Yarn, Tecy S.

TEACHERS AND TEACHER LIBRARIANS
(Completing Four Semesters)

Aavang,Glenn
Adams, Gregory B.
Adkins, Ansleun
Allen, Glen A.
Amadi, Leona N.
Anderson, Amy 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.
Behmke,Jodi
Bell, Mary J.
Benedon, Sue E.
Benkoski, Amy L.
Bent, Patricia V.
Bero, Marlyn D.
Biel, Thomas F.
Bishop, Jenna L.
Blackmon,Antionette
Blakely, Julie A.
Bloedorn, Janice F.
Boesch, Katherine A.
Bowersock, Robin A.
Boyd, Marlon J.
Boyle James F.
Boyle, Tina M.
Brennan, Andrew C.
Briggs, Deborah A.
Brown, Delois
Brown, Sara M.
Brugger, Andrea J.
Buchholz, Cindy L.
Buettner, Sandra C.
Bull, Jason R.
Burton, Deanna S.
Bush, Patricia G.
Cain, Joanne L.
Carlton, Jewel
Carnes, Kevin B.
Carney, Rebecca A.
Carrington, Pilar A.
Castaneda, Maria I.
Causey, Deborah A.
Cavanaugh, Margaret M.
Chatman, Lisa D.
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.
Crawford, Jennifer C.
Currie, Blondell E.
Dalpaos, Margaret
Daniels, Audrey L.
Dawson, Kelley A.
DeKeyser, Betty J.
DePerry, Dona K.
Doepke, Wendy E.
Dolphin, Kim M.
Donohue, Maura R.
Dougherty, Michelle K.
Downs, Verinique D.
Drobac, Nadine
Duhacek, Heather
Durski, Misty Ellen

Dzurak, Jon J.
Eckford, Heidi L.
Effinger, Tracy 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.
Fiene, Heidi J.
Fink, Toni M.
Firle, Anthony C.
Fischer, Tryphena M.
Flanagan, Julene A.
Flessert, David A.
Flores, Rosa Maria
Fons, Christopher A.
Freeman-Clarke, Lori A.
Friedmann, Catherine A.
Froehlich, Joanne M.
Futrell, Jamilah A.
Games, Emanuel R.
Garay, Elmer A.
Garcia, Tina
Gaumond, Kia M.
Gebhardt, Sarah A.
Genske, Margaret A.
Gilson, Angela L.
Gladney, Lisa D.
Gleesing, Shawn D.
Goedel, Jean M.
Goodman, Robert E.
Graham, Ruth A.
Gran, Eric J.
Gray, Charles L.
Gribble, Stephan
Grob-Polewski, Meredith L.
Groh, Anne M.
Gruehn, Jean A.
Grueneberg, Joyce A.
Guerrero, Fernando
Guevara, Mirna C.
Guillen, Mariella
Gutierrez, Laura E.
Hagen, John M.
Halaska, Lisa
Haley, Amanda L.
Hall, Monique L.
Hall, Ursula M.
Hall, Vickie Y.
Hallman, Colleen V.
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.
Hron, Jill A.
Huck, Linda R.
Huegel, Ellen E.
Hufnal, Amy L.
Hughes, Terese
Humphreys, Kimberly A.
Hurst, Shirley S.
Jacobson, Nicole E.
Jamieson, Tanya M.
Janes, Ralph T.
Jenkins, Toya L.
Johnson, Yvonne M.
Jolly, Jacqueline L.
Jones, Angilique L.
Jones, Mulunda S.
Jones, Stephanie J.
Jones-Goodwin, Rhoda
Jorgensen, Pamela J.
Jude, Shantee O.
Kaemmerer, Lisa K.
Karan, Aixa M.
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.
Kodet, Sarah R.
Kouchick, Rick
Kovatovich, Jennifer J.
Kubenik, April
Kuhn, Amy E.
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
Lorenz, Maggie R.
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.
Martysz, Sarah
Marx, Daniel E.
Mason, Carla M.
May, Jamie L.
McAdory, Bobbie
McCarty, Bronson D.
McConville, David P.
McCrary, Michael W.
McGurty, Therese M.
McKay, Carol A.
McKnight, Brian T.
McLaughlin, Jennifer M.
McMurtrey, William S.
Michals, Teresa A.
Mickelson, Chad J.
Miller, Karie S.
Miner, Megan B.
Miotke, Cheri L.
Miotke, Michael J.
Moore-Hazelwood, Sonja
Morgan, Stephanie A.
Mortonson, Deborah S.
Mundt, Cathleen S.
Murray, Paul
Nalls, Karen E.
Nathan, Jeanette
Ndaw, Elhadji
Nedobeck, Maria T.
Nelson, Alisa A.
Nieminski, Autumn J.
Nigaglioni, Ingrid P.
O'Brien, Jason M.
O'Connell, Jill A.
Oliva, Jacalyn J.
Omdahl, Keith V.
Osorio, Janett D.
Pantak, Aleksander
Parkinson, Craig J.
Pavlik, Andrew J.
Pellicier, Tamara
Peltier, Melissa J.
Pleyte, Kay A.
Portalatin, Derrick S.
Portis-Jackson, Harriett V.
Pozorski, Amanda J.

Purney, Daniel C.
Qattawona, Elsie M.
Rack, Christopher J.
Rada, Angela C.
Rafferty, Michele
Ramsfield, Amy J.
Rivera, Lucy
Rivera, Luis A.
Rodda, Sandra M.
Rodriguez, Leonardo
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.
Schlei, Amy B.
Schmidlin, Caryl M.
Scholler, Cheryl A.
Schultz, Douglas R.
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.
Skinner, Jason F.
Slavens, Robert M.
Smith, Sharilyn E.
Snowden, Ida
Sobie, Carrie D.
Soldavini, Marianne
Sprague, Jennifer P.
Stanke, Cal
Staszewski, Tina
Steavens, Wanda B.
Stein, Judith
Stevens, Lauren M.
Steward, Claudia D.
Stillman, Sara A.
Stingley, Regina L.
Straughter, Toni L.
Strong, Beth A.
Sukup, Linda A.
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.
Thompson, Mara T.
Torrence, Tammi M.
Torres, Maria T.
Turckes, Thomas P.
Turner, Laurel G.
Unrein, Tammy
VanDyke, Patrick W.
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.
Weinman, George S.
Weiser, Tracy
Wellenstein, Robert J.
Wellhausen, Kari A.
Wendland, Jane
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.
Wills, Chris Ann
Winograd, Gail S.
Winter, Patricia J.
Witczak, Yvonne
Wojnar, Amanda J.
Wood, Lisa L.
Wright, Carson F.
Yanez, Marisa A.
Yang, Mayker
Yang, Nada
Yang, Yeng
Young, Michelle A.
Zabor, Ben C.
Zahn, Richard A.
Zimmer, April A.
Zimmerman, Mark A.
Zurawski, Elizabeth

TEACHERS AND TEACHER LIBRARIANS
(Completing Five Semesters)

Anderson, Danielle L.
Andrews, Kathleen M.
Barrett, Julie L.
Bell, Shawntell R.
Birdeau, Paula M.
Borenstein, Irene R.
Brusda, Wendy L.
Burzynski, Sarah
Camuy, Prudence M.
Cinto, Margaret M.
Cole, LaKendra D.
Curry III, Raymond E.
Feiter, Todd L.
Fulbright, Danielle
Gehweiler, Grant J.
Gilliard, Vernay
Grass, Consuelo
Haar, Lisa M.
Hall, Lindsay J.
Hancock, Dorothy D.
Hedges, Janine L.
Hendricks, Amy L.
Higgins, Renee L.
Hughes, Michael H.
Ingram, Lynn M.
Johnson, Deanna
Jones, Inger F.
Jones, Rakia
Kertscher, Brenda K.
Kolb, Patricia L.
Kornilowicz, Krystyna
Kubiak, Mary G.
Lacking, Laytoya
Mackay, Mary
Maholias, Lynn M.
McDowell, Nicole C.
Menard, David A.
Ocasio, Jacqueline
Perry, Lacee L.
Plaire, Tiffanie B.
Quesada, Mary E.
Reading, Barbara J.
Rico, Norma L.
Rodriguez, Elizabeth
Salvat-Montoto, Sabrina M.
Serafin, Robert L.
Sgarlata, Sarah
Sibinski, Caroline M.
Tesch, Ann M.
Thoummavong, Kongsone
Todd, Minnie A.
Vanetten, Kristin K.
VanStechleman, Jon
Verdin, Brian M.

Watson, Roy C.
Wojcinski, Jason M.
Wood, Dorothy
Wozniak, Thomas E.

TEACHERS AND TEACHER LIBRARIANS
(Completing Six Semesters)

Abbott, Jewel L.
Adams, Christopher
Allen, Albert
Ames, Edward
Anderson, Phyllis
Arnold, Cheryl
Aspenson, Marla R.
Averbeck, Kristi J.
Avila, Refugio
Badillo, Doreen A.
Baker, Deborah
Baranek, Beth C.
Barron, Dorothy
Barton, Andria
Bean, Janet L.
Beaudoin, Tiffanie A.
Beaudry-Ray, Rachel
Belvoir, Mary E.
Benavides, Phyllis M.
Benko, Karen C.
Beringer, Michael C.
Bina, Carrie
Blankenheim, Stephanie A.
Bolden, Pamela L.
Bond-Riggenbach, Jennifer L.
Bonin, Julie A.
Bost, Sheila
Bourassa, Donna J.
Brahm, Carrie
Braver, Meredith L.
Breden, Scott A.
Brewer, Teresa
Broderick, Patricia A.
Brokaw, Margaret M.
Bruce, Amy
Bruce, Deborah C.
Buboltz, Chad T.
Buck, Nuntianta
Budney, Julie A.
Bullock, Jay A.
Burrage, Paul
Busch, Daniel L.
Caldwell, Tayotis L.
Carthen, Valencia T.
Carver, Amy Jo
Cergol, Cynthia
Chemlick, Mary A.
Chisholm, Gloria D.
Chukka, Mary S.
Cirillo, Ann Marie
Claas, Alan J.
Collins, Natalie M.
Colon, Nancy
Comp, Robert
Coppola, Audrey
Craney, Margaret M.
Cuomo, Matthew
Dabols, Carl V.
Danek, Joseph A.
Davis, Carrie A.
Davis, Kara V.
DeNomie, Delrae M.
Dempsey, Pamela G.
Dewing, Elizabeth A.
DiCarlo, Joseph P.
DiCarlo, Tierra C.
Diedrich, Angela C.
Dillman, Peggy E.
Dolata, Dori L.
Domask, Jennifer M.
Donalson-Gamble, Marny
Donarski, Jennifer A.
Donohue, Leah D.
Dresen, Dawn M.
Dright, Qiana A.
Duffy, Joylyn M.
Dumas, Ceciel
Eads, Carrie M.
Eastern, Llewellyn
Edwards, Rashonda
Ellingsen, Jennifer A.
Emanuele, Dawn
Ferger, Christy L.
Filut, Jodi A.
Firle, RoseMarie
Fisher, Matthew
Friedel, Melissa
Fuentes, Leticia
Funk, Janelle L.
Gandy, Trina
Ganswindt, Scott
Garcia-Rodrigues, Maria A.
Gauss, Lena
Gibbs, Kimberly S.
Gielow, Michael
Golden, Cathy
Gonzales, Gena
Gonzalez, Lisa
Graettinger, Ricki Jo
Green, Colleen
Green, Kimberly A.
Green, Sharon
Grihalva, Maryann
Groser, Kathleen
Gross, Jason R.
Guthrie, Jennifer E.
Guyant, Lori A.
Haar, Jaime L.
Hagemeyer, Dawn M.
Harrigan, Linda L.
Hartwig, Todd S.
Harvey, Honore A.
Hatfield, Jodi
Hayes, Carol
Heinzelman, Holly A.
Hettig, Kelly
Hodge, Latasha D.
Hoffer-Johnson, Jennifer A.
Holloway, Monique S.
Hollowell, Tiffaney
Hooker, Anthony
Hoppe, Carrie
Howland, Dennis W.
Hron, James
Hubbard, Carlos
Hubbell, Monica
Hughes, Jeanette
Jackson, Leroy
Jacobs, Regina
Jankowski, Elizabeth
Jensen, Jody
Jetzer, Michelle E.
Jewell, Francis J.
Johnson, Diane
Johnson, Tina M.
Johnson-Phillips, Denise L.
Jones, Carlos
Jones, Joyce
Jones, Tyrone A.
Jorgensen, Gina M.
Kasdorf, Anne
Kellogg, David R.
Kelly, Maggie T.
Kendricks, Kelly B.
Kiel, Kelly J.
Kirby, Patricia
Kloss, Rachel L.
Kochan, Deborah A.
Koepke, Kristin B.
Koepp, James
Kokalis-Cook, Tinamarie S.
Koneazny, Koryn
Koneazny, Sarah
Kramer, Sara L.
Kranich, Kelly
Kroll, Doris
Kruger, Karen
Kuehnau, Jennifer L.
Kuepper, Douglas T.
Kuningas, Kulliki
Kusak, Stephanie J.
Kutynia-Kunath, Malgorzata
Kuzba, Tadeusz
Lafford, Deirdre A.
Lamb, Todd A.
Larson, Curtiss O.
Lee, Holly J.
Lee, Lenore

Lefer, Precious E.
Liederbach, Vanessa R.
LoDuca, Angie L.
Lowe, Monique
Lund, Amy M.
Machi, Nina F.
Mallegni, Jeffrey
Mane, Michael A., Jr.
Mansur, Andrea C.
Markowski, Thomas W.
Marks, Jessica
Martin, Rand A.
Martinez, Luz
Martinez, Brenda
Martinez, Nancy E.
Mayer, Keith E.
Mayer, Susan E.
Mazurek, Jennifer
McClendon, Sarah L.
McConnell, Sharon
McCormack, MaryEllen J.
Medema, Lisa M.
Melbye, Kristal
Michaelchuck, Melissa
Miller, Sheila
Moeller, Susan E.
Mohorko, Rachel M.
Moore, Mary A.
Moore, Will Jr.
Morales, Edgard
Mosby II, Avis
Murry, Theresa
Nailen, Alexandra D.
Narloch, Katherine
Naton, Andrea R.
Ndiaye, Mary J.
Negron, Mayra S.
Newell, Sherry
Nichols, Barbara L.
Nogueron, Maria I.
O'Donnell, Maureen M.
Olson, Maura
Orr, Stacey
Ortega, Emily
Ortiz, Madelyn
Ortiz, Maria
Paniagua, Brook
Parsons, Heidi O.
Patterson, Carmen
Pawlak, Wendy E.
Pena, Regina A.
Perkins, Frank T.
Petropoulos, William
Phillips, Connie
Pickard, Laurel J.
Pierce, Annie P.
Pike, Sharyl A.
Piwek, Sigurd
Plennes, Shannon
Podolski, Jacqueline
Poznanski, Kathryn J.
Prach, Jeremy C.
Prather, Tiffany M.
Prendergast, Barbara
Purdy-Wilder, Carlis
Purtell, Maureen
Quarino, Tracy
Quillin, Nina C.
Ratkowski, Gloria D.
Reimer, Kimberly
Reiter, Jane
Restivo, Maria
Resto, Madeline
Rezash, Ron
Richardson, Demond
Richman, Kelly
Rickert, Heather
Rintelman, Peter
Roback, Susan J.
Robinson, Annie
Robinson, Antonio
Robinson, Renee
Rodgers, Trina L.
Rogers, Janeen
Rohner, Lyn
Roman, Elyse M.
Rosas, Guadalupe
Ruege, Tammy
Ruiz, Angelo
Rydlewicz, Shannon M.
Salaty, Gerald J.
Sallis, Antonia
Schaefer, Tiffany M.
Scherbarth, Angela E.
Schimel, Cory L.
Schinabeck, Jason L.
Schneider, Brian R.
Schroeder, Jennifer R.
Schulhauser, James M.
Schulz, Heather
Schweinert, Siegrid M.
Sellers, Eleanor
Seppanen, Renee A.
Sequeira, Mabel L.
Siepert, Andrew
Simons, Rebecca L.
Sinenko, Carol A.
Skeeter, Rebecca
Skwierawski, Margret
Slawny, Dennyse R.
Socha, Alicia A.
Sokolowski, Marie L.
Sondag, Seth
Sonnenberg, Patrice K.
Spates, Richard
Spersrud, Kristie J.
Spidell, Michael G.
Spraggins, Sheila
Staum, Sarah
Steidtmann, Sara
Stoltz, Jennifer A.
Stratman, Joan E.
Streiff-Stuessy, Carrie
Stuller, Leah J.
Sturn, Susan
Sturycz, Donna D.
Suggs, Diamond
Szucs, Debra A.
Taniguchi, Wanda
Tate, Debbie
Termaat, Jason
Thompson, Kimberly E.
Toffler, Kami M.
Torres-Galan, Magda
Totsky, AnnMary
Trachliev, Julie A.
Travelute, Theresa
Tucker, Sharon
Turrentine Jr., Ellis
Vannoy, Katherine
Vincent, Jennifer J.
Vitale, Steven R.
Waclawski, Christine
Waldner, Christel
Walfoort, Jill D.
Wall, Michael K.
Wallack, Jeffrey
Walsh, Zeeland Y.
Warn, Jodi
Wavrunek, Linda M.
Welch, Tracy
Wells, Ebbie L.
Welsh, Susan
Wensink, Jody M.
Werner, Megan K.
White, Debra
Widmann, Linda M.
Williams, Caroline
Williams, Deanitta
Williams, Paula J.
Williams, Ruby I.
Williams, Yolanda
Williams-France, Patricia
Winding, Patricia
Wisniewski, Daniel G.
Woods, Demetria
Worthy, Lushone D.
Yang, Nhia
Young, Dashal
Zabala, Aracelio
Zarnowski, Mary
Zeise, Keith W.
Ziech, Lynda J.
Zuehlke, Karla E.

PRINCIPALS

(Completing One Semester)

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

(Completing Two Semesters)

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

(Completing Three 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

(Completing Four Semesters)

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

(Completing Five Semesters)

Florence Beauchamp Harris
Deborah A. Bell
Edith M. Bivens
Hughes B. George
Jacquelyn M. Humphrey
William B. Johnson
Doris F. Kennedy
Hillary R. Mayes
Sharon A. Munson
Keith P. Posley
Darrell L. Williams

(Completing Six Semesters)

Celin A. Arce
James H. Crain
Lori J. Komas
Carrie L. Odom

ASSISTANT PRINCIPALS

(Completing One Semester)

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

(Completing Two 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

(Completing Three Semesters)

Richard A. Cohn
Cynthia R. Eastern
Connie R. Govani
Keona S. Jones
Virginia R. McFadden
David N. Nevaranta
Victor C. Nwagbaraocha
Denise L. Pitchford
Latish C. Reed
Maxine M. Rutowski
Floyd E. Williams Jr.

(Completing Four Semesters)

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

(Completing Five Semesters)

Pamela K. Bell
Mark A. Carter
Portia D. Ewing
Kathleen M. Giebel Puck
Christine A. Kadow
Joel J. Koeper
James E. Lindsey
Darlene D. Liston
Daniel D. Murray
Gregory Y. Ogunbowale
Vonnie Orr
Debra A. Ortiz
Jose C. Pequeno
Marie W. Newby-Randle
Dawn Rice
Sandra J. Schroeder

(Completing Six Semesters)

Patricia L. Cifax
Elve K. Coleman
Ali M. Hatab
John P. Roch

SUPPORT STAFF

(Completing One Semester)

Candace L. Apple
Brian M. Hoffer
Cassandra K. Lanier
Jamie M. Maltbey
Jodie M. Theis

(Completing Two Semesters)

Katie Seitz

(Completing Three Semesters)

Sherlyn Brown
Andrew J. Engel
Laura C. Mooney

(Completing Four Semesters)

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

(Completing Five Semesters)

Randal J. Kohl

(Completing Six Semesters)

Dare M. Boling

Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 7, 2002:		
Isabella Agostinelli	Milw School of Lang	April 25, 2002
Donna Clontz	Douglas	March 29, 2002
Marise Decker	Manitoba	February 1, 2002
Gordon Mineau	Holmes	April 8, 2002
Patricia Zbichorski	Roosevelt	March 7, 2002
Personal Leave, to June 20, 2003:		
Angela Patti	Clemens	September 3, 2002
Sabbatical Leave, to June 20, 2003:		
Thomas Brown	Curriculum & Instruction	September 3, 2002
Abbie Fishman	Marshall	February 3, 2003
Gayle Gorman	Morgandale	September 3, 2002
Lisa Jones	Pulaski	September 3, 2002
Edgar Jordan II	Sholes	September 3, 2002
Extension of Maternity Leave, to June 20, 2003:		
Karen Folker	Leave	September 3, 2002
Teresa Heier	Leave	September 3, 2002
Extension of Personal Leave, to June 20, 2003:		
Neil Klosterman	Leave	September 3, 2002
Kristine Kuchenbecker	Leave	September 3, 2002
Nellie Roldan	Leave	September 3, 2002

Report on Resignations

Name	Position	Effective Date
Marianna R. Alfonso	Teacher	06/07/02
Terrence Andrews	Teacher	06/07/02
Dana E. Arends	Teacher	03/28/02
Doris M. Armatowski	Teacher	06/07/02
Hattie O. Arnold	Teacher	06/07/02
Robert I. Bayha	Teacher	06/07/02

Name	Position	Effective Date
Michael Bejma	Teacher	06/17/02
Kenneth L. Belter	Teacher	06/07/02
Richard M. Bersch	Teacher	06/07/02
Joanne R. Bischoff	Teacher	06/07/02
Doreen A. Britton-Lange	Ldrship Spec.	07/05/02
Robert P. Brockhaus	Teacher	06/07/02
Robert D. Buege	Teacher	06/07/02
Bettye L. Bunch	Asst Prin.	06/14/02
Paul J. Burrage	Teacher	08/01/02
Gentry Campbell	Teacher	03/26/02
Erma J. Cannon	Principal	06/14/02
Lee A. Carone	Teacher	06/07/02
Brady G. Christoph	Teacher	06/07/02
Patricia A. Chu	Teacher	06/07/02
Charles W. Cooney	Teacher	06/07/02
Timothy A. Couillard	Teacher	06/07/02
Jaci C. Davis	Teacher	06/07/02
Gloria Deida	Teacher	10/09/01
John M. Derdzinski	Teacher	03/25/02
Nancy Domoracki	Coordinator	05/16/02
Kenneth B. Fenney	Teacher	06/07/02
Christy Ferger	Teacher	07/01/02
Gloria A. Fields	Teacher	06/07/02
Kathleen S. Fischer	Psychologist	03/28/02
Demetra Foss	Teacher	06/07/02
Shirley J. Fowlkes	Teacher	07/15/02
Suzanne K. Frost	Teacher	06/07/02
Peter D. Garcia III	Teacher	06/28/02
Vernay Gilliard	Teacher	06/25/02
Jason E. Goede	Teacher	06/07/02
Helene K. Gyarmaty	Teacher	06/07/02
Katharine Hager	Teacher	06/07/02
Jerome C. Hajewski	Teacher	06/07/02
Amy S. Hall	Teacher	02/25/02
Lawrence E. Hawk	Teacher	06/07/02
Stephen T. Haynes	Soc. Worker	06/13/02
Karen A. Horst	Teacher	09/12/02
James R. Hughes	Teacher	06/07/02
Lunell P. Hughes	Teacher	06/07/02
Dorothy F. Huhes	Teacher	07/01/02
Barbara B. Jackamonis	Psychologist	06/13/02
Hans G. Jakobsons	Teacher	07/01/02
Lawrence J. Jaskulski	Teacher	06/07/02
Cynthia W. Johnson	Teacher	06/07/02
Carlos A. Jones	Teacher	06/06/02
Linda M. Karll	Teacher	06/07/02
Willie D. Killins Jr.	Coordinator	04/18/02
Helen C. Kotlowski	Teacher	06/07/02
Donald A. Krueger	Principal	08/25/02
Matthew R. Kubacki	Teacher	06/07/02
Amy E. Kuhn	Teacher	06/07/02
Nancy L. LaBott	Teacher	06/07/02
Marie R. Laha	Teacher	06/07/02
Lillian R. Lawrence	Teacher	06/07/02
Robert J. Lawrence	Asst Director	08/20/02
Barbara A. Leitner	Teacher	07/06/02
Gene Leland	Teacher	06/07/02
Kristine D. Leopold	Teacher	06/07/02
Katherine M. Liggett	Teacher	06/07/02
Darlene F. Lovas	Teacher	06/07/02
Talitha S. Lozada	Teacher	12/10/01
Merari Marquez	Teacher	08/22/01
Michael H. Mayer	Teacher	06/07/02
Jessica Michels	Teacher	06/07/02
David R. Mikulecky	Teacher	06/07/02
Gordon P. Mineau	Teacher	06/07/02
Thomas L. Moertl	Teacher	06/07/02
Margaret M. Morgan	Teacher	06/07/02
Sharon A. Munson	Principal	06/11/02
Catherine M. Nolan	Teacher	06/08/02
James M. Novak	Principal	06/14/02
Emma J. Olds	Teacher	06/07/02
Phillip C. Parker	Teacher	06/07/02
Judith M. Pelton	Teacher	06/10/02
Patti E. Philaja	Teacher	06/07/02
Michelle Piotrowski	Teacher	03/27/02
Carol S. Podolske	Teacher	04/30/02
Louise A. Poznanski	Supervisor	07/05/02
Sharon L. Radke	Teacher	07/07/02
Elizabeth J. Radtke	Specialist	06/13/02
Margaret M. Regan	Teacher	06/07/02
Antonia M. Rodriguez-Lopez	Specialist	07/19/02
Janice M. Ross	Psychologist	06/14/02
James Sanders	Asst. Prin.	06/14/02
Allory R. Schlie	Teacher	06/14/02
Maureen Rose Schmitt	Teacher	08/01/02
Shirley A. Smalling	Teacher	06/07/02
Sandra A. Stark	Teacher	07/05/02
Donna Stevenson	Teacher	06/07/02
Margaret L. Storniolo	Teacher	06/07/02
Leslie Tchakidjian	Teacher	06/07/02
Deborah A. Thompson	Principal	06/29/02
Linda L. Todd	Teacher	06/07/02
Lucille Turner	Teacher	06/07/02
Tommie Z. Veasley	Teacher	06/07/02
Donald J. Wagner	Teacher	07/15/02
Katherine M. Wandel	Teacher	06/07/02
Brenda R. Ward	Coordinator	07/05/02
Nancy A. Weber	Asst. Prin.	06/28/02
Thomas M. Weiss	Teacher	03/26/02
Iester Willis	Teacher	06/07/02
Kathleen A. Winter	Teacher	06/07/02
Anton L. Wirtz	Teacher	06/07/02
Katherine E. Yache-Flowers	Teacher	06/07/02

Correction to April 2002 Resignation Report

Name	Position	Effective Date
Lemuel L. Killins	Asst Prin.	03/28/02
Anthony Pedriana	Principal	06/14/02

Affirmative Action Report

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

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, teacher appointments, reappointment of probationary personnel, and leaves of absence as listed above.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

				Salary		
Codes	Name	Position	Location	Sched	Range	Amount
5, r	Debra Dimberg	Assistant Principal	Fairview School	III	10Z	$68,328.00
2, r	Maurice Turner	Assistant Principal	Franklin School	III	10Z	$47,027.00
5, r	Eugene Vlies	Assistant Principal	Humboldt Park School	III	10Z	$67,031.90
2, r	Kenneth Holt	Director	Division of Student Services	IIIE	13A	$92,833.00
2, r	Ann Terrell	MPS/Child Care Partnership Program Coordinator	Division of Curriculum and Instruction	III	9A	$76,360.00
2, r	Frederick Franklin	Performance Audit Manager	Office of Audit Services	III	10A	$73,500.00

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

Codes:

2 African American
4 Hispanic
5 White
6 Other
r Resident who must remain resident
nr Non-resident who must become resident

Director Morales moved that the Board retire to executive session, pursuant to the provisions of Wisconsin Statutes, Chapter 19.85(1)(c), to consider personnel matters.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.
Temporarily absent — Director Blewett — 1.

The Board retired to executive session at 8:52 PM.

The Board reconvened in open session at 9:28 PM.

Director Johnson moved to approve the appointments and promotions.

The motion prevailed the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.
Temporarily absent — Director Hardin — 1.

* * * * *

(Item 4) Action to Approve a Change in the Mortality Table for the Milwaukee Board of School Directors' Supplemental Early Retirement Plan for Teachers

Administration's Analysis

1. In accordance with the recommendation of the Board's auditor, the Administration sought advice from its actuary to change to a more recent mortality table to refine the actuarial assumptions used as the basis to fund the Milwaukee Board of School Directors Supplemental Early Retirement Plan for Teachers (the "Plan").

2. The mortality table currently used in the Plan is the UP-1984 Mortality Table. As noted by the Plan's Actuary, the actuarial table most widely used today is the 1983 Group Annuity Mortality Table for Males and Females (the "1983 GAM" Table). This table reflects more recent experience in mortality data, including longer life expectancies. These longer life expectancies mean participants are expected to receive benefit payments for longer periods during their retirement.

3. Table I shows the proposed mortality table, while Table II shows a comparison of the current table with the proposed table.

Table I: Proposed Mortality Table

Proposed Update		
Age	Male	Female
15	0.000325	0.000140
16	0.000333	0.000149
17	0.000343	0.000159
18	0.000353	0.000168
19	0.000365	0.000179
20	0.000377	0.000189
21	0.000392	0.000201
22	0.000408	0.000212
23	0.000424	0.000225
24	0.000444	0.000239
25	0.000464	0.000253
26	0.000488	0.000268
27	0.000513	0.000284
28	0.000542	0.000302
29	0.000572	0.000320
30	0.000607	0.000342
31	0.000645	0.000364
32	0.000687	0.000388
33	0.000734	0.000414
34	0.000785	0.000443
35	0.000860	0.000476
36	0.000907	0.000502
37	0.000966	0.000536
38	0.001039	0.000573
39	0.001128	0.000617
40	0.001238	0.000665
41	0.001370	0.000716
42	0.001527	0.000775
43	0.001715	0.000842
44	0.001932	0.000919
45	0.002183	0.001010
46	0.002471	0.001117

Proposed Update		
Age	Male	Female
47	0.002790	0.001237
48	0.003138	0.001366
49	0.003513	0.001505
50	0.003909	0.001647
51	0.004324	0.001793
52	0.004755	0.001949
53	0.005200	0.002120
54	0.005660	0.002315
55	0.006131	0.002541
56	0.006618	0.002803
57	0.007139	0.003103
58	0.007719	0.003443
59	0.008384	0.003821
60	0.009158	0.004241
61	0.010064	0.004703
62	0.011133	0.005210
63	0.012391	0.005769
64	0.013868	0.006386
65	0.015592	0.007064
66	0.017579	0.007817
67	0.019804	0.008681
68	0.022229	0.009702
69	0.024817	0.010922
70	0.027530	0.012385
71	0.030354	0.014128
72	0.033370	0.016160
73	0.036680	0.018481
74	0.040388	0.021092
75	0.044597	0.023992
76	0.049388	0.027185
77	0.054758	0.030672
78	0.060678	0.034459

Proposed Update		
Age	Male	Female
79	0.067125	0.038549
80	0.074070	0.042945
81	0.081484	0.047655
82	0.089320	0.052691
83	0.097525	0.058071
84	0.106047	0.063807
85	0.114836	0.069918
86	0.124170	0.076570
87	0.133870	0.083870
88	0.144073	0.091935
89	0.154859	0.101354
90	0.166307	0.111750
91	0.178214	0.123076
92	0.190460	0.135630
93	0.203007	0.149577
94	0.217904	0.165103
95	0.234086	0.182419
96	0.248436	0.201757
97	0.263954	0.222044
98	0.280803	0.243899
99	0.299154	0.268185
100	0.319185	0.295187
101	0.341086	0.325225
102	0.365052	0.358897
103	0.393102	0.395843
104	0.427255	0.438360
105	0.469531	0.487816
106	0.521945	0.545886
107	0.586518	0.614309
108	0.665268	0.694885
109	0.760215	0.789474
110	1.000000	1.000000

Table II: Comparison of Current and Proposed Mortality Tables

	Expected Mortality					
	Male			Female		
Age	Current Use	Proposed Update	Marginal Rate Difference	Current Use	Proposed Update	Marginal Rate Difference
15	0.001453	0.000325	-0.001128	0.001453	0.000140	-0.001313
16	0.001437	0.000333	-0.001104	0.001437	0.000149	-0.001288
17	0.001414	0.000343	-0.001071	0.001414	0.000159	-0.001255
18	0.001385	0.000353	-0.001032	0.001385	0.000168	-0.001217
19	0.001351	0.000365	-0.000986	0.001351	0.000179	-0.001172
20	0.001311	0.000377	-0.000934	0.001311	0.000189	-0.001122
21	0.001267	0.000392	-0.000875	0.001267	0.000201	-0.001066
22	0.001219	0.000408	-0.000811	0.001219	0.000212	-0.001007
23	0.001167	0.000424	-0.000743	0.001167	0.000225	-0.000942
24	0.001149	0.000444	-0.000705	0.001149	0.000239	-0.000910
25	0.001129	0.000464	-0.000665	0.001129	0.000253	-0.000876
26	0.001107	0.000488	-0.000619	0.001107	0.000268	-0.000839
27	0.001083	0.000513	-0.000570	0.001083	0.000284	-0.000799
28	0.001058	0.000542	-0.000516	0.001058	0.000302	-0.000756
29	0.001083	0.000572	-0.000511	0.001083	0.000320	-0.000763
30	0.001111	0.000607	-0.000504	0.001111	0.000342	-0.000769
31	0.001141	0.000645	-0.000496	0.001141	0.000364	-0.000777
32	0.001173	0.000687	-0.000486	0.001173	0.000388	-0.000785
33	0.001208	0.000734	-0.000474	0.001208	0.000414	-0.000794
34	0.001297	0.000785	-0.000512	0.001297	0.000443	-0.000854
35	0.001398	0.000860	-0.000538	0.001398	0.000476	-0.000922
36	0.001513	0.000907	-0.000606	0.001513	0.000502	-0.001011
37	0.001643	0.000966	-0.000677	0.001643	0.000536	-0.001107
38	0.001792	0.001039	-0.000753	0.001792	0.000573	-0.001219
39	0.001948	0.001128	-0.000820	0.001948	0.000617	-0.001331
40	0.002125	0.001238	-0.000887	0.002125	0.000665	-0.001460
41	0.002327	0.001370	-0.000957	0.002327	0.000716	-0.001611
42	0.002556	0.001527	-0.001029	0.002556	0.000775	-0.001781
43	0.002818	0.001715	-0.001103	0.002818	0.000842	-0.001976
44	0.003095	0.001932	-0.001163	0.003095	0.000919	-0.002176
45	0.003410	0.002183	-0.001227	0.003410	0.001010	-0.002400
46	0.003769	0.002471	-0.001298	0.003769	0.001117	-0.002652
47	0.004180	0.002790	-0.001390	0.004180	0.001237	-0.002943
48	0.004635	0.003138	-0.001497	0.004635	0.001366	-0.003269
49	0.005103	0.003513	-0.001590	0.005103	0.001505	-0.003598
50	0.005616	0.003909	-0.001707	0.005616	0.001647	-0.003969
51	0.006196	0.004324	-0.001872	0.006196	0.001793	-0.004403
52	0.006853	0.004755	-0.002098	0.006853	0.001949	-0.004904
53	0.007543	0.005200	-0.002343	0.007543	0.002120	-0.005423
54	0.008278	0.005660	-0.002618	0.008278	0.002315	-0.005963
55	0.009033	0.006131	-0.002902	0.009033	0.002541	-0.006492
56	0.009875	0.006618	-0.003257	0.009875	0.002803	-0.007072
57	0.010814	0.007139	-0.003675	0.010814	0.003103	-0.007711
58	0.011863	0.007719	-0.004144	0.011863	0.003443	-0.008420
59	0.012952	0.008384	-0.004568	0.012952	0.003821	-0.009131
60	0.014162	0.009158	-0.005004	0.014162	0.004241	-0.009921
61	0.015509	0.010064	-0.005445	0.015509	0.004703	-0.010806
62	0.017010	0.011133	-0.005877	0.017010	0.005210	-0.011800
63	0.018685	0.012391	-0.006294	0.018685	0.005769	-0.012916
64	0.020517	0.013868	-0.006649	0.020517	0.006386	-0.014131
65	0.022562	0.015592	-0.006970	0.022562	0.007064	-0.015498
66	0.024847	0.017579	-0.007268	0.024847	0.007817	-0.017030

	Expected Mortality					
	Male			Female		
Age	Current Use	Proposed Update	Marginal Rate Difference	Current Use	Proposed Update	Marginal Rate Difference
67	0.027232	0.019804	-0.007428	0.027232	0.008681	-0.018551
68	0.029634	0.022229	-0.007405	0.029634	0.009702	-0.019932
69	0.032073	0.024817	-0.007256	0.032073	0.010922	-0.021151
70	0.034743	0.027530	-0.007213	0.034743	0.012385	-0.022358
71	0.037667	0.030354	-0.007313	0.037667	0.014128	-0.023539
72	0.040871	0.033370	-0.007501	0.040871	0.016160	-0.024711
73	0.044504	0.036680	-0.007824	0.044504	0.018481	-0.026023
74	0.048504	0.040388	-0.008116	0.048504	0.021092	-0.027412
75	0.052913	0.044597	-0.008316	0.052913	0.023992	-0.028921
76	0.057775	0.049388	-0.008387	0.057775	0.027185	-0.030590
77	0.063142	0.054758	-0.008384	0.063142	0.030672	-0.032470
78	0.068628	0.060678	-0.007950	0.068628	0.034459	-0.034169
79	0.074648	0.067125	-0.007523	0.074648	0.038549	-0.036099
80	0.081256	0.074070	-0.007186	0.081256	0.042945	-0.038311
81	0.088518	0.081484	-0.007034	0.088518	0.047655	-0.040863
82	0.096218	0.089320	-0.006898	0.096218	0.052691	-0.043527
83	0.104310	0.097525	-0.006785	0.104310	0.058071	-0.046239
84	0.112816	0.106047	-0.006769	0.112816	0.063807	-0.049009
85	0.122079	0.114836	-0.007243	0.122079	0.069918	-0.052161
86	0.132174	0.124170	-0.008004	0.132174	0.076570	-0.055604
87	0.143179	0.133870	-0.009309	0.143179	0.083870	-0.059309
88	0.155147	0.144073	-0.011074	0.155147	0.091935	-0.063212
89	0.168208	0.154859	-0.013349	0.168208	0.101354	-0.066854
90	0.182461	0.166307	-0.016154	0.182461	0.111750	-0.070711
91	0.198030	0.178214	-0.019816	0.198030	0.123076	-0.074954
92	0.215035	0.190460	-0.024575	0.215035	0.135630	-0.079405
93	0.232983	0.203007	-0.029976	0.232983	0.149577	-0.083406
94	0.252545	0.217904	-0.034641	0.252545	0.165103	-0.087442
95	0.273878	0.234086	-0.039792	0.273878	0.182419	-0.091459
96	0.297152	0.248436	-0.048716	0.297152	0.201757	-0.095395
97	0.322553	0.263954	-0.058599	0.322553	0.222044	-0.100509
98	0.349505	0.280803	-0.068702	0.349505	0.243899	-0.105606
99	0.378865	0.299154	-0.079711	0.378865	0.268185	-0.110680
100	0.410875	0.319185	-0.091690	0.410875	0.295187	-0.115688
101	0.445768	0.341086	-0.104682	0.445768	0.325225	-0.120543
102	0.483830	0.365052	-0.118778	0.483830	0.358897	-0.124933
103	0.524301	0.393102	-0.131199	0.524301	0.395843	-0.128458
104	0.568365	0.427255	-0.141110	0.568365	0.438360	-0.130005
105	0.616382	0.469531	-0.146851	0.616382	0.487816	-0.128566
106	0.668696	0.521945	-0.146751	0.668696	0.545886	-0.122810
107	0.725745	0.586518	-0.139227	0.725745	0.614309	-0.111436
108	0.786495	0.665268	-0.121227	0.786495	0.694885	-0.091610
109	0.852659	0.760215	-0.092444	0.852659	0.789474	-0.063185
110	0.924666	1.000000	0.075334	0.924666	1.000000	0.075334

4. While the 1983 GAM Table is currently the table most widely used today, it probably will be replaced with a more current table within the next few years. At that time, the Administration will again review and recommend the update of Plan assumptions.

Strategic Plan Compatibility Statement

5. The updating of the Plan's mortality table to the 1983 GAM Table is compatible with the Board's missions and goals.

Statute, Administrative Policy, or Board Rule Statement

6. Changes in the Plan's assumptions must be approved by the Board in accordance with the Plan Document.

Fiscal Impact Statement

7. The increase in the annual contribution to the Plan, commencing with the 2002-2003 Plan year, is estimated to be 12%, or $2,200,000. This level of increased contribution will continue for an additional eight years in accordance with the amortization period. At that point, this increased contribution is estimated to level off at $300,000 (current dollars) per year thereafter.

8. This increased contribution to the Plan is included in the budget proposed for Fiscal Year 2003.

Implementation and Assessment Plan

9. Implementation will involve minimal staff time and will be completed upon the Board's approval of the 1983 GAM Table.

Committee's Recommendation

Your Committee recommends that the Board approve the 1983 Group Annuity Mortality Table for use in the actuarial assumptions for the Supplemental Early Retirement Plan for Teachers, commencing with the 2002-2003 Plan Year.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 5) Action on Recommendations from the Citywide Discipline Committee and Revision of Administrative Policy 8.23, Weapons in the Schools, and Policy 8.28, Student Discipline

Background

At its meeting on November 27, 2001, the Board referred the following resolution by Directors Morales, Blewett, Gardner, and Hardin to the Committee on Finance/Personnel:

WHEREAS, Article X, Section 3, of the Constitution of the State of Wisconsin mandates schools "free and without charge for tuition to all children between the ages of 4 and 20 years;" and

WHEREAS, On June 26, 2001, the Board adopted a resolution authorizing an Independent Hearing Panel to order expulsions from the Milwaukee Public Schools for the 2001-2002 school year; and

WHEREAS, This resolution contained provisions and guidelines for not offering educational services to expelled students; and

WHEREAS, MPS expelled 236 students in the 2000-2001 school year, 63 of them without educational services; and

WHEREAS, The public has an interest in seeing every student educated and productively occupied during the school day; now, therefore, be it

RESOLVED, That the Board amend the resolution adopted on June 26, 2001, and Administrative Policies 8.23, 8.32, and 8.33 to require that students expelled from the Milwaukee Public Schools for non-violent offenses be offered educational services in an MPS alternative or partnership school; and be it

FURTHER RESOLVED, That possession/ownership and use of illegal drugs/alcohol be removed from the list of "other criminal offenses" for which an expulsion recommendation will be made.

At its meeting on January 31, 2002, the Board approved the following with respect to Resolution 0102R-027:

1. That the first Resolved be adopted as amended:

RESOLVED, That the Board amend the resolution adopted on June 26, 2001, and Administrative Policies 8.23, 8.32, and 8.33 to require that students expelled from the Milwaukee Public Schools for non-violent offenses be offered educational services in an MPS alternative, ~~or~~ partnership, or charter school; or in the CESA I virtual school; or in a special MPS educational program; or in another MPS or MPS authorized program;

2. that the Board direct the Administration to review the second Resolved (below) and the entire expulsion policy, procedures, and processes with the Citywide Disciplinary Committee and to report back with recommendations by May 1, 2002:

FURTHER RESOLVED, That possession/ownership and use of illegal drugs/alcohol be removed from the list of "other criminal offenses" for which an automatic expulsion recommendation will be made;

3. that the Administration make sure that the meetings of the Citywide Disciplinary Committee and other interested parties are well publicized, with an evening or weekend meeting and public hearing.

Administration's Analysis

1. The Citywide Disciplinary Committee was convened on Thursday, January 31, 2002. The committee, which has been in existence for several years, most recently worked on revising the *Parent/Student Handbook on Rights, Responsibilities, and Discipline* during the 2000-2001 school year. Additional members were added as people volunteered to serve on the committee or were recommended by others. Individuals who spoke at the Board committee meeting dealing with this item were contacted to serve on the committee.

This committee is presently composed of school administrators (four), teacher (one), student (one), parents (seven), community representatives (six), and additional MPS staff (11). A roster of committee membership is available with the minutes of your Committee's meeting.

2. The Citywide Disciplinary Committee had been directed through Board resolution to review the entire expulsion policy, procedures, and processes and report back with recommendations by May 1, 2002. The Board had further resolved that the possession/ownership and use of illegal drugs/alcohol be removed from the list of other criminal offenses for which an automatic expulsion recommendation is made.

3. The committee continued to meet during February, March, and April. In addition to the regularly scheduled meetings, a public hearing was held on Saturday morning, March 23, 2002 at the central services building. The hearing was publicized by the Communication and Public Affairs Office who notified community newspapers of the meeting. Notices were sent to all departments and school sites for posting, and all principals were notified.

The purpose of the hearing was to accept comments from the public regarding the Board's resolution to review the expulsion process and to study the disciplinary action levels for the possession, ownership and use of illegal drugs and alcohol.

4. Members of the Board of School Directors were asked to attend committee meetings and assist the committee in clarification of the resolution. Directors Morales, Gardner, and Hardin attended at least one meeting.

5. The committee discussed and examined the current policies, procedures, and processes regarding the expulsion process. It was found that:

- The process is an objective independent process that allows for flexibility and consideration of individual circumstances.
- The Milwaukee Public Schools does not have a zero tolerance policy since nothing is automatic in the disposition of the incident.
- The expulsion process can be compared to the criminal justice system since there is an appeal component at each step of the process. A comparison chart is included in the attachments.
- Parents need more guidance in understanding and dealing with this process.
- The Independent Hearing Panel must understand their role and options. Independent hearing panels do not often prescribe conditions for early reinstatement when recommending expulsion.

- Most students who are expelled receive educational services. During the 2000-2001 school year, 243 students were expelled and 179 or 74% received educational services.
- Expulsion is a difficult process that is taken seriously by all involved.

6. The second charge to the committee was to consider whether the offenses of possession, ownership, and use of illegal drugs and alcohol should be removed from the list of "other criminal offenses" for which an automatic expulsion recommendation is made. The committee solicited the policies from neighboring suburban districts and received eight responses. These policies were reviewed in depth by the committee to determine whether the present policies of the Milwaukee Public Schools were in line with those of suburban school districts.

7. Following careful review of the drug and alcohol disciplinary action levels, the committee found the following:

- Comments from the public hearing and other people who contacted committee members reinforced the present policies.
- Administrators cannot maintain an atmosphere of impartiality in the schools if they are to decide which drug offense is reported to central services and which is not.
- It appears that the discipline action levels for alcohol-related offenses do not match the reality of how they are handled.
- The present policy on drugs and alcohol acts as a deterrent. Students understand the rules.
- The number of students (110) expelled during the 2000-2001 school year for drug and alcohol-related offenses is approximately 0.1% of the total school population but 45% of the total number of students expelled.
- Eighty-six percent of the 110 students who were expelled for drug and alcohol offenses during the 2000-2001 school year received services. Fifteen students did not.
- All students referred to central services for drug and alcohol offenses were not expelled. During the 2000-2001 school year 197 students were referred to central services for expulsion, and 110 were actually expelled. Each case begins at the step of investigative review, thus providing consistency, but the circumstances of each case are considered during the process.
- Prior to 1997, the practice was to use a range of disciplinary action levels for drug offenses based on quantity of drugs involved.
- Alcohol and Other Drug Addictions (AODA) counseling and services for students who use drugs and alcohol are provided by school social workers through working with the student and family and making referrals to community agencies.
- MPS will have funding available from the Safe and Drug Free Schools Act to train staff who serve as student assistance coordinators in each middle and high school in the identification, screening, referral and follow-up of students.

8. The Citywide Disciplinary Committee recommended the following:

a. The current expulsion policies, procedures, and processes should remain unchanged, with the exception of the disciplinary action levels for possession, ownership, and use of alcohol.

b. The disciplinary action levels in the Code of School/Classroom Conduct and Discipline Chart for possession, ownership, and use of alcohol should be modified to reflect a range of Level 3, central services conference, to Level 4, expulsion recommendation. The disciplinary action levels for the distribution of alcohol should remain at a Level 4, expulsion recommendation.

c. The disciplinary action levels for the possession, ownership, and use of illegal drugs should remain the same as presently stated in the Code of School/Classroom Conduct and Discipline Chart, Level 4, expulsion recommendation.

- A minority of the Citywide Disciplinary Committee recommended that the disciplinary action levels for the possession, ownership, and use of illegal drugs be expanded to a range of Level 2, suspension, to Level 4, expulsion recommendation or Level 3, central services conference to Level 4, expulsion recommendation.
- It was not stated specifically how school administrators would decide what disciplinary action levels would be used in particular instances, but these factors

were discussed: marijuana versus other drugs, first offenders versus repeat offenders, small quantities versus large quantities, and personal use versus distribution.

- The Administration is recommending that the disciplinary action levels for the position, ownership, and use of illegal drugs be revised to Level 3, central services conference, to Level 4, expulsion recommendation.

d. The Independent Hearing Panels should receive additional training to be provided by the Division of Student Services so that members fully understand their task and the options available to them.

e. A brochure should be developed by the Division of Student Services for parents explaining the expulsion process and possible outcomes including services. It will include appeal rights and specific steps to take regarding how to appeal a decision of the Independent Hearing Panel. Parents will receive the brochure when they are notified of the investigative review, the meeting held to determine whether the offense warrants consideration for expulsion.

f. A list of advocacy groups should be developed and provided to parents as part of the parent brochure.

g. The option of educational services should continue to be considered by the Independent Hearing Panel for those students involved in possession, ownership, and use of drugs and alcohol. Services will not be recommended by the Administration to the panel for students found to be in possession with intent to distribute illegal drugs and alcohol.

h. For the drug and alcohol-related offenses of use, ownership and possession, the Independent Hearing Panel will be given the option of recommending, in addition to educational services, an AODA counseling and services.

i. If a student is not expelled and remains at an MPS school, it will be that school's responsibility to assist with arranging for AODA counseling and services through referral to the school social worker.

j. As it is currently stated in state statutes, early reinstatement for students expelled for the alcohol and drug offenses of possession, ownership and use will be recommended by the Administration to the Independent Hearing Panel. It will be further recommended to the panel that as part of early reinstatement, the parent be required to provide documentation of an AODA evaluation and, if necessary, services.

Strategic Plan Compatibility Statement

9. The recommendations support the MPS mission statement, "We know that children learn and achieve more, when they are cared for, when they are safe, and when they have a happy well-being."

Statute, Administrative Policy, or Board Rule Statement

10. The Administration is recommending a revision to Administrative Policy 8.23, Weapons in the Schools (Other Criminal Offenses), and 8.28, Student Discipline, Code of School/Classroom Conduct and Discipline Chart.

Fiscal Impact Statement

11. This item does not authorize expenditures. The cost of printing brochures for parents is estimated at $300 per year and will be absorbed by the Division of Student Services. Funding from the Safe and Drug Free Schools Act will be used to train staff who serve as student assistance coordinators in middle and high schools.

Implementation and Assessment Plan

12. The Division of Student Services will do the following prior to the beginning of the 2002-2003 school year:

- modify the *Parent/Student Handbook on Rights, Responsibilities, and Discipline* to reflect any new discipline action levels for use, ownership, and possession of alcohol or drugs;

- notify school administrators of the changes to the disciplinary action levels for the drug or alcohol offenses of use, ownership and possession through the Central Services Conference Packet and a letter highlighting changes;
- develop a brochure and a list of advocacy groups to be distributed to parents when they are notified of the meeting scheduled to determine whether the offense warrants consideration for expulsion; and
- provide training to the Independent Hearing Panel.

13. The Administration will be recommending a change to the contracts with MPS partnership behavioral-reassignment schools for the 2003-2004 school year to include provisions for the partnership behavioral-reassignment schools to provide any AODA counseling and services needed to students placed in those schools as a result of recommendations by the Independent Hearing Panel.

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt the following recommendations:
   a. The current expulsion policies, procedures, and processes should remain unchanged, with the exception of the disciplinary action levels for possession, ownership, and use of alcohol and drugs.
   b. The disciplinary action levels in the Code of School/Classroom Conduct and Discipline Chart for alcohol offenses of possession, ownership and use of alcohol should be changed from a Level 4, expulsion recommendation, to a range of Level 3, central services conference, to Level 4, expulsion recommendation.
   c. The disciplinary action levels in the Code of School/Classroom Conduct and Discipline Chart for drug offenses of possession, ownership and use of illegal drugs should be changed from a Level 4, expulsion recommendation, to a range of Level 3, Central Services conference, to Level 4, expulsion recommendation.
   d. The disciplinary action levels in the Code of School/Classroom Conduct and Discipline Chart for offenses of possession with intent to distribute illegal drugs, alcohol, and prescribed medications should remain at a Level 4, expulsion recommendation.
   e. The Independent Hearing Panels should receive additional training to be provided by the Division of Student Services so that members fully understand their task and the options available to them.
   f. A brochure should be developed by the Division of Student Services for parents explaining the expulsion process and possible outcomes including services. It will include appeal rights and specific steps to take regarding how to appeal a decision of the Independent Hearing Panel. Parents will receive the brochure when they are notified of the investigative review, the meeting held to determine whether the offense warrants consideration for expulsion.
   g. A list of advocacy groups should be developed and provided to parents as part of the parent brochure.
   h. The option of educational services will continue to be considered by the Independent Hearing Panel for those students involved in possession, ownership, and use of drugs and alcohol. Services will not be recommended by the Administration to the panel for students found to be in possession with intent to distribute illegal drugs and alcohol.
   i. For the drug and alcohol-related offenses of use, ownership and possession, the Independent Hearing Panel will be given the option of recommending, in addition to educational services, AODA counseling and services.
   j. If a student is not expelled and remains at an MPS school, it will be that school's responsibility to assist with arranging for AODA counseling and services through referral to the school social worker.
   k. As it is currently stated in state statutes, early reinstatement for students expelled for the alcohol and drug offenses of possession, ownership and use will be recommended by the Administration to the Independent Hearing Panel. It will be

further recommended to the panel that as part of early reinstatement, the parent be required to provide documentation of an AODA evaluation and, if necessary, services.

2. approve the following revisions to Administrative Policy 8.23(2), Weapons in the Schools (Other Criminal Offenses):

8.23(2) Other Criminal Offenses

a. Disciplinary action will also be taken against students involved in criminal offenses other than weapons possession and use. Conduct which violates the Other Criminal Offenses policy includes serious gang activity, battery, extortion, robbery, sexual assault, arson, bomb threats, possession/ownership and use of illegal drugs/alcohol, and possession with intent to distribute illegal drugs/alcohol. An expulsion recommendation will be made for the following verified offenses. The length of the expulsion period will be recommended by the Administration.

- Battery — Intentional physical or offensive contact without consent
- Assault — Threat with intent to place a person in imminent danger of harmful or offensive contact without the person's consent
- Sexual Assault — Intentional sexual contact of a harmful or offensive nature
- ~~Possession/Ownership and Use of Illegal Drugs/Alcohol — Possessing, having under one's control, or using any controlled substance/alcoholic beverage~~
- Possession with Intent to Distribute Illegal Drugs/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

The disciplinary action for the following offenses will range from a central services conference to an expulsion recommendation:

- Possession/Ownership and Use of Illegal Drugs or Alcohol — Possessing, having under one's control, or using any controlled substance/alcoholic beverage.

3. Approve the following revisions to Administrative Policy 8.28(4), Student Discipline, Code of School/Classroom Conduct:

8.28(4)(f) Conduct that Violates the Code

Conduct that is dangerous, disruptive, unruly, or interferes with the teacher's ability to teach is a violation of the Code of School/Classroom Conduct. A summary of the Code of School/Classroom Conduct appears below. A summary and a detailed description of the Code of School/Classroom Conduct is attached.

Examples of Conduct That Violates the Code	Definition	Action Levels	
		Min	Max
Weapons —			
Guns	Possession, use, 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.	4 3	4
Gang Activity	Disruption and intimidation caused by gang symbols on materials, jewelry, or clothing	3	3
	Gang posturing which provokes an altercation.	2	4
	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

Examples of Conduct That Violates the Code	Definition	Action Levels	
		Min	Max
Repeated Classroom Disruption	Confronting staff argumentatively, throwing objects, refusing to follow directions, or making loud noises.	1	4
Chronic Disruption of 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

Director Morales moved to adopt the Committee's recommendation. The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

(Item 6) Action on a Request for Authorization to Enter into a Lease Agreement for the Police Athletic League Program

Administration's Analysis

1. At its meeting of June 26, 2001, 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 superceded the Board's previous recommendation to construct a six-classroom addition to Auer Avenue School, as identified in the Neighborhood Schools Plan.

2. The Administration has completed its negotiations with PAL and now seeks authorization to enter into a lease agreement with PAL. (Copies were provided to the Board under separate cover.) The lease, which is for up to seventy (70) years, includes the following provisions:

a. initial term of twenty (20) years at a rental rate of ten dollars ($10.00) annually, with five (5) ten-year (10-year) extensions at a fair market rate to be determined at the time of extension;
b. maintenance of the facility (other than educational maintenance of leased spaces) will be the responsibility of PAL, with a prorated share of certain operating expenses to be reimbursed to PAL on an annual basis;
c. delineation of times of use by both parties for spaces within the building;
d. payment of $1,400,000 for construction and build-out of the space as prepaid rent for the initial lease term.

3. The lease, which was drafted by counsel from Quarles and 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 Auer Avenue School.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

5. Administrative Policy 4.08, Lease Agreements, requires that all lease agreements with annual costs in excess of $100,000 or terms longer than three (3) years be approved by the Board.

Fiscal Impact Statement

6. Funds for this project are included in the $98.4 million bonding authority for the Neighborhood Schools Initiative. Construction costs are budgeted at $1,400,000, with furniture and equipment costs at $350,000. Total cost for the project is $1,750,000. Funds are allocated in the NSI budget account number 1-40-4-861-077-327-255000. Basic rent costs will be $10 per year from FY03-FY22 and at fair market rates for subsequent years.

Implementation and Assessment Plan

7. Upon approval by the Board, the appropriate signatures will be obtained and the lease executed. Funds for development costs will be disbursed in accordance to the Disbursement Agreement provisions contained in the lease agreement. Delivery of materials and furniture and equipment will be completed prior to the start of the FY03 school year on September 5, 2002.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a lease agreement with the Police Athletic League for classroom space at its new facility located at 2320 West Burleigh Street.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 7) Action on a Recommendation to Accept Offers for the Westside Academy II Project Site Acquisition in Connection with the Neighborhood Schools Initiative

Administration's Analysis

1. At its meeting of August 24, 2000, the Board adopted the plan for the Neighborhood Schools Initiative (NSI). This plan was subsequently adopted by the State Legislature's Joint Finance Committee on September 26, 2000.

2. Contained in the plan were several projects which required acquisition of land to enable construction of new schools or to expand an existing school sites. One such project was the proposed addition to Westside Academy II, which requires acquisition of seven properties to expand the site for playground purposes.

3. The Administration began discussions with the Department of City Development (DCD) to identify new sites and to begin necessary activities related to begin acquisition of the needed properties. In the case of the Westside Academy II project, DCD created a redevelopment plan for the site. The plan was subsequently approved by the Redevelopment Authority on April 18, 2001. DCD and the Redevelopment Authority have subsequently commenced acquisition activities.

4. Acquisition of these two properties has now progressed to the point where offers to purchase have been accepted. Contingent on the Board's approval, closing on the properties is scheduled for June 2002, with relocation of the owners and tenants to follow. The parcels to be acquired are as follows:

- Brian J. Werle & Jennifer A. Werle Trust,
  Tax Roll Key No. 348-0362-000-X;
  (1909-11 North 35th Street) for.....$34,100.
- Brian J. Werle & Jennifer A. Werle Trust,
  Tax Roll Key No. 348-0361-000-4;
  (1913-15 North 35th Street) for.....$37,400.

Approval of the acceptance of the offers is required to enable the project to continue to move forward.

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, and supports Goal 3, Family satisfaction as measured by their choices in the educational marketplace.

Statute, Administrative Policy, or Board Rule Statement

6. Approval of the Board to purchase buildings is required by Wisconsin Statutes, §119.16(3)(b).

7. The Board may wish to retire to executive session as permitted under Wisconsin Statutes, §119.85(1)(e), to discuss matters related to the acquisition of these properties.

Fiscal Impact Statement

8. Funds for the acquisition of these properties are included in the $98.4 million bonding authority for the Neighborhood Schools Initiative. Funds are allocated in account number 1-40-4-861-370-327-255000.

Implementation and Assessment Plan

9. Upon approval by the Board, the City Attorney will prepare the closing documents for execution in June 2002. Upon closing, relocation of the owners and tenants will commence. Demolition will occur immediately upon completion of the relocation activities.

Committee's Recommendation

Your Committee recommends that the Board approve the following Offers to Purchase:

- Brian J. Werle & Jennifer A. Werle Trust,
  Tax Roll Key No. 348-0362-000-X;
  (1909-11 North 35th Street) for .....$34,100.
- Brian J. Werle & Jennifer A. Werle Trust,
  Tax Roll Key No. 348-0361-000-4;
  (1913-15 North 35th Street) for .....$37,400.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 8) Action on an Intergovernmental Agreement Relating to the Acquisition of a New Site for Thirty-seventh Street School

Administration's Analysis

1. At its meeting of August 24, 2000, the Board adopted the plan for the Neighborhood Schools Initiative (NSI). This plan was subsequently adopted by the State Legislature's Joint Finance Committee on September 26, 2000. 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 school to replace the existing 37th Street School, currently located at North 37th and West Walnut Streets.

2. The Administration began discussions with the Department of City Development (DCD) to begin planning activities related to the needed sites. In the case of the 37th Street project, DCD proposed two (2) sites for consideration:

   a. An area bounded by North 37th Street, North 38th Street, West Roberts Street, and West Galena Street. This site, which encompasses approximately 4 acres, includes the existing school site;

   b. An area bounded by North 35th Street, North 37th Street, West Galena Street, and West Cherry Street. This site encompasses approximately 5.1 acres.

3. In addition to the sites proposed by DCD, the Administration also considered expanding the existing site to encompass the remaining portion of the block to the west of the school. This would create a site approximately 2.2 acres in size.

4. As discussions with DCD progressed, a major concern was raised by City officials regarding the removal of property from the tax rolls and the displacement of residents which would result from acquiring the new site. In order to minimize these impacts, the Administration proposed a complementary housing component project which would replace the units to be acquired with new or relocated residential units in the attendance area.

5. This proposed housing project, which is separate from the new school project and would be funded entirely outside of the NSI plan, would contain the following major elements:

a. Housing units removed for the new school would be replaced, with a goal of building two new or relocated units for each unit removed;

b. Housing units, which could be either renter- or owner-occupied, could include existing housing units relocated from the proposed new site;

c. MPS would contribute the existing 37th Street School site for use as a location for a new major housing development. After the opening of the new school in September 2004, the existing school site would be cleared to permit redevelopment;

d. The project, which would be funded from a variety of program funds currently available through the City of Milwaukee for housing purposes, would not involve the use of either Board funds or NSI bond proceeds;

e. This portion of the project would involve a number of partners, including NIDC, Redevelopment Authority, Housing Authority, WHEDA, Fannie Mae, and LISC.

6. This proposed plan, which represents a unique collaborative planning effort never before used as part of a school project, supports the philosophy of the NSI plan in attempting to address all of the needs of the community. If successful, it will serve as a model for future capital projects involving acquisition of housing for new school sites.

7. With the inclusion of the housing component, the Administration focused its due-diligence efforts on the site bounded by 35th Street, 37th Street, Galena Street, and Cherry Street. The Administration has completed Phase I and Phase II environmental reviews of the site and has found no contamination present which would preclude its use for school purposes. Based upon the results from the due diligence completed, the Administration is now recommending that this site be designated as the location for the new school.

8. In order to move the new school project forward, the Administration has requested the City Attorney to draft an Intergovernmental Cooperation Agreement which identifies the site and authorizes the Redevelopment Authority to acquire the site on behalf of the Board. It also contains language which indicates that the Board will work with the DCD to develop the replacement housing as outlined in Pertinent Fact #3. (A copy is available with the minutes of your Committee's meeting.)

9. Representatives of MPS discussed the proposed sites with the community at a town hall meeting held on April 23, 2002. This meeting was attended by approximately 100 persons, including representatives from 37th Street School, DCD, the Office of Neighborhood Schools, the Division of Facilities and Maintenance Services, the Department of Finance, School Board Directors Blewett and Gardner, Alderman Willie Hines, and State Representative Antonio Riley. Although the residents had a number of questions regarding acquisition of the proposed site and relocation benefits, the response was generally supportive of the site on 35th Street. Local officials preferred the site on 35th Street.

10. On May 6, 2002, at the sixth meeting since August 2001, MPS again discussed the site with the school/community planning committee and the affected residents as part of the ongoing dialogue to determine the needs of the school. Based on these discussions, which included responses to the questions raised at the April 23 meeting, the group supported recommending the site on 35th Street to the Superintendent for his consideration.

Strategic Plan Compatibility Statement

11. 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 educational marketplace.

Statute, Administrative Policy, or Board Rule Statement

12. Wisconsin Statutes, §119.16(3)(b), requires the Board's approval to purchase property. In addition, Wisconsin Statutes, §66.30, requires the Board's approval of Intergovernmental Cooperation Agreements.

13. The Board may wish to retire to executive session, as permitted under Wisconsin Statutes, §19.85(1)(e), to discuss matters related to the acquisition of these properties.

Fiscal Impact Statement

14. Funds for the acquisition of the site is 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 1-40-4-861-356-327-255000, 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

15. Upon approval by the Board, the Administration will work with DCD to finalize the structure of the housing component plan. In addition, DCD will forward the Intergovernmental Cooperation Agreement and proposed housing plan to the Redevelopment Authority for its consideration at its meeting of June 20, 2002. Approval by the Common Council would occur at its meeting of July 16, 2002. Upon approval by the Redevelopment Authority, the DEC will notify the affected residents, and the acquisition of the site will commence. The transfer of all City-owned properties will be accomplished at the time of approval of the Intergovernmental Cooperation Agreement by the Redevelopment Authority.

16. Designation of the site by the Board at this time will ensure that a cleared site can be made available for construction to commence in May of 2003. Should the Board decide to delay its approval, acquisition activities would not be able to commence until October, since Common Council approval would be delayed until its meeting in late September. This would delay completion of the new school until 2005, and its opening until September 2005.

Committee's Recommendation

Your Committee recommends that the Board:

1. designate that the site bounded by North 35th Street, North 37th Street, West Galena Street, and West Cherry Street as the location for the new 37th Street School;
2. approve the Intergovernmental Cooperation Agreement between the City of Milwaukee and Board of School Directors relative to acquisition of the new site for 37th Street School; and
3. authorize the Department of City Development (DCD) and the City Attorney to take all necessary actions to acquire the new site.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 9) Monthly Report of the Independent Monitor on Participation Performance in the Neighborhood Schools Initiative

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

Administration's Report

1. On August 24, 2000, the Board approved the Neighborhood Schools Plan, to be implemented over a five-year period at a cost of approximately $98 million. The Wisconsin Legislature approved the Plan on September 26, 2000. The goals of the Plan are to create desirable schools in every neighborhood, to increase the number of neighborhood seats, and to improve parents' choices of neighborhood schools and our children's education. Implementation includes the following:

- conducting of community outreach and community activities;
- development of community partnerships;
- coordination of the construction of school additions and new facilities;

- building of strong school communities by increasing participation and empowerment.

2. At its meeting on September 25, 200l, the Board approved the establishment of the Office of Neighborhood Schools to oversee the implementation of the Neighborhood Schools Initiative (NSI) and its strategic goals. A specific directive in the approved Plan is that MPS will be responsible for monitoring the participation of the groups and individuals identified in Appendix G, Statement on Contracting, Employment, and Educational Opportunities. To assist with this process, MPS was to contract with an independent agency. The agency's responsibilities with respect to NSI would include, but not be limited to:

- establishing and maintaining a vendor data base;
- reviewing and recommending the required participation percentage for each contract;
- reviewing and monitoring performance on each contract for all requirements;
- providing detailed reports to the district on a monthly basis, detailing all activity;
- maintaining an MPS student database and reporting educational partnership activities of all NSI vendors;
- assisting the district in resolution of disputes associated with the requirement of the NSI, Appendix G;
- gathering data on the actions of the voluntary construction trades groups' joint apprenticeship and training committees relative to the hiring and training of eligible apprentices throughout the five-year duration of the NSI;
- monitoring and evaluating implementation of training and apprenticeship programs, including retention percentages of the apprentices;
- gathering and maintaining resident data base pursuant to resident-preference provisions; and
- reporting resident performance and retention on NSI projects.

3. At its meeting on November 27, 2001, the Board authorized the Administration to enter into a contract with Prism Technical Management & Marketing Services for independent monitoring services over the course of the Neighborhood Schools Initiative. The Independent Monitor began preliminary work in December 2001.

4. This first Independent Monitor report, which is available with the minutes of your Committee's meeting, attempts to capture information from the first recorded NSI payment on December 22, 2000, through February 28, 2002. It endeavors to capture activity that occurred prior to the deployment of Independent Monitor services and the detailed reporting requirements of the Participation Plan initiated by the Monitor. As a result, detail that will accompany future reports may not be found in this initial report.

5. Each month, this report will provide insights and observations of the Independent Monitoring team as to the inclusion of the following working on NSI projects:

a. MPS student interns and educational partnerships,
b. hiring of MPS graduates and/or former students who did not graduate,
c. hiring of MPS parents, and
d. hiring of area residents.

6. Additionally the report will showcase the participation of Historically Underutilized Businesses (HUBs), who are certified as Minority Business Enterprises (MBE) or Woman-owned Business Enterprises (WBE). These summaries are highlighted below. The report will also highlight the involvement of Community Development Entities (CDEs).

Summary of NSI HUB Participation December 22, 2000 Through February 28, 2002				
Current Contract Value	Amount Paid through 2/28/02	Non-HUB	MBE	WBE
$2,343,827.38	$2,278,603.06	$1,247,293.47	$797,543.87	$58,652.00
	97.6%	54.7%	35.0%	2.6%

* * * * *

(Item 10) Action on a Recommendation to Revise Administrative Policy 8.14, Truancy, and to Establish Administrative Procedure 8.14, Truancy Plan

Administration's Analysis

1. 1997 Wisconsin Act 239 requires each school board to review and, if appropriate, revise its truancy plan at least once every two years.

2. The truancy plan as directed by Wisconsin Act 239, must include:

- plans or procedures for notifying parents or guardians of the unexcused absences of habitual truants;
- procedures for identifying truant children of all ages;
- procedures for conferring and meeting with parents or guardians to resolve the truancy problem and return the truant child to school, including the identity of school personnel to whom the truant child shall be returned;
- profiles of truancy cases to be identified for referrals to the district attorney in the filing of information with juvenile court or for the prosecution of an adult for failing to cause a truant child to attend school regularly, and the time period within which the district attorney will respond to and take action on the referrals;
- methods to increase public involvement in responding to truancy and to increase and maintain public awareness of truancy within the school district.

3. Administrative Policy 8.14, Truancy, does not include these elements. There are no administrative procedures for Administrative Policy 8.14, Truancy.

4. The Administration is recommending revisions to Administrative Policy 8.14, Truancy, that include procedures, information, and language regarding truancy as suggested by the Wisconsin Association of School Boards, March 2000, and as contained in Wisconsin State Statutes, §118.15, Compulsory School Attendance.

5. The Administration is also recommending the establishment of Administrative Procedure 8.14, Truancy Plan. These procedures will provide the information mandated by 1997 Wisconsin Act 239 and contain the elements and language regarding truancy intervention found in Wisconsin State Statutes, §118.15, Compulsory School Attendance, and §118.16, School Attendance Enforcement. The creation of Administrative Procedure 8.14, Truancy Plan, will provide district-wide consistency in how parents are informed of students' truancy and how schools respond to students' truancy.

Strategic Plan Compatibility Statement

6. The recommendations support the MPS mission statement, "The Milwaukee Public Schools will ensure that maximum educational opportunities are provided for all students to reach their highest potential…"

Statute, Administrative Policy, or Board Rule Statement

7. The Administration is recommending revisions to Administrative Policy 8.14, Truancy, and the establishment of Administrative Procedure 8.14, Truancy Plan. The Administration's recommendations are in compliance with 1997 Wisconsin Act 239 and Wisconsin State Statutes, §118.15, Compulsory School Attendance, and §118.16(4)(a), School Attendance Enforcement.

Fiscal Impact Statement

8. This item does not authorize expenditures. Schools will need to send out registered or certified "Habitual Truancy Warning" letters. This minor cost will be absorbed in school budgets and will not require any fund transfer. It is projected that it will cost $3,800 to produce 100,000 brochures regarding school truancy. This cost will be absorbed within current allocated funds. In addition, high schools may need to re-deploy staff to contact the homes of truant students.

Implementation and Assessment Plan

9. Changes in Administrative Policy 8.14, Truancy, and the addition of Administrative Procedure 8.14, Truancy Plan, will be announced to MPS staff via the Administrators' Bulletin, school staff meetings, and meetings with principals.

10. Within the first month of the 2002-2003 school year, building principals and their attendance staff will have inservice sessions regarding the truancy policy and procedure.

11. 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 and at the district levels will include information on the policy revisions.

12. A Public Awareness Campaign Committee will be formed to develop public-awareness strategies as identified in the Milwaukee County Truancy Booklet.

Committee's Recommendation

Your Committee recommends that the Board approve the amendments to Administrative Policy 8.14, Truancy, and adopt Administrative Procedure 8.14, Truancy Plan, as follows:

Administrative Policy 8.14, Truancy

State law defines truancy as any absence of part or all of one or more days from school ~~during which the principal or teacher~~ when the parent or guardian has not ~~been~~ notified the school of ~~the~~ a legal ~~cause of such absence by the parent or guardian of the absent student.~~ excuse for the student's absence (*see Administrative Policy 8.13).* ~~The only legal excuses for absence are those specified in the Board's policy on student absences and excuses (see Administrative Policy 8.13) and do not include intermittent attendance such as class cuts and unauthorized~~ Truancy includes intermittent attendance carried on for the purposes of defeating the intent of the compulsory school attendance law, such as skipping classes and unexcused morning or afternoon absences. State law defines habitual truancy as any absence from school without a legal excuse for part or all of five (5) or more accumulated days on which school is held during a school semester.

All student absences shall be reported daily to the school attendance officer. In the event the student's absence is not an excused ~~one~~ absence, ~~the school attendance officer shall give notice to~~ the student's parent or guardian will be notified as required by state statutes. ~~Should the child not return to school after receipt of the proper notice(s), the child may be considered a delinquent and referred to the district attorney~~. Further the school ~~administration~~ shall seek police cooperation in the apprehension and detention of truant students until their parents call for them.

The Board wishes every effort to be made to utilize available alternatives for students experiencing attendance problems. ~~and all reasonable alternatives tried before the truant is referred to the court.~~ The Administration ~~shall~~ will implement a process ~~by which a child's total educational environment will be evaluated and all existing and alternative programs will be exhausted before such a referral is made.~~ for student evaluation and services as described in district's truancy plan (*see Administrative Procedures 8.14*). After all existing services have been exhausted and the truancy continues, the school may take the necessary steps to institute proceedings against the parent or guardian, as detailed in the state statutes and municipal codes, who fails to cause the student to attend school regularly, and against the student who continues to be truant.

~~The school social worker shall be required to submit documented proof that psychological and counseling services have been provided and that all alternatives and existing programs, both within the Milwaukee Public Schools and the community at large, have been utilized before a student is referred to the district attorney's office. The documented proof must also show that, as each alternative was implemented, there was the involvement and full knowledge of the student involved as well as the child's parents, guardian, or legal custodian.~~

Any organized student truancy shall be treated as individual~~,~~ truancy (unexcused absences) for the students involved.

Parent Notification

a. The school will notify the parent or guardian of a student who is truant from school before the end of the second school day after receiving a report of an unexcused absence. Notification may be made by personal contact, mail or telephone call, of which a written record is kept,

except that notice by personal contact or telephone call must be attempted before notice by mail is given.

b. The school will mail a letter to the parent or guardian of a student who is truant when the student has accumulated five (5) unexcused absences within the school semester.

c. The principal or designee will mail a habitual truancy letter to the parent or guardian of a student who is a habitual truant when the child has accumulated five (5) unexcused absences within the school semester.

- The letter will be sent by registered or certified mail.
- The letter will include a statement of the parent's or guardian's responsibility under sec. 118.15(1)(a), to cause the child to attend school regularly.
- The letter will include a statement that the parent, guardian or child may request program or curriculum modifications for the child under sec. 118.15(1)(d) and that the child may be eligible for enrollment in a program for children at risk under sec. 118.153(3).
- The letter will request the parent or guardian meet with school personnel within five (5) school days of the date of the notice, to discuss the student's truancy. The date for the meeting can be extended for an additional five (5) days, with the consent of the parent or guardian.
- The letter shall include the name of the school personnel with whom the parent or guardian should meet, a date, time and place for the meeting, and the name, address, and telephone number of a person to contact to arrange a different date, time, or place.
- The letter shall include a statement of the penalties under sec. 118.15(5), that may be imposed on the parent or guardian if he or she fails to cause the child to attend school regularly as required under sec. 118.15(1)(a).
- If a meeting is not held within ten (10) school days after the letter is sent, the school may implement the process for student evaluation and services as detailed in the district's truancy plan.

Disputing Student Truancy

A parent or guardian who disagrees that their child's absence is a truancy (unexcused) should request a meeting with the building principal or designee, within five (5) days of notification of the truancy (unexcused absence). The purpose of the meeting is to discuss the reason for determination that the absence was truancy.

Makeup Assignments/Examinations

No public school may deny a student credit in a course solely because of the student's unexcused absence or suspension from school. In all instances of unexcused absences or suspensions students are expected to complete a reasonable amount of make-up class work, without penalty.

Students will be given the opportunity to make up work missed during an unexcused absence or suspension when they return to school. It is the responsibility of the student and their parent or guardian to contact the teacher(s) to make arrangements for making up work missed during an unexcused absence or suspension from school.

The respective teacher(s) will identify make-up work and a reasonable time frame for its completion. If any question arises as to the appropriateness and/or feasibility of making up a particular assignment, the teacher will confer with the building principal to discuss the extent to which make-up work and/or substitute assignments are possible.

Students will be permitted to take any examinations missed during an unexcused absence or suspension. It is the responsibility of the student and their parent or guardian to contact the teacher(s) to make arrangements for making up examinations missed during an unexcused absence or suspension from school.

Truancy Prevention/Interventions

The building principal or designee will use their professional judgement and discretion in implementing interventions to resolve student truancy. The following are examples of counseling and intervention strategies that may be implemented to return the truant student to regular school attendance:

- All school attendance incentive awards programs.
- Administrative conference and counseling with student.
- Required conference with parents/guardians.
- In-school suspension.
- Referral to school-based supportive services and programs.
- Referral to community-based supportive services and programs, e.g.m Truancy Abatement and Burglary Suppression Program (TABS).

The district's truancy plan will be implemented to resolve the problem of truancy for students who are identified as habitual truants.

— — —

Administrative Procedure 8.14, Truancy Plan

Intervention: Level One

1. Identifying Truant Students

State law defines truancy as any absence of part or all of one or more days from school when the parent or guardian has not notified the school of a legal excuse for the student's absence. (*See Administrative Policy 8.13).* Truancy includes intermittent attendance carried on for the purposes of defeating the intent of the compulsory school attendance law, such as skipping classes and unexcused morning or afternoon absences. State law defines habitual truancy as any absence from school without a legal excuse for part or all of five or more days on which school is held during a school semester.

The school will develop detailed attendance reports on student absences. Building principals will identify a local school attendance officer. All student absences shall be reported daily to the local school attendance officer. In the event the student absence is not an excused absence, the student's parent(s) or guardian(s) will be notified as required by state statute and MPS policy.

2. Parent Notification

a. The school notifies the parent(s) or guardian(s) of a student who is truant from school before the end of the second school day after receiving a report of an unexcused absence. Notification may be made by personal contact, mail or telephone call, of which a written record is kept, except that notice by personal contact or telephone call must be attempted before notice by mail is given. Parents or guardians will be notified to return the student to regular school attendance and provide a written excuse for the absence(s). The student's return to school will be documented along with any written excuse from the parent/guardian. The student's attendance record should be updated (excused or unexcused) to reflect the actual reason for the absence.

b. A social worker referral should be made before the five (5) day letter is mailed to the parent/guardian of the truant student.

c. The school mails a Level One Truancy Intervention Letter to the parent(s) or guardian(s) of a student who is a habitual truant, when the student has accumulated five (5) unexcused absences within the school semester.

d. The principal or designee will mail a Habitual Truancy Letter (Certified) to the parent(s) or guardian(s) of a student who is a habitual truant when the student has accumulated five (5) unexcused absences within the school semester.

- The letter will be sent by registered or certified mail.
- The letter will include a statement of the parent's or guardian's responsibility under sec. 118.15(1)(a), to cause the child to attend school regularly.

- The letter will include a statement that the parent, guardian or child may request program or curriculum modifications for the child under sec. 118.15(1)(d) and that the child may be eligible for enrollment in a program for children at risk under sec. 118.153(3).
- The letter will request the parent(s) or guardian(s) meet with school personnel within five (5) school days of the date of the letter, to discuss the student's truancy. The date for the meeting can be extended for an additional five days, with the consent of the parent or guardian.
- The letter shall include the name of the school personnel with whom the parent or guardian should meet, a date, time and place for the meeting, and the name, address, and telephone number of a person to contact to arrange a different date, time, or place.
- The letter shall include statement of the penalties under sec. 118.15(5), that may be imposed on the parent or guardian if he or she fails to cause the child to attend school regularly as required under sec. 118.15(1)(a).

e. If a meeting is not held within ten (10) school days after the Habitual Truancy Letter (Certified) is sent, the building principal or designee may implement the process for Level Three Truancy Intervention: a legal referral to the District Attorney.

If a meeting is held that results in a return to a regular pattern of attendance, the building principal or designee may suspend referral to the District Attorney. A referral is suggested in those situations in which truancies are continuing to be recorded in spite of a parent/school meeting having taken place.

3. Disputing Student Truancy

Parents or guardians who disagree that their child's absence is a truancy (unexcused absence) should request a meeting with the building principal or designee, within five (5) days of notification of the truancy (unexcused absence). The purpose of the meeting is to discuss the reason for determination that the absence was truancy.

Intervention: Level Two

4. Resolving the Truancy Problem

a. The school will mail a Habitual Truancy Warning Letter to the parent(s) or guardian(s) of a student who is a habitual truant when the child has accumulated fifteen (15) unexcused absences within the school year.

b. The building principal or designee will initiate and document referrals for student evaluation and services. Referrals and/or contacts should be made to:

- School-based supportive services and programs, such as Social Work Services, Guidance Services, and Collaborative Support Teams.
- Community-based supportive services and programs, such as Wrap-Around Programs, Juvenile Probation/Parole and Child Welfare Agencies.

c. The school will mail a Level Two Truancy Intervention Letter to the parent(s) or guardian(s) of a student who is a habitual truant when the child has accumulated twenty-five (25) unexcused absences within the school year.

d. If a meeting is not held within ten (10) school days after the Level Two Truancy Intervention Letter is sent, the building principal or designee may make a referral to the school social worker, continue the district attorney's referral process or intervene with social services agencies.

5. Guidelines for Returning Habitual Truants

All returning habitual truants and their parents or guardians should report to the attendance officer of the school. It will be the responsibility of the school to make certain the student is properly programmed for re-entry. This may include:

- referral to at-risk program
- referral to guidance counselor

- referral to school social worker, school psychologist or other appropriate personnel or special programs
- referral to school tutorial programs
- provisions for supervised study
- provisions for regular program

It is expected that the school will maintain ongoing contact with the home while closely monitoring the returning student's adjustment. It will be necessary for the school to monitor the following indicators to determine the student's readjustment to school:

- attendance records
- report cards/progress reports
- school performance
- social interaction
- discipline referrals

6. Preparation for Intervention: Level Three — Legal Referrals

Before a legal referral to the District Attorney can be made against parents/guardians for failure to cause the truant students to return to regular school attendance, the building principal or designee must provide evidence that the following interventions have been implemented or attempted:

a. sent the Habitual Truancy Letter-Certified after five (5) days of unexcused absence within the school semester;

b. held a meeting with the parent(s)/guardian(s) to resolve the student's truancy;

c. offered a variety of options and services available at the school to return the student to regular student attendance. these options and services include:

- changes in the student's program,
- educational counseling and curriculum modifications and
- special needs evaluation for social/emotional or learning problems

d. initiated referrals for school-based supportive services and community-based supportive services;

e. developed and implemented reinstatement procedures for the student returning to regular school attendance;

f. scheduled follow-up meetings with the parent(s)/guardian(s) after the truant student returns to regular school attendance to involve the parent(s)/guardian(s) in monitoring the student's progress.

If the student has not returned to regular school attendance after 35 days of accumulated truancy, the building principal or designee will use their professional judgment and discretion in determining if a referral to the District Attorney is appropriate.

Once the decision has been made to make a referral to the District Attorney, the student cannot be withdrawn from the school for non-attendance.

Intervention: Level Three

7. Legal Referrals

The building principal or designee will initiate a referral to the District/Court Liaison by completing the District Attorney Referral Form with all supporting documentation of the school's attempts to resolve the truancy, as per attachments.

a. The District Attorney Referral Form is submitted to the District/Court Liaison.

b. The District/Court Liaison schedules an initial hearing with the District Attorney's office. At the hearing, the parent(s)/guardian(s) and the truant student will meet with the District Attorney and the District/Court Liaison.

c. The District Attorney will determine to continue meeting with the parents/guardians and the student, to drop the case or to issue a criminal complaint against the parent(s)/guardian(s).

d. The District/Court Liaison will complete a hearing disposition sheet following each meeting with the District Attorney. The District/Court Liaison will send a copy of each disposition sheet to the building principal/designee and to the respective district school social worker for that site.

Legal referrals can take up to two semesters to resolve, either to issue a criminal complaint or to discontinue legal action after the student has returned to regular attendance.

8. Public Awareness and Involvement

Wisconsin State Statutes, §118.16(4)(c), states that the District's truancy plan must include the methods employed to increase and maintain public awareness of and involvement in responding to truancy within the school district. The following are methods employed in this district:

- the Truancy Abatement/Burglary Suppression (TABS) Program
- truancy report to the Department of Public Instruction
- semi-annual and Annual truancy reports to the Board — Open Meeting forum
- County Truancy Committee participation
- public information campaign.

Penalties for violation of this statute may include the following:

- For the first offense, a fine of not more than $500 or imprisonment for not more than 30 days or both.
- For a second or subsequent offense, a fine of not more that $1,000 or imprisonment for not more than 90 days or both.
- Performance of community service work for a public agency or a non-profit charitable organization.
- Participation of parent or guardian in counseling at parent/guardian's expense or attendance at school with child.

_____ _____

Administrator Date

Adopted with the roll call vote on the balance of the Committees' 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 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. It is 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 FY02. The Administration received authorization to obtain and to use $8 million for lease/purchases for FY2002 at the Board's meeting on May 29, 2001.

3. Since FY96, schools have purchased 8,801 computers using lease/purchase agreements. Lease/purchases for network servers and storage equipment, telephone equipment, administrative software, and hardware were established to fund the portion of equipment costs that E-rate funds did not cover. 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.

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.

4. 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 Opinion of Counsel is issued by the City Attorney's Office.

Strategic Plan Compatibility Statement

5. The recommendation supports the MPS Strategic Plan to use technology effectively to support teaching and learning throughout the district by implementing the MPS Technology Strategic Plan.

Statute, Administrative Policy, or Board Rule Statement

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

Fiscal Impact Statement

7. 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

8. 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's 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 FY03.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 12) 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 December 2001, the Administration mailed to each suburban district the 2002-2003 Interdistrict Student Transfer Agreement with a request that the agreement be signed by the Board president and returned to the Milwaukee Public Schools. A copy of the agreement is available with the minutes of your Committee's meeting.

3. As of May 2002, 22 of the 23 participating suburban districts have returned the 2002-2003 Interdistrict Student Transfer Agreement signed by their Board president. The Administration will request approval of the agreement with the Greendale School District in June 2002.

4. 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.

5. The chart below highlights the number of contracted seats for the 2001-2002 school year, the actual enrollment for 2001-2002, and the number of contracted seats for the 2002-2003 school year for the school districts of Brown Deer, Cudahy, Elmbrook, Fox Point/Bayside, Franklin, Germantown, Glendale/River Hills, Greenfield, Hamilton/Sussex, Maple Dale/Indian Hills, Menomonee Falls, Mequon/Thiensville, New Berlin, Nicolet, Oak Creek/Franklin, St. Francis, Shorewood, South Milwaukee, Wauwatosa, West Allis/West Milwaukee, Whitefish Bay, and Whitnall.

Chapter 220 District	2001-2002 Contracted Seats	2001-2002 Actual Enrollment	2002-2003 Contracted Seats
Brown Deer	129	107	100
Cudahy	205	161	150
Elmbrook	337	310	331
Fox Point/Bayside	111	105	101
Franklin	325	320	325
Germantown	39	33	37
Glendale/River Hills	75	73	67
Greenfield	179	146	180
Hamilton/Sussex	95	94	105
Maple Dale/Indian Hills	68	68	67
Menomonee Falls	345	291	362
Mequon/Thiensville	167	167	167
New Berlin	116	94	94
Nicolet	118	117	143
Oak Creek/Franklin	109	124	140
St. Francis	230	174	224
Shorewood	259	245	272
South Milwaukee	291	233	293
Wauwatosa	727	671	660
West Allis/West Milwaukee	295	249	249
Whitefish Bay	338	294	307
Whitnall	168	155	147
Grand Total	**4,726**	**4,231**	**4,521**

6. The Brown Deer and Glendale/River Hill School Districts achieved 30% or more minority population; therefore, under State Statutes.§121.85(2)(a)(1), these districts cannot accept new Milwaukee minority resident students via the Interdistrict Student Transfer Program (Chapter 220), for the 2002-2003 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 Statutes, §121.85(8)(3)(a).

Statute, Administrative Policy, or Board Rule Statement

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

Fiscal Statement

8. This item does not authorize expenditure of funds.

Committee's Recommendation

Your Committee recommends that the Board approve the 2002-2003 Interdistrict Student Transfer Agreement and authorize the Board President to execute the 2002-2003 transfer agreements for the following school districts:

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

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 13) Action on a Request for Authorization for a Sole-source Purchase of Summer School Reading Materials from Scholastic, Inc.

Administration's Analysis

1. The Milwaukee Public Schools reinstated a large summer school in the summer of 1998. A two-hour daily program for first- through fifth-grade students has focused on developing reading comprehension, vocabulary, fluency, and writing skills. With the district's move to a balanced literacy approach, there is a need to provide instructional materials in the summer reading program that more closely address the same rigorous expectations of students during the school year. The emphasis on these literacy skills in the summer program will support children in maintaining their skills and further prepare them for the coming school year.

2. The Scholastic Summer School Reading Program by Scholastic, Inc., is a research-based program designed to address the strengths and weaknesses of students' reading and writing skills. The program provides instruction in reading comprehension, phonics, fluency, vocabulary, word study, writing, grammar, listening, speaking, and English language development, which are also critical elements of a balanced literacy framework.

3. The program was chosen for its alignment with district goals and its emphasis on balanced literacy components. The Scholastic Summer School Reading Program directly addresses skills found in everyday life situations and is expected to promote improved student performance on district assessments.

4. A committee of reading experts was formed to review a number of reading programs for summer school that emphasized improving students' skills in reading and writing using a balanced literacy framework. The committee comprised reading resource teachers, classroom teachers, Title I reading supervisors, and Curriculum and Instruction staff. The committee recommended the purchase of materials from Scholastic, Inc., for use in the 2002 summer school program.

Strategic Plan Compatibility Statement

5. Implementation of the reading program supports the MPS Strategic Plan, Goal 1, Student Achievement.

Statute, Administrative Policy, or Board Rule Statement

6. The recommendation complies with Administrative Policy 3.09, Purchasing and Bidding Requirements, as a sole-source contract.

The HUB Program Coordinator is currently reviewing each contract award recommendation for valid HUB participation, consistent with the Board's action taken on March 26, 2002, that increased HUB goals to 30% MBE and 5% WBE on all contracting efforts throughout the district.

Fiscal Impact Statement

7. The total compensation for the purchase of reading materials from Scholastic, Inc., will not exceed $105,466. The estimated cost includes the purchase of 100 reading kits and student workbooks for 5,000 students for the four-week summer school program. The total also includes one inservice training session for teachers. Funds are included in the budget for this purchase in budget code 1-10-4-721-600-411-110000.

Implementation and Assessment Plan

8. The Scholastic Summer School Reading Program by Scholastic, Inc., will be implemented and coordinated within the overall 2002 summer school plan. A pre- and post-assessment will evaluate student achievement of the identified standards and objectives for the program.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a sole-source contract with Scholastic, Inc., to provide reading kits and student workbooks for the Summer School 2002 session at a cost not to exceed $105,466.

Director Blewett moved to adopt the Committee's recommendation, with the number of kits to be increased from 100 to 135, the number of workbooks to be increased from 5,000 to 6,600, and the contract amount to be increased from $105,466 to $130,500.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

(Item 14) Action on a Request for Authorization to continue Sole-source Contract services with the Medical College of Wisconsin for an Integrated Mathematics and Science Program for Summer School

Administration's Analysis

1. The Milwaukee Public Schools reinstated a large summer school in the summer of 1998. A first through fifth grade integrated mathematics and science program at the elementary level was developed which had a two-hour daily, hands-on program alternating with the summer reading program.

2. The Medical College of Wisconsin-Center for Science Education, in collaboration with the MPS Science Curriculum Committee, developed the summer elementary science and math curriculum. The integrated mathematics and science program has been successfully implemented for the last four years, focusing on life (human body and ecology) and space sciences. The program includes the following components:

- an integrated, hands-on mathematics and science curriculum provided weekly;
- daily curriculum guides for the teacher and student-activity handbooks for reinforcement; and
- professional development and school-based support for the teachers.

3. A fifth year of the integrated mathematics and science program is proposed for the 2002 Summer School Program. The MPS mathematics and science curriculum specialists, elementary teachers, curriculum review committee, and the new directors of the Medical College of Wisconsin's Center for Science Education, Dr. Maggie Cage, Ms. Pamela Fitzer, and Ms. Suzette Svoboda-Newman, have worked very closely with the MPS art and music curriculum specialists to infuse art and music into the summer 2002 integrated mathematics and science program and to shorten the program for the four-week summer session. The science-based, hands-on program has the related Investigations in Number, Data, and Space Elementary

Mathematics Program integrated into the lessons. The program also provides one hour of art each week and two one-half hours of music each week.

Strategic Plan Compatibility Statement

4. Implementation of an integrated mathematics and science program with an infusion of art and music supports the MPS Strategic Plan, Goal 1, Student Achievement.

Statute, Administrative Policy, or Board Rule Statement

5. The recommendation complies with Administrative Policy 3.09, Purchasing and Bidding Requirements, as a sole-source contract.

The HUB Program Coordinator is currently reviewing each contract award recommendation for valid HUB participation consistent with the Board's action taken on March 26, 2002, that increased HUB goals to 30% MBE and 5% WBE on all contracting efforts throughout the district.

Fiscal Impact Statement

6. This item authorizes expenditures. The total compensation for services performed by the Medical College of Wisconsin will not exceed $50,100. The estimated cost includes development of the curriculum for 200 teachers with two classes each for four-weeks for 10,000 students. The total also includes three inservice training sessions for all teachers. Funds are available in the FY 02 budget, budget code: 1-13-4-112-576-411-110000.

Implementation and Assessment Plan

7. The integrated mathematics and science program will be implemented and coordinated within the overall 2002 Summer School Plan. An evaluation committee, including representatives from the Medical College of Wisconsin and MPS, will develop student assessments to evaluate student achievement of the identified standards and objectives for the program.

Committee's Recommendation

Your Committee recommendation that the Board authorize the Administration to enter into a sole-source contract with the Medical College of Wisconsin to provide an integrated mathematics and science program for Summer School 2002 at a cost not to exceed $50,100.

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 15) Action on a Recommendation to Enter into a Sole-source Contract with Skylight Professional Development

Administration's Analysis

1. The Milwaukee Partnership Academy has identified five breakthrough priorities to improve the quality of teaching and learning and implement the Milwaukee Literacy Initiative:

- implementing a balanced literacy framework for reading instruction across all subject areas
- establishing school-based learning teams
- conducting professional development
- monitoring and reporting students' progress
- creating tutoring and family literacy programs.

2. Priority #3, Professional Development, requires that every school identify a literacy coach that will be trained by the district to work with teachers and students in their classrooms and provide ongoing, embedded professional development throughout the school.

3. In addition, the district will have a core of highly-trained teachers and administrators who will train and support the literacy coaches.

4. SkyLight Professional Development is a leader in the field of collaborating with school districts to develop customized, outstanding professional development that will be designed to improve teaching and learning around MPS Academic Standards, the Wisconsin State Teaching Standards and the National Council of Staff Development Standards.

5. The Administration will partner with SkyLight Professional Development to perform the following services:

a. design 14 days of professional development that include training in
   - adult learning theory and coaching
   - balanced literacy
   - classroom management
   - ongoing assessment;

b. identify and hire a diverse cadre of internal and external experts to deliver various parts of the training;

c. identify and create necessary training materials;

d. deliver the training to the core literacy team.

6. The Administration will identify a core literacy team of approximately 40 people from the following groups of teachers and administrators who work directly with teachers:

a. Department of Educational Services
   1) Division of Professional Development — Literacy Training Team
      - six literacy specialist teachers
      - four professional development specialists
   2) Division of Curriculum and Instruction
   3) Division of Special Education
   4) Division of Bilingual and Multicultural Education

b. Department of Technology

c. Community Learning Center Academic Coordinators

d. TEAM

e. Alternative Certification Programs

f. UWM Teachers in Residence

g. Other partners (UWM, MATC)

MPS and SkyLight will collaboratively deliver the training to the core literacy team.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

8. The recommendation complies with Administrative Policy 3.09, Purchasing and Bidding Requirements, as a sole-source contract.

The HUB Program Coordinator is currently reviewing each contract award recommendation for valid HUB participation consistent with the Board's action taken on March 26, 2002, that increased HUB goals to 30% MBE and 5% WBE on all contracting efforts throughout the district.

SkyLight is a women- and minority-managed company. The President is Carol Luitjens, and the senior management team is 83% women and 16% minority. The CEO of Pearson Education, a publicly-owned company, is Marjorie Scardino. Its EEOC profile is 63% female and 21% minority.

Fiscal Impact Statement

9. This item authorizes expenditures. The cost of these services, including planning and development, training, and materials, is not to exceed $165,000. Funds are budgeted in the ESEA Title II Eisenhower Professional Development Grant, 1-13-4-500-600-312-221302.

Implementation and Assessment Plan

10. The training will begin May 2002 and will continue through July 2002. SkyLight will also provide additional support for the core literacy team throughout the school year 2002-2003. There will be an

evaluation component to the training, and administrators and principals will be assessing trainers and literacy coaches in accordance with the contractual agreement between MPS and MTEA.

Committee's Recommendation

Your Committee recommends that the Board approve a contract with SkyLight Professional Development at a cost not to exceed $165,000 for professional development services.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 16) Action on a Recommendation to Enter into a Sole-source Contract with Homeboyz for Technology Services

Administration's Analysis

1. The Administration is seeking authorization to extend a contract with Homeboyz, Inc., to provide design-and-development technology services for three major MPS initiatives: the Curricular Design Assistant (CDA), the MPS homepage, and the MPS Portal for recruiting new teachers. Each initiative will be described below.

Curriculum Design Assistant

MPS has done extensive development for three years with a locally-developed tool that is called the Curriculum Design Assistant (CDA). This tool uses web-based strategies to assist teachers in developing and sharing standards-based lessons. It promotes effective instruction and professional development.

The MPS Curriculum Design Assistant is an Internet curriculum tool that allows teachers to enter lessons, units, or projects into a central database. All of the Wisconsin DPI Academic Standards and Learning Expectations, as well as Milwaukee Public Schools' standards, expectations, and district goals, have been put into databases for easy access and inclusion into instructional plans. Alignment to assessment and state-required tests is also included. The CDA has been widely accepted by numerous audiences including:

- MPS teachers and administrators
- people that train future MPS teachers
- people that train current MPS teachers
- other school districts
- other education agencies and organizations.

Various school districts and higher-education and other educational institutions use the CDA. It is a repository for numerous documents such as rubrics, curriculum guides, and pacing schedules. As an assessment system is formulated for a school district, materials and alignments will be one click away, and a teacher will be assured of having the latest and most accurate documents.

The initial CDA effort was developed as a prototype for a proof-of-concept effort. The Administration is planning to replace the entire existing CDA system with a more scalable system. It is now necessary to transition from the prototype to a scalable, production-ready system. The contract would enable MPS to acquire an improved architecture, to develop a scalable database that will establish a solid foundation for limitless growth, to scale gracefully and to allow users to take advantage of the system, to allow for simple administrative tasks, to reduce maintenance costs, and to reveal valuable metadata that can be used to improve curriculum.

MPS Homepage

The MPS homepage, in its current form, has served hundreds of thousands of users well since the mid-nineties. It has provided effective, basic service and continues to do so.

Web page functionality has advanced considerably since the mid-nineties. MPS began a collaboration with the Milwaukee Institute of Art and Design (MIAD) and Homeboyz, Inc., to effect a redesign of the MPS homepage. This redesign incorporates added industry-current functionality. It also has been closely aligned to the work of Milwaukee Public Schools. This authorization will enable MPS to continue the relationship.

Departments and schools are being trained with the added functions and are developing new strategies to present information to our primary audiences in a user-friendly manner.

The redesigned MPS homepage will become the district's standard homepage during July 2002. It can be viewed today at http://secure.homeboyz.com/warp7/MPS/pages/MPS, or you can click on the hotlink on the current MPS homepage.

MPS Teacher Induction and Retention (The MPS Professional Support Portal)

The Milwaukee Public Schools collaborated with the Education Development Center and with Harvard University in a proposal to the Joyce Foundation targeting how technology can provide scalable support for teacher induction and retention. Currently there are more than 1,100 vacancies for teachers for the 2002-2003 school year. That number presents extraordinary challenges to help new teachers have access to information and support in a timely manner. This challenge also compounds the effort to provide qualified teachers in every classroom.

One strategy being developed to meet this challenge is to develop a web-based "portal" that will provide an organized way for new teachers to find support and information. A portal will help new teachers develop personalized support. Three of the elements that will be embedded in the portal include:

- MPS's Curriculum Design Assistant
- Teachscape
- TappedIn.

The portal will also support MPS's implementation of PI34, which is required by Wisconsin. Planning groups have worked together during 2001-2002 to validate the strategies being offered and to provide direction for further development. Authorization to enter into a contract to provide the technical construction of the Professional Support Portal is being requested.

2. The Administration began initial design work on the CDA and Homepage services with MIAD and Homeboyz, Inc., last year. The Board authorized a contract at a cost of $85,000 in May 2001. As the project's scope was expanded, the Administration issued Request for Proposals (RFP) in October 2001 for the CDA and homepage services.

The RFP for homepage services was cancelled due to lack of interest from vendors. Proposals for the CDA project were received. Homeboyz, Inc., was the low-cost option and was selected by the review committee. At the time of the RFP, however, due to their non-profit status, Homeboyz, Inc., was unable to meet the HUB requirement. The Administration was unable to establish a collaboration that would enable Homeboyz, Inc., to meet the HUB requirement. The next vendor's cost was outside the budget for this project; therefore the RFP was cancelled. The Administration modified the scope of the project and elected to utilize Homeboyz, Inc., in a reduced capacity. At its meeting on January 31, 2002, the Board granted authorization to enter into a contract for further CDA design work.

The Teacher Induction and Retention (MPS Professional Support Portal) project was a continuation of the CDA and web-design services. The involvement of Homeboyz, Inc., was noticed in the grant application.

3. The Administration is seeking authorization to enter into a contract with Homeboyz, Inc., to support the implementation of the CDA, homepage, and MPS Professional Support Portal. The contract will be a based on time and materials at a cost not to exceed $790,000.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

5. The recommendation complies with Administrative Policy 3.09, Purchasing and Bidding Requirements, as a sole source contract.

HUB-certified	Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
Pending	N/A	N/A	N/A	10	10%	$79,000	Technology	Service

Fiscal Impact Statement

6. The total cost of the contract will not exceed $790,000 ($361,000 for the CDA in FY02, $50,000 for MPS homepage support in FY03, $379,000 for the MPS Professional Support Portal'd design and

implementation in FY03). The contract for services in FY03 is predicated on the approval of funds in the FY03 budget.

Budget Codes: 1-10-4-814-518-312-266000
FY02 .....$361,000
FY03 .....$429,000

Implementation and Assessment Plan

7. Currently there are more than 800 juried lessons on MPS's CDA. Statistics on the number of lessons, frequency of use, and teacher satisfaction will be collected systematically and reviewed by district leadership semi-annually. Statistics on MPS's website utilization are routinely collected, analyzed, and reported. (For example: Our daily website "hit" rate is currently over 11 million.) On-line surveys to collect user-satisfaction data will be implemented. Data monitoring the utilization of the Professional Support Portal will be collected systematically and reviewed. User-satisfaction data will be collected and analyzed. Teacher-vacancy data will be analyzed vis-à-vis the Professional Support Portal.

Committee's Recommendation

That the Board authorize the Administration to enter into a contract with Homeboyz, Inc., at a cost not to exceed $790,000 to provide technology services as outlined above.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 17) Action on Follow-up to Resolution 0001R-001 by Director O'Neil and Resolution 0102R-015 by Director Johnson Regarding the Use and Proper Level of Funding for the School Operations Contingent Fund

Background

At its meeting of June 27, 2000, the Board adopted Resolution 001R-001 by Director O'Neil which approved reimbursing the Milwaukee Spanish Immersion School for the cost of repairing damage to the school's computer system due to storm damage. The Board also directed the Administration to review the current Contingent Fund policy and, if necessary, recommend revisions to the policy in consideration of increased decentralization of school funding. The Board also asked the Administration to provide a report on safety measures that are in place for schools' computer systems.

At its meeting on June 26, 2001, the Board referred the following resolution by Director Johnson to the Committee on Strategic Planning and Budget:

WHEREAS, Current Board policy sets the level of the School Operations Contingent Fund at .35% of the School Operations Fund; and

WHEREAS, This policy was adopted by the Board on October 18, 1995; and

WHEREAS, For the FY2000 budget, 52% of the Contingent Fund was expended in the last month of the fiscal year; and

WHEREAS, For the FY2001 budget, 100% of the Contingent Fund was expended in the last month of the fiscal year; and

WHEREAS, While these last minute expenditures are necessary due to state revenue limitations, none of the expenditures qualified as an emergency; and

WHEREAS, An over-funded Contingent Fund results in fewer resources for schools; now, therefore, be it

RESOLVED, That the Finance Department and the Division of Risk Management conduct a review of the use of the Contingent Fund since the current policy was adopted in 1995; and be it

FURTHER RESOLVED, That the Finance Department and the Division of Risk Management submit recommendations to the Board regarding the proper level of funding for the Contingent Fund.

The Administration submitted a recommended policy for use of the Contingent Fund at the April 16, 2002 meeting of the Committee on Finance/Personnel. The item was held in committee.

Administration's Analysis

1. The Contingent Fund was established to accommodate costs related to events or circumstances unforeseen at the time that the annual budget is adopted.

2. In order to ensure prudent financial management of this unallocated fund, Board rules require a two-thirds vote of the Board members present to earmark in , or transfer funds from, the Contingent Fund for any purpose.

3. Beyond the special voting requirements and Board Governance Policy 2.03(5), Fiscal Resources, which requires the Board to implement its policies in a fiscally responsible and prudent manner, current Board rules and Administrative policies do not contain guidelines to ensure appropriate expenditure of Contingent Funds.

4. The MPS financial system provides a great deal of flexibility to deal with unanticipated costs that occur after the budget. Unanticipated cost increases can be managed by fund transfers or the ability of cost centers to carry over deficits into the next fiscal year. As a result, the amount of funding required to be allocated for contingencies is minimal.

5. In order to maximize state aid, the district seeks to expend all budgeted funds before fiscal year end. If the Contingent Fund is too generously funded, it becomes challenging to expend the funds quickly enough while still ensuring the best use of the district's limited resources.

6. Administrative Policy 3.03, Operating Reserve, sets the level of funds to be budgeted in the Contingent Fund at 0.35% of the School Operations Fund.

7. Since 1994, expenditures from the Contingent Fund have averaged $1,684,607 annually. The average amount budgeted was $1,962,272.

8. Specific policies and safeguards are necessary to govern the use of unallocated funding during the course of the fiscal year to ensure the integrity of the annual budget process.

9. The decentralization process has caused the district to re-examine a number of current financial-management practices at all levels of the organization. In particular, the equity principle underlying the allocation of funds to schools dictates that the benefits from the use of this fund should not be limited to a specific school site, but rather be reserved for the benefit of the district as a whole.

10. The Administration recommends that the Board amend Administrative Policy 3.03 by replacing section 1, Operating Reserve, as follows:

~~1. Operating Reserve~~

~~The level of the operating reserve shall be set at 0.35% of the school operations fund and approved by the Board with the adoption of annual budget.~~

1. Contingent Fund

The Contingent Fund will be set at $1 million and reviewed and approved annually with the adoption of the budget. The following guidelines shall govern transfers from this fund.

a. Guidelines for Contingent Fund Use

Transfers from this fund should be:

- limited to costs that could not have been reasonably anticipated
- identified in the fiscal impact statement as discretionary or obligatory
- expenditures appropriate for a one-time funding source
- expenditures made for a district-wide benefit
- expenditures made necessary as a result of an emergency situation
- expenditures made to take advantage of opportunities
- expenditures made to pay for uninsured or self-insured claims including payment of insurance deductibles and self-insured retentions.

Strategic Plan Compatibility Statement

11. This recommended change in policy is consistent with the MPS Strategic Plan's initiative to "maintain financial stability while decentralizing decision-making authority."

Statute, Administrative Policy, or Board Rule Statement

12. Approval of this item would amend Administrative Policy 3.03, Operating Reserve.

Fiscal Impact Statement

13. This item does not authorize expenditures.

Implementation and Assessment Plan

14. The recommended FY03 budget proposes a Contingent Fund budget of $1 million, $2 million less than that in the current board policy, which would require setting aside $3 million.

Committee's Recommendation

Your Committee recommends that the Board amend Administrative Policy 3.03 as follows:

~~1. Operating Reserve~~

~~The level of the operating reserve shall be set at 0.35% of the School Operations Fund and approved by the Board with the adoption of annual budget.~~

1. Contingent Fund

The Contingent Fund will be set at $1 million and reviewed and approved annually with the adoption of the budget. The following guidelines shall govern transfers from this fund.

a. Guidelines for Contingent Fund Use

Transfers from this fund should be limited to the following types:

- costs that could not have been reasonably anticipated
- expenditures appropriate for a one-time funding source
- expenditures made for a district-wide benefit
- expenditures made necessary as a result of an emergency situation
- expenditures made to take advantage of opportunities
- expenditures made to pay for uninsured or self-insured claims, including payment of insurance deductibles and self-insured retentions.

Further, all transfers from this fund should be identified in the fiscal impact statement as discretionary or obligatory.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 18) Report on Ethnic Diversity in Student Enrollment for the 2001-02 School Year

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

Administration's Report

1. Administrative Policy 8.03, School Attendance Areas (Integration), defines a racially-balanced school as a school having a student population composed of not less than 30% and not more than 70% African-American students.

2. Administrative Policy 8.03 states that the Administration shall assign students in good faith with the goal of maximizing the number of students enrolled within the Milwaukee Public Schools in racially-balanced schools. For calculation purposes, the following parameters were used, as prescribed in Administrative Policy 8.03:

a. kindergarten and pre-kindergarten students will not be included in racial-balance computations;

b. Racial-balance criteria will not be applied to schools exclusively devoted to special education programs or to schools with bilingual education programs.

3. The table below summarizes the 2001-2002 Ethnic Diversity Report, indicating the number of schools, followed by the number of students by levels.

2001-2002 Ethnic Diversity Report
African American Student Population

	Less than 305		30% to 70%		Greater than 70%		Totals	
	Schools	Students	Schools	Students	Schools	Students	Schools	Students
Elementary	25	10,803	24	9,306	60	21,643	109	41,752
Middle	3	3,484	8	6,948	11	7,129	22	17,561

	Less than 305		30% to 70%		Greater than 70%		Totals	
	Schools	Students	Schools	Students	Schools	Students	Schools	Students
High	2	3,249	7	9,004	10	8,257	19	20,510
N.I. Charters	1	143	2	256	2	78	5	477
Totals	31	17,679	41	25,514	83	37,107	155	80,300
% Totals	20.0%	22.0%	26.5%	31.8%	53.5%	46.2%		

4. For the 2001-2002 school year, 83 schools had student populations over 70% African-American, and 31 schools had student populations of less than 30% African-American. The district is still able to place students in ethnically-diverse schools, if requested, in compliance with Administrative Policy 8.03.

5. The following information is available with the minutes of your Committee's meeting:
   - Ethnic Diversity Report of Student Enrollment by School
   - Number of MPS Schools Falling Outside of Ethnic Diversity Guidelines, 1985 through 2001
   - Enrollment by Ethnic Categories, 1972 through 2001

* * * * *

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Action on Recommendations to Adopt a Proposed FY2003 Budget

Your Committee reports having reviewed the Superintendent's proposed FY2003 budget for the School Operations, Extension, and Construction Funds, dated May 1, 2002.

Your Committee held worksessions on the budget on May 6, 7, 8, and 9, 2002. Public hearing was given on the budget on May 6, 2002. In accordance with statutory provisions, the budget was published in the *Milwaukee Journal Sentinel* on May 16, 2002, and the full Board held a hearing on the entire budget on May 23, 2002.

Committee's Recommendation

Your Committee recommends that the Board adopt the Superintendent's proposed budget for FY2003, dated May 1, 2002, and amended as follows:

Note: The original number assigned to the amendments is used for reference purposes.

#	Author	Amendment	Amount: Increase (Decrease)	Net Effect on Budget	Fund Source/ Comments
2	Dannecker	Eliminate the Charter School Position in the Supt's Office	($106,135)	$0	
5	Johnson	Restore funding and positions for the Compliance Officer and the Alternative School Program Officer in the Small Community Schools Office	$233,620	$0	Eliminate 20 excess seats from Northern Star allocation; reduce various small community school accounts.
11	Hardin	Transfer the Parent Service Center from Leadership Services to the Office of Board Governance	$468,420	$0	
14	Blewett	Restore court reporter services for Committee Meetings, Office of Board Governance to absorb costs	$30,000	$0	

#	Author	Amendment	Amount: Increase (Decrease)	Net Effect on Budget	Fund Source/ Comments
19	Dannecker	Expand the problem-solving model; add 5 additional facilitators	$495,000	$0	Use IDEA funds
22	Hardin	Ensure that elementary schools are able to notify legal guardians of student absence within 2 hours of start of school	$296,625	$0	Reduce Technical Services: Educational Maintenance
23	Morales	Create a 1.0 position of Lau Compliance Tester	$84,560	$0	Fund through Title III. Cost of position will be a maximum of $84,560

Amendments to the FY2003 Budget
Adopted by the Board of School Directors on Wednesday, May 29, 2002

#	Author	Amendment	Amount: Increase (Decrease)	Net Effect on Budget	Fund Source/ Comments
17	Gardner	Board health insurance: Board members pay difference between plan they have selected and the lowest cost plan, effective with the start of the next open enrollment period	($8,413)	$0	Transfer from Employee Benefits to Other Expenses
24	Blewett	Restore 5 painters	$349,633	$0	Add $349,633 to work monitoring review
33	Gardner	Add $140,000 to contract for soccer (Extension Fund)	$140,000	$140,000	Increase Extension Fund tax levy
35	Gardner	Eliminate Board meals	($5,000)	$0	Add savings to other expenses account
36	Gardner	Fund partnership programs that accept at-risk students above contracted amounts	$0	$0	Partnership contracts and MOU would need to be renegotiated
37	Gardner, Johnson	Complete funding for the Webster small engine assembly line and Pulaski welding room	$425,000	$0	Uses QZAB funding
38	Johnson	Move the Division of Small Community Schools to the Office of Board Governance	$1,118,966	$0	Includes reduction of Business Services by $25,000 for contracting services
43	Spence	Increase the district's revenue estimate for the Qualified Zone Academy bond program by $1,174,000 to reflect additional tax credit support	$1,174,000	$0	Funds to be placed in budget as unallocated
54	Dannecker	Provide instrumentality level chargebacks for traditional schools not in need of improvement	$264,273	$0	
55	Dannecker	Provide $28,000 to reimburse Walker for principal's time	$28,000	$0	Reduce unalloted charter school administrative fees

#	Author	Amendment	Amount: Increase (Decrease)	Net Effect on Budget	Fund Source/ Comments
56	Dannecker	Maintain the current interim operation of WYMS until the Board takes action on the recommendations of the advisory committee. The Superintendent has discretion to bring back elements of the old station with volunteers	$376,265	$0	
57	Morales, Hardin	Restore funding and position authority for three positions in Human Resources	$122,310	$0	Various accounts in Technology, Supt.'s Office and Human Resources
62	Morales, Hardin	Restore the community development liaison in Facilities and Maintenance to a .5 position level	$56,565	$0	Reduce unspecified Business Services accounts by $56,565

Director Hardin moved to adopt the FY 2003 budget, with the exception of amendment #22.

Director Horton moved to amend the budget by adding amendment #39 as follows:

39	Johnson	Allow Global to enroll sixth-graders within its allotted number of FTEs and direct the school to work with Technology to identify prepared educational software that would allow the school to attract home-schooled middle-school students to MPS	$0	$0	

The amendment was adopted, the vote being as follows:

Ayes — Blewett, Dannecker, Gardner, Hardin, Horton, Johnson and President Spence — 7.
Noes — Director Morales — 1.
Temporarily absent — Director O'Neil — 1.

Director Hardin moved to restore the teacher mentor program, with funding to come from the departments of Educational Services, Technology, Business Services, Leadership, the Board of School Directors, and a reduction of 10 literacy coaches.

The amendment failed of adoption on a tie vote:

Ayes — Directors Blewett, Hardin, Morales and O'Neil — 4.
Noes — Directors Gardner, Horton, Johnson and President Spence — 4.
Temporarily absent — Director Dannecker — 1.

Director Blewett moved to restore one-half of the mentor teacher positions, with the funding to be the same as the previous motion, except for a reduction in the number of literacy coaches eliminated.

Director Gardner moved to indefinitely postpone consideration of the restoration of the mentor teacher program.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Horton, Johnson and President Spence — 5.
Noes — Directors Blewett, Hardin, Morales and O'Neil — 4.

Director Hardin moved to approve the amendments to the budget, except for #22, with the addition of #39.

The amendments were approved, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Horton, Johnson and President Spence — 5.
Noes — Directors Blewett, Hardin and Morales — 3.
Temporarily absent — Director O'Neil — 1.

Director Johnson moved to adopt the FY 2003 budget as amended.

The budget was adopted on the following vote:

Ayes — Directors Dannecker, Gardner, Horton, Johnson and President Spence — 5.
Noes — Directors Blewett, Hardin, Morales and O'Neil — 4.

Director Morales moved to suspend Board Rule 1.10(1) to allow the Board to take action on the following budget-directive resolution by Director Gardner:

> Resolved, That the FY2003 MPS budget be accompanied by district, school, program, and departmental performance measures, which will be adopted no later than July 31, 2002.

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

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, and President Spence — 8.
Noes — None.
Temporarily absent — Director O'Neil — 1.

Director Gardner moved to adopt the resolution.

The resolution was adopted on the following vote:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, and President Spence — 8.
Noes — None.
Temporarily absent — Director O'Neil — 1.

* * * * *

(Item 2) Action on Recommendations to Adopt Resolutions Regarding the Budgets and Tax Levies for the School Operations, Construction and Extension Funds for FY2003

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolutions:

FY2003 BUDGET 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 $886,802,301 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 2003 Fiscal Year; and that $167,307,301 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 2002, 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 $22,346,829 will be required for the 2003 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, $10,346,829 by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2002, said amount to be in addition to the money received from other miscellaneous sources.

EXTENSION FUND

RESOLVED, That, pursuant to the provisions of Section 119.47, Wisconsin Statutes, relating to the Extension Fund, the Board of School Directors hereby advises the Common Council that the amount of ~~$11,664,455~~ $11,804,455 will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2003 Fiscal Year, and that ~~$7,862,455~~ $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 2002, 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 following resolution:

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 $886,802,301 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 2003 Fiscal Year; and that $167,307,301 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 2002, 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.

The resolution was adopted, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, and President Spence — 8.
Noes — None.
Temporarily absent — Director O'Neil — 1.

Director Johnson moved to adopt the following resolution, amended to reflect the amendments to the budget:

CONSTRUCTION FUND

RESOLVED, That, pursuant to the provisions of Section 119.48, Wisconsin Statutes, the Board of School Directors hereby advises the Common Council that the amount of ~~$22,346,829~~ $23,520,829 will be required for the 2003 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, $10,346,829 by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2002, said amount to be in addition to the money received from other miscellaneous sources.

The resolution was adopted, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, and President Spence — 8.
Noes — None.
Temporarily absent — Director O'Neil — 1.

Director Johnson moved to adopt the following resolution, amended to reflect the amendments to the budget:

EXTENSION FUND

RESOLVED, That, pursuant to the provisions of Section 119.47, Wisconsin Statutes, relating to the Extension Fund, the Board of School Directors hereby advises the Common Council that the amount of ~~$11,664,455~~ $11,804,455 will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2003 Fiscal Year, and that ~~$7,862,455~~ $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 2002, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

The resolution was adopted, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, and President Spence — 8.
Noes — None.
Temporarily absent — Director O'Neil — 1.

* * * * *

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 May 1, 2, 6, 7, 14, 15, 16, 17, 20, 21, 22, 24, and 28, 2002.

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

Ayes — Directors Dannecker, Gardner, Horton, Johnson and President Spence — 5.
Noes — Directors Hardin and Morales — 2.
Abstain — Director Blewett — 1.
Temporarily absent — Director O'Neil — 1.

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COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communication:

(Item A) Communication 0203C-001 from Dolores Mishelow Requesting a Hearing on Direct Instruction

Referred to the Committee on Innovation/School Reform.

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RESOLUTIONS

Resolution 0203R-009

By President Spence

WHEREAS, MPS continues to operate under severe budget constraints, striving to direct the maximum funding available to the schools; and

WHEREAS, District-wide efforts have been made to limit funds allocated for Central Service department budgets, including the Board and the Office of Board Governance; and

WHEREAS, Current Board Rule 1.17(6)(a) states, "The President shall have the power to authorize Board members to visit other school systems and to attend conventions, seminars, and similar meetings at Board expense. Such authorization shall be certified in writing to the Director of the Office of Board Governance and, when pertinent, shall state the name of the organization, as well as the purpose of the trip or meeting, the destination, and the period of time involved."; and

WHEREAS, Board Rule 1.17(6)(b) states, "Funds for such travel or meetings will be budgeted annually in the Board budget and reimbursed to Board members in accordance with district policy. If a Board member travels at the expense of any other department or categorical program, that department or program shall file a full accounting of expenses incurred with the Office of Board Governance."; and

WHEREAS, Prior to FY02, the Board President requested that Board members' travel be limited to one trip per year; now, therefore, be it,

RESOLVED, That Board Rule 1.17(6)(a) be revised to state, "The President shall have the power to annually authorize a maximum of one trip per Board members to visit other school systems and to attend conventions, seminars, and similar meetings at Board expense. Such authorization shall be certified in writing to the Director of the Office of Board Governance and, when pertinent, shall state the name of the organization, as well as the purpose of the trip or meeting, the destination, and the period of time involved."; and be it

FURTHER RESOLVED, That Board Rule 1.17(6)(b) be revised as follows, "Funds for such travel or meetings will be budgeted annually in the Board budget and reimbursed to Board members in accordance with district policy. If a Board member travels at the expense of any other department or categorical program, prior to the commencement of such travel, the President shall authorize such travel and his/her authorization shall be certified in writing to the Director of the Office of Board Governance. and Upon a Board member's return, that department or program shall file a full accounting of expenses incurred with the Office of Board Governance,"; and be it

FURTHER RESOLVED, That these revisions become effective immediately upon The Board's approval.

Referred to the Legislation, Rules and Policies Committee.

Resolution 0203R-010

By Director Dannecker:

WHEREAS, The Administration and the Milwaukee Partnership Academy have presented a plan to assure that every child in MPS is performing at or above grade level in reading, writing, and mathematics; and

WHEREAS, The Balanced Literacy Framework proposed to accomplish this plan includes the assignment of a highly trained Literacy Coach at 150 MPS school sites; and

WHEREAS, Literacy coaches are to be selected from among MPS master teachers and will be responsible for assisting classroom teachers and coordinating and/or providing staff development opportunities; and

WHEREAS, A number of concerns regarding these 150 literacy coach positions have been raised by both MPS school employees and members of the general public, including the concern that these positions would replace master teachers in the classrooms with presumably less experienced staff at a time when MPS is already challenged by a severe shortage of qualified teachers; and

WHEREAS, There has been very little time allowed for public hearing regarding the implementation of the plan to provide 150 MPS Literacy Coaches; now, therefore, be it,

RESOLVED, That the Office of Board Governance be directed to schedule and convene a public hearing for the purpose of hearing testimony on the proposed Literacy Coach program; and be it

FURTHER RESOLVED That the Administration be directed to present the Literacy Coach program rationale, funding, and implementation plan to the Board at this public hearing to be held no later than August 30, 2002.

Referred to the Committee on Innovation/School Reform.

Resolution 0203R-011

By Director Dannecker

WHEREAS, The Milwaukee Public Schools, as a decentralized school system, is continually striving to improve the efficacy of services offered and provided to schools; and

WHEREAS, Implementation of a continuous improvement model requires an ongoing cycle of information and data collection, assessments, revisions, and evaluation; and

WHEREAS, Two years ago the district moved to a system of school chargebacks and buybacks for services provided by district departments; and

WHEREAS, During public hearings and testimony before the Board, a number of school administrators have raised concerns regarding the value of services provided by Central Service departments; and

WHEREAS, Currently the district has no organized means to obtain and report schools' assessments of the value of services provided by Central Services departments; and

WHEREAS, The Board and the Administration must have the data and stakeholder input necessary to make informed decisions when directing district resources to further the MPS mission and goals; now, therefore, be it,

RESOLVED, That the Office of Board Governance develop and implement a forum for school principals to assess the value of services provided by the district's central departments; and be it

FURTHER RESOLVED That the Office of Board Governance compile and report to the Board, during FY03, information and/or data gathered through this forum.

Referred to the Committee on Innovation/School Reform.

Resolution 0203R-012

By Director Horton

WHEREAS, Since the inception of the Milwaukee Board of School Directors' early Retirement Supplement and Benefit Improvement Plan for certificated administrators in 1978 and of the Board's Early Retirement Plan for Teachers in 1982, the staffing, recruitment, and fiscal needs and resources of the district have changed significantly; and

WHEREAS, The cost of the district's health insurance has doubled from $76.5 million in 1998 to nearly $155 million in the 2003 fiscal year; and

WHEREAS, The district continues to operate under various fiscal constraints, such as state-mandated revenue caps, which place restrictions on the district's ability to raise funds to meet its education objectives and requirements; now, therefore, be it

RESOLVED, That the Board direct the Administration to obtain a fiscal analysis of the district's pension and health insurance benefits for its active and retired employees in order to accomplish the following objectives:

1) to determine the current and future costs and fiscal impact of these benefit plans;
2) to develop a history of changes made to these plans and the resulting costs;
3) to quantify the district's financial obligation for post-retirement health and pension plans;
4) to provide a benchmark of the district's benefits in comparison to its peers and comparables; and
5) to determine if the benefits are accomplishing the original objectives, current objectives, and operational needs; and be it

FURTHER RESOLVED, That the Board authorize the Administration to secure the necessary actuarial and consulting resources on an expedited basis to deliver this fiscal analysis by November 15, 2002.

Referred to the Committee on Finance/Personnel.

Resolution 0203R-013

By Director Hardin

WHEREAS, There is currently no administrative policy establishing a timeline for schools to notify parents of student absences; and

WHEREAS, Schools are currently required by Administrative directive to notify the parent or guardian of a student who is truant from school before the end of the second day of unexcused absence; and

WHEREAS, This directive was designed to deal with truancy, but does not take student safety issues into consideration, particularly at the elementary school level, where student safety is of greater concern than truancy; and

WHEREAS, The safety of all students, and especially elementary students is of concern to the Board; and

WHEREAS, Early notification of parents would serve to alert them that their child might possibly be missing; now, therefore, be it

RESOLVED, That Administrative Policy 8.36: Student Safety, be amended by the insertion of the following language:

3. Prompt Notification of Elementary Student Absence

All elementary and K-8 schools shall attempt to notify a student's parent or guardian by phone as soon as is reasonably possible, but in any case, no longer than two hours, after it has been discovered that the student is absent without any notification to the school by the parent or guardian.

Referred to the Committee on Finance/Personnel.

Resolution 0203R-014

By Director Johnson:

WHEREAS, It is the goal of MPS and this Board to offer a variety of quality educational opportunities for increased parent satisfaction, student achievement and student success; and

WHEREAS, In an effort to improve efficiency and consolidate all contracted-school functions, the FY03 budget moved the MPS Division of Small Community Schools operations under the Office of Board Governance; and

WHEREAS, By assuming responsibility for oversight of both the MPS Small Community Schools, and the Charter Schools, it is expected that the Office of Board Governance facilitate the development of a more efficient, universal set of policies, procedures, and practices for the operation. accountability, and oversight of these programs; now, therefore, be it,

RESOLVED, That the Administration be directed to identify a designee to work with the Director of the Division of Small Community Schools and the Charter School Program Administrator to develop a plan to revise the MPS organizational chart to include an Office of Non-Traditional Schools, to report to the Administration; and be it

FURTHER RESOLVED, That the plan be reported to the Board no later than November 1, 2002, for implementation in FY04.

Referred to the Committee on Innovation/School Reform.

Resolution 0203R-015

By Director Johnson

WHEREAS, Election cycles and term length of the MPS Board are dictated by Wisconsin Statutes, Section 119.08; and

WHEREAS, Currently, elections for the Milwaukee Board of School Directors are held in the Spring of odd-numbered years; and

WHEREAS, Changing the Board election schedule to the Fall of even-numbered years would align the Board elections with higher turnout elections, resulting in higher participation in Board elections; and

WHEREAS, A Fall election would allow Board members to be seated and 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 2004; and be it

FURTHER RESOLVED, That the plan to move the Board election schedule include provisions to revise Wisconsin State Statutes, Section 119.08, including adjustments in the Board member term for the initial years of implementation.

Referred to the Legislation, Rules and Policies Committee.

Resolution 0203R-016

by Director Johnson

WHEREAS, The Milwaukee Board of School directors and the Administration have identified that strong leadership is essential to the success of each school; and

WHEREAS, Building-based educational leaders who are well-informed with strong backgrounds in effective leadership strategies, strong people skills and administrative skills, and expertise in state-of-the-art teaching and learning strategies are well-prepared to provide the necessary support and guidance to insure building-wide academic success; and

WHEREAS, The Board and the Administration have made a commitment to insure that all educational leaders have the opportunity to further develop their leadership skills through the activities of the MPS Leadership Academy; and

WHEREAS, The educational leadership of each school must actively participate in a district-wide communication system that keeps them informed of the day-today operational aspects of the district, changes on policies and procedures and district wide initiatives that impact their schools, as well as keeps them abreast of state and federal legislation and its impact on education; and

WHEREAS, Participation in a cohort group for the purpose of learning through the experiences of others is a well documented means for successful teacher and educational leader training; and

WHEREAS, The Milwaukee Public School District is responsible for the successful education of all MPS students which include MPS students who attend traditional MPS schools, instrumentality and non-instrumentality MPS charter schools, and MPS partnership, and MPS alternative schools, and any other programs contracted to serve MPS students,; now, therefore, be it

RESOLVED, That beginning fall 2002, all principals, assistant principals in charge (APIC) and educational leaders of teacher-run schools for traditional MPS schools, instrumentality and non-instrumentality MPS charter schools, and MPS partnership, and MPS alternative schools and any other programs contracted to serve MPS students be invited to participate in all district wide principal meetings, principal breakout sessions, and training sessions offered through the Leadership Academy and other district-wide leadership training activities; and, be it

FURTHER RESOLVED, That the cost of participation in such activities be determined either as part of the in-kind services provided to alternative and partnership schools, part of the administrative fees or buy-back charges assessed to charter schools (the cost of each training or meeting is calculated by dividing the total cost of the event by the number of participants) or through the charge back assessment for traditional schools, and no fees shall be assessed for any activity funded through grants or entitlement funds; and be it

FURTHER RESOLVED, That, beginning with the 2002-2003 school year, a strong and effective communication link be developed and maintained to insure that educational leaders for all traditional MPS schools, instrumentality and non-instrumentality MPS charter schools, and MPS partnership, and MPS alternative schools receive district-wide information that is critical to the success of our children.

Referred to the Committee on Innovation/School Reform.

Resolution 0203R-017

by Director Dannecker

WHEREAS, The Board and the Superintendent have the statutory obligation to identify yearly objectives and priorities for education, and to assess annually progress of pupils; and

WHEREAS, Under the direction of the Board, the Superintendent has general supervision of the manner of conducting the schools; and

WHEREAS, The Superintendent has identified reorganization of the Division of Special Services and improving service delivery as a strategic priority; and has introduced a number of initiatives to achieve this end; and

WHEREAS, The District faces numerous challenges to improve continuously all elements of service delivery in Exceptional Education; and

WHEREAS, The District must move expeditiously to implement programs it has identified as improving both organization and service delivery; and

WHEREAS, Implementing and demonstrating the effectiveness of programs in continually improving compliance and service delivery is the best means of avoiding future discontent with district services; and

WHEREAS, The District can improve its relationships with stakeholders by making visible aggressive efforts to implement and expand program initiatives, while gathering stakeholder input for continuous improvement, in an effort to improve exceptional education services as quickly as reasonably possible; and

WHEREAS, The District has developed initiatives to improve compliance assurance and service delivery, and to identify and meet changing legal requirements; and

WHEREAS, The Department of Public Instruction ("DPI") has proposed measures for implementing continuous improvement reorganization efforts designed to improve service delivery and assure compliance (the "SOAP"); and

WHEREAS, The Board desires to implement changes desired by DPI subject to constant refinement through continuous assessment and improvement in order to make MPS the national leader in both legal compliance and delivery of exceptional education services; now, therefore, be it

RESOLVED, That:

A. By June 30, 2002, the Administration shall present to the Board, a plan for a seminar to be held before the end of September and made available to all parents, advocates, teachers, principals explaining IDEA in understandable language, obligations and roles of parents and school personnel in implementing IDEA, the District's approach to IDEA and how it is based upon best practices and continuous improvement, the parental dispute resolution process, and other pertinent issues. This plan should include a proposal for low cost but EFFECTIVE dissemination of invitations to such seminar to parents and school personnel, as well as a proposed schedule for future sessions.

B. By July 30, 2002 the Administration shall present to the Boarda plan for soliciting input from stakeholders, including ALL parents, ALL advocates, ALL teachers and ALL principals, on a regular basis, in order to: identify issues; develop goals and strategies that are appropriate for improving services based on this input; develop goals and strategies for these issues as appropriate upon evaluation of these issues; develop data systems to monitor progress in meeting goals and strategies as they are developed and implemented; and develop a plan for identifying related training needs. Commencing in June, monthly reporting by the Director of Special Services to the Board shall include update on the process of soliciting and evaluating or responding to stakeholder input, measures taken to gather input, whether they are effective, and steps to be taken for improvement.

C. By August 30, 2002, present to the Board a plan for the following:

1. A plan with a timeline for making the problem-solving model available to parents in every school. Monthly reporting by the DSS to the Board shall include a report on deployment of the problem-solving model and status of implementation in each school. The plan described in this paragraph shall include strategies for obtaining understanding and acceptance of the Problem-Solving model in all schools.

2. A clearly-articulated philosophy and best-practices approach to exceptional education, reflecting use of the Problem Solving Model in some schools, understandable to lay persons; and a strategy for implementing this approach in every school, including development of benchmarks for areas in need of improvement and use of data and measurable information for assessing progress in service improvement.

D. By September 30, 2002, the Administration shall present to the Board:

1. An identification of areas in which services have been questioned or can be improved (including, but not limited to, issues related to student transfers, transfer of records, enrollment, and responsiveness to parents and advocates) a description of benchmarks to be used in measuring progress in such areas, and a proposed schedule for meeting specific goals.

2. A plan for communicating to parents, schools, and the public regarding the above subject areas on an ongoing basis.

Referred to the Committee on Innovation/School Reform.

Resolution 0203R-018

by Director Dannecker

WHEREAS, The Board and the Superintendent have the statutory obligation to identify yearly objectives and priorities for education, and to assess annually the progress of pupils; and

WHEREAS, Under the direction of the Board, the Superintendent has general supervision of the manner of conducting the schools; and

WHEREAS, The Superintendent has identified reorganization of the Division of Special Services and improving service delivery as a strategic priority; and has introduced a number of initiatives to achieve this end; and

WHEREAS, The district faces numerous challenges to improve continuously all elements of service delivery in Exceptional Education; and

WHEREAS, The district must move expeditiously to implement programs it has identified as improving both organization and service delivery; and

WHEREAS, Implementing and demonstrating the effectiveness of programs in continually improving compliance and service delivery is the best means of avoiding future discontent with district services; and

WHEREAS, The district can improve its relationships with stakeholders by making visible, aggressive efforts to implement and expand program initiatives, while gathering stakeholder input for continuous improvement, in an effort to improve exceptional education services as quickly as reasonably possible; and

WHEREAS, The district has developed initiatives to improve compliance assurance and service delivery, and to identify and meet changing legal requirements; and

WHEREAS, The Department of Public Instruction ("DPI") has proposed measures for implementing continuous improvement reorganization efforts designed to improve service delivery and assure compliance (the "SOAP"); and

WHEREAS, The Board desires to implement changes desired by DPI subject to constant refinement through continuous assessment and improvement in order to make MPS the national leader in both legal compliance and delivery of exceptional education services; now, therefore, be it

RESOLVED, That the Board shall designate an individual to be District Exceptional Education Ombudsman. Said ombudsman shall be available at all times to receive complaints which cannot be resolved by DSS from employees, advocates, departments, schools or other constituencies within MPS concerning other divisions, departments, etc., internal to MPS.

In particular, this District Exceptional Education Ombudsman shall be available for unresolved complaints from employee representatives concerning employment conditions and related issues rising out of, or affecting delivery of, Special Education services. This office shall forward such complaints to the Superintendent and the appropriate department(s) and is granted all necessary authority to ensure follow-up and resolution.

Further, this office shall be empowered to use a part-time or full-time staff, or appropriate contracted assistance, to facilitate review of administrative processes for the benefit of the Board, including personnel to work with DSS to identify or develop the systems or tools that are or may be used to effectively monitor and update the current status of all IEPs in the district at all times on a ongoing basis.

This office shall be granted such authority as is needed to assist the Board in ensuring that the district is diligently fulfilling the Board's obligation to provide FAPE and meeting the Board's goal of providing the best services feasible as are consistent with its mission.

Referred to the Committee on Innovation/School Reform.

Resolution 0203R-019

by Director Dannecker

WHEREAS, The Board and the Superintendent have the statutory obligation to identify yearly objectives and priorities for education, and to assess annually the progress of pupils; and

WHEREAS, Under the direction of the Board, the Superintendent has general supervision of the manner of conducting the schools; and

WHEREAS, The Superintendent has identified reorganization of the Division of Special Services and improving service delivery as a strategic priority, and has introduced a number of initiatives to achieve this end; and

WHEREAS, The district faces numerous challenges to improve continuously all elements of service delivery in Exceptional Education; and

WHEREAS, The district must move expeditiously to implement programs it has identified as improving both organization and service delivery; and

WHEREAS, Implementing and demonstrating the effectiveness of programs in continually improving compliance and service delivery is the best means of avoiding future discontent with district services; and

WHEREAS, The district can improve its relationships with stakeholders by making visible, aggressive efforts to implement and expand program initiatives, while gathering stakeholder input for continuous improvement, in an effort to improve exceptional education services as quickly as reasonably possible; and

WHEREAS, The district has developed initiatives to improve compliance assurance and service delivery, and to identify and meet changing legal requirements; and

WHEREAS, The Department of Public Instruction ("DPI") has proposed measures for implementing continuous improvement reorganization efforts designed to improve service delivery and assure compliance (the "SOAP"); and

WHEREAS, The Board desires to implement changes desired by DPI subject to constant refinement through continuous assessment and improvement in order to make MPS the national leader in both legal compliance and delivery of exceptional education services; now, therefore, be it

RESOLVED, That the SOAP be implemented as soon as practicable, with the modifications indicated on the following pages.

MILWAUKEE PUBLIC SCHOOLS
SPECIAL EDUCATION OVERSIGHT ACTION PLAN

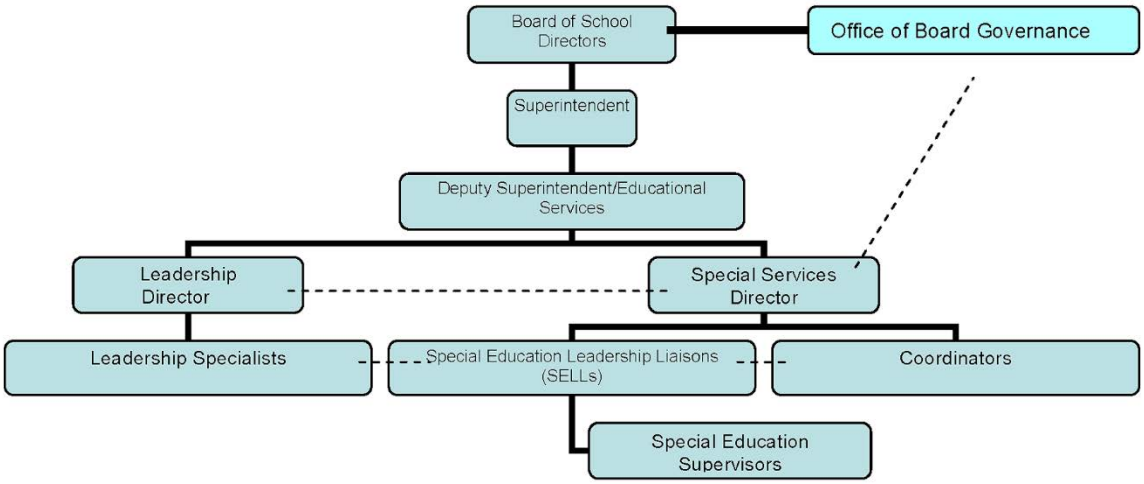
Introduction

Milwaukee Public Schools (MPS) will develop an effective, sustainable, centralized special education accountability system that is incorporated within its decentralized educational services delivery system. The Director of the Division of Special Services (DSS) will be accountable for the system. The following are essential system elements necessary to ensure the provision of a free appropriate public education (FAPE) for every student with a disability, to permit the Department of Public Instruction (DPI) to effectively exercise its oversight responsibilities, and to ensure prompt resolution of parent-school disputes.

Centralized Accountability and Oversight within a Decentralized Educational Services Delivery System

Providing programs and services to children with disabilities within a decentralized general education system is an extremely complex process. Provision of these programs and services is based in law, as well as on sound educational assessment and programmatic processes. Direct lines of authority and accountability must be established in the district in order to ensure that these programs and services are provided consistent with legal requirements. These programs and services require substantial funding. In Milwaukee, the special education program is a multi-million dollar program, requiring direct lines of authority and accountability for reporting and monitoring.

The special education administrative structure must be developed so that that it will support the implementation of quality educational programs, ensure procedural compliance, and respond in a timely and supportive fashion to parental disputes. The Director of the DSS will have the authority over, and be accountable for, the implementation and monitoring of these activities in all schools. To accomplish this task, the Director of the DSS must have authority equal to the Leadership Services Director, who provides comparable direction, support, and oversight to the district's general education programs. The Director of the DSS will lead and supervise a team of special education leadership staff. Following is a diagram and discussion explaining this organizational structure:



Through the restructuring of special education administration in MPS, greater accountability for the entire special education program will be achieved. Unlike the existing administrative structure, the new structure diagrammed above clearly assigns responsibility for the administration and delivery of special education services to the Director of the DSS. The Special Services Director collaborates with the Leadership Services Division Director, and both directors report to the Deputy Superintendent for Education Services. The rationale for the Director of Special Services and the Director of Leadership Services jointly reporting to the deputy superintendent is that special education must be viewed as integral and equal to all education services in the district. School principals will be evaluated and held accountable for the provision of special education services by the Director of Special Services and the Director of Leadership Services. Any disagreement between the directors will be resolved by the Deputy Superintendent for Educational Services.

Oversight and evaluation of the delivery of special education services in each school will be carried out through a major special education component in each school's education plan (SEP). The SEP is addressed in the next section of this document. The Director of Special Services, the Director of Leadership Services, the Deputy Superintendent for Educational Services, and the Director of the Office of Board Governance, or an alternate designee of the Board, will meet monthly to review implementation of the special education oversight action plan (SOAP). In addition, the Director of the DSS will report ~~quarterly~~ monthly to the Board of School Directors. The DPI will conduct activities annually to monitor the implementation of the SOAP.

Six new administrative positions will be added to the DSS. These positions are designated as Special Education Leadership Liaisons (SELLs). Under this plan, the six SELLs will report directly to the Director of Special Services. The director will meet with the SELLs regularly, focusing on district

and school goals related to special education programming and special education procedural oversight activities. The ~~six~~ five current coordinator positions will continue to report to the Director of Special Services. These

positions include coordinator of compliance and monitoring, related services, social work services, instructional support and staff development, and non-conventional programs. This team of ~~13~~ 12 people will form the special education administrative team. The goal and responsibility of the special education administrative team is to ensure procedural compliance, appropriate resolution of parental disputes, and above all, appropriate educational programming within an inclusive local school building. The MPS personnel evaluation system included in Appendix A will be modified to evaluate members of this team.

In order to accomplish the work necessary to achieve these goals and implement the SOAP, six DSS school workgroups will be formed by the Director of Special Services to lead the efforts at each school. Each work group will be led by a SELL and will be composed of approximately seven special education supervisors and one special education parent liaison (see the parental dispute resolution section). Members of the group will be evaluated by the SELL. Each work group will be responsible for implementing and monitoring the SOAP in approximately 28 schools. Each work group member shall be encouraged in writing, at least twice a year, to submit comments and suggestions for improvement of workgroup or DSS operations.

School Education Plan

The vehicle for implementation of a centralized special education accountability system is the SEP. The SEP is also the vehicle for continuous improvement in the school. The SEP utilizes as a first step, self assessment and data-based, outcome-focused decision making and continuous improvement planning. A school committee representing all constituents develops and reviews the SEP annually.

A strong special education component will be added to each SEP. This component will incorporate self assessment of performance through a review of student outcome data, surveys of parents and staff, and classroom observations. The self assessment in each school will also include a rigorous annual self assessment of special education compliance. This part of the self assessment process will be jointly developed and revised annually with the Department of Public Instruction (DPI). Needs identified in the self assessment process will be addressed in school improvement plans. An example of a school improvement plan template is included as Appendix B. As part of its responsibility to oversee implementation of the SOAP, DPI will conduct annual activities to monitor and evaluate the efficacy of the special education component of the SEP, including independent activities to assess procedural compliance in the district.

The special education component of each SEP will be reviewed and approved by an administrative work group. SELLs and special education supervisors will conduct follow-up meetings with school principals and SEP representatives for the purpose of amending or strengthening this component if necessary. The SELL will use district and school performance and special education compliance data to review quarterly progress towards school improvement. The SELL will report ~~regularly~~ at least monthly to the Director of Special Services and the leadership specialist on the status of special education and the SEP process in each building.

Special education accountability will become sustainable because it is an integral part of every SEP, evaluated quarterly and revised accordingly. Information about the SEP process and the status of special education services in each school will be used in the process of evaluating school principals. The school principal staff evaluation process is an integral part of the district's special education accountability system, and is explained in Appendix A. The Director of the DSS will report ~~quarterly~~ monthly to the Board of School Directors on the implementation of the special education component of SEPs, including any monitoring and evaluation information gathered by the DPI.

School and district budgets must be linked to the self assessment and continuous improvement process. The district will ensure that school and district budgets support implementation of the SOAP in each building. School budgets must provide for needs identified through the SEP process, as well as the special education administrative team that will have the responsibility in each school to ensure implementation of the IDEA. Leadership specialist and SELLs jointly review each school's budget to ensure that money is allocated to meet identified needs.

Responsibilities of the Director of the Division of Special Services

- Administer and interpret IDEA, 504/ADA, and applicable state laws

- Design, implement, and monitor the special education parental dispute resolution system in each school
- Jointly with DPI, design, implement, and monitor the school special education procedural self-assessment system
- Provide support to LEA representatives regarding district resources and placement options for students with disabilities
- Assign special education staff and itinerant staff
- Provide technical and procedural training for school staff regarding mandated information reporting, data management, and special education procedural compliance
- Jointly with the DPI, create and implement training and resource materials for staff that demonstrate the linkage between special education procedural compliance, including the IEP team process, and quality programming; and that assist staff in understanding proper compliance documentation using the district's special education forms.
- Provide training for school staff linked to individual school's improvement plans, state and federal laws, and division and district initiatives and requirements
- Review district policies as related to implementation of IDEA and state special education law
- Supervise special education leadership liaisons, special education supervisors, and special education parent liaisons
- In collaboration with the leadership division, supervise and evaluate school principals' provision of special education services and compliance with the procedural requirements

Joint Responsibilities of Leadership Specialists and Special Education Leadership Liaisons

- Develop annual spring and fall staffing needs and budget
- Authorize revisions in budget and staffing adjustments through the year
- Analyze school and student achievement
- Evaluate and collaborate on the revision of SEPs
- Ensure that school principals correct special education procedural implementation errors
- Provide continued assessment and monitoring of special education compliance
- Consult with schools on legal issues
- Assist the special education supervisors in IDEA complaint matters as requested by the Office of Compliance and Monitoring

Parental Dispute Resolution System

Introduction

Schools are in a unique position to build collaborative relationships with parents based on mutual respect and shared participation in every child's education. Such an outcome requires a commitment by schools to communicate effectively with all members of the school community. A commitment to communicate effectively is based on consideration, reflection, and willingness to change. A school's commitment to resolve parent disputes and respond to parent complaints is an important marker of its commitment to quality education programs. This commitment requires a district to clearly define for all parents the process for resolving parental disputes and for filing school complaints, and to support parents throughout both processes.

Guidance to Parents in the Dispute Resolution and School Complaint Processes

By September 2002, five additional special education parent liaison positions will be created. In addition, by September 2003, the MPS will open a second Parent Services Center in the old Browning School at 76th and Silver Springs Road. The position description is included as Appendix C. A special education parent liaison will be a member of each of the six DSS school work groups responsible for

approximately 28 schools. The Parent Services Centers and special education parent liaisons are primary resources for parents to assist in the resolution of disputes.

By September 2002, the district will produce and distribute to all parents of students with disabilities a *Parents' Guide to Dispute Resolution* that explains the process set forth below. The guide will be written in parent-friendly language in English and in Spanish. For those parents who cannot read, the district will establish a process for informing them of the contents of the guide. The guide will explain informal strategies for dispute resolution, how to resolve disputes through the IEP process, and how to file an MPS complaint, and will identify persons responsible in each school for accepting and processing parental MPS complaints. The guide will also link parents to outside resources and other mechanisms provided for in law for resolving disputes with the school district, and to advocacy support in the community.

Complaints Received by Schools

When a parental dispute concerning a child's special education program is not resolved through the IEP process or informal means with school, parents may file an MPS complaint with their school principal. Parental complaints should be promptly addressed and resolved at the school site, if possible. Parents may also choose to file the complaint with the Parent Services Center (see below). Every parent making a complaint shall be clearly informed of the right to file the complaint with the Parent Service Center. Such a filing, however, does not absolve the school of its obligations hereunder.

Parents are encouraged but not required to make their complaint in writing. A complaint can be made verbally to the school principal or Parent Services Center staff. Staff receiving a verbal complaint is responsible for documenting the complaint in writing and providing a copy of the documentation to the parent. School principals will maintain a log of each complaint at their school. The log will note the date of the initial receipt of the complaint, as well as the resolution ultimately achieved. Complaint histories in each school will be included, when appropriate, as issues in each school's SEP.

If the complaint arises from, or involves delivery of, services at a second site or involves services sought from the central office, personnel of the school where the complaint is received shall work with personnel at the second site or the appropriate Central Services department to obtain appropriate services or otherwise resolve the issue.

If, to the knowledge of the school principal who received the complaint, the complaint is not resolved at the school level within five school days, the school principal who received the complaint must request immediate intervention from a SELL. The SELL may consult with the leadership specialist for that school if necessary, but must resolve the matter within five days of the request for intervention. A log of the complaint intervention will be maintained by the SELL noting date of receipt as well as the resolution ultimately achieved.

If the SELL determines a violation of state or federal special education law has occurred, the SELL will consult with the leadership specialist and the school principal will be directed to correct the violation. If the SELL determines that a communication breakdown between the school and parent is interfering with successful resolution of the dispute, consideration will be given to inviting the parent to consider mediation offered by the state mediation service. If the SELL determines that the complaint is without basis or that the school has made appropriate efforts to resolve the parent's concern, the SELL will ensure that the parent is informed about the procedural safeguards in the law, and how to access advocacy support in the community. A letter of disposition summarizing the SELL's findings and parent's due process rights will be sent to the parent.

Complaints Received by the Parent Services Center

If a parent makes a complaint to the Parent Center, that complaint shall be referred within 24 hours to the principal of the school in question and to any other department that is the subject of the complaint for handling as described above. The Parent Center will maintain a log of every complaint received, and information concerning when and to whom the complaint was referred.

The school principal who receives the complaint referral shall document receipt of the referral and maintain the documentation in the school complaint log. If the principal declines to work on resolving the complaint, within 24 hours of referral to the school, he/she must refer the matter immediately to the SELL for resolution as set forth above. The school complaint log must reflect that course of action.

Complaints Received by Any Other MPS Site

If a parent makes a complaint to any other MPS department, that department shall refer the complaint to the principal of the subject school within 24 hours. The department receiving the complaint should provide assistance to the school if the complaint relates to services provided by that department. The subject school principal should process the complaint as discussed above.

Complaints Received by the Department of Public Instruction

When the Office of the Superintendent receives the IDEA complaint from the DPI, the complaint is forwarded to the DSS, Office of Compliance and Monitoring. That office is responsible for responding to the complaint. The Coordinator of the Office of Compliance assigns one of his/her staff, a city-wide program support teacher, as the person responsible to promptly gather documents and other information needed by the DPI to investigate the complaint. The SELL will assist in this effort if necessary to ensure prompt responses to the complaint. In addition, a letter over the superintendent's signature is sent to the principal of the subject school directing him/her to cooperate in investigating and resolving the complaint. The city-wide program support teacher is the primary contact for the DPI complaint investigator throughout the investigation and corrective action phases of the complaint process.

If the complaint is substantiated by the DPI, the city-wide program support teacher assists the school to implement the corrective action plan in the subject school including any child-specific corrective actions, and is responsible for ensuring that the implementation is timely. The program support teacher may enlist the assistance of the SELL if necessary to implement the corrective actions timely.

Leadership Monitoring of Parental Dispute Resolution System

Each school principal is responsible for implementing and monitoring the dispute resolution process in their school. Logs of complaints and resolutions will be maintained at individual schools as well as the Parent Center. Part nine of each SEP, *Parent and Community Involvement/Partnerships*, will include a component to require description and twice yearly self assessments of the dispute resolution system in each school. Central monitoring of the dispute resolution process will be included in the central review of all SEPs as discussed earlier in this document. School dispute resolution log information and self assessment data shall be utilized for the following purposes:

1. Determinations of need for heightened oversight measures to promote adherence to the law;
2. Identification of areas of special education implementation in need of improvement to be incorporated in SEPs;
3. Target staff development activities to focus on areas of special education procedures that are poorly understood and frequently implemented incorrectly; and
4. Inclusion in the school principal performance evaluation system explained in Appendix A.

Board of School Directors Monitoring of Parental Dispute Resolution System

As part of the ~~quarterly~~ monthly report to the Board on the implementation of the SOAP, the Director of Special Services will present a summary of the data in school and Parent Services Center complaint logs, including the number of complaints, the issues in the complaints, the schools or departments that were the subjects of the complaints, the resolutions achieved, and action required by the DSS to improve the dispute resolution system in any school.

Monitoring of the Centralized Special Education Accountability and Oversight System

The MPS special education accountability and oversight system is based on a centrally designed and locally implemented self-assessment and continuous improvement process using the SEP. Through the SEP process, student performance and special education procedural compliance are assessed, data is provided for use in school administrator evaluations, and information about the parental dispute resolution system is recorded. The system requires improvement planning for identified areas of need.

Accountability for Implementation and efficacy of the system is clearly defined. DSS school workgroups contribute to the design and evaluation of the special education component of the SEPs in each building. The SEP evaluation contributes to the evaluation of school principals. SELLs and

leadership specialists use the evaluations to direct needed corrective actions in each school. SELLs report to and are accountable to the Director of the DSS. The Director of the DSS reports to and is accountable to the deputy superintendent for educational services, the Director of the Office of Board Governance, and the Board of School Directors. In addition to district central oversight of the system; DPI will annually participate in the design, revision, and monitoring of the system; and will provide global oversight of the SEP process in the district. Finally, the Special Education Tracking system (SETS) from 4GL provides another mechanism to ensure special education accountability. The system is described in Appendix D and will be fully implemented during the 2004-2005 school year.

Referred to the Committee on Innovation/School Reform.

Resolution 0203R-020

By Director Morales

WHEREAS, Each year MPS officials must obtain and provide the Wisconsin Department of Public Instruction (DPI) with accurate enrollment counts for state aid purposes; and

WHEREAS, District officials have identified certain impediments to obtaining accurate information efficiently with the existing student enrollment and data management system; and

WHEREAS, Current district practice does not allow an MPS school to enroll a student in their school until the student has been officially withdrawn from any previous MPS school in which he/she had been assigned or enrolled; and

WHEREAS, This process may not accurately portray student attendance patterns, truancy data, and district enrollment counts, as students may leave an MPS school without notifying that school of their withdrawal; and

WHEREAS, Alternate enrollment and data management procedures have been investigated and the Administration was asked to respond to a recommendation to modify district procedures to concurrently enroll a student in an MPS school once he/she enrolls and actually attends that school for the first day, while automatically notifying and dropping that student from his or her previous school's roster; and

WHEREAS, The proposed modifications would allow the school in which the student is actually attending class to count the student, without having to wait for the previous school to enter withdrawal data; and

WHEREAS, This new practice would encourage schools not only to recruit new students, but also to work to keep existing students actively attending school; and

WHEREAS, Modifying the current process would require modifications to our district's practices and database system; and

WHEREAS, Revising current enrollment and data management practices to more accurately count student enrollment could have a positive fiscal impact as district enrollment counts generate both local revenues and state aids, now, therefore, be it,

RESOLVED, That the Administration be directed to develop and report to the Board nor later than August 1, 2002, a plan to modify district practice and data management systems to concurrently enroll a student in an MPS school once he/she enrolls and actually attends that school for the first day, while automatically notifying and dropping that student from his or her previous school's roster; and be it

FURTHER RESOLVED, That the Administration's plan include provisions for implementation of these modifications prior to the district's submission of the 2003 January enrollment count.

Referred to the Committee on Finance/Personnel.

The Board adjourned at 11:03 PM.

SUZANNE M. LUNDIN
Director, Office of Board
Governance/Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 11, 2002

Special meeting of the Board of School Directors called to order by President Spence at 6:23 PM.

Present — Directors Blewett, Dannecker, Gardner, Hardin, Horton (6:50 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:

June 6, 2002

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 PM on Tuesday, June 11, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conducting performance evaluations of the Superintendent and the Director, Office of Board Governance/Board Clerk.

Pursuant to Wisconsin Statutes, §19.85(1)(c), which provides that a governmental body may convene in executive session for the purpose of "considering employment, promotion, compensation or performance-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may convene in executive session for the purposes stated above.

SUZANNE M. LUNDIN
Board Clerk

Director Gardner moved that the Board retire to executive session, pursuant to Wisconsin Statutes, §19.85(1)(c), to considering performance-evaluation data of the Superintendent and the Director, Office of Board Governance/Board Clerk.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.
Temporarily Absent — Director Horton — 1.

The Board retired to executive session at 6:24 PM.

The Board adjourned from executive session at 9:00 PM.

SUZANNE M. LUNDIN
Director, Office of Board
Governance/Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 15, 2002

Special meeting of the Board of School Directors called to order by President Spence at 5:11 PM.

Present — Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Absent and excused — Director Hardin — 1.

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

June 14, 2002

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 PM on Saturday, June 15, 2002, 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 the resignation of Dr. Spence Korté as Superintendent of Schools; 2) discussing the process for selection a new Superintendent of Schools; and 3) discussing the qualifications of one or more persons who may be considered for appointment as acting Superintendent.

With respect to 3) above, and pursuant to Wisconsin Statutes 19.85(1)(c), which provides that a governmental body may convene in executive session for the purpose of "considering employment, promotion, compensation or performance-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may convene in executive session for the purposes stated above.

SUZANNE M. LUNDIN
Board Clerk

The Board's President indicated that he had received the following communication from the Superintendent of Schools:

June 14, 2002

Mr. Jeff Spence
President
Milwaukee Board of School Directors
P.O. Box 2181
Milwaukee, WI 53201-2181

Dear Jeff:

I have decided to retire from the Milwaukee Public Schools effective July 31, 2002. During the next six weeks, I will be available to assist you and the Buard in planning a transition if you so desire.

Respectfully

Spincer D. Korte, Ph.D.
Superintendent of Schools

Director Gardner moved to accept the Superintendent's resignation.

The resignation was accepted on the following vote:

Ayes — Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

Following discussion of the process for selection of a new Superintendent of Schools, the Board adjourned at 6:11 PM.

LYNNE A. SOBCZAK
Board Information Officer

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 17, 2002

Special meeting of the Board of School Directors called to order by President Spence at 1:47 PM.

Present — Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Absent and excused — Director Hardin — 1.

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

June 15, 2002

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 1:30 PM on Monday, June 17, 2002, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of 1) discussing, considering, and possibly taking action on the process for selection of a new Superintendent of Schools; and 2) discussing the qualifications of one or more persons who may be considered for appointment as Superintendent or acting Superintendent.

With respect to 2) above, 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-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may convene in executive session for the purposes stated above and may reconvene in open session to take action on matters considered in executive session.

SUZANNE M. LUNDIN
Board Clerk

With respect to Item 1, Director Gardner moved the following:

1. That the MPS Board accept applications immediately for the position of the Superintendent of Milwaukee Public Schools, to be hired as early as August 1, 2002. Applications should be sent to the Director, Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P.O. Box 2181, Milwaukee, Wisconsin 53201-2181. Applications should include a cover letter, resume, references and additional documents as applicants determine. Applicants who do not wish their names or other application materials made public should so state in a signed, dated cover letter or additional document, consistent with open meeting and personnel laws.

2. That the Director of the Office of Board Governance be authorized to spend up to $15,000 to advertise for applicants for the superintendent position in the Milwaukee community, local, state, regional, national and international media.

3. That Board meet in special session to consider, review, amend and approve a job description for the position of superintendent, which shall be mailed and otherwise communicated to all applicants and inquirers.

4. That the Committee on Strategic Planning and Budget and the Board meet no later than June 30, 2002 to consider, review and approve performance measures for the Fiscal Year 2002, which shall be mailed and otherwise communicated to all applicants and inquirers.

5. That all applicants be reviewed at meetings scheduled by the President of the Board as the number of applications requires.

6. That the President schedule at least one public hearing for the purpose of hearing the public regarding the qualifications, priorities and process for hiring the next MPS Superintendent.

7. That first interviews be scheduled as soon as possible and no later than July 10, 2002, for the purpose of identifying candidates with whom the Board intends to enter contract negotiations.

8. That the Board enter into contract negotiations with one or more candidates for the position of superintendent no later than July 15, 2002 for the purpose of filling the vacancy no later than July 31, 2002, so that the position may be filled effective August 1, 2002.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Horton, Johnson and President Spence — 5.
Noes — Directors Blewett, Morales and O'Neil — 3.

Director Blewett moved that the Board retire to executive session, pursuant to Wisconsin Statutes, §19.85(1)(c), for the purpose of discussing the qualifications of one or more persons who may be considered for appointment as Superintendent or acting Superintendent.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

The Board retired to executive session at 2:35 PM.

The Board adjourned from executive session at 3:15 PM.

LYNNE A. SOBCZAK
Board Information Officer

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 24, 2002

Special meeting of the Board of School Directors called to order by President Spence at 5:20 PM.

Present — Directors Blewett (5:35 PM), Dannecker, Gardner, Hardin, Horton, Johnson (6:05 PM), Morales and President Spence — 8.
Absent and excused — Director O'Neil — 1.

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

June 21, 2002

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 PM on Monday, June 24, 2002, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving public hearing regarding the qualifications of, priorities for, and process for hiring, the next MPS superintendent.

SUZANNE M. LUNDIN
Board Clerk

The Board proceeded to give public hearing regarding the qualifications of, priorities for, and process for hiring, the next MPS superintendent.

The Board adjourned at 7:10 PM.

LYNNE A. SOBCZAK
Board Information Officer

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 27, 2002

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

Present — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

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

June 21, 2002

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, and in accordance with Board Rule 1.24: Board Member Censure, and Appendix B: Procedures to Censure a Board Member Under Board Rule 1.24, a special meeting of the Board of School Directors will be held at 6:00 PM on Thursday, June 27, 2002, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of appointing a committee to investigate a complaint by one Board member against another Board member.

SUZANNE M. LUNDIN
Board Clerk

Director Morales moved to withdraw the censure request and to have the Board adopt a code of conduct to guide the behavior of Board members by December 31, 2002, and to refer the following resolution to create a code of conduct for the Milwaukee Board of School Directors to the Legislation, Rules and Policies Committee:

Resolution 0203R-021

Be it resolved, members of the Milwaukee Board of School Directors will adhere to the following Code of Conduct; and be it

Further resolved, newly seated members will be asked to sign a copy of the Code indicating that they agree to adhere to its provisions.

Code of Conduct

1. The Board will conduct meetings in accordance with the parliamentary procedures set forth in the latest revised edition of Robert's Rules of Order, unless in conflict with the state statutes or the Board's rules.
2. Board members will adhere to the standards of conduct set forth in the section of Robert's Rules of Order on Decorum in Debate (§43), including the following standards:
   a. confining remarks to the merits of the pending question.
   b. refraining from attacking a member's motives.
   c. addressing all remarks through the chairperson.
   d. avoiding the use of members' names.
   e. refraining from speaking adversely on a prior action not pending.
   f. refraining from speaking against one's own motion.
   g. reading from reports, quotations, etc., only without objection or with permission.
   h. yielding the floor during an interruption by the chairperson.
   i. refraining from disturbing the assembly.
3. Board members will refrain from using an official meeting of the Board for any purpose other than the business stated in the call of the meeting. Prohibited activities include election-related campaigning on one's own behalf or on behalf of others, and activities outlined in the Board's Code of Ethics.

4. The Chairperson will adhere to the rule against his/her participation in debate, and will relinquish the chair according to the Rules Governing Debate (§43) in Robert's Rules of Order.

5. The Chairperson will use the powers of the chair to enforce this Code of Conduct.

6. Board members have the right to request during a meeting that the Chairperson enforce this Code of Conduct, and to seek further relief, including censure of the offending member, if the violation is not satisfactorily addressed at the time of its occurrence.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 7.
Noes — Director Blewett — 1.
Abstaining from voting — Director Gardner — 1.

The Board adjourned at 6:32 PM.

LYNNE A. SOBCZAK
Board Information Officer

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 27, 2002

Regular meeting of the Board of School Directors called to order by President Spence at 6:37 PM.

Present — Directors Blewett (6:40 PM), Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

President Spence requested a moment of silence in memory of Sandra Thomas, MPS's Affirmative Action Officer, who died on June 8, 2002.

AWARDS AND COMMENDATIONS

(Item A) Recognition of Dr. Suzanne M. Lundin, Director, Office of Board Governance, and Board Clerk

Resolution 0203R-022

By President Spence on behalf of the Board of School Directors:

WHEREAS, Dr. Suzanne M. Lundin has faithfully served the Board of School Directors and the Milwaukee Public Schools since 1968; and

WHEREAS, Dr. Lundin began her thirty-four-year career with the Milwaukee Public Schools as an English/French teacher at Audubon Junior High School; and

WHEREAS, Dr. Lundin, over the next fourteen years, served as a guidance counselor and taught MPS students at Burroughs Junior High School, Hi-Mount Elementary School, Manitoba Elementary School, Rufus King High School, Morse Middle School and Fritsche Middle School; and

WHEREAS, Dr. Lundin became an assistant principal at Fritsche in 1982 and was promoted to principal at the same school in 1984, where she was instrumental in founding the first Beta Club chapter in a Milwaukee Public School; and

WHEREAS, Dr. Lundin became principal of Wilbur Wright Middle School in 1988 and during her tenure as principal of that school was recognized by the Wisconsin Department of Public Instruction for her educational leadership role at the state Administrator Assessment Center; and

WHEREAS, Dr. Lundin was appointed MPS Assistant Secretary-Business Manager in 1988, then Secretary-Business Manager in 1991; and

WHEREAS, After receiving her doctoral degree in 1993, Dr. Lundin returned to serve as Principal of Audubon Middle School; and

WHEREAS, During her tenure at Audubon Middle School, Dr. Lundin served on many district committees, such as a Principal's Finance Committee and the Middle School Proficiencies Committee, and she was one of the first middle school principals to implement a "Best Friends" program; and

WHEREAS, The Board appointed Dr. Lundin to her current position, Director of the Office of Board Governance/Board Clerk, in 1998; and

WHEREAS, In addition to her regular duties, Dr. Lundin was very instrumental in developing the district's Neighborhood Schools Plan; and

WHEREAS, Dr. Lundin faithfully executed the duties and responsibilities of her office with the highest level of professionalism, and her assistance to the Board has been critical to the Board's fulfilling its statutory duties; and

WHEREAS, Dr. Lundin has provided good counsel to all Board members and is a trusted and respected advisor to the Board; and

WHEREAS, Dr. Lundin is now retiring from service with the Milwaukee Public Schools; and

WHEREAS, The Board wishes to thank Dr. Lundin for her many years of outstanding and dedicated service and to extend its best wishes to her for a well-earned retirement; now, therefore, be it

RESOLVED, That the Board of School Directors extend its sincere appreciation to Dr. Suzanne M. Lundin 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 President to have an engrossed copy of this document, suitably signed and sealed, prepared and delivered to Dr. Suzanne M. Lundin in tribute to her record of dedicated public service to the citizens of Milwaukee, the boys and girls in the public schools, and the Board of School Directors

The resolution was adopted on a rising vote.

Following a presentation of student artwork by the Superintendent and a citation from the Wisconsin State Assembly by State Representative Christine Sinicki, Dr. Lundin addressed the Board.

* * * * *

(Item B) Awards and Commendations

Excellence in Education Award

The following commendation is being presented in memory and honor of Walter Louis Jones, Sr., for his dedication and years of service to the Milwaukee community.

Mr. Jones passed away on Tuesday, May 21, 2002. The Milwaukee Board of School Directors honors Walter Louis Jones, Sr., for his lifetime achievements in service to humanity. He was a man of vision and action who dedicated his life to spreading the word about the positive aspects of secular and religious life in the city for African-Americans.

Mr. Jones served in the United States Air Force in 1946 and in the 1950s. After completing college in Illinois, where he studied journalism, he worked in the news media at the *Chicago Defender.* He temporarily left the newspaper industry to serve as an aide to Milwaukee Mayor Henry Maier in 1968, but returned to journalism a year later.

Mr. Jones was a writer and editor for various Milwaukee community newspapers. In the early 1960s, he helped transform the *Milwaukee Community Journal* into a highly-respected newspaper. At the *Greater Milwaukee Star*, which later became the *Milwaukee Courier*, he was a writer and editor. Mr. Jones started Jones & Malone, Inc., an African American public relations firm, in the early 1990s.

Mr. Jones, a notable visionary, was aptly given the name "Dean of Milwaukee's Black Press" for his cutting examinations, his penetrating editorials, and his high-quality investigative reporting.

The Milwaukee Board of School Directors expresses its deep appreciation for Walter Jones's service to Milwaukee and extends sincere condolences to his family, friends, and co-workers on his death.

Following the Superintendent's presentation of the award to the family, the Board also presented a special award to the *Milwaukee Courier* in memory of its former editor.

Other Awards and Commendations

Students

Elizabeth Zakszewski, a senior at Milwaukee High School of the Arts, was named the recipient of the first Milwaukee Elementary School Principals Association Scholarship. Elizabeth has been accepted at Massachusetts Institute of Technology, where she plans to study atomic physics.

Ronnisha Moore, a second-grade student at Thirty-seventh Street School, designed and produced the winning poster in a contest to promote the use of lead-free house paint. The theme of the contest was "Be Lead Smart for a Good Start, Learn About Childhood Lead Poisoning."

The following students from North Division Virtual University High School competed in the African American Academic Cultural Technological-Scientific Olympics sponsored by the NAACP. The first-place winners will compete at the national level during the summer in Houston, Texas.

First-Place Winners

Anthony Thompson, junior, Film/Video
John Haygood, senior, Music instrumental-classical
Cassiopeia Long, senior, Music vocal-contemporary
Monica Pulley, sophomore, Poetry
Anthony Thompson, junior, Play writing

Second-Place Winners

Karmile Jones, junior, Original essay
Karmile Jones, junior Painting

Third-Place Winner

Grenesha Reed, sophomore, Dramatics

The following students are the 2002 recipients of the 1290 WMCS Scholarship:

Shalonna Melton, Riverside High School
Elizabeth Padilla, South Division High School
Mikal Floyd-Pruitt, Rufus King High School
Shannon Sibley, Madison High School
Harpeet Singh-Gill, Rufus King High School
Duran Smith, Madison High School
Chanté Strelke, Vincent High School
Martin Triplett, Rufus King High School
Sherman Turner, Rufus King High School
Melvin Weakley II, Madison High School
Angela White, Rufus King High School
Amiya' Wright, Riverside High School
Dionne C. Brown, Rufus King High School
Brandy Carroll, Marshall High School
Nathan Coe, Hamilton High School
Morgan Conyers, Hamilton High School
Gabryell Cullin, Riverside High School

Jacquay Eichelberger, Rufus King High School
Tamara Flourney, Riverside High School
Latoya Hartwright, Rufus King High School
Sabrina Hawkins, Juneau High School
Sareena Johnson, Custer High School

Schools

Clarke Street Elementary School hosted President George W. Bush as he kicked off his new educational goals for the country. He was companied by Governor Scott McCallum and Secretary of Education Rod Paige. In honor of his visit, classrooms, hallways, and staircases were adorned with posters, pictures, and banners in red, white, and blue.

The following schools were awarded $100,000-$125,000 per year for three years for Comprehensive School Reform: Milwaukee Education Center, Kosciuszko Middle School, Humboldt Park, McNair Elementary School, Carleton Elementary School, Cass Street School, Lowell Elementary School, Holmes Elementary School, Edison Middle School and Douglass Elementary School. Of the 68 schools which applied to the state for the award, 26 were selected, with MPS receiving ten grants.

Vieau Elementary School hosted a town hall meeting conducted by the President's Advisory Commission on Educational Excellence for Hispanic Americans. U.S. Treasurer Rosario Marin and Wisconsin Lieutenant

Governor Margaret Farrow presided at the meeting, which gave parents information regarding educational policy changes brought by the No Child Left Behind Act.

Garland Elementary School, Humboldt Park Elementary School, and Whittier Elementary School held a Drug-Free Parade and Student Leadership Conference at the Four Points Sheraton Hotel. Milwaukee Health Department Commissioner Seth Foldy gave remarks, and breakout sessions were conducted for attendees to discuss the dangers of alcohol, tobacco, and drugs, and ways to foster abuse prevention.

Each semester, Economics*Wisconsin* honors the top three senior high school and top three junior (middle school) division winners of the Stock Market Simulation Program. The following schools were the Spring 2002 semester winners:

PLACE	SCHOOL	ADVISOR
High Schools		
First	Milwaukee High School of the Arts	Linda Steffens
Second	Bay View High School	Chuck Jonas
Third	Milwaukee High School of the Arts	Linda Steffens
Middle Schools		
First	IDEAL Charter	Ron Rezash
Second	Morse Middle School	Tina Gleason
Third	Morse Middle School	Tina Gleason

Staff

Lisa Waszak and Regina Manns, teachers at Starms Discover Learning Center, were recently awarded the 2002 Excellence In Education Award from the Youth Leadership Academy.

Nancy McLure, Grant Elementary School; Maria Williams, Greenfield Elementary School; and Barb Koenig, Hamilton High School were accepted for the Japan-Wisconsin Education Connection. This program will enable Milwaukee students to establish important contacts with a country and culture thousands of miles from Wisconsin.

Dr. Aquine Jackson, Director of the Office of Neighborhood Schools, was elected to a three-year term on the Wisconsin Interscholastic Athletic Association's Board of Control. He replaces Mr. Willie Jude, Deputy Superintendent, who served on the Board for the past three years.

George E. Peschke, a science and math teacher at Edison Middle School, was honored at a ceremony dedicating the school's auditorium to him for his 44 years of outstanding service to the school.

Benjamin Tomes, special education teacher and wrestling coach at Custer High School, has been named the National High School Coach of the Year by *Wrestling USA Magazine.* He is the first Wisconsin coach to earn the award in its 28-year history. In just three seasons, Custer has become one of the top teams in Wisconsin.

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APPROVAL OF MINUTES

The minutes of the Board's April 29, 2002, organizational meeting and the special Board meetings of May 8, 9, 13, 20, 23 and 28, 2002, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT OF SCHOOLS

(Item A) Action on a Request to Enter Into a Sole-source Contract with Evans Newton for Target TEACH Reading Curriculum

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

I am submitting the above referenced item regarding the contract for the Target Teach Reading Alignment Program.

It is the recommendation of the Superintendent that the Board consider and approve the contract as noted below.

Sincerely,

Spencer D. Korté, Ph.D.
Superintendent of Schools

Background

During the 1997-98 school year, the State of Wisconsin Department of Public Instruction identified twenty-one (21) elementary Milwaukee Public Schools as "Schools in Need of Improvement" in five (5) academic areas as determined by student performance on the Wisconsin Knowledge and Concepts Examination (WKCE). While the State average was 69% at or above proficient on the Reading Subtest, the MPS District average was 45% at or above proficient. Therefore, the Board set an accountability goal for the District at 90% of the State average, or 62% of students performing at or above proficient to address needed improvements.

In the spring of 1998, the Board approved a contract with Evans Newton Incorporated (ENI) of Scottsdale, Arizona to implement the Target Teach Reading Alignment Program in 25 low performing elementary schools as determined by the WKCE Reading and Language Arts Subtests and the Wisconsin Reading Comprehension Test (WRCT). The contract included an analysis of the MPS reading adoptions and the state tests to alignment curriculum, instructional support materials, equipment, and training. Also, included were software for an instructional management system and technical support training that allowed teachers and administrators on-going monitoring of student progress. To supplement the instructional materials and fill in curriculum gaps, MPS teachers created additional materials for reinforcement, reteaching, and extra practice.

Currently, the program is implemented in 33 schools. Five additional sites will begin implementation during the 2002-2003 school year. Software upgrades, technical support, Target Strategies lessons and training, and other professional development training continue at all grade levels 1-6 to support successful implementation of the program.

Target Teach, Target Strategies lessons, and training are a sole-source purchase because Evans Newton Incorporated has collaborated with MPS for four years to provide:

- curriculum alignment between our adopted reading materials and District and State Standards and Assessments
- comprehensive instructional materials and instructional strategies
- rigorous, ongoing professional development
- a one-of-a-kind management system that is integrated with our own technology to monitor student progress and provide timely data for site-based instructional decision-making
- direct technical support to all schools.

Administration's Analysis

1. Teachers and administrators from participating schools have received materials and ongoing professional development throughout the past four years. More recently, training has been provided by MPS district Target Teach facilitators. The Target Teach Reading Alignment Program has been a valuable resource for teachers, specifically at grades 3 & 4. It supports and focuses instruction to more effectively meet the

State and District Academic Standards and to improve student performance on specific reading and language arts objectives.

2. To ensure this continued practice and address the new timeline established by changes to the administration of the WKCE assessment, the 3rd-grade WRCT objectives and the 4th-grade WKCE objectives need to be aligned and merged into one core 3rd-grade curriculum. The merger will allow 3rd-grade teachers to prepare students for the WRCT, as well as, the WKCE which will be administered early in the 4th-grade year. Therefore, the Administration is recommending that the Board approve the following sole-source contract with Evans Newton Incorporated:

- The 3rd-grade WRCT/WKCE merged core curriculum.

Strategic Plan Compatibility Statement

3. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement.

Statute, Administrative Policy, or Board Rule Statement

4. Implementation of Target Teach and Target Strategies is in compliance with State statutes and Board policies and rules.

Fiscal Impact Statement

5. The cost of core program to 38 schools during the 2002-2003 school year will not exceed $68,000 and will be funded through the Title I Target Teach Funds. Funds are available in Budget code 1-13-4-111-576-312-240000.

Implementation and Assessment Plan

6. Implementation of the 3rd grade Target Teach Core Curriculum. All grade 3 teachers will receive training, as well as materials.

7. Assessment is incorporated into the program and takes place every 6-9 weeks.

Recommendation

That the Board authorize the Administration to enter into a contract with Evans Newton Incorporated Target Teach Reading Alignment Program to provide aligned curriculum and benchmark assessment materials, for a total cost not to exceed $68,000.

Director Johnson moved to approve the recommendation.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

(Item B) Action on the Continuation of an Agreement between the Board and the Milwaukee Teacher Education Center (MTEC) Regarding a Teacher Program, Staff, and Funding

TO THE BOARD OF SCHOOL DIRECTORS:

Over the last few years, the Milwaukee Public Schools has established in partnership with other organizations a number of alternative certification programs. The purpose of the programs is to change the ways by 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 alternative certification programs is the Milwaukee Teacher Education Center (MTEC) program.

During the 1996-1997 school year, the Milwaukee Public Schools 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, Administrators' and Supervisors' Council, and the business community. Primarily, it is an alternative certification program for college graduates who want to teach but do not possess education degrees.

The purpose of the MTEC program is to:

- increase and retain the number and diversity of professional, committed teachers who can be successful in MPS settings, and
- provide effective inservice programs for current MPS teachers to expand their professional growth and development and to support the implementation of the district's curriculum reform efforts.

During the 2000-2001 school year, the MTEC program served 127 individuals in the teacher preparation program. Of these interns, 103 successfully completed the program and were hired as first-year teachers within MPS. These teachers are required to commit to three years of service in the district.

The 2001-2002 class consisted of 217 grades-one-through-eight interns. Of these interns, 173 successfully completed the program and were hired as first-year teachers with MPS. The new MTEC bilingual program has virtually eliminated the shortage of bilingual teachers in the district.

The 2002-2003 class will consist of 190 grades-one-through-eight interns, which includes a maximum of 80 special education interns.

The agreement between MPS and MTEC will expire on June 30, 2002. The Administration is submitting a recommendation to renew the agreement and an addendum to the agreement for the 2002-2003 school year. Copies of the recommended agreement and addendum have been supplied to the Board.

Program Costs

MPS will fund tuition stipends for qualified Special Education interns from the IDEA Flow-Through Grant for a total of $241,000 from budget code 1-25-4-310-600-312-221300.

MPS will also be funding $483,505 toward the fringe benefits of the 17 teacher faculty. Funds for these benefits are located in the FY03 Educational Services, Division of Staff Development budget, 1-10-4-773-600-299-500000. The additional funding of $160,000 to reduce the resident teacher/mentor ratio to 10:1 for special education interns is located in the FY03 Educational Services, Division of Special Services budget, 1-25-4-310-600-312-221300. MTEC will pay the balance of $1,031,241 for the faculty salaries.

Staff

Mr. Thomas McGinnity will continue to serve in the position of Executive Director of MTEC, effective July 1, 2002, through June 30, 2003. During the past school year, Mr. McGinnity has been invaluable to the district in this position. Through his dedication and perseverance, Mr. McGinnity continues to demonstrate the expertise, knowledge, and skills necessary to provide executive support to MTEC and to serve as an effective liaison between the MPS Board of School Directors and MTEC.

MPS will be paying 50% of his salary and 100% of his benefits for a total of $114,457. Funds for 50% of his salary and benefits are located in the FY03 Educational Services, Special Services budget, 1-25-4-310-600-312-221300. Funds for the remaining 50% of his benefits are located in the FY03 Educational Services, Professional Development budget, 1-10-4-773-600-299-500000. MTEC will reimburse MPS fifty percent (50%) of his annual salary.

Recommendation

That the Board approve the agreement and addendum between the Milwaukee Public Schools and the Milwaukee Teacher Education Center for the 2002-2003 school year.

Respectfully submitted,

Spence Korte, Ph.D.
Superintendent of Schools

Director Johnson moved to approve the recommendation.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

COMMUNICATIONS FROM THE DIRECTOR, OFFICE OF BOARD GOVERNANCE/BOARD CLERK

(Item A) Appointment of an Individual to Serve as Board Clerk and Acting Director, Office of Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

The position of Director, Office of Board Governance/Board Clerk will become vacant with the upcoming retirement of the incumbent.

The Board is required to have a Clerk by State Statute, and a new Director of the Office of Board Governance will not be appointed by the time of the incumbent's retirement.

In order to provide for continuity in Board and Office operations, it is recommended that the Board appoint an individual to serve as Board Clerk and Acting Director, Office of Board Governance, until a permanent Director is named.

Dr. Suzanne M. Lundin
Director, Office of Board Governance/Board Clerk

Director Hardin moved that the Board retire to executive session, pursuant to the provisions of Wisconsin Statutes, 19.85(1)(c).

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

The Board retired to executive session at 7:08 PM.

The Board reconvened in open session at 7:30 PM.

Director Blewett moved that the Board appoint Lynne Sobczak to serve as Interim Board Clerk and Acting Director, Office of Board Governance, until a permanent director is named.

The appointment was approved, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

- Legislation, Rules and Policies Committee, Item 1 (establishment of a Committee on Special Education);

- Committee on Finance/Personnel, Item 14 (award and reporting of contracts);
- Committee on Finance/Personnel, Item 18 (Contingent Fund transfer for teacher recruitment); and
- Committee on Finance/Personnel, Item 19 (Contingent Fund transfer for technology).

On the motion of Director O'Neil, the balance of the Committee reports was adopted, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, 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 Resolution 0102R-051 by Director Spence to Facilitate the Acceptance and Success of At-risk Students in MPS Alternative and Partnership Schools

Background

At its meeting on March 26, 2002, the Board referred the following resolution by President Spence to the Committee on Innovation/School Reform:

WHEREAS, The Board is dedicated to ensuring quality educational options for all students, including students who are At Risk of Not Graduating from High School; and

WHEREAS, Wisconsin statutes define "Children At Risk of Not Graduating from High School" as pupils in grades 5 to 12 who have failed the high school graduation test under 118.30 (lm)(d). or are dropouts, or are two or more of the following:

1. One or more years behind their age group in the number of credits attained
2. Two or more years behind their age group in basic skills levels (reading or mathematics)
3. Habitual truants (a pupil who is absent from school without acceptable excuse for part or all of 5 or more days on which school is held during a school semester)
4. Parents
5. Adjudicated delinquents
6. Eighth-grade pupils whose score in each subjects area on the examination administered under 118.30 (lm)(am)1. was 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; and

WHEREAS, During the 2000, 2001 school year, MPS reported that 13,462 district students were identified to the Wisconsin Department of Public Instruction (DPI) and met the Wisconsin Statute Section 118.153 definition as Children At Risk of Not Graduating from High School; and

WHEREAS, Of those 13,462 MPS students identified as "At-Risk", only 8,303 students had an attendance rate of at least 70%; and

WHEREAS, Wisconsin statute defines Dropout as a child who 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 s.118.15 (1)(b) to (d) of (3).; and

WHEREAS, Of those 13,462 MPS students identified as "At-Risk", only 11,248 remained enrolled in a school program; and

WHEREAS, Currently, the MPS Division of Small Community Schools' Alternative and Partnership School Programs are serving a total of 3,743 students; and

WHEREAS, Current MPS contracts for services for Children At Risk include the following performance measures:

1. An average attendance rate of at least 70%
2. At least 70% of the pupils will have remained in school
3. At least 70% of participating high school seniors will receive a high school diploma
4. At least 70 % of pupils in grades 9-12 will have earned at least 4.5 credits at the end of the school year
5. At least 70% of the pupils in grades 5-8 will have received passing grades in at least four of the core academic courses
6. At least 70% of the pupils will show achievement gains on a standardized test or appropriate measures of at least one month's gain in reading and mathematics for each month of enrollment in the program; and

WHEREAS, The State Superintendent reimburses MPS for each pupil enrolled in a program for children at risk who have achieved at least three of the performance measures listed above; and

WHEREAS, The current statutes, contract performance measures, and state reimbursement procedures serve as a disincentive for "At Risk" service providers acceptance of the very students who most need their services, now, therefore, be it,

RESOLVED, That the Administration study current statutes, policies and contract performance measures to determine revisions needed to facilitate the acceptance and success of at-risk students in MPS alternative and partnership school programs; and be it

FURTHER RESOLVED, That the Board consider the recommendation and support of legislative revisions to better align performance measures and funding methods with the defined Children At Risk of Not Graduating from High School population.

Administration's Analysis

1. Statistical data is one of the main sources to determine if a partnership school has successfully delivered educational services to at-risk students. Many of the students who qualify for enrollment in at-risk programs come to the table with poor academic and attendance records. They often are older students who have been retained with few credits, making graduation questionable.

This is a concern among the partnership schools because statistics could be adversely affected by enrolling such students. The students most often come from traditional school programs, where they have experienced little, if any, success. They generally enter Small Community Schools with a less-than-50% attendance rate, sometimes as low as 20%. All students who enroll in alternative and partnership schools are in danger of dropping out of high school or have already dropped out and have returned to school.

2. The most recent revision of enrollment policies for at-risk students in alternative and partnership schools, which was made in the Fall of 2001, was intended to facilitate the acceptance and success of at-risk students in partnership schools. The Division of Small Community Schools formed a committee in the fall of 2001 to review and modify the contract for partnership schools. The committee, which was composed of administrators from the Division of Small Community Schools and the Division of Special Services and partnership school directors, recommended a number of changes in an effort to facilitate the acceptance and success of at-risk students in small community schools. Some of the recommended changes were:

- If a student has been assigned to a Small Community School less than one year, the student's attendance should improve at least 20% over that student's attendance rate for the previous school year.
- If the student has been in a Small Community School for more than one year, then the student's attendance rate should be at least 70%.
- Fifty percent of students assigned to Small Community Schools for less than one year shall have remained in school.
- Adjudicated youth and behavioral reassignment students must be able to complete the required elements for graduation (credits and assessments) within the semester that they are assigned to the program.
- The high school student must earn at least 4.5 units if enrolled for a full year, or 2.25 units if enrolled for one-half year, or 1.50 units if enrolled for one-quarter year. The middle school student assigned for less than one semester will show, through portfolio work or teacher evaluation, that he/she is making progress in at least four of the core academic classes (English, math, reading, science and social studies). For a student in

the program longer than a semester, the student must pass at least four of the core academic classes.

- Each student must demonstrate at least one month's gain in reading for each month of enrollment, as demonstrated on classroom-based assessment or Plato assessment, or by passing associated classes.
- The student must demonstrate at least one month's gain in mathematics for each month of enrollment, as demonstrated on classroom-based assessment or Plato assessment, or by passing associated classes. Students in the adjudicated youth and behavioral reassignment programs will create portfolios that can be used to show progress in the area of mathematics.
- The goal is for 70% of all students for each item above to meet the category, unless otherwise indicated.

3. The requirements of the reauthorization of Elementary and Secondary Education Act (ESEA) and federal "No Child Left Behind Act" include provisions to raise academic achievement for all children, including students enrolled in MPS partnership or small community schools. The Administration will conduct a comprehensive review of contract language for partnership schools and recommend revisions to align with the State of Wisconsin's accountability measures and to address the requirements of the new ESEA provisions. Recommendations will be submitted to the Board in January 2003.

Strategic Plan Compatibility Statement

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

Statute, Administrative, or Board Rule Statement

5. This item supports Section 118.153 of the Wisconsin Children At Risk Act and the ESEA requirements.

Fiscal Impact Statement

6. This item does not authorize expenditures.

Implementation and Assessment Plan

7. The Administration will address the areas identified in the analysis and develop recommendations to modify the performance standards of the partnership school alternative education contracts to align with the State of Wisconsin's accountability measures and the requirements of the new ESEA provisions. Recommendations will be submitted to the Board's Committee on Innovation/School Reform in January 2003 for implementation beginning with the 2003-2004 school year.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution and direct the Administration to submit recommendations to modify the performance standards of the partnership school alternative education contracts to align with the State of Wisconsin's accountability measures and the requirements of the new ESEA provisions by January 2003.

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 2) Progress Report on and Consideration of School Climate Indicators (Follow-up to Resolution 0102R-029 by Director Johnson to Develop and Report School Climate Indicators)

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

Background

1. At its meeting on March 26, 2002, the Board directed the Administration to prepare a progress report on school climate indicators. The report is to include a list of possible school climate indicators and the methods proposed for detailing and measuring them. The Administration's report follows.

Administration's Report

2. School climate measures are most often collected and reported along with other indicators of school quality to help provide schools, the district, and the community with a more comprehensive picture of why schools have attained certain levels of student achievement. By better understanding the school environment and climate and analyzing changes over time, schools and the district can develop more effective strategies to improve student achievement.

3. In August 2001, three community meetings were held on school climate indicators. Participants were asked to comment on what makes a school "good" for students, parents, staff, and the community in general. Suggestions for school climate indicators centered on assessing how schools receive, treat, and respect all groups of people. Other themes focused on providing a safe, stimulating, and rich environment for teaching and learning. Some suggested methods for collecting data on these indicators included:

   a. Annual/periodic surveys of students, staff, and parents to determine satisfaction and concerns.
   b. Learning and audit walk-through teams to observe teaching and learning and to evaluate the reception received by visitors.
   c. Self-evaluations by the principal and staff to identify strengths and needs.

4. Input of various stakeholders was also sought via existing channels during the spring semester of 2002. Student input was received through interviews with students on the Inter-High Council and in the Voices of Youth Program operated by the Wisconsin Council on Children and Families. The following summarizes their ideas, ranked in order of general importance to them:

   a. Discipline of students in the building, on school grounds and on busses.
   b. Safety of students to and from school and in school.
   c. Respect of teachers for students and students for teachers.
   d. Caring of teachers for students.
   e. Smaller class sizes.
   f. Fewer student suspensions.
   g. More extra-curricular and after-school activities
   h. More and better materials for classes, such as in science and math.

5. Parent input was received through a survey instrument and in one-on-one dialogue with parents on what makes for a good school. Input was received from more than 100 parents on June 1st through the all-day "Making Connections" parent fair at Washington High School. Input was also received from parents at elementary schools through the month of May. Altogether, a total of 153 parents participated via interviews and/or through a written survey instrument. The following summarizes parents' comments, ranked in priority:

   a. Safety of their children to and from school and in school.
   b. Welcome of schools and teachers to parent questions and involvement.
   c. Communication of school and teachers with parents about their children's performance.
   d. Quality of before- and after-school activities.
   e. Periodic visits of others (including parents) to the school to observe school operations and student learning.

6. Staff input was collected through a survey instrument prepared covering a range of possible school climate indicators. In cooperation with five schools, more than 225 surveys were collected in May and June. The survey asked staff to rate the importance of collecting and reporting school climate measures in three general areas of student outcomes, school and staff characteristics, and surveys of staff, parents and students. With regard to student outcomes, staff supported reporting statistics dealing with student attendance, promotion, graduation, and dropout rates. High school teachers valued reporting statistics regarding student enrollment in Advanced Placement courses as well as participation in extra-curricular activities. With regard to measures of school and staff characteristics, most staff supported school climate measures on staff turnover, student mobility, parental involvement activities, staff inservices and class size data. Staff were also supportive of conducting annual surveys of school climate, particularly if the surveys

included information regarding safety and a welcoming environment that provided opportunities for parental involvement.

7. A detailed summary of the student, staff, and parent input collected during the spring of 2002 will be prepared and provided to the Board before the end of June. It is important to note that the input received in the spring of 2002 is consistent with that collected in the fall of 2001; further, it is consistent with the literature on school climate. Additionally, MPS parent, staff and student ideas for school climate indicators mirror their use in many other large school districts around the country.

8. To further identify the range of possible school climate indicators that the district might consider, the reporting systems of more than 30 large urban school districts were reviewed. A review of the literature was also completed. A review of other large urban school districts around the country revealed four basic categories of school climate indicators. These include:

a. School and Staff Characteristics

- Teaching staff average experience — at the school and/or in the teaching profession
- Percentage of staff turnover
- Percentages of staff with different educational degrees
- Teaching staff and certification
- Teacher attendance rate
- Average class sizes — for regular education, special education, subject area
- Teacher-pupil ratios
- Number and type of professional staff developments and activities
- Number and type of parent activities and participation
- School enrollment and design capacity
- Assessment of quality of facility space

b. Student Outcome Data

About three-fourths of the school districts surveyed report a variety of measures linked to outcomes of student performance. These measures include the following:

- Student mobility
- Student promotion rates (from one grade level to the next)
- Student dropout rates
- High school graduation rates
- Post-high school verification of status
- Percentages of students taking upper level and/or advanced placement courses
- Percentages of students engaged in extra-curricular activities
- Student discipline rates
- Student suspension and expulsion rates
- Student attendance rate

c. School Climate Surveys of Students, Parents, and Staff

About a third of the school systems reviewed conduct annual or periodic surveys of staff, students and/or parents. Some states, such as Florida, require every school district to conduct surveys. Most school districts use surveys as part of a larger evaluation design, which, for example, might use attitudinal data to track changes in the school's program or to explain student outcomes. Elements of such surveys include:

- opportunities to participate in planning and decision making
- supportive nature of school for students, staff, and parents
- school safety
- trust and respect for others
- academic and professional motivation
- value for diversity and genuine concern for others

d. School Site Observations

A fourth, and final, form of school climate indicators is information collected from observations gathered from site visits of schools. Often referred to as team reviews or a learning walk throughs, this typically involves a visit by central office and other school professionals to the school.

Purposes of these focused visits generally include observing classroom instruction and how parents interact with the school, dialoguing with the teaching and other school staff, reviewing school goals and the curriculum and teaching practices used and analyzing the success of strategies to improve student achievement.

Most large urban school districts around the country do not have formal systems for obtaining this kind of information. However, the Providence, Rhode Island school district has a system of scheduled on-site visits by central office professionals. The Saint Paul Public School system has a similar on-site review wherein selected professionals spend a week in each public school observing classroom instruction and the learning environment, once every three years.

9. Presently, the Milwaukee Public Schools reports several of the student outcome data noted above. However, it does not detail any data in its annual Report Card on School and Staff Characteristics, nor has MPS conducted annual/periodic surveys of students/staff/parents. However, previous district annual report cards from 10, 20 and 30 years ago reported some of these school climate indicators.

10. Most of the school climate indicators listed in this Progress Report can be collected through existing MPS information systems. Some others will require additional time and resources to collect, report, and analyze.

11. Next Steps:

a. By June 30, 2002, the Administration will provide the Board with a detailed summary of parent, student, and staff input.

b. In September, 2002, the Administration will present for The Board's approval a list of proposed school climate indicators and identify the resources necessary to implement the collection, analysis, and reporting of these data for inclusion in the MPS Report Card for the 2002-03 school year.

* * * * *

(Item 3) 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 (Administrative Policy 7.26), the textbook evaluation committees were formed as a result of the Board's action a year ago opening subject areas for adoption studies. The committees have made the necessary studies with respect to textbook adoptions and have reported their findings and recommendations to the Superintendent of Schools.

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

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

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

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

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

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

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

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

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

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

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

7. Other elements of the textbook adoption procedure:

- The textbook evaluation committees obtain reactions and assistance in reviewing the textbook materials from other staff members such as other teachers, department chairpersons, etc.
- Textbook committee members often obtain the involvement/input of students in the trial use of materials under consideration in their own schools as well as in other schools.
- All parents of a student 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 - 11 parents
  ESL Grades 9-12 - 9 teachers
  Science K-8 - 20 teachers
  Spanish K-5 - 15 teachers
  Spanish Reading - Bilingual K-8 - 20 teachers
  Spanish Reading - Immersion K-8 - 7 teachers
- Textbook publishers are invited to submit materials to each member of the 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 which, in effect, concludes 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.

8. Based on the review of the textbook evaluation committees, the Administration is recommending that the Board adopt and purchase the elementary, middle, and high school textbooks for courses in English as a Second Language, grades 9-12; Science, grades K-8; Spanish, grades K-5; Spanish Reading, Bilingual grades K-8; and Spanish Reading, Immersion grades K-8 using funds in the FY 03 budget. The list of the textbooks is included in the recommendations section.

Strategic Plan Compatibility Statement

9. The recommendations support the MPS Strategic Plan, Goal 1, Academic Achievement.

Statute, Administrative Policy, or Board Rule 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 $5.5 million. Funding is included in the FY 03 budget, budget code: 1-10-4-619-600-437-110000.

Approximately $25,000 of the $5.5 million will be allocated out of the FY03 textbook budget to cover translation costs.

Implementation and Assessment Plan Statement

12. Textbooks and supplementary materials for ESL Grades 9-12, Science K-8, Spanish K-5, Spanish Reading — Bilingual K-8, and Spanish Reading — Immersion K-8 will be purchased with funds that have been allocated in FY03.

Committee's Recommendation

Your Committee recommends that the Board adopt and purchase the ESL Grades 9-12, Science K-8, Spanish K-5, Spanish Reading-Bilingual K-8, and Spanish Reading-Immersion K-8 textbooks using funds in the FY03 budget.

High School

ESL Grades 9-12

It is recommended that:

1. the following textbooks, including teacher manuals and resource guides, be approved for high-school ESL Grades 9-12:

Selections from Writers' Voices Series, Various Authors; 1992
Timeless Tales Series, (Various Titles), 1991
Jack Sloan Westerns, J. Sloan; 1991
Tony Jefferson Detective Stories, T. Jefferson; 1991
New Readers Press

Success in the U.S. — Immigrants True Stories, Turner, et al, 2001
The Oxford Picture Dictionary for the Content Areas, D. Kauffman, 2001
The Oxford Bookworms Library (Various Titles), Hedge, et al
Can You Believe It? Stories and Idioms from Real Life, Books 1, 2, 3, J. Huizenga, 2000
New American Streamline Series — Departures (Beginning), Viney, et al, 1994
Read All About It, Books 1 and 2, L. Howard, 1999
American Headway Books 1 and 2, Soars, et al, 2001
Gateways 1 and 2, Kimbrough and Frankel, 1998
Transitions 1 and 2, Linda Lee, 1998
Oxford University Press

Anne Frank, Rachel Epstein; 1997
Children's Press/Franklin Watts, Grolier Publishing School and Library Division

The Courage of Helen Keller, 1998
U.S. Atlas for Young People, 1991
The Secret Garden, 1988
Troll Associates

AGS Classroom Reading Plays (Various Titles)
American Guidance Service, Inc.

Voices in Literature, Bronze, Silver, and Gold Books, McCloskey/Stack, 1996
Cause and Effect: Intermediate Reading Practice, 1999
Facts and Figures: Basic Reading Practice, Latest Edition
Heinle and Heinle

Tales from Shakespeare, M. Williams, 1998
Bravo Mr. Shakespeare, M. Williams, 2000
Green Myths, M. Williams, 1992
The Iliad and the Odyssey, M. Williams, 1998
Candlewick Press/Pengui/Putnam

Turning Points Level 4, Iantorno & Papa, 1986
Scott Foresman/Addison Wesley

America's Story, Book One and Two, V. Bernstein; 1997
America's History: Land of Liberty, Book 1 and 2, V. Bernstein; 1997
Steck-Vaughn

America: The Early Years, A. Chamot, 1987
America: After Independence, A. Chamot, 1987
A First Look at the USA, M. Broukal, 1997
All About the USA, Broukal, et al, 1999
Introducing the USA, Broukal, et al, 1993
More About the USA, Broukal, et al, 1996
What a Life, Books 1, 2, & 3, Broukal, et al, 2001
Our Own Stories, M. Dresser, 1996
Get Ready to Write, Blanchard, et al, 1998
Ready to Write, Blanchard, et al, 1994
Get Ready to Write More, Blanchard, et al, 1997
First Steps in Academic Writing, A. Houge, 1996
The Pizza Tastes Great, W. Pickett, 2002
Very Easy True Stories, S. Hoyer, 1988
Easy True Stories, S. Hoyer, 1994
True Stories in the News, S. Hoyer, 1996
More True Stories, S. Hoyer, 1997
Even More True Stories, S. Hoyer, 2000
Longman

Latino Poetry, Several Authors, 1994
Hopes and Dreams, Series 1 & 2, T. Reiff, 1989
Writing Across the Curriculum Series, Several Authors, 1996
Writing About Literature
Writing in Social Studies
Writing in Science
Writing in Mathematics
Globe-Fearon

High Point (Basics), Schifini, et al; 2001
The Basic's Bookshelf, Schifini, et al; 2001
Hampton-Brown

Stories from American History, Tribune; 1999
National Textbook Co./Glencoe McGraw-Hill

My Heart is on the Ground (Sioux Girl), A Rinaldi; 1999
If Your Name Was Changed at Ellis Island, E. Levine; 1993
Scholastic

Traveling the World Through Idioms, Kaden, 2001
Knowing About Places: In the USA, Sloan, et al, 2000
Tales of Courage, Tales of Dreams: A Multicultural Reader, J. Mundaha, 1st Ed.
Personal Themes in Literature: The Multicultural Experience, S. Jorgensen, et al, 1st Ed.
Alta ESL

Amazing Stories to Tell and Retell, L. Bevish, et al; 1999
Great Essays; 1999
Houghton Mifflin

Readings in Cultural Literacy, Margulies; 1997
Educational Design

Teen Scene; Koch, et al., 1988
Teen Stories; Koch, et al., 1988
Lindmore Publishing

Begin in English: Vocabulary Expanding Short Stories for Beginners, Vol's 1, 2, 3;
Author Unknown; Latest Ed.
JAG Publications

Writing from Within, K. Gargaglinao, 2001
Discovering Fiction 1 and 2, J. Kay, et al., Latest Edition
Cambridge University Press

New Vistas: Introductory Level, Levels 1-4, Latest Edition
Prentice-Hall;

2. related supplementary materials, including CD ROMs and video libraries, be approved for use with the adopted series;
3. where adopted materials do not suit the needs of a school, proposals to adopt alternative materials must be submitted to the superintendent for approval.

Elementary/Middle School
Science K-Grade 8
It is recommended that:

1. the following textbooks, including teacher manuals and resource guides, be approved for elementary and middle school science K-Grade 8:

   Harcourt Science, K-Grade 5
   Harcourt School Publishers, 2002

   Holt Science & Technology, Grades 6-8
   Holt, Rinehart and Winston, a division of Harcourt, Inc., 2002;

2. related supplementary materials, including CD ROMs and video libraries, be approved for use with the adopted series;
3. where adopted materials do not suit the needs of a school, proposals to adopt alternative materials must be submitted to the superintendent for approval.

Spanish K-Grade 5
It is recommended that:

1. the following textbooks, including teacher manuals and resource guides, be approved for Spanish K-Grade 5:

   Abrapalabra!
   Pan y Canela
   Hampton-Brown, 1999

   Discovery Links Social Studies, 2000
   Discovery Links Science, 1998, 1999
   Emergent and Early Levels in Spanish, 2000
   Newbridge Publishing Company

   Spanish Alphabet Books; Cricket Rohman
   Zaner-Bloser, 2002;

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

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

Spanish Reading — Bilingual K-Grade 8

It is recommended that:

1. the following textbooks, including teacher manuals and resource guides, be approved for Spanish reading — bilingual K-Grade 7:

   Trofeos
   Harcourt School Publishers, 2003

   *Lectura**
   Scott Foresman, 2000

   *Milwaukee Spanish Immersion School is recommending this book to meet the needs of its instructional program;

2. novels and related supplementary materials, including CD ROMs and video libraries, be approved;
3. where adopted materials do not suit the needs of a school proposals to adopt alternative materials must be submitted to the superintendent for approval.

Spanish Reading - Immersion K-Grade 8

It is recommended that:

1. the following textbooks, including teacher manuals and resource guides, be approved for Spanish reading - immersion K-Grade 5:

   Coleccion de Libritos, 2003
   Coleccion de Libros de Biblioteca, 2003
   Colleccion de Lecturas Independendients, 2003
   Harcourt Brace

   Hola!
   Que Tal?
   Adelante
   SRA McGraw-Hill, 1997;

2. related supplementary materials, including CD ROMs and video libraries, be approved for use with the adopted series;
3. where adopted materials do not suit the needs of a school, proposals to adopt alternative materials must be submitted to the superintendent for approval.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 4) Action on Communication 0203C-001 from Dolores Mishelow Requesting an Opportunity to Propose a Strategy to Increase Reading Scores for Students

Background

At its meeting on May 30, 2002, the Board referred to the Committee on Innovation/School Reform a communication from Dolores Mishelow regarding a proposed strategy to increase reading scores for students attending MPS schools "added to the latest DPI Schools in Need of Improvement List."

Committee's Recommendation

Your Committee reports having given hearing to Dolores Mishelow and other interested parties.

Your Committee recommends that the Administration report to the Committee on Innovation/School Reform at the September 2002 meeting:

1. the availability of funds in both school and Central Services budgets to support Direct Instruction and other authorized and proven literacy curricula;

2. the costs of start-up and ongoing materials, texts, and support for Direct Instruction and other authorized and proven literacy curricula; and
3. possible sources and application of funds and strategies for securing funds and reducing costs to cover Direct Instruction and other authorized and proven literacy curricula.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 5) Action on Resolution 0203R-017 by Director Dannecker Regarding the Improvement of Special Education Services

Background

At its meeting on May 30, 2002, the Board referred the following resolution by Director Dannecker to the Committee on Innovation/School Reform:

WHEREAS, The Board and the Superintendent have the statutory obligation to identify yearly objectives and priorities for education, and to assess annually progress of pupils; and

WHEREAS, Under the direction of the Board, the Superintendent has general supervision of the manner of conducting the schools; and

WHEREAS, The Superintendent has identified reorganization of the Division of Special Services and improving service delivery as a strategic priority; and has introduced a number of initiatives to achieve this end; and

WHEREAS, The District faces numerous challenges to improve continuously all elements of service delivery in Exceptional Education; and

WHEREAS, The District must move expeditiously to implement programs it has identified as improving both organization and service delivery; and

WHEREAS, Implementing and demonstrating the effectiveness of programs in continually improving compliance and service delivery is the best means of avoiding future discontent with district services; and

WHEREAS, The District can improve its relationships with stakeholders by making visible aggressive efforts to implement and expand program initiatives, while gathering stakeholder input for continuous improvement, in an effort to improve exceptional education services as quickly as reasonably possible; and

WHEREAS, The District has developed initiatives to improve compliance assurance and service delivery, and to identify and meet changing legal requirements; and

WHEREAS, The Department of Public Instruction ("DPI") has proposed measures for implementing continuous improvement reorganization efforts designed to improve service delivery and assure compliance (the "SOAP"); and

WHEREAS, The Board desires to implement changes desired by DPI subject to constant refinement through continuous assessment and improvement in order to make MPS the national leader in both legal compliance and delivery of exceptional education services; now, therefore, be it

RESOLVED, That:

A. By June 30, 2002, the Administration shall present to the Board, a plan for a seminar to be held before the end of September and made available to all parents, advocates, teachers, principals explaining IDEA in understandable language, obligations and roles of parents and school personnel in implementing IDEA, the District's approach to IDEA and how it is based upon best practices and continuous improvement, the parental dispute resolution process, and other pertinent issues. This plan should include a proposal for low cost but EFFECTIVE dissemination of invitations to such seminar to parents and school personnel, as well as a proposed schedule for future sessions.

B. By July 30, 2002 the Administration shall present to the Boarda plan for soliciting input from stakeholders, including ALL parents, ALL advocates, ALL teachers and ALL principals, on a regular basis, in order to: identify issues; develop goals and strategies that are appropriate for improving services based on this input; develop goals and strategies for these issues as appropriate upon evaluation of these issues; develop data systems to monitor progress in meeting goals and strategies as they are developed and implemented; and develop a plan for identifying related training needs. Commencing in June, monthly reporting by the Director of Special Services to the Board shall include update on the process of soliciting and evaluating or responding

to stakeholder input, measures taken to gather input, whether they are effective, and steps to be taken for improvement.

C. By August 30, 2002, present to the Board a plan for the following:
   1. A plan with a timeline for making the problem-solving model available to parents in every school. Monthly reporting by the DSS to the Board shall include a report on deployment of the problem-solving model and status of implementation in each school. The plan described in this paragraph shall include strategies for obtaining understanding and acceptance of the Problem-Solving model in all schools.
   2. A clearly-articulated philosophy and best-practices approach to exceptional education, reflecting use of the Problem Solving Model in some schools, understandable to lay persons; and a strategy for implementing this approach in every school, including development of benchmarks for areas in need of improvement and use of data and measurable information for assessing progress in service improvement.

D. By September 30, 2002, the Administration shall present to the Board:
   1. An identification of areas in which services have been questioned or can be improved (including, but not limited to, issues related to student transfers, transfer of records, enrollment, and responsiveness to parents and advocates) a description of benchmarks to be used in measuring progress in such areas, and a proposed schedule for meeting specific goals.
   2. A plan for communicating to parents, schools, and the public regarding the above subject areas on an ongoing basis.

Committee's Recommendation

Your Committee recommends that the resolution be adopted, with each of the four timelines extended by one month.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 6) Action on Resolution 0203R-018 by Director Dannecker Regarding a District Exceptional Education Ombudsman

Background

At its meeting on May 30, 2002, the Board referred the following resolution by Director Dannecker to the Committee on Innovation/School Reform:

WHEREAS, The Board and the Superintendent have the statutory obligation to identify yearly objectives and priorities for education, and to assess annually the progress of pupils; and

WHEREAS, Under the direction of the Board, the Superintendent has general supervision of the manner of conducting the schools; and

WHEREAS, The Superintendent has identified reorganization of the Division of Special Services and improving service delivery as a strategic priority, and has introduced a number of initiatives to achieve this end; and

WHEREAS, The district faces numerous challenges to improve continuously all elements of service delivery in Exceptional Education; and

WHEREAS, The district must move expeditiously to implement programs it has identified as improving both organization and service delivery; and

WHEREAS, Implementing and demonstrating the effectiveness of programs in continually improving compliance and service delivery is the best means of avoiding future discontent with district services; and

WHEREAS, The district can improve its relationships with stakeholders by making visible, aggressive efforts to implement and expand program initiatives, while gathering stakeholder input for continuous improvement, in an effort to improve exceptional education services as quickly as reasonably possible; and

WHEREAS, the district has developed initiatives to improve compliance assurance and service delivery, and to identify and meet changing legal requirements; and

WHEREAS, The Department of Public Instruction ("DPI") has proposed measures for implementing continuous improvement reorganization efforts designed to improve service delivery and assure compliance (the "SOAP"); and

WHEREAS, The Board desires to implement changes desired by DPI subject to constant refinement through continuous assessment and improvement in order to make MPS the national leader in both legal compliance and delivery of exceptional education services; now, therefore, be it

RESOLVED, That the Board shall designate an individual to be District Exceptional Education Ombudsman. Said ombudsman shall be available at all times to receive complaints which cannot be resolved by DSS from employees, advocates, departments, schools or other constituencies within MPS concerning other divisions, departments, etc., internal to MPS.

In particular, this District Exceptional Education Ombudsman shall be available for unresolved complaints from employee representatives concerning employment conditions and related issues rising out of, or affecting delivery of, Special Education services. This office shall forward such complaints to the Superintendent and the appropriate department(s) and is granted all necessary authority to ensure follow-up and resolution.

Further, this office shall be empowered to use a part-time or full-time staff, or appropriate contracted assistance, to facilitate review of administrative processes for the benefit of the Board, including personnel to work with DSS to identify or develop the systems or tools that are or may be used to effectively monitor and update the current status of all IEPs in the district at all times on a ongoing basis.

This office shall be granted such authority as is needed to assist the Board in ensuring that the district is diligently fulfilling the Board's obligation to provide FAPE and meeting the Board's goal of providing the best services feasible as are consistent with its mission.

Committee's Recommendation

Your Committee recommends that the resolution be adopted, with the substitution of the term "special education" for "exceptional education" throughout.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 7) Action on Resolution 0203R-019 by Director Dannecker Regarding Implementation of the Special Education Oversight Action Plan

Background

At its meeting on May 30, 2002, the Board referred the following resolution by Director Dannecker to the Committee on Innovation/School Reform:

WHEREAS, The Board and the Superintendent have the statutory obligation to identify yearly objectives and priorities for education, and to assess annually the progress of pupils; and

WHEREAS, Under the direction of the Board, the Superintendent has general supervision of the manner of conducting the schools; and

WHEREAS, The Superintendent has identified reorganization of the Division of Special Services and improving service delivery as a strategic priority, and has introduced a number of initiatives to achieve this end; and

WHEREAS, The district faces numerous challenges to improve continuously all elements of service delivery in Exceptional Education; and

WHEREAS, The district must move expeditiously to implement programs it has identified as improving both organization and service delivery; and

WHEREAS, Implementing and demonstrating the effectiveness of programs in continually improving compliance and service delivery is the best means of avoiding future discontent with district services; and

WHEREAS, The district can improve its relationships with stakeholders by making visible, aggressive efforts to implement and expand program initiatives, while gathering stakeholder input for continuous improvement, in an effort to improve exceptional education services as quickly as reasonably possible; and

WHEREAS, The district has developed initiatives to improve compliance assurance and service delivery, and to identify and meet changing legal requirements; and

WHEREAS, The Department of Public Instruction ("DPI") has proposed measures for implementing continuous improvement reorganization efforts designed to improve service delivery and assure compliance (the "SOAP"); and

WHEREAS, The Board desires to implement changes desired by DPI subject to constant refinement through continuous assessment and improvement in order to make MPS the national leader in both legal compliance and delivery of exceptional education services; now, therefore, be it

RESOLVED, That the SOAP be implemented as soon as practicable, with the modifications indicated on the following pages.

MILWAUKEE PUBLIC SCHOOLS
SPECIAL EDUCATION OVERSIGHT ACTION PLAN

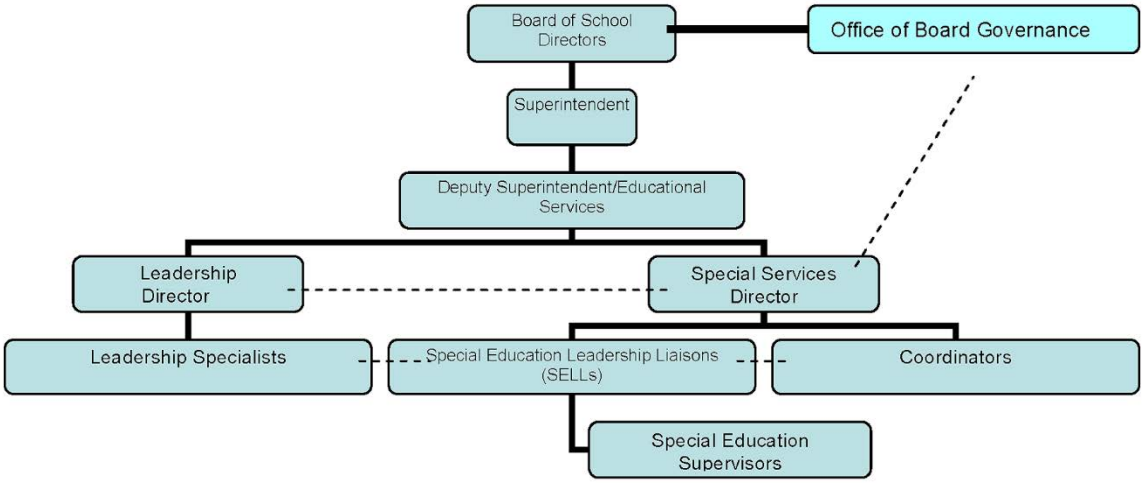
Introduction

Milwaukee Public Schools (MPS) will develop an effective, sustainable, centralized special education accountability system that is incorporated within its decentralized educational services delivery system. The Director of the Division of Special Services (DSS) will be accountable for the system. The following are essential system elements necessary to ensure the provision of a free appropriate public education (FAPE) for every student with a disability, to permit the Department of Public Instruction (DPI) to effectively exercise its oversight responsibilities, and to ensure prompt resolution of parent-school disputes.

Centralized Accountability and Oversight within a Decentralized Educational Services Delivery System

Providing programs and services to children with disabilities within a decentralized general education system is an extremely complex process. Provision of these programs and services is based in law, as well as on sound educational assessment and programmatic processes. Direct lines of authority and accountability must be established in the district in order to ensure that these programs and services are provided consistent with legal requirements. These programs and services require substantial funding. In Milwaukee, the special education program is a multi-million dollar program, requiring direct lines of authority and accountability for reporting and monitoring.

The special education administrative structure must be developed so that that it will support the implementation of quality educational programs, ensure procedural compliance, and respond in a timely and supportive fashion to parental disputes. The Director of the DSS will have the authority over, and be accountable for, the implementation and monitoring of these activities in all schools. To accomplish this task, the Director of the DSS must have authority equal to the Leadership Services Director, who provides comparable direction, support, and oversight to the district's general education programs. The Director of the DSS will lead and supervise a team of special education leadership staff. Following is a diagram and discussion explaining this organizational structure:



Through the restructuring of special education administration in MPS, greater accountability for the entire special education program will be achieved. Unlike the existing administrative structure, the new structure diagrammed above clearly assigns responsibility for the administration and delivery of

special education services to the Director of the DSS. The Special Services Director collaborates with the Leadership Services Division Director, and both directors report to the Deputy Superintendent for Education Services. The rationale for the Director of Special Services and the Director of Leadership Services jointly reporting to the deputy superintendent is that special education must be viewed as integral and equal to all education services in the district. School principals will be evaluated and held accountable for the provision of special education services by the Director of Special Services and the Director of Leadership Services. Any disagreement between the directors will be resolved by the Deputy Superintendent for Educational Services.

Oversight and evaluation of the delivery of special education services in each school will be carried out through a major special education component in each school's education plan (SEP). The SEP is addressed in the next section of this document. The Director of Special Services, the Director of Leadership Services, the Deputy Superintendent for Educational Services, and the Director of the Office of Board Governance, or an alternate designee of the Board, will meet monthly to review implementation of the special education oversight action plan (SOAP). In addition, the Director of the DSS will report ~~quarterly~~ monthly to the Board of School Directors. The DPI will conduct activities annually to monitor the implementation of the SOAP.

Six new administrative positions will be added to the DSS. These positions are designated as Special Education Leadership Liaisons (SELLs). Under this plan, the six SELLs will report directly to the Director of Special Services. The director will meet with the SELLs regularly, focusing on district and school goals related to special education programming and special education procedural oversight activities. The ~~six~~ five current coordinator positions will continue to report to the Director of Special Services. These

positions include coordinator of compliance and monitoring, related services, social work services, instructional support and staff development, and non-conventional programs. This team of ~~13~~ 12 people will form the special education administrative team. The goal and responsibility of the special education administrative team is to ensure procedural compliance, appropriate resolution of parental disputes, and above all, appropriate educational programming within an inclusive local school building. The MPS personnel evaluation system included in Appendix A will be modified to evaluate members of this team.

In order to accomplish the work necessary to achieve these goals and implement the SOAP, six DSS school workgroups will be formed by the Director of Special Services to lead the efforts at each school. Each work group will be led by a SELL and will be composed of approximately seven special education supervisors and one special education parent liaison (see the parental dispute resolution section). Members of the group will be evaluated by the SELL. Each work group will be responsible for implementing and monitoring the SOAP in approximately 28 schools. Each work group member shall be encouraged in writing, at least twice a year, to submit comments and suggestions for improvement of workgroup or DSS operations.

School Education Plan

The vehicle for implementation of a centralized special education accountability system is the SEP. The SEP is also the vehicle for continuous improvement in the school. The SEP utilizes as a first step, self assessment and data-based, outcome-focused decision making and continuous improvement planning. A school committee representing all constituents develops and reviews the SEP annually.

A strong special education component will be added to each SEP. This component will incorporate self assessment of performance through a review of student outcome data, surveys of parents and staff, and classroom observations. The self assessment in each school will also include a rigorous annual self assessment of special education compliance. This part of the self assessment process will be jointly developed and revised annually with the Department of Public Instruction (DPI). Needs identified in the self assessment process will be addressed in school improvement plans. An example of a school improvement plan template is included as Appendix B. As part of its responsibility to oversee implementation of the SOAP, DPI will conduct annual activities to monitor and evaluate the efficacy of the special education component of the SEP, including independent activities to assess procedural compliance in the district.

The special education component of each SEP will be reviewed and approved by an administrative work group. SELLs and special education supervisors will conduct follow-up meetings with school principals and SEP representatives for the purpose of amending or strengthening this component if necessary. The SELL will use district and school performance and special education compliance data to review quarterly progress towards school improvement. The SELL will report ~~regularly~~ at least

monthly to the Director of Special Services and the leadership specialist on the status of special education and the SEP process in each building.

Special education accountability will become sustainable because it is an integral part of every SEP, evaluated quarterly and revised accordingly. Information about the SEP process and the status of special education services in each school will be used in the process of evaluating school principals. The school principal staff evaluation process is an integral part of the district's special education accountability system, and is explained in Appendix A. The Director of the DSS will report ~~quarterly~~ monthly to the Board of School Directors on the implementation of the special education component of SEPs, including any monitoring and evaluation information gathered by the DPI.

School and district budgets must be linked to the self assessment and continuous improvement process. The district will ensure that school and district budgets support implementation of the SOAP in each building. School budgets must provide for needs identified through the SEP process, as well as the special education administrative team that will have the responsibility in each school to ensure implementation of the IDEA. Leadership specialist and SELLs jointly review each school's budget to ensure that money is allocated to meet identified needs.

Responsibilities of the Director of the Division of Special Services

- Administer and interpret IDEA, 504/ADA, and applicable state laws
- Design, implement, and monitor the special education parental dispute resolution system in each school
- Jointly with DPI, design, implement, and monitor the school special education procedural self-assessment system
- Provide support to LEA representatives regarding district resources and placement options for students with disabilities
- Assign special education staff and itinerant staff
- Provide technical and procedural training for school staff regarding mandated information reporting, data management, and special education procedural compliance
- Jointly with the DPI, create and implement training and resource materials for staff that demonstrate the linkage between special education procedural compliance, including the IEP team process, and quality programming; and that assist staff in understanding proper compliance documentation using the district's special education forms.
- Provide training for school staff linked to individual school's improvement plans, state and federal laws, and division and district initiatives and requirements
- Review district policies as related to implementation of IDEA and state special education law
- Supervise special education leadership liaisons, special education supervisors, and special education parent liaisons
- In collaboration with the leadership division, supervise and evaluate school principals' provision of special education services and compliance with the procedural requirements

Joint Responsibilities of Leadership Specialists and Special Education Leadership Liaisons

- Develop annual spring and fall staffing needs and budget
- Authorize revisions in budget and staffing adjustments through the year
- Analyze school and student achievement
- Evaluate and collaborate on the revision of SEPs
- Ensure that school principals correct special education procedural implementation errors
- Provide continued assessment and monitoring of special education compliance
- Consult with schools on legal issues
- Assist the special education supervisors in IDEA complaint matters as requested by the Office of Compliance and Monitoring

Parental Dispute Resolution System

Introduction

Schools are in a unique position to build collaborative relationships with parents based on mutual respect and shared participation in every child's education. Such an outcome requires a commitment by schools to communicate effectively with all members of the school community. A commitment to communicate effectively is based on consideration, reflection, and willingness to change. A school's commitment to resolve parent disputes and respond to parent complaints is an important marker of its commitment to quality education programs. This commitment requires a district to clearly define for all parents the process for resolving parental disputes and for filing school complaints, and to support parents throughout both processes.

Guidance to Parents in the Dispute Resolution and School Complaint Processes

By September 2002, five additional special education parent liaison positions will be created. In addition, by September 2003, the MPS will open a second Parent Services Center in the old Browning School at 76th and Silver Springs Road. The position description is included as Appendix C. A special education parent liaison will be a member of each of the six DSS school work groups responsible for approximately 28 schools. The Parent Services Centers and special education parent liaisons are primary resources for parents to assist in the resolution of disputes.

By September 2002, the district will produce and distribute to all parents of students with disabilities a *Parents' Guide to Dispute Resolution* that explains the process set forth below. The guide will be written in parent-friendly language in English and in Spanish. For those parents who cannot read, the district will establish a process for informing them of the contents of the guide. The guide will explain informal strategies for dispute resolution, how to resolve disputes through the IEP process, and how to file an MPS complaint, and will identify persons responsible in each school for accepting and processing parental MPS complaints. The guide will also link parents to outside resources and other mechanisms provided for in law for resolving disputes with the school district, and to advocacy support in the community.

Complaints Received by Schools

When a parental dispute concerning a child's special education program is not resolved through the IEP process or informal means with school, parents may file an MPS complaint with their school principal. Parental complaints should be promptly addressed and resolved at the school site, if possible. Parents may also choose to file the complaint with the Parent Services Center (see below). Every parent making a complaint shall be clearly informed of the right to file the complaint with the Parent Service Center. Such a filing, however, does not absolve the school of its obligations hereunder.

Parents are encouraged but not required to make their complaint in writing. A complaint can be made verbally to the school principal or Parent Services Center staff. Staff receiving a verbal complaint is responsible for documenting the complaint in writing and providing a copy of the documentation to the parent. School principals will maintain a log of each complaint at their school. The log will note the date of the initial receipt of the complaint, as well as the resolution ultimately achieved. Complaint histories in each school will be included, when appropriate, as issues in each school's SEP.

If the complaint arises from, or involves delivery of, services at a second site or involves services sought from the central office, personnel of the school where the complaint is received shall work with personnel at the second site or the appropriate Central Services department to obtain appropriate services or otherwise resolve the issue.

If, to the knowledge of the school principal who received the complaint, the complaint is not resolved at the school level within five school days, the school principal who received the complaint must request immediate intervention from a SELL. The SELL may consult with the leadership specialist for that school if necessary, but must resolve the matter within five days of the request for intervention. A log of the complaint intervention will be maintained by the SELL noting date of receipt as well as the resolution ultimately achieved.

If the SELL determines a violation of state or federal special education law has occurred, the SELL will consult with the leadership specialist and the school principal will be directed to correct the violation. If the SELL determines that a communication breakdown between the school and parent is interfering with successful resolution of the dispute, consideration will be given to inviting the parent to consider mediation offered by the state mediation service. If the SELL determines that the

complaint is without basis or that the school has made appropriate efforts to resolve the parent's concern, the SELL will ensure that the parent is informed about the procedural safeguards in the law, and how to access advocacy support in the community. A letter of disposition summarizing the SELL's findings and parent's due process rights will be sent to the parent.

Complaints Received by the Parent Services Center

If a parent makes a complaint to the Parent Center, that complaint shall be referred within 24 hours to the principal of the school in question and to any other department that is the subject of the complaint for handling as described above. The Parent Center will maintain a log of every complaint received, and information concerning when and to whom the complaint was referred.

The school principal who receives the complaint referral shall document receipt of the referral and maintain the documentation in the school complaint log. If the principal declines to work on resolving the complaint, within 24 hours of referral to the school, he/she must refer the matter immediately to the SELL for resolution as set forth above. The school complaint log must reflect that course of action.

Complaints Received by Any Other MPS Site

If a parent makes a complaint to any other MPS department, that department shall refer the complaint to the principal of the subject school within 24 hours. The department receiving the complaint should provide assistance to the school if the complaint relates to services provided by that department. The subject school principal should process the complaint as discussed above.

Complaints Received by the Department of Public Instruction

When the Office of the Superintendent receives the IDEA complaint from the DPI, the complaint is forwarded to the DSS, Office of Compliance and Monitoring. That office is responsible for responding to the complaint. The Coordinator of the Office of Compliance assigns one of his/her staff, a city-wide program support teacher, as the person responsible to promptly gather documents and other information needed by the DPI to investigate the complaint. The SELL will assist in this effort if necessary to ensure prompt responses to the complaint. In addition, a letter over the superintendent's signature is sent to the principal of the subject school directing him/her to cooperate in investigating and resolving the complaint. The city-wide program support teacher is the primary contact for the DPI complaint investigator throughout the investigation and corrective action phases of the complaint process.

If the complaint is substantiated by the DPI, the city-wide program support teacher assists the school to implement the corrective action plan in the subject school including any child-specific corrective actions, and is responsible for ensuring that the implementation is timely. The program support teacher may enlist the assistance of the SELL if necessary to implement the corrective actions timely.

Leadership Monitoring of Parental Dispute Resolution System

Each school principal is responsible for implementing and monitoring the dispute resolution process in their school. Logs of complaints and resolutions will be maintained at individual schools as well as the Parent Center. Part nine of each SEP, *Parent and Community Involvement/Partnerships*, will include a component to require description and twice yearly self assessments of the dispute resolution system in each school. Central monitoring of the dispute resolution process will be included in the central review of all SEPs as discussed earlier in this document. School dispute resolution log information and self assessment data shall be utilized for the following purposes:

1. Determinations of need for heightened oversight measures to promote adherence to the law;
2. Identification of areas of special education implementation in need of improvement to be incorporated in SEPs;
3. Target staff development activities to focus on areas of special education procedures that are poorly understood and frequently implemented incorrectly; and
4. Inclusion in the school principal performance evaluation system explained in Appendix A.

Board of School Directors Monitoring of Parental Dispute Resolution System

As part of the ~~quarterly~~ monthly report to the Board on the implementation of the SOAP, the Director of Special Services will present a summary of the data in school and Parent Services Center complaint logs, including the number of complaints, the issues in the complaints, the schools or departments that were the subjects of the complaints, the resolutions achieved, and action required by the DSS to improve the dispute resolution system in any school.

Monitoring of the Centralized Special Education Accountability and Oversight System

The MPS special education accountability and oversight system is based on a centrally designed and locally implemented self-assessment and continuous improvement process using the SEP. Through the SEP process, student performance and special education procedural compliance are assessed, data is provided for use in school administrator evaluations, and information about the parental dispute resolution system is recorded. The system requires improvement planning for identified areas of need.

Accountability for Implementation and efficacy of the system is clearly defined. DSS school workgroups contribute to the design and evaluation of the special education component of the SEPs in each building. The SEP evaluation contributes to the evaluation of school principals. SELLs and leadership specialists use the evaluations to direct needed corrective actions in each school. SELLs report to and are accountable to the Director of the DSS. The Director of the DSS reports to and is accountable to the deputy superintendent for educational services, the Director of the Office of Board Governance, and the Board of School Directors. In addition to district central oversight of the system; DPI will annually participate in the design, revision, and monitoring of the system; and will provide global oversight of the SEP process in the district. Finally, the Special Education Tracking system (SETS) from 4GL provides another mechanism to ensure special education accountability. The system is described in Appendix D and will be fully implemented during the 2004-2005 school year.

Committee's Recommendation

Your Committee recommends that the resolution be adopted.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Dannecker presented the following report for the Committee on Legislation, Rules and Policies:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Legislation, Rules and Policies presents the following report:

(Item 1) Action on Resolution 0203R-005 by Director Hardin to Establish a Board Standing Committee on Special Education

Resolution

1. At its meeting on April 29, 2002, the Board referred the following resolution, introduced by Director Hardin, to the Committee on Legislation, Rules and Policies:

WHEREAS; On September 7, 1971, the Board approved the establishment of a Broadly Based Community Study of Exceptional Education; and

WHEREAS, At the April 4, 1973, meeting of the Board, a Coordinating Council on Exceptional Education was recommended by the Broadly Based Community Study of Exceptional Education, and approved by the Board; and

WHEREAS, On May 26, 1999, the Board approved a resolution to establish a Committee on Children with Special Needs, to analyze exceptional education at MPS and other districts, the impact of state and federal law, and to make recommendations concerning the organization and funding of special needs services; and

WHEREAS, Program organization and the provision of services for children with special needs continue to be a concern of the Board; and

WHEREAS, The Milwaukee Public Schools Board of School Directors is interested in providing a forum for public testimony regarding special education issues; and

WHEREAS, The Board is interested in developing and refining effective educational programs for children with special needs and their families through utilizing ongoing and continuous improvement methods, and by soliciting input from all major stakeholders, now, therefore, be it,

RESOLVED, That Board Rule 2.05, Committee on Special Education — Powers and Duties be created as follows:

> The Committee on Special Education shall monitor and assess district and school progress in meeting state and federal mandates as well as the Board's goals and standards in all matters relating to serving students with special needs.
>
> (1) The Committee shall consider, evaluate, and monitor district and school compliance with legal responsibilities, reform initiatives, parent and advocacy group recommendations, and policy development in the area of its focus.
>
> (2) The Committee shall have oversight responsibility relative to the monitoring of organizational performance for all departments, functions, initiatives, schools, and district services and activities pertaining to students with special needs.
>
> (3) The Committee shall review all special education related reports issued to ensure that departments, divisions, and schools implement internal control, compliance, and program effectiveness recommendations so that the Board can assure the public that all special education programs and operations are effectively serving students with special needs.; and be it

FURTHER RESOLVED, That the Board revise Board Rule 2.01 Standing, Special and Functional Committees and Board Rule 2.02 Committee Meetings to include the Committee on Special Education.

Board Rules

2. The relevant portions of Board Rules 2.01 and 2.02 are as follows:

2.01 Standing, Special and Functional Committees

(l) There shall be four regular standing committees of the Board. The Committees on Innovation/School Reform, Legislation, Rules and Policies, and on Finance/Personnel shall have five members each. All Board members shall be members of the Committee on Strategic Planning and Budget. Special committees consisting of Board members and/or other persons may be appointed by the Board or the President from time to time.

2.02 Committee Meetings

Unless otherwise ordered by the respective chair, standing committees shall meet at 6:30 P.M., according to a schedule adopted by the Board on an annual basis. The Committee on Innovation/School Reform and the Committee on Accountability/Audit shall meet monthly, except in July. Meetings of the Committee on Strategic Planning and Budget and the Committee on Legislation, Rules and Policies shall meet at the call of the chair. Special meetings of committees and meetings of special and functional committees shall be held at the call of the respective committee chair or upon the written request of two committee members. Such request from committee members shall state the time and place of the meeting and the purpose or purposes for which it is being called.

Committee's Recommendation

Your Committee recommends that

1. The resolution be adopted; and
2. The following amendments to Board Rules 2.01 and 2.02 be adopted:

2.01 Standing, Special and Functional Committees

(l) There shall be ~~four~~ five regular standing committees of the Board. The Committees on Special Education, Innovation/School Reform, Legislation, Rules and Policies, and on

Finance/Personnel shall have five members each. All Board members shall be members of the Committee on Strategic Planning and Budget. Special committees consisting of Board members and/or other persons may be appointed by the Board or the President from time to time.

2.02 Committee Meetings

Unless otherwise ordered by the respective chair, standing committees shall meet at 6:30 P.M., according to a schedule adopted by the Board on an annual basis. The Committee on Special Education, the Committee on Innovation/School Reform and the Committee on Accountability/Audit shall meet monthly, except in July. Meetings of the Committee on Strategic Planning and Budget and the Committee on Legislation, Rules and Policies shall meet at the call of the chair. Special meetings of committees and meetings of special and functional committees shall be held at the call of the respective committee chair or upon the written request of two committee members. Such request from committee members shall state the time and place of the meeting and the purpose or purposes for which it is being called.

Director Dannecker moved to suspend Board Rule 1.11 to allow for immediate action on the amendments to the Board Rules.

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

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

Director Hardin moved to adopt the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

(Item 2) Action on Resolution 0102R-050 by Director Morales to Direct the Inter-High Council to Nominate Two Student Representatives to the Board to Participate in Board Meetings

Resolution

1. At its meeting on March 26, 2002, the Board referred the following resolution, introduced by Director Morales, to the Committee on Legislation, Rules and Policies:

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.

Administrative Policy

2. Administrative Policy 8.18, Student Involvement in Decision Making, provides as follows:

> The purpose of the Milwaukee Public Schools is to serve the educational needs of the thousands of students who attend our schools. Because of the many changes that continually take place in American society, our educational system must be able to respond with new methods and materials. As decisions are made about these changes, directions are set which vitally affect the students in our schools. The students wish to be involved in these decisions and express their feelings about them.
>
> A city-wide organization of Milwaukee Public Schools students, the Inter-High School Council, provides a chance for students elected from every high school in the city to meet with one another on matters of general concern. In the spirit of the American tradition of "government with the consent of the governed," they wish to understand more fully the directions being taken by the Board and to have a chance to express their concerns.
>
> Therefore, two students — one representative and one alternate of the Council — shall be invited to sit with the Board in its deliberations. The students shall be free to attend all non-executive sessions, to receive all non-confidential materials sent to Board members, and to speak when recognized. Students shall not, however, be permitted to vote or make motions.
>
> The Student Leadership Academy will provide opportunities for elementary-, middle-, and high-school students to become involved in educational reform issues at the district and local school level.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution and amend Administrative Policy 8.18 as follows:

> Therefore, two ~~students — one representative and one alternate of the Council —~~ student representatives, one male and one female, shall be ~~invited~~ elected on an annual basis by a process developed by the Inter-High School Council to sit with the Board in its deliberations. The students shall be free to attend all non-executive sessions of the Board and its Committees, to receive all non-confidential materials sent to Board members, and to speak when recognized. Students shall not, however, be permitted to vote or to make motions.

Adopted with the roll call vote on the balance of the Committees' 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; Monthly Report of the Independent Monitor on Participation Performance in the Neighborhood Schools Initiative; and Acceptance of Donations

Award of Contracts

Below are contract award recommendations for the June 18, 2002, Committee on Finance/Personnel. Adequate funding is available in the accounts as noted below.

Asbestos Abatement

Congress South School

Prime Contractor
Insulation Removal, Ltd.
12100 West Silver Spring Road
Milwaukee, Wisconsin 53225

Second Low Bidder, Base Bid of $61,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	20	9	0	Corporation	0

Note: Low Bidder did not meet bid bond requirement.

MPS Facilities and Maintenance will commit funds for this project from FY03 account code 2-10-4-970-216-327-255000.

New Air Conditioning

Hawthorne School

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

Low Bidder, Base Bid of $105,000, plus $49,850 for Mandatory Alternate Bid 2,
to provide all work associated with Air Handling Unit 2 for the kindergarten wing,
for a contract of $154,850.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	21% MBE	139	10	8	Corporation	4

MPS Facilities and Maintenance has previously committed funds for this project from FY02 account code 1-10-4-609-212-541-255310.

Replace Playground

Fritsche Middle School

Prime Contractor
Black Diamond Group, Inc.
124 East Rawson Avenue
Oak Creek, Wisconsin 53154

Low Bidder, Base Bid of.....$107,554.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	18% MBE 10% WBE	48	12	4	Corporation	5

MPS Facilities and Maintenance has previously committed funds for this project from FY02 account code 2-10-4-974-049-327-255000.

Construction Contracts

Total construction contract dollars awarded.....$323,404.00
Total dollars HUB participation $62,633.62
% of MBE participation.....16.04
% of WBE participation 3.33
% Minority employees within company.....19.59
% Women employees within company 8.55

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
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 Initiative Corporation
Wisconsin Women's Business Initiative Corporation

RFP-341 Authorization to Extend the Administration of the Milwaukee Public Schools' Self-Funded Indemnity Dental Plan

Recommend authorization to extend the district's current claims-administration contract, effective July 1, 2002, with the incumbent, BlueCross BlueShield of Wisconsin (DentalBlue), for a period of up to 18 months as the Administration and the unions negotiate selection of a new vendor. The administration fee quoted for the first 12-month period of this 18-month extension is $6.00 per employee per month, which is a 7.2% increase in fees. The estimated annual value of this contract is $411,000, based on plan enrollment of 5,704.

Fiscal Information: This purchase is charged to the district-wide dental insurance account #1-10-4-870-600-243-500000.

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Insurance	Service

RFP 342 Authorization to Extend the Administration of Milwaukee Public Schools' Insured Dental Maintenance Organization Plans

Recommend authorization to extend the contract, effective July 1, 2002, for a four-month period with incumbent, First Commonwealth, up to the period of November 1, 2002, which is the effective date of the district's open-enrollment period. The estimated amount of this four-month extension is $278,000, based on current enrollment of 1,170. This will permit enrolled employees and dependents to choose another dental option during the annual open-enrollment process. First Commonwealth was not awarded a three-year contract due to the prices quoted, which represent a 72% increase.

Fiscal Information: This purchase is charged to the district-wide dental insurance account #1-10-870-600-243-500000.

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Insurance	Service

RFP 342 Authorization to Enter into a Contract for the Administration of Milwaukee Public Schools' Insured Dental Maintenance Organization Plans

Recommend an award of a three-year contract, effective July 1, 2002, to incumbent, CarePlus, who provided the lowest bid at a first-year rate increase of 8.5% and best service proposal. The annual value of this contract is $3,000,000, based on current enrollment of 5,389. The second- and third-year pricing quoted was on a not-to-exceed basis tied to the Consumer Price Index plus 2%, at a 6% minimum and 10% maximum.

Fiscal Information: This purchase is charged to the district-wide dental insurance account #1-10-870-600-243-500000.

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Insurance	Service

B-5286 Furniture: 852 Each Activity Tables (F&M for Bradley Tech)

Recommend authorization to purchase 852 each 30x60-inch Paragon model #AW60-ADJ activity tables totaling $147,949.80, net, from the seventh-lowest bidder, Highsmith Contract Sales group.

Recommend rejection of the six lower-priced bids because they do not meet technical specifications.

Bidder	Bid	Terms
Corporate Express	$132,060.00	Net
HighSmith 1	$132,358.20	Net
Direct Advantage 3	$133,602.12	Net 30
Direct Advantage 4	$135,433.92	Net 30
Direct Advantage 1	$142,940.04	Net 30
Direct Advantage 2	$144,771.84	Net 30
Highsmith 2	$147,949.80	Net
Forrer Business	$149,100.00	Net
Highsmith 3	$152,124.60	Net
Henricksen	$162,732.00	Net 30
School Specialty	$178,451.40	Net
School Specialty	$193,659.60	Net
(H) ADI	$235,152.00	Net

Fiscal Information: QZAB FY02/03: 1-40-4-875-600-551-255000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Equipment	Furniture

B-5295 1,794 Ea Classroom Chairs (F&M Division for Bradley Tech)

Recommend authorization to purchase 1,794 Einstein 18" classroom chairs (two styles) $67,143.96, net 30 days, from the low bidder, The Hirn Group, Inc.

Bidder	Bid	Terms
The Hirn Group, Inc.	$67,143.96	Net 30 days
Henricksen & Co.	$75,225.64	Net
Highsmith	$75,410.00	Net
ADI, Inc. (H)	$80,603.26	Net
Demco, Inc.	$85,438.00	Net 30 days

(H) = Historically Underutilized Business

Funds were automatically encumbered when staff onlined the purchase requisition.

Budget Codes: QZAB FY02 and/or FY03 1-40-4-875-600-551-255000.

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Equipment	Furniture

B-5296 Furniture: 70 Each Teacher Workstations (F&M Div. for Bradley Tech High)

Recommend authorization to purchase and install 70 Design Options teacher workstations totaling $122,710.00, net 30 days, from Henricksen and Company. MPS's Facilities staff had specified this brand only. All bids marked "(alt)" below were on the Invincible brand. After receiving input from school staff, Facilities and Maintenance recommends rejecting the alternate bids.

Bidder	Bid	Terms
Henricksen & Co. (alt)	$103,180.00	Net 30 days
JL Business Interiors (alt)	$108,680.00	Less 1% 15 days
Henricksen & Co.	**$122,710.00**	**Net 30 days**
Continuum Design LLC (H)	$168,508.00	Less 2% 30 days

(H) = Historically Underutilized Business

Funds were automatically encumbered when staff onlined the purchase requisition.

Budget Codes: QZAB FY02 and/or FY03 1-40-4-875-600-551-255000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Equipment	Furniture

B-5297 Furniture: 1,440 Each File Cabinets (F&M Div. for Bradley Tech High)

Recommend Authorization to purchase and install 1,440 KI mobile file cabinets totaling $285,436.80 net from the second-lowest bidder, The Hirn Group, Inc. The MPS evaluation team preferred the style, components' replacement possibilities, and lifetime warranty of this brand and model to the one submitted as the low bid.

Bidder	Bid	Terms
Corporate Express	$264,600.00	Net
The Hirn Group, Inc.	$285,436.80	Net
The Hirn Group, Inc.	$309,528.00	Net
Furniture Focus Group	$314,827.20	Net
Henricksen & Co.	$326,880.00	Net 30 days
Highsmith Contract Sales	$355,930.00	Net
CJ & Associates	$387,360.00	Net
(H) ADI, Inc.	$499,176.00	Net
Henricksen & Co.	$518,400.00	Net 30 Day
Boise Cascade	$709,760.00	Net

(H) = Historically Underutilized Business

Funds were automatically encumbered when staff onlined the purchase requisition.

Budget Codes: QZAB FY02 and/or FY03 1-40-4-875-600-551-255000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Furniture	Eqpt.

B-5288 Vehicle: One Ten-yard Dump Truck (F&M)

Recommend award to low bidder, Truck Country, Inc., totaling $71,278.00 net. This truck is used for a variety of tasks by the Division of Facilities and Maintenance Services.

Bidder	Bid	Terms
Truck Country, Inc. (Bid #1)	$71,278.00	Net
Truck Country, Inc. (Bid #3)	$72,425.00	Net
Truck Country, Inc. (Bid #4)	$72,838.00	Net
Truck Country, Inc. (Bid #2)	$74,229.00	Net
(Alt.) Badger Truck Center (Bid #2)	$75,333.00	Net
Badger Truck Center, Inc. (Bid #1)	$76,765.00	Net
Lakeside International Trucks	$79,977.00	Net
Bob Fish Pontiac Buick GMC	$82,459.00	Net 30

Funds are automatically encumbered when staff onlined the purchase requisition.

Budget Codes: FY02: 2-10-4-909-451-562-254000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Eqpt.	Truck

B-5289 Vehicle: One Hi-Ranger Bucket Truck (F&M)

Recommend authorization to purchase one 2003 Freightliner FL70 with (Dueco) 2002 Tevex-Telelect Hi-Ranger 6H-65 at $116,607.00, net, from the low bidder, Truck Country, Inc. The MPS auto repair shop chose this alternate bid in order to get a platform rotator. All bidders had pricing on the Hi-Ranger products from the same supplier (Dueco, Inc.)

Bidder	Bid	Terms
Truck Country Inc. (Alt.)	$116,607.00	Net
Badger Truck Center Inc. (Alt.)	$119,053.00	Net
Dueco, Inc. (Alt.)	$120,891.00	Net
Bob Fish Pontiac Buick GMC (Alt.)	$126,729.00	Net 30

Funds were automatically encumbered when staff onlined the purchase requisition.

Budget Code: FY02: 2-10-4-909-451-562-254000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Vehicle	Truck

B-5291 Vehicle: One Tractor Loader/Backhoe (F&M)

Recommend authorization to purchase one 2002 John Deere 41OG tractor loader/backhoe, including the optional one front and one rear spare wheel/tire set, totaling $58,767.00, net, from the second-lowest bidder, Brooks Tractor Incorporated.

Recommend rejection of the low bid from Fabco Equipment because it did not meet the technical specification.

Bidder	Bid	Terms
Fabco Equipment (Alt.)	$58,744.00	Net
Brooks Tractor Incorporated	$58,767.00	Net
Tractor Loader Sales (Bid #1)	$61,000.00	Net
Tractor Loader Sales (Bid #2)	$63,000.00	Net

These bid prices include the optional one front and one rear spare wheel/tire set which the FMS Repair Shop has requested be ordered.

Funds were automatically encumbered when staff onlined the purchase requisition.

Budget Code: FY02: 2-10-4-909-451-562-254000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Vehicle	Tractor

B-5294 Vehicles: Nine 4x4 Pickup Trucks (F&M)

Recommend award to second–lowest bidder, Hiller Ford, Inc., totaling $160,425.00, net.

Recommend rejection of low bid submitted by Ewald's Hartford Ford on an alternate bid that does not meet the MPS's specifications.

Bidder	Bid	Terms
Ewald's Hartford Ford (Alt.)	$158,022.00	Net 10
Hiller Ford, Inc.	$160,425.00	Net
Ewald's Hartford Ford	$176,022.00	Net 10
Badger Truck Center	$191,610.00	Net

Funds were automatically encumbered when staff onlined the purchase requisition.

Budget Code: FY02: 2-10-4-909-451-562-254000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Eqpt.	Trucks

SS-696 45 Apple Laptop Computers (Westside Academy II)

Recommend authorization to purchase 45 Apple iBook laptop computers and related software and peripherals totaling $58,402.00. Pricing includes a three-year service agreement.

The TAC (Technology Advisory Committee) reviewed and approved this project at its April 17 meeting. The authorization to purchase is a sole-source, as the district purchases Apple computer products directly from Apple Computer, Inc.

Funds were automatically encumbered when staff onlined the purchase requisition.

Budget Code: FY02: 1-13-4-296-370-551-110000

SS-715 30 Dell Laptop Computers (IDEAL Charter)

Recommend authorization to purchase 30 Dell laptop computers, a security cart, projector, two printers, and instructional software totaling $55,902.00.

The TAC reviewed and approved this project at its May 15 meeting. The authorization to purchase is a sole-source, as the district purchases Dell computer products directly from Dell, Inc.

Financial software automatically set aside funds when staff onlined the purchase requisition.

Budget Code: FY02: 1-10-4-611-224-579-110500

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Tech'y	Eqpt.

SS-716 Plato Curriculum Software (Clement Avenue)

Recommend authorization to purchase a web-based subscription for Plato curriculum software, installation, and training totaling $55,025.00. The price includes the hosting fee for six years.

The TAC reviewed and approved this project at its May 15 meeting. The authorization to purchase is a sole-source, as the district purchases Plato curriculum software products directly from Plato.

Funds are automatically encumbered when staff onlined the purchase requisition.

Budget Code: FY02: 1-10-4-609-113-551-110500

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Tech'y	Software

SS-717 Waterford Reading Software (Longfellow)

Recommend authorization to purchase the Waterford Reading software program, nine computers, three printers, supplemental materials, and training totaling $89,587.00.

The TAC reviewed and approved this project at its May 15 meeting. The authorization to purchase is a sole-source, as the district purchases Waterford Reading software products directly from the vendor.

Funds are automatically encumbered when staff onlined the purchase requisition.

Budget Code: FY02: 1-10-4-609-256-411-110000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Tech'y	Software

SS-729 35 Gateway Laptop Computers (MHSA)

Recommend authorization to purchase 35 Gateway laptop computers totaling $70,247.00. An additional $10,000.00 will be budgeted in FY03 for news wire and writing software service.

The TAC reviewed and approved this project at its May 29th meeting.

Funds were automatically encumbered when staff onlined the purchase requisition.

Budget Code: FY02: 1-10-4-878-038-411-139000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Tech'y	Eqpt.

SS-733 Lease-Purchase of 70 Each Microcomputers (Webster)

Recommend authorization to use the existing line of credit with CitiCorp Leasing to enter into a three-year lease-purchase of 70 computers totaling an estimated $91,000.00. The computers will be the standard MPS teacher/office models. They will be used for the eSIS software application.

Budget Codes: FY03: 1-10-4-606-066-579-110500 = ... $32,214.00 Est.
FY04: 1-10-4-606-066-579-110500 = ... $32,214.00 Est.
FY05: 1-10-4-818-518-551-266400 = ... $32,214.00 Est.
Total ..... $96,642.00 Est.

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Tech'y	Eqpt.

SS-734 Apple Computer Items (Various)

At its May 15 meeting, the TAC reviewed and approved the following:

Recommend authorization to purchase computers, disk drives, printers, and related items included on Apple Computer's educational price list, as needed, for a one-year period through June 30, 2003. 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. For warehouse stock, items are initially charged to the warehouse stack account #1-10-1-000-000-000-716120.

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.

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Tech'y	Eqpt.

SS-737 Authorization to Enter a Contract with Celeritas, Inc., to Design and Implement an On-Line Teacher Application System

Recommend authorization to enter into a contract with Cleritas, Inc., to design, build, and implement an on-line teacher Application system which will interface with the district's HR Management System (PeopleSoft). The district must implement such a system to support the national and international recruitment of certified teachers.

Due to the short timeframe to implement a system, an informal Request for Information (RFI) was issued to identify vendors experienced in designing on-line application systems. Four vendors were identified and interviewed. A requirement for contract negotiations was a recent successful implementation of an online application system. Cleritas, Inc., met this requirement and was selected by the evaluation team, which comprised staff from the Departments of Human Resources and Technology.

The contract is a sole-source, as the timeframe prevented the district form advertising in the *Daily Reporter*. Contract is for a fixed fee of $80,000. Project is expected to be completed in FY03.

Budget Code: FY02: 1-10-4-812-600-312-266000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Tech'y	Software

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

Recommend authorization to enter into a 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 PeopleSoft 8.04. The district had contracted with Vantage Vision, Inc., in FY02. The Administration is recommending a sole-source contract due to the expertise and experience of the vendor. The contract has been approved by the district's HR Policy committee.

Contract 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, 2002, to June 30, 2003.

Budget Code: FY02: 1-10-4-812-600-312-266000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Tech'y	Software

SS-739 Authorization to Enter a Contract with Revere Group Limited to Provide Technical Support for the District's Human Resources Management System (PeopleSoft)

Recommend authorization to enter into a contract with Revere Group Limited to continue development work of the HR Management System (PeopleSoft) and to complete various technical tasks preparatory to converting to PeopleSoft 8.04. The district had contracted with Revere Group Limited in FY02. The Administration is recommending a sole-source contract due to the expertise and experience of the vendor. The contract has been approved by the district's HR Policy committee.

Contract is on a time-and-material basis, at a cost not to exceed $225,000. The term of the contract will be from July 1, 2002, to June 30, 2003.

Budget Code: FY02: 1-10-4-812-600-312-266000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Tech'y	Software

SS-740 Authorization to Enter into a Contract with the Board of Regents of the University of Wisconsin System to Provide Technical Expertise in the Deployment and Enhancement of the MPS Student Data Warehouse and in the Implementation of the SETS Application from 4GL, Inc., for Special Education

Recommend authorization to enter into a contract with the Board of Regents of the University of Wisconsin System (UW) to provide technical expertise in the deployment and enhancement of the MPS Student Data Warehouse and in the implementation of the SETS application from 4GL, Inc., for Special Education. The two principals, Dr. Hemant Jain and Dr. Derek Nazareth, have been involved with both projects since their inception. The Administration is recommending a sole-source contract due to the expertise and experience of the principals.

Contract is on a time-and-material basis, at a cost not to exceed $58,500. The term of the contract will be from July 1, 2002, to June 30, 2003.

Budget Code: FY02: 1-13-4-291-518-312-110500

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Tech'y	Software

Emergency Purchase

In order to ensure delivery for start of school in September 2002, the Administration has authorized the following purchases. Pursuant to Administrative Policy 3.09(4), this purchase is being reported to the Board.

SS-697 Lease-Purchase of 58 Apple Computers (Burdick)

A three-year lease-purchase has been entered into, using the existing line of credit with Apple Finance. The 58 Apple computers and related peripherals, which total $138,644.00, will be used for various applications at the school.

The TAC reviewed and approved this project at its April 17 meeting. The authorization to purchase is a sole-source, as the district purchases Apple equipment directly from the manufacturer.

Budget Codes:

FY02: 1-13-4-287-098-551-110000	$ 38,000.00
FY02: 1-10-4-612-098-579-110500	$ 36,400.00 Est.
FY03: 1-10-4-612-098-579-110500	$ 36,400.00 Est.
FY04: 1-10-4-612-098-579-110500	$ 36,400.00 Est.
Total	$ 147,200.00 Est.

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Tech'y	Eqpt.

SS-730 72 Each Dell Computers and Computer Furniture (Phoenix Charter)

The school has issued site-based purchase orders totaling $137,270.92 as follows:

- $93,320.92 to Dell Computer for 72 Dell computers and four printers;
- $43,950.00 to Office Furniture Resources for 130 computer chairs and workstations.

After the purchases had been made, the school presented the project to the TAC at its May 29 meeting. The TAC reviewed and approved the technical merits of the project. The school indicated it had issued informal bids for the computers and the furniture.

Budget Codes:	FY02: 1-10-4-611-031-551-110500	$ 61,971.00
	FY02: 1-13-4-756-031-551-110500	$ 43,950.00
	FY02: 1-13-4-256-031-551-110500	$ 31,349.92
	Total	$ 137,270.92

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Tech'y	Eqpt.

Purchasing Request — June 2002

Total contract dollars to be awarded	$5,919,093.48
Total dollars eligible for HUB participation	0.00
Total HUB dollars	0.00
% of DBE participation	0.00
% of MBE participation	0.00
% of WBE participation	0.00
% of D/MBE participation	0.00
% of D/WBE participation	0.00
% of M/WBE participation	0.00
% Minority employees within companies	0.00
% Women employees within companies	0.00

Report of Revenues and Expenses and the Expenditure Control Report

A. Statement of Revenues as of May 31, 2002:

	Adopted Budget	Approved Transfers[1]	Revised Budget	Cur. Month. Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$819,398,489	$41,717,279	$861,115,768	$9,928,774	$571,221,256	$289,894,512	66%
Categorically Aided	96,054,794	79,580,877	175,635,671	10,424,399	114,529,651	61,106,020	65%
School Nutrition	26,750,000	151,875	26,901,875	2,356,240	24,977,003	1,924,872	93%
Construction	40,850,176	10,755,330	51,605,506	6,750	28,087,799	23,517,707	54%
Extension	11,176,764	170,377	11,347,141	257,916	7,643,313	3,703,828	67%
Total All Funds	994,230,223	132,375,738	1,126,605,961	22,974,079	746,459,022	380,146,939	66%

B. Statement of Expenditures as of May 31, 2002:

	Adopted Budget	Approved Transfers[1]	Revised Budget	Cur. Month. Exp	Year-to-Date Exp.&Encumb.	Unexpended Balance	Percent Expended
School Operations	$819,398,489	$41,717,279	$861,115,768	$80,608,502	$772,009,959	$89,105,809	90%

	Adopted Budget	Approved Transfers[1]	Revised Budget	Cur. Month. Exp	Year-to-Date Exp.&Encumb.	Unexpended Balance	Percent Expended
Categorically Aided	96,054,794	79,580,877	175,635,671	12,308,878	134,158,008	41,477,663	76%
School Nutrition	26,750,000	151,875	26,901,875	2,088,892	25,567,556	1,334,319	95%
Construction	40,850,176	10,755,330	51,605,506	2,145,401	42,958,746	8,646,760	83%
Extension	11,176,764	170,377	11,347,141	611,272	10,167,583	1,179,558	90%
Total All Funds	994,230,223	132,375,738	1,126,605,961	97,762,945	984,861,852	141,744,109	87%

[1]Represents Board-approved transfers during fiscal year 2002 and appropriations for purchases encumbered in fiscal year 2001.

Monthly Report on Expenditures

The following report is submitted for the Board's information pursuant to the Milwaukee Board of School Directors' action of December 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2001, through May 31, 2002.

School Operations Fund

Expenditures and encumbrances through May totaled $772,009,959, or 90% of the revised budget.

District Contingent Fund

The balance at May 31, 2002, was $450,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2001	$ 1,833,010
Approved Transfers:	
Leadership Liaison Positions (Sept. 25, 2001)	(369,339)
Contingent Fund Reduction (Oct. 25, 2001)	(713,671)
Automated Parent Notification System (May 30, 2002)*	(300,000)
Balance — May 31, 2002	$ 450,000

*To be posted in June 2002.

Construction Fund

Expenditures and encumbrances through May totaled $42,958,746, or 83% of the revised budget.

Extension Fund

Expenditures and encumbrances through May totaled $10,167,583, or 90% of the revised budget.

A comparison of the current year's revenues and expenses versus the three-year average is available with the minutes of your Committee's meeting.

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 4.04 is available with the minutes of your Committee's meeting. This is an informational report, and no action is required.

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

This report for May 2002 is available with the minutes of your Committee's meeting. This is an informational report, and no action is required.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Burdick	Dave Skonecki	$600	Kiln for Clay/Firing Clay
Clarke St.	Elmer and Nannette Winter	$100	Math/Science Messenger Fair
Clarke St.	Master Lock	$3,000	Parent/Child Book Club Books

School	Donor	Amount	Gift or Purpose
Congress	Congress School PTO	$300	5th-Grade Camping Trip
Congress	Congress School PTO	$1,232	Classroom Items/Staff Appreciation
Congress	Congress School PTO	$650	Uniforms for School Track Club
Congress	Congress School PTO	$150	Asian Club/All School Picnic
Douglass	Carol Munoz	$100	Student Purchases and Activities
MPS Family & Consumer Education Program	NASCO	$2,500	Sewing Kits
Fernwood	Daniel and June Salton	$70	Monetary/Camp Upham Woods Trip
Fratney	Melissa Bollow	$75	4th-/5th-Grade Camping
Fratney	Harry Davis	$50	4th-/5th-Grade Camping
Fratney	JoAnn Lucernoni Haasler	$150	4th-/5th-Grade Camping
Hamilton	Regal Photo Products, Inc.	$2,475	Photo Print Dryer/Dry Fiber Base Print Paper
Holmes	Helen Bader Foundation, Inc.	$6,000	RFP Homework First 2002-2003
Kilmer South	Rodney Graham	$100	Garage Door Opener to Incorporate into classroom instruction
MacDowell	Barry C. Slagle	$100	8th-Grade Class Graduation
MEC	Tamika Grady	$100	Donation to Special Education Students
MHSA	American Federation of Teachers, Local 212 MATC	$300	Fund Jazz Activities and Needs
MPS	Visual Systems, Inc.	$16,087	Transparencies (143 cases, each containing 1,500 clear transparencies/School use)
Twenty-first St.	Michael Murry	$300	Books for-Grade 2
Westside I/II	GE Medical	$3,975	Printers/School use
Wheatley	Helen Bader Foundation, Inc.	$2,800	RFP Homework First 2002-2003

Committee's Recommendation

Your Committee recommends that the Board authorize the contracts and purchases as listed above and accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Teacher Appointments; Approval of Leaves of Absence; Report on Resignations; Approval of Prevailing Wage Rates; and Affirmative Action Reports

Classified Personnel Transactions

Name	Assignment	Position	Salary	Date
Appointments				
Paula Buss	53rd Street	School Secretary I	$18,415.78	05-13-02
Dallas Warner	Fac. & Main. Services	Electrician	$52,340.00	05-21-02
Promotions				
Brian Rolbiecki	North Division	School Engineer IV	$49,904.14	05-13-02
Marta Santos	School & Comm. Serv.	Dept. Administrative Assistant	$38,212.20	05-27-02
Reinstatements				
Brian Rolbiecki	Building Operations	School Engineer III	$47,954.41	05-06-02
Changes in Status				
Tracy Christopher	Franklin	School Secretary I	$18,415.78	05-13-02
Dorothy Fowler	Div. of Special Services	School Secretary I	$28,760.12	06-17-02

Certificated Appointments — Teachers, Schedule 01

Codes	Yrs. Exp Credit	Name	Position	Division	Salary	Start Date
r	3	Jacquelyn D. Aleem	Broadfield Science	B	$31,256	09/03/02
r	3	Melloney L. Beck	PreK-8	B	$31,256	09/03/02
r	1	Jennifer M. Boemmel	Elementary Education	B	$28,611	04/08/02
r,b	10	Elserita R. Burton	Upper Elementary	BB	$42,497	09/03/02
r	0	Shirley F. Carpenter	PreK-3	B	$27,948	09/03/02
r	0	Katherine A. Chicquette	English/Social Studies	B	$27,948	09/03/02
r	0	Laura J. Conroy	Mathematics	B	$27,948	09/03/02
r	0	Lisa L. Cords	Elementary Education	B	$27,948	09/03/02
nr	0	Allison J. Crouch	Elementary Education	B	$27,948	09/03/02
r	0	Sara S. Cruz	PreK-6	B	$27,948	09/03/02
nr	0	Carissa M. Dickinsen	PreK-3	B	$27,948	09/03/02
r	0	Jennifer M. Didion	Elementary Education	B	$27,948	09/03/02
nr	0	Jodie L. Faich	English	B	$27,948	09/03/02
r	0	Carolyn M. Fiandt	EC:EEN	B	$27,948	09/03/02
r	0	Carrie E. Gizelbach	Upper Elementary	B	$27,948	09/03/02
r	1	Laura G. Goll	EC:EEN	B	$28,611	05/06/02
r,a	9	Jane C. Gordon	Special Education	BB	$41,110	04/29/02
r	0	Amy L. Gutowski	Elementary Education	B	$27,948	09/03/02
nr	0	Marites O. Haack	Elementary Education	B	$27,948	09/03/02
r	0	Erica A. Halverson	K-6	B	$27,948	09/03/02
r	0	Christina L. Harder	Upper Elementary	B	$27,948	09/03/02
r	0	Corrine K. Henningfeld	Upper Elementary/Mathematics	B	$27,948	09/03/02
r	7	Theresa M. Herro	Elementary Education	B	$36,545	04/30/02
r	0	Brian D. Kalish	English	B	$27,948	09/03/02
r	0	Kerry A. Klinger	Upper Elementary	B	$27,948	04/22/02
nr	0	Lisa M. Klug	PreK-6	B	$27,948	09/03/02
r	0	Angelic Kordus	Upper Elementary	B	$27,948	09/03/02
r	0	Angela J. Krejcarek	PreK-3	B	$27,948	09/03/02
nr	0	Rebecca L. Kruschke	Elementary Education	B	$27,948	09/03/02
r	0	Christina M. Laufenberg	English	B	$27,948	09/03/02
r	6	Cynthia M. Leigh	Upper Elementary	B	$35,222	09/03/02
nr	7	Carol A. Lerand	C.D.	B	$36,545	09/03/02
nr	0	William J. Luedtke	English	B	$27,948	09/03/02
nr	0	Sara J. Luthi	Elementary Education	B	$27,948	09/03/02
r	0	Steve M. Madden	Physical Education	B	$27,948	09/03/02
r	7	Kevin M. McInerney	C.D./L.D.	B	$36,545	09/03/02
nr	0	Michelle K. Michaels	PreK-3	B	$27,948	09/03/02
r	0	Leah M. Moreau	English	B	$27,948	09/03/02
nr	0	Julie A. Morris	English/Theater	B	$27,948	09/03/02
r	0	Carolyn A. Morris	Elementary Education	B	$27,948	09/03/02
nr	2	Ty A. Moseler	Physical Education/Health	B	$29,932	09/03/02
r	0	Bramouse F. Muhammad	Social Studies	B	$27,948	09/03/02
r	0	Mary A. Nemeth	PreK-6	B	$27,948	09/03/02
r	0	Carolyn J. O'Connell	Upper Elementary	B	$27,948	09/03/02
nr	0	Thomas J. Otzelberger	Business Education	B	$27,948	09/03/02
r	0	Joyce D. Peoples	Elementary Education	B	$27,948	09/03/02
r	0	Joandy Polanco	Upper Elementary	B	$27,948	09/03/02
nr	2	Jessica A. Polzin	LD/ED	C	$33,715	09/03/02
r	0	Melissa A. Puzia	Grades 1-9/Spanish	B	$27,948	09/03/02
r	0	Sarah M. Rosenow	PreK-6	B	$27,948	09/03/02
r	0	Amy A. Sekula	Upper Elementary	B	$27,948	09/03/02
r,a	4	Julie M. Sheridan	LD/ED	BB	$34,164	05/06/02
r	0	Rose C. Silveria	PreK-3	B	$27,948	09/03/02
r	4	Christine E. Staszak	PreK-3	B	$32,578	04/23/02
r	0	Carol E. Sura	Elementary Education	B	$27,948	09/03/02
r	0	Nina K. Swenson	Grades 1-9	B	$27,948	09/03/02
nr	7	John M. Thomas	K-8	B	$36,545	09/03/02

Codes	Yrs. Exp Credit	Name	Position	Division	Salary	Start Date
nr	0	Nicole M. Thomas	Upper Elementary	B	$27,948	09/03/02
r	0	William D. Thorpe	English	B	$27,948	09/03/02
nr	5	David G. Thorpe	History/English	B	$33,900	09/03/02
r	1	Andrea K. Vallee	PreK-3	B	$28,611	09/03/02
nr	0	Julia T. Wolz	Elementary Education	B	$27,948	09/03/02
r	0	Lia Xiong	Upper Elementary	B	$27,948	09/03/02
r	1	Anna M. Young	Upper Elementary	B	$28,611	09/03/02
r,a	1	Michael E. Zeidler	Mathematics	BB	$29,998	09/03/02
r	0	Josh R. Zimmers	Social Studies	B	$27,948	09/03/02

Codes

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

Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 21, 2002*:*		
Janice Cohodes	Milwaukee Sign Language	May 29, 2002
Stephanie Trapp	Congress	December 11, 2001
Maternity Leave, to June 7, 2002:		
Deborah French	Washington	May 29, 2002
Personal Leave, to June 20, 2003:		
James P. Anderson	Doerfler	September 3, 2002
Patricia Ehlert	Story	September 3, 2002
Sabbatical Leave, to June 20, 2003:		
Nick Zizzo	Teacher-in-Residence	September 3, 2002
Extension of Illness Leave, to January 31, 2003:		
Doreen McDermott	Leave	September 3, 2002
Extension of Illness Leave, to June 20, 2003:		
Darlene Almandi	Leave	September 3, 2002
Suzanne Kroupa	Leave	September 3, 2002
Bertha Ratcliffe	Leave	September 3, 2002
Extension of Maternity Leave, to June 20, 2003:		
Lisa Balistreri Geib	Leave	September 3, 2002
Ofelia Bautista Ruiz	Leave	September 3, 2002
Carol Ann Braovac	Leave	September 3, 2002
Karen Brockman	Leave	September 3, 2002
LaShawnda Davis	Leave	September 3, 2002
Katrina Edmond	Leave	September 3, 2002
Tracey Edmond	Leave	September 3, 2002
Kathleen Galvan	Leave	September 3, 2002

Maddalena Kass	Leave	September 3, 2002
Kathleen Kennon	Leave	September 3, 2002
Mary Krawczyk	Leave	September 3, 2002
Kim Malacara	Leave	September 3, 2002
Shari Michael	Leave	September 3, 2002
Rebecca Mork	Leave	September 3, 2002
Carolyn Neumann	Leave	September 3, 2002
Jennifer O'Hear	Leave	September 3, 2002
Catherine Porter	Leave	September 3, 2002
Maria Rajkovic	Leave	September 3, 2002
Nancy K. Smith	Leave	September 3, 2002
Nicole Watkins	Leave	September 3, 2002
Jill Wisniewski	Leave	September 3, 2002

Extension of Personal Leave, to June 20, 2003:

Doris Bisek	Leave	September 3, 2002
Melissa Enderle	Leave	September 3, 2002
Angela Gehred	Leave	September 3, 2002
Catherine Gietzen	Leave	September 3, 2002
Cindrea Gosh Lee	Leave	September 3, 2002
Jessica Hansen	Leave	September 3, 2002
Jo Ellyn Hetzer	Leave	September 3, 2002
Darlene Moore	Leave	September 3, 2002
Elaine Sathe	Leave	September 3, 2002
Lizabeth Stauff	Leave	September 3, 2002
Julie Zenner	Leave	September 3, 2002

Extension of Study Leave, to June 20, 2003:

Angela Gatzow	Leave	September 3, 2002
Beth Olson	Leave	September 3, 2002

Curtailment of Leave:

Thomas Brown	Rescinded his sabbatical leave that was granted from September 3, 2002, through June 20, 2003.

Report on Resignations

Name	Position	Effective Date
Carolle A. Asbeck	Teacher	07/01/02
Bonnie L. Bean	Teacher	06/07/02
Joel H. Been	Asst. Prin.	08/02/02
Shari B. Berman	Teacher	06/10/02
Sarah R. Berry	Teacher	09/23/02
David Brightsman	Teacher	08/31/02
Tonya Buford	Teacher	06/07/02
Benita R. Burgess-Newman	Teacher	06/15/02
Donald Burton	Teacher	06/07/02
Lisa Burton	Teacher	06/07/02
Carol J. Bzdusek	Teacher	06/07/02
Danny L. Carter	Teacher	05/01/02
Dennis J. Casper	Teacher	09/09/02
Albert P. Cooper Sr.	Coordinator	07/05/02
Gloria T. Curb	Teacher	06/07/02
Paul Curtin	Teacher	06/06/02
Patricia E. Cvejic	Teacher	06/07/02
Marie M. Davis	Teacher	06/07/02
Mary L. Dobbs	Soc. Worker	06/13/02
Angela Y. Dye	Teacher	08/22/01
Angela Gehred	Teacher	03/22/02
Leon R. Ivory	Teacher	06/07/02
Deanna L. Johnson	Teacher	06/06/02
Rosemary Kleinert	Teacher	06/07/02
Heidi A. LaBute	Teacher	06/06/02
Jessica Michels	Teacher	06/07/02
Audra D. Millen	Leg. Pol. Mgr	.06/21/02
Colleen H. Moore	Teacher	06/14/02
Sue A. Oskochil	Teacher	08/27/02
Marlene D. Planasch	Teacher	06/07/02
Sharon A. Plath	Teacher	06/13/02
Linda J. Prado	Teacher	05/08/02
Bonnie Reiter	Teacher	06/01/02
Kristin R. Roehr	Teacher	06/07/02
Geraldine Rogness	Teacher	06/06/02
Angela Rutter	Teacher	06/07/02
Gertraud L. Schoening	Teacher	08/30/02
Laura J. Schubert	Teacher	06/07/02
Marjorie A. Shadd	Soc. Worker	06/13/02
Frances J. Smith	Speech Path.	09/27/02
Brenda K. Stielow	Teacher	06/30/02
Amy Timmerman	Teacher	06/07/02

Name	Position	Effective Date
Tara R. VandeHei	Teacher	06/06/02
Karen L. VandeHey	Teacher	06/01/02
Patrick W. VanDyke	Teacher	06/06/02
Mary R. Ward	Teacher	06/08/02
Jill Welch	Teacher	06/07/02
Rescinded Resignation		
Marianna R. Alfonso	Teacher	06/07/02
Corrections to Resignations		
Mary Beth Minkley	Principal	06/25/02
Deborah A. Thompson	Principal	06/14/02

Prevailing Wage Rates

Section 66.293, Wisconsin Statutes, requires the Board of School Directors to contract with contractors that pay the prevailing wage rates to employees working for contractors and subcontractors under a public works contract.

Construction craftsmen employed at the Facilities and Maintenance Services Division are also paid the prevailing wages pursuant to the action of the Board on May 3, 1932 (Proc. pp. 555-556). This policy was incorporated in Section 2.32 of the Board's Rules and was further affirmed by the Board in December 1962 (Proc. 12-11-62, pp. 301-302; 12-19-62, pp. 303-304). Communications from the Milwaukee Building and Construction Trades Council listing the new wage rates and their effective dates are available with the minutes of your Committee's meeting.

Affirmative Action Report

The Affirmative Action Report for the month of May 2002 is available with the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the classified personnel transactions, teacher appointments, and leaves of absence as listed above;
2. authorize the Administration to pay the prevailing wage rates detailed in the above-mentioned communications in contracts with contractors and subcontractors; and
3. authorize increases for MPS construction craftsmen as of the date(s) indicated on the above-mentioned communications.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

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

				Salary		
Codes	Name	Position	Location	Sched	Range	Amount
5, r	Andrew Meuler	Principal	King High School	III	15A	$97,238.45
5, nr	Nancy Kostecki	Staffing Specialist — Special Education	Division of Special Services	III	10A	$79,629.19
5, nr	Juliana Spring	Project Manager of Maintenance and Repair	Facilities and Maintenance Services	III	10A	$80,000.00
5, r	Charles Lorum	Network Support Specialist,	Pulaski High School	III	6A	$60,000.00
5, nr	Brian Spielman	Performance Auditor,	Office of Audit Services	III	6A	$61,000.00
5, r	Eugene Jones	Administrative Assistant to the Director	Office of Board Governance	III	3A	$46,428.12

* 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 Committees' reports.

* * * * *

(Item 4) Receipt of and Action on the Summary Report of Partnership School and Early Childhood Financial/Compliance Reviews

Background

Annually, the Milwaukee Board of School Directors (Board) contracts with private agencies to provide alternative education and other related services to Milwaukee Public Schools (MPS) 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 ten programs during FY02. The ten programs included eight alternative schools, a special education program, and an intensive day treatment program.

Individual audit reports have been completed for the seven agencies which operated the ten programs. The reports present audit findings and recommendations as well as the schools' responses to the audit recommendations. Individual school audit reports are available upon request.

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 the Division of Small Community Schools to aid in administering the programs.

The summary report and each school's individual financial and compliance report have been provided to the Superintendent and the Division of Small Community Schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. receive the Summary Report of Partnership School Financial and Compliance Audits (Audits #2002-05 to -11); and
2. direct the Division of Small Community Schools to resolve the exceptions reported for partnership schools and submit a report to the Office of Board Governance, by August 2002, 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 Committees' reports.

* * * * *

(Item 5) Action on Recommendation for Approval of FY03 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 26, 2001, the Board approved two-year 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 2001-2002 academic year reflect the provisions in the current law and will be available upon request after July 15, 2002.

3. The Office of Board Governance–Audit Services conducted Partnership School Financial/Compliance Reviews in the spring of 2002 for the following partnership schools: Aurora Weier, Cornerstone Achievement Academy, HR Academy, HR Educational Possentem, NOVA, Silver Spring Neighborhood Center, United Community Center, St. Charles Behavioral Reassignment, St. Charles Special Education Program, St. Charles Adjudicated/Day Treatment.

4. The Division of Small Community Schools' recommendations for contract renewal and seat allocations for the second year of a two-year contract cycle for the 2002-2003 school year are outlined under the Fiscal Impact Statement.

Strategic Plan Compatibility Statement

5. The recommendation supports the MPS Strategic Plan, Goal 1, Improve student achievement, and Goal 2, Student success in further education and employment. It is aligned with the State of Wisconsin accountability measures and supports the requirements of the new Elementary and Secondary Education Act (ESEA).

Statute, Administrative Policy, or Board Rule Statement

6. The contract renewal recommendations adhere to the provisions established by:
   - Wisconsin Statutes, §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 $13,875,848 for FY03. The chart below outlines the number of contracted seats for FY02, the proposed number of seats for FY03, 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 FY03 budget

Proposed Seats for FY2003

Partnership School	Grade	Total FTE Seats		Total Contract
		2002	2003	
Assata	9-12	60	60	$438,300
Aurora Weier*	9-12	75	70	511,350
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	50	365,250
LEW *	9-12	150	100	730,500
MMAIC/Spotted Eagle	9-12	100	100	730,500
Milwaukee Spectrum	9-12	90	90	657,450
NOVA *	6-12	100	90	657,450
Seeds of Health/Grandview	9-12	200	200	1,461,000
Shalom	9-12	100	100	730,500
Silver Spring Neigh. Ctr.*	6-8	65	55	401,775
UCC*	6-8	60	50	365,250

Partnership School	Grade	Total FTE Seats 2002	Total FTE Seats 2003	Total Contract
To Be Assigned			95	693,975
Totals		1,450	1,450	$10,592,250
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	781,635
Totals		342.5	449.5	$3,283,598
GRAND TOTAL		1,792.5	1,899.5	$13,875,848

*During FY02, 50 additional behavioral reassignment seats were allocated during the spring semester 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 FY03, the Division of Small Community Schools is recommending 95 seats in addition to the 12 seats added via the FY03 budget, for a total of 107 new behavioral reassignment seats. The additional behavioral reassignment seats were added by reducing the number of at-risk seats allocated to the partnership schools marked with an asterisk. They will be restored if MPS Board approves related fund transfer.

Implementation and Assessment

8. Formal and informal assessments are implemented throughout the school year. Unless otherwise negotiated and agreed to by the parties in writing, partnership schools will comply with the performance standards in the District Accountability Plan and establish to the satisfaction of MPS on an annual basis that they have complied with the following performance standards.

a. The average daily attendance rate of pupils in the Partnership School shall be at least 70%. (Based on Board action of June 30, 1999, contracted sites serving Behavioral Reassignment, adjudicated, and special education students who are assigned by MPS will be waived from the 70% attendance provisions of the policy.)

b. At least 70% of the students will have remained in school.

c. At least 70% of the participating high school seniors shall have received a school diploma.

d. At least 70% of the eligible students in grades 9-12 will have earned at least 4.5 high school units at the end of two semesters, or 2.25 units at the end of one semester, or 1.5 units at the end of one trimester.

e. At least 70% of the eligible students in grades 1-8 shall have received a passing grade in at least four of the core academic courses of English, mathematics, reading, science, and social studies.

f. At least 70% of the students will show achievement gains on a standardized test or other appropriate measures of at least one month's gain in reading and mathematics for each month of enrollment in the program.

9. The requirements of the reauthorization of Elementary and Secondary Education Act (ESEA) and federal “No Child Left Behind” Act include provisions to raise academic achievement for all children. This includes students enrolled in MPS partnership or small community schools. The Division of Small Community Schools will be conducting a comprehensive review of contract language for partnership schools and recommend revisions to align with the State of Wisconsin’s accountability measures and to address the requirements of the new ESEA provisions. Recommendations will be submitted to the Board in January 2003, and contract provisions will be modified beginning with the 2003-2004 school year.

Committee’s Recommendation

Your Committee recommends that the Board authorize the renewal of the contracts with partnership schools for FY03 as listed below:

Proposed Seats for FY2003

Partnership School	Grade	Total FTE Seats 2002	Total FTE Seats 2003	Total Contract
Assata	9-12	60	60	$438,300
Aurora Weier	9-12	75	70	511,350
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	50	365,250
LEW	9-12	150	100	730,500
MMAIC/Spotted Eagle	9-12	100	100	730,500
Milwaukee Spectrum	9-12	90	90	657,450
NOVA	6-12	100	90	657,450
Seeds of Health/Grandview	9-12	200	200	1,461,000
Shalom	9-12	100	100	730,500
Silver Spring Neigh. Ctr.	6-8	65	55	401,775
UCC	6-8	60	50	365,250
To Be Assigned			95	693,975
Totals		1,450	1,450	$10,592,250
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	781,635
Totals		342.5	449.5	$3,283,598
GRAND TOTAL		1,792.5	1,899.5	$13,875,848

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 6) Action on Recommendations for FY03 Renewal of Early Childhood Contracts for Daycare Centers

Administration's Analysis

1. Since 1988, the Milwaukee Public Schools has had the authority under Sec. 119.72, Wisconsin State Statutes, to contract with private, non-profit, non-sectarian daycare centers located in the city of Milwaukee to provide early childhood education to four- and five-year-olds who are residents of the city. It was anticipated that having a kindergarten program implemented within a daycare 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 daycare centers located in the city of Milwaukee.

2. 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 daycare 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. On August 30, 2001, 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 daycare services.

5. The Administration's recommendations for early childhood contracted seats for 2002-2003 are outlined under the Fiscal Impact Statement.

Strategic Plan Compatibility Statement

6. The state-funded kindergarten daycare program supports the MPS Strategic Plan, Goal 1, Student Achievement, and Goal 3, Family Satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rule Statement

7. Administrative policy requires that all contracts with daycare agencies be approved by the Board.

8. Wisconsin State Statutes, §119.72, authorizes Milwaukee Public Schools to contract with daycare centers.

Fiscal Impact Statement

9. Approval of this item authorizes expenditures. The chart below outlines the number of contracted seats for 2001-2002, the proposed number of seats for 2002-2003, and the cost per daycare agency. The cost per contracted seat is $3,450.

Daycare Center	Contracted Seats 2001-2002	Contracted Seats 2002-2003	Amount
Carter Child Development Center	80	80	$276,000
LaCausa Daycare Center, Inc.	60	60	207,000
Silver Spring Neighborhood Center	36	25	86,250
Hampton Avenue Daycare (Divine Daycare)*	20	20	69,000
Total	196	185	$638,250

*Divine Daycare's name has been changed to Hampton Avenue Daycare.

At no time shall the daycare agencies (sub-grantees) receive payments for seats that were not filled by eligible Milwaukee-resident students. Funds to support this program are provided by the state under Wisconsin Statutes, §119.72, Early Childhood Education: contracts with day-care centers.

Budget code 1-14-4-251-600-370-11300.

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 2001 for the 2000-2001 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 2001–2002 school year. It is anticipated that the evaluations will be completed by the end of August 2002.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to renew contracts with the following agencies to provide 185 early childhood seats for the 2002-2003 school year at a cost of $638,250, contingent upon receipt of state funds and successful outcomes resulting from the formal and informal assessments conducted during the 2001-2002 contract experience.

Daycare Center	Contracted Seats 2001-2002	Contracted Seats 2002-2003	Amount
Carter Child Development Center	80	80	$276,000

Daycare Center	Contracted Seats 2001-2002	Contracted Seats 2002-2003	Amount
LaCausa Daycare Center, Inc.	60	60	207,000
Silver Spring Neighborhood Center	36	25	86,250
Hampton Avenue Daycare (Divine Daycare)	20	20	69,000
Total	196	185	$638,250

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 7) Action on Authorization for FY03 Contracts for Contracted Kindergarten/Elementary School Programs

Administration's Analysis

1. The Milwaukee Board of School Directors at its May 26, 1999, meeting authorized the Administration to enter into contracts with agencies for early childhood services. The contracts covered a three-year term: FY2000, FY2001, and FY2002.

2. Given the performance of the program, the availability of funds, and the needs of the district, the Administration is recommending an additional one-year extension. The Neighborhood Schools Plan projects a 120 FTE increase in the number of seats contracted with La Causa in the 2002-2003 (FY03), while a 200 FTE increase in FY04. Garden Homes Lutheran was scheduled in the NSI Plan as a lease arrangement for 50 K4 students in FY03. A contract for 44 FTEs is being proposed instead of the lease arrangement. An MPS Early Childhood Program at Andrew Douglas Academy for K4-K5 students will be funded out of this budget also, at a cost of $109,900.

3. The Administration recommends that the Board authorize a one-year extension to the current contracts with the agencies listed as outlined under the Fiscal Impact Statement.

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, Administrative Policy, or Board Rule Statement

5. These contracts conform to all statutes, policies, and rules.

Fiscal Impact Statement

6. Approval of this item authorizes expenditures totaling $4,275,071. Projected costs for the contracts listed for approval are shown below.

Site	FY02 Budget	FY02 Actual	Projected FY03 FTE	Net FY03 Amount
Agape	180	174	174	$895,321
Garden Homes Lutheran	0	0	44	$155,027
Guadalupe Head Start	20	19.5	19.5	$65,313
La Causa	80	80	200	$958,914
Next Door	97	80	80	$330,707
Seeds of Health (Windlake)	280	280	280	$1,443,107
V.E. Carter	140	127	127	$426,682
TOTAL	797	760.5	924.5	$4,275,071

7. With the exception of La Causa, the Administration has reduced the FY03 budgeted amount to equal the actual number of students enrolled in FY02.

8. Funds totaling $4,029,177 were allocated in the FY2003 budget for contracted kindergarten/elementary programs in the Department of Educational Services, budget code 1-10-4-618-000-

370-431100, and $245,894 in NSI funds. 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.

Implementation and Assessment Plan

9. The contracts will be monitored through the Department of Educational Services, Division of Curriculum and Instruction.

Committee's Recommendation

Your Committee recommends that the Board authorize one-year contracts with the following agencies for the FTEs and amounts listed below:

Site	FY02 Budget	FY02 Actual	Projected FY03 FTE	Net FY03 Amount
Agape	180	174	174	$895,321
Garden Homes Lutheran	0	0	44	$155,027
Guadalupe Head Start	20	19.5	19.5	$65,313
La Causa	80	80	200	$958,914
Next Door	97	80	80	$330,707
Seeds of Health (Windlake)	280	280	280	$1,443,107
V.E. Carter	140	127	127	$426,682
TOTAL	797	760.5	924.5	$4,275,071

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 8) Action on Recommendations for Contract Renewal with St. Charles for Private-School Placement of Students with Special Education Needs

Administration's Analysis

1. Under the provisions of Wisconsin Statutes, §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 approved recommendations allowing the Administration to request a waiver from the provision of PI 11.06 (1)(d)(2) of the Wisconsin Administrative Code requiring the State Superintendent of Public Instruction to individually approve each placement in a private agency for students with disabilities.

3. On June 26, 2001, the Board approved a two-year contract agreement with St. Charles Youth and Family Services to provide an educational treatment-oriented program for students with special education needs to serve 135 students with severe behavioral problems.

4. The contract provides for renewal subject to the performance of the program, the availability of funds, and the needs of MPS. 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 would be 158.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

7. The recommendation adheres to the provisions established by Wisconsin Statutes, §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 2002-2003. 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. The contract costs for these contracts are shown below:

	FY01-02	FY02-03
Agency		
St. Charles	135	135
To Be Determined	23	23
Grades		
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 the following performance standards.
   a. The average daily attendance rate of pupils in the contract shall have at least a 70% improvement rate from the baseline rate prior to attending the program. MPS guidelines and policies regarding attendance must be followed.
   b. Must adhere to all federal and state law mandates regarding pupils protected under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, the Individuals with Disabilities Education Act 20 U.S.C. 1400 et.seq. (IDEA), the American with Disabilities Act, 42 U.S.C. 12101 et.seq. (ADA).
   c. All students with disabilities have opportunities throughout the school day to interact with their same age non-disabled peers.
   d. The number of special education staff assigned to the program shall reflect students' support needs.
   e. All students have access to grade level content and materials that reflect the general curriculum standards.
   f. Curriculum and instruction is aligned with state and district standards.
   g. All professional development efforts must be measured, at least in part, by improvement in student learning.
   h. Parental satisfaction with school is reflected in school surveys with a minimum of 60% participation.

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 reauthorization of Elementary and Secondary Education Act (ESEA) and federal "No Child Left Behind" Act include provisions to raise academic achievement for all children.

This includes students enrolled in MPS partnership or small community schools. The Administration will be conducting a comprehensive review of contract language for partnership schools and recommend revisions to align with the State of Wisconsin's accountability measures and to address the requirements of the new ESEA provisions. Recommendations will be submitted to the Board in January 2003, and contract provisions will be modified beginning with the 2003-2004 school year.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to renew the contract with St. Charles for FY03 for 135 special education seats and for 23 seats to be determined.

	FY01-02	FY02-03
Agency		
St. Charles	135	135
To Be Determined	23	23
Grades		
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 Committees' reports.

* * * * *

(Item 9) Action on Recommendation for Approval of FY03 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 assigned by the courts. The Milwaukee Public Schools and the Milwaukee County Children's Court Center jointly fund several day treatment facilities for adjudicated youth. These programs provide educational and therapeutic services to children ages 12 through 18 who are juvenile offenders or adjudicated delinquents. Most are MPS students who are on court-ordered probation due to a court finding of delinquency.

2. MPS and agency teachers provide instruction designed to help pupils meet MPS middle- and high-school graduation requirements, while the Milwaukee County Children's Court Center supports the therapy program.

3. The aim of the joint MPS/Milwaukee County day-treatment programs is to decrease delinquent behavior while promoting school and community adjustment for students who are engaging in socially unacceptable behavior and 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 either are reassigned to MPS schoosl or are referred to the court system.

5. In January of 2000, the Milwaukee Children's Court Center approved proposals to provide day-treatment services from four community-based organizations: Lad Lake Ultra; Project Excel; St. Charles, Inc.; and Southwest Key. The Administration is recommending that the district continue to contract for day-treatment services from these community-based organizations for 2002-2003 as outlined under the Fiscal Impact Statement.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule 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 $521,640 for FY03. Projected costs for the contracts listed for approval are shown below.

Day Treatment Site	Seats 2002	Seats 2003	Cost
Lad Lake Ultra	30	30	$127,650
Project Excel	30	30	127,650
Southwest Key Intensive Day	30	30	133,170
St. Charles Intensive Day	30	30	133,170
Totals	120	120	$521,640

The base FTE cost for Lad Lake Ultra and Project Excel is $4,255. The base FTE cost for Southwest Key and St. Charles is $4,439. Funds sufficient to support educational services to adjudicated students were approved in the FY03 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 shall comply with the performance standards in the District Accountability Plan and shall establish to the satisfaction of MPS on an annual basis that they have complied with the following performance standards:

- At least 70% of the eligible students will have remained in school. (Duration of enrollment is often determined by the courts. Based on the Board's action of June 30, 1999, contracted sites serving behavioral reassignment, adjudicated, and special education students who are assigned by MPS will be waived from the 70% attendance provisions of the policy.)
- At least 70% of the eligible participating high-school seniors shall have received a school diploma.
- At least 70% of the eligible students in grades 9-12 will have earned at least 4.5 academic credits or a prorated number of credits if the pupil was enrolled in the program for less than the entire school
- At least 70% of the eligible students will demonstrate, on standardized tests or other appropriate measures, at lest one month's gain in reading and mathematics for each month of enrollment.

10. The requirements of the reauthorization of Elementary and Secondary Education Act (ESEA) and federal "No Child Left Behind" Act include provisions to raise academic achievement for *all* children. This includes students enrolled in MPS partnership or small community schools. The Administration will be conducting a comprehensive review of contract language for partnership schools and recommend revisions to align with the State of Wisconsin's accountability measures and to address the requirements of the new ESEA provisions. Recommendations will be submitted to the Board in January 2003, and contract provisions will be modified beginning with the 2003-2004 school year.

Committee's 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 for FY03.

Day Treatment Site	Seats 2002	Seats 2003	Cost
Lad Lake Ultra	30	30	$127,650
Project Excel	30	30	127,650
Southwest Key Intensive Day	30	30	133,170
St. Charles Intensive Day	30	30	133,170
Totals	120	120	$521,640

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 10) Action on Recommendations for Approval of School-within-a-School Programs for Disruptive Youth

Administration's Analysis

1. As a result of the Board's action on July 26, 2001, contracts for school-within-a-school programs were approved with 10 MPS schools to serve disruptive students in grades 6-12 for the 2001-2002 school year. The Administration is recommending approval of the same number of contracted seats for the 2002-2003 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 Small Community Schools on an annual basis that the program has complied with the following performance standards:

- average daily student attendance;
- academic units earned;
- number and percent of seniors graduating;
- percent of students staying in school;
- percent of students showing gains in basic skills.

3. Grand Avenue, Hamilton, Juneau, Madison, Milwaukee Tech, North Division, Riverside, Robinson, Walker and Washington have successfully assigned students to school-within-a-school programs. During the 2001-02 school year, 843 students were served. All school programs met the 70% average daily attendance goal, along with the 70% student retention goal. Where seniors were enrolled, students met the graduation rate of 70% or above. The Administration is recommending that all ten schools receive approval for contracts to serve disruptive students for the 2002-03 school year.

Fiscal Impact Statement

4. Approval of this item authorizes expenditures totaling $715,295 for 2002-2003. The chart below outlines the number of contracted seats for 2001-2002, the proposed number of seats for 2002-2003, and the cost per school. The cost per contracted seat is $1, 337.

Schools	Grades	Seats '02	Seats '03	Cost
Grand Avenue School	6-8	40	40	$53,480
Hamilton High School	9-12	70	70	93,590
Juneau High School	9-12	45	45	60,165
Madison High School	9-12	70	70	93,590
Milwaukee Tech High School	9-12	60	60	80,220
North Division High School	9-12	50	50	66,850
Riverside High School	9-12	60	60	80,220
Robinson Middle School	6-8	30	30	40,110
Walker Middle School	6-8	40	40	53,480
Washington High School	9-12	70	70	93,590
TOTALS		535	535	$715,295

With the Board's approval, the funds will be transferred from the Division of Small Community Schools' Non-MPS Agency Budget to the MPS school sites granted contracts. Funds sufficient to support contracts for the 2002-2003 school year were appropriated in the FY03 MPS Budget.

Implementation and Assessment Plan

5. Programs will begin in September 2002, subject to the completion of a signed Memorandum of Understanding with the Milwaukee Teachers' Education Association.

6. The requirements of the reauthorization of Elementary and Secondary Education Act (ESEA) and federal "No Child Left Behind" Act include provisions to raise academic achievement for *all* children. This includes students enrolled in MPS partnership or small community schools. Program assessment will be performed annually to measure students' outcome standards specified for contracted programs serving children at risk of not graduating from high school.

The Division of Small Community Schools will be conducting a comprehensive review of contract language for partnership schools and recommend revisions to align with the State of Wisconsin's accountability measures and to address the requirements of the new ESEA provisions. Recommendations will be submitted to the Board in January 2003, and contract provisions will be modified beginning with the 2003-2004 school year.

Committee's Recommendation

Your Committee recommends that the Board approve contracts to serve disruptive students for the 2002-2003 school year with the following previous service providers and authorize the transfer of funds to MPS Agency accounts for individual school use.

Schools	Grades	Seats '02	Seats '03	Cost
Grand Avenue School	6-8	40	40	$53,480
Hamilton High School	9-12	70	70	93,590
Juneau High School	9-12	45	45	60,165
Madison High School	9-12	70	70	93,590
Milwaukee Tech High School	9-12	60	60	80,220
North Division High School	9-12	50	50	66,850
Riverside High School	9-12	60	60	80,220
Robinson Middle School	6-8	30	30	40,110
Walker Middle School	6-8	40	40	53,480
Washington High School	9-12	70	70	93,590
TOTALS		535	535	$715,295

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 11) 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 2001-2002 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 2002-2003 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 2001-2002 school year, the Independent Hearing Panel has determined whether or not the student was to receive educational services during the expulsion period. For the 2002-2003 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 Milwaukee Public Schools Independent Hearing Panel's "Guidelines for Offering Educational Services." Generally, these guidelines do not recommend offering educational services if the offense involves guns, distribution of illegal drugs or alcohol, battery, knives or other weapons, or any behavior that endangered the health or safety of others. A copy of the Guidelines is available with the minutes of your Committee's meeting.

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 with the minutes of your Committee's meeting.

6. Effective May 23, 2000, State Statute 119.25(2)(d) authorized the Board, or 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.

7. Beginning in the 2002-2003 school year, the Administration recommends 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 recommends 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.

8. During the 2001-2002 school year (August-May), 207 students were expelled, compared with 236 expulsions during the 2000-2001 school year (August-May). 180 students were expelled during the 1999-2000 school year. A summary of the expulsion data for the 2001-2002 school year and expulsion statistics covering 1978-1979 through 2001-2002 is available with the minutes of your Committee's meeting.

9. 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

10. The recommendation supports the MPS mission statement, "We know that children learn and achieve more when they are cared for, when they are safe and when they have a happy well-being."

Statute, Administrative Policy, or Board Rule Statement

11. The proposed resolution regarding delegating the Board's expulsion authority to an Independent Hearing Panel is consistent with:

- Wisconsin State Statutes §120.13, School Board Powers
- Wisconsin State Statutes, §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

12. Approval of this item does not authorize expenditures. The primary cost of processing student expulsion cases is for the staff time. This cost is covered by various departmental budgets.

13. In another item on this Committee's agenda, regarding approval of alternative/partnership school contracts, the Administration is recommending 102 additional seats to provide educational services to expelled students. Based on last year's experience, we anticipate this number of seats projected in the recommendation for 2002-2003 behavioral reassignment seats to be sufficient to meet needs; however, if there is a need to expand partnership seats further, the Administration will inform the Board. The Administration will also inform the Board if additional funds are needed to process student expulsion cases within the time requirements of the law.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution:

RESOLVED, That, for the 2002-2003 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 2001-2002 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 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. For the 2002-2003 school year, 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 Committees' reports.

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(Item 12) Action on a Recommendation to Enter Into a Contract with Joint Agencies for Milwaukee Neighborhoods in Connection with the Neighborhood Schools Plan

Administration's Analysis

1. At its meeting of August 24, 2000, the Board adopted the plan for the Neighborhood Schools Initiative (NSI). The State Legislature's Joint Finance Committee subsequently adopted the plan on September 26, 2000.

2. Contained in the plan were several projects involving partnerships with community-based organizations (CBOs) which would share space, facilities, and costs of the new facilities. The CBO partners enable the Neighborhood School Plan (NSP) to increase resources available to students and families. In addition, the CBOs enhance the financial capability of the NSP.

3. The NSP highlights 15 CBOs that would assist Milwaukee Public Schools in making schools anchors in the community. Each CBO is to bring a specific amount of funding to the project. To date, four CBOs have made financial commitments or provided equity towards the project.

4. To help the CBOs raise their portion of the project costs, the Joint Agencies for Milwaukee Neighborhoods (JAMN) was established and incorporated on January 14, 2002. JAMN has a federal identification number and is in the process of obtaining 503(c) tax-exempt status. JAMN has been organized and will be operated primarily to support the development of qualifying organizations in the City of Milwaukee and of facilities that will be shared by the MPS District through the NSP. JAMN will act as the coordinating agency between other tax-exempt organizations that are interested in developing shared facilities adjacent to or near MPS schools, as identified in the NSP.

JAMN hopes to raise over $17 million for the NSI. A donation of $1 million has been received to date. JAMN has now reached a point of entering formal agreements with several NSI partners as well as with other partner organizations.

5. The consultant for partnership development has a service contract with the Office of Neighborhood Schools. This individual will serve as staff to the JAMN board as a volunteer.

6. In addition to the consultant for partnership development in the Office of Neighborhood Schools, JAMN's six-member board of directors includes representatives from foundations, banks, economic development corporations, and securities companies. A list of the board members is available with the minutes of your Committee's meeting. The chairperson of JAMN is currently the educational program director of the Richard and Ethel Herzfeld Foundation.

7. JAMN board members are preparing to begin an aggressive fundraising campaign that will involve a large section of the community. A list of the goals of the campaign is available with the minutes of your Committee's meeting. Projected activities include:

- preparing grant applications with outside consultants;
- compiling financial proposals, which includes multi-funding sources;
- attending meetings of funders regarding grant specifications and requirements;
- working with both profit and non-profit institutions for funding;
- marketing of JAMN members to funding organizations through brochures and logos as public relation efforts;
- managing the funds raised in a systematic manner;
- paying legal and accounting fees necessary to the operation of the organizations.

8. The Administration is requesting authorization to enter into a service contract with JAMN to begin July 1, 2002, and to end June 30, 2003, at a cost not to exceed $120,000. A proposed expense budget is available with the minutes of your Committee's minutes. The Administration will require JAMN to submit quarterly expenditure reports to the Office of Neighborhood Schools for review.

Strategic Plan Compatibility Statement

9. The recommendation is consistent with the practice of fiscal responsibility and making informed decisions about the allocation of district resources.

Statute, Administrative Policy, or Board Rule Statement

10. The recommendation complies with Administrative Policy 3.09, Purchasing and Bidding Requirements, as a sole-source contract.

There were no HUB requirements on the contract; however, all NSI partners who receive JAMN funds have a 40% HUB participation requirement.

Fiscal Impact Statement

11. Approval of this item authorizes expenditures of up to $120,000. Funding for the contract will be from the NSP Partner Development fund allocated in account number 1-10-4-861-000-398-255000, Building Projects/Debt Service. The bonds proceeds cannot be used for this contract.

Implementation and Assessment Plan

12. Upon approval by the Board, a contract between MPS and JAMN will be developed to include a required quarterly expenditure report, which will be submitted to the Office of Neighborhood Schools for review.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract with the Joint Agencies for Milwaukee Neighborhoods at a cost not to exceed $120,000, to begin July 1, 2002, and to end June 20, 2003.

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 13) Action on a Recommendation to Approve an Interdistrict (Chapter 220) Contract

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 December 2001, the Administration mailed to each suburban district the 2002-2003 Interdistrict Student Transfer Agreement with a request that the agreement be signed by the board president and returned to the Milwaukee Public Schools. A copy of the agreement is available with the minutes of your Committee's meeting.

3. At its May 30, 2002, meeting, the Board approved the 2002-2003 Interdistrict Student Transfer Agreement and authorized the Board president to execute the agreements for 22 of the 23 suburban school districts. Since that time, the Administration has received the interdistrict transfer agreement for the Greendale School District. The Administration is recommending approval of the interdistrict transfer agreement for Greendale at this time.

4. Beginning with the 2002-2003 school year, a new provision has been 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.

5. The chart below highlights the number of contracted seats for the 2001-2002 school year, the actual enrollment for 2001-2002, and the number of contracted seats for the 2002-2003 school year for all 23 suburban school districts. The one suburban contract that was not approved at the May 2002 board meeting is indicated with an asterisk in the following table:

Chapter 220 District	2001-2002 Contracted Seats	2001-2002 Actual Enrollment	2002-2003 Contracted Seats
Brown Deer	129	107	100
Cudahy	205	161	150
Elmbrook	337	310	331
Fox Point/Bayside	111	105	101
Franklin	325	320	325
Germantown	39	33	37
Glendale/River Hills	75	73	67
Greendale*	77	77	98

Chapter 220 District	2001-2002 Contracted Seats	2001-2002 Actual Enrollment	2002-2003 Contracted Seats
Greenfield	179	146	180
Hamilton/Sussex	95	94	105
Maple Dale/Indian Hills	68	68	67
Menomonee Falls	345	291	362
Mequon/Thiensville	167	167	167
New Berlin	116	94	94
Nicolet	118	117	143
Oak Creek/Franklin	109	124	140
St. Francis	230	174	224
Shorewood	259	245	272
South Milwaukee	291	233	293
Wauwatosa	727	671	660
West Allis/West Milwaukee	295	249	249
Whitefish Bay	338	294	307
Whitnall	168	155	147
Grand Total	4,824	4,308	4,598

6. The Brown Deer and Glendale/River Hill School Districts have achieved 30% or more minority population. Under State Statutes, §121.85(2)(a)(1), these districts cannot accept new Milwaukee-resident minority students via the Interdistrict Student Transfer Program (Chapter 220) for the 2002-2003 school year. Milwaukee-resident students attending these districts, however, have a right to remain in the districts to complete their education at the elementary, middle, or high school, per State Statutes, §121.85(8)(3)(a).

Statute, Administrative Policy, or Board Rule Statement

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

Fiscal Statement

8. Approval of this item does not authorize expenditure of funds.

Committee's Recommendation

Your Committee recommends that the Board authorize the Board's president to execute the 2002-2003 transfer agreement for the Greendale School District.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 14) Action on Resolution 0102R-046 by Director Morales Regarding the Award and Reporting of Contracts

Background

At its meeting Feb. 28, 2002, the Board referred to the Committee on Finance/Personnel the following resolution by Director Morales:

WHEREAS, The Board instituted new requirements for the purchase and bidding of supplies, equipment, services, new construction, and remodeling effective July 1, 1990; and

WHEREAS, This policy appears to require that all formal bids in the amount of $25,000 or more and sole-source purchases in excess of $50,000 must be presented to the Board with the recommendations of the Superintendent; and

WHEREAS, The Board must be provided with quarterly reports concerning bids, contract awards, sole-source purchases, and contract extensions under $50,000 approved by the Superintendent or by the Director of the Office of Board Governance; and

WHEREAS, MPS Administrative Policy 3.09 appears to be confusing and contradictory, as the Board is not receiving information on contracts under $50,000; and

WHEREAS, Administrative Policy 3.09 "Purchasing and Bidding Requirements" paragraphs 2(a) through 2(h) excludes a number of contracts from the approved bidding requirements and from the requirement that they be reported to the Board; and

WHEREAS, It is not good fiscal policy to allow for such a large number of exemptions; and

WHEREAS, the city attorney has been asked to review and render an opinion on the language contained in this policy; and

WHEREAS, The policy should be clarified in order to ensure compliance; now, therefore be it

RESOLVED, That the Administration provide to the Board, by the April 2002 meeting of the Board's Finance / Personnel Committee, a list of contracts issued for the 2001-02 fiscal year which are in the $25,000 to $50,000 range and which have not been approved by the board; and be it

FURTHER RESOLVED, That the Board establish a committee to include the Director of the Office of Board Governance, the Director of the Department of Finance, the district's Chief Auditor, the Director of Business Services, the Chair of the Board's Finance / Personnel Committee, and the City Attorney; and be it

FURTHER RESOLVED, That the said committee rewrite Administrative Policy 3.09 to bring it more into line with other governmental agencies; and be it

FURTHER RESOLVED, that the said committee bring its recommendations for changes to the policy's language to the Board for approval no later than June 30, 2002.

Administration's Analysis

1. The Departments of Business Services and Finance, in response to the resolution, reviewed contracts issued in FY02. The review showed that the provisions of Administrative Policy 3.09 are generally adhered to, but that there is considerable confusion about their applicability. In addition, the enforcement of its provisions has not been universally consistent. As the decentralization process has progressed, it has become evident that more clarity in procurement policies, as well as greater accountability in the use of district funds, is needed.

2. The committee designated in the resolution established subcommittees to examine commodities purchasing, personal services contracting, and real estate and construction procurement and contracting. The committee determined that revising the purchasing and procurement policy, effectively communicating

it to schools and departments, and strengthening enforcement procedures will allow the District to reduce certain liabilities, capitalize on previously unrealized cost-efficiencies, and further assure the public and vendors alike of the fairness of District procurement practices.

3. A summary of the major modifications to Policy 3.09 is provided below.

- Definitions: A glossary of terms is provided for accuracy.
- Designation by dollar amount: Bidding and procurement policies are aligned with the value of the equipment or services purchased.
- Designation by category: Bidding and procurement policies are established for construction contracts, professional service contracts, and the purchase of goods and equipment.
- Designation of waivers: The proposed policy clearly designates when an exception to the bidding and purchasing policies will be permitted.
- Changes to Contracts/Scope of Work: A 10% or $50,000 limit on construction, maintenance, or remodeling contract modifications is designated. All other changes will require School Board notification or approval.
- HUB participation requirements: All contracts, as required, must include HUB participation requirements determined applicable by the District's HUB Coordinator.

Strategic Plan Compatibility Statement

4. This item is related to the Strategic Plan's financial management goal to "develop policies and procedures to improve the district's financial management systems to preserve the system's financial stability."

Statute, Administrative Policy, or Board Rule Statement

5. Administrative policy 3.09 requires modification.

Fiscal Impact Statement

6. Adopting the proposed revisions to Administrative Policy 3.09 will result in savings in the areas of purchasing, contracting, and legal fees.

Implementation and Assessment Plan

7. Besides assisting to implement the revised policy, the Administration will take the following steps to improve accountability in procurement and contracting functions:

- Create new contracting forms that will clearly state requirements for completing an acceptable, valid contract;
- Create a separate checklist of contracting steps to help employees and administrators successfully meet contract requirements;
- Formally implement a review process to monitor contracts and assist schools and departments to meet contract standards;
- Return to their issuers proposed contracts that do not meet district requirements. Payments will not be processed until the requirements are met, or until the person responsible for a particular contract explains in writing why the violation occurred;
- Develop a web-based Department of Finance newsletter with links to bid specification and RFP model documents and basic documents available for downloading and printing;
- Report quarterly on contracts issued in violation of Administrative Policy 3.09;
- In-service school and department staff in the provisions of the revised policy and the accountability requirements attached to the policy.

Committee's Recommendation

Your Committee recommends that the Board adopt the proposed revisions to Administrative Policy 3.09.

ADMINISTRATIVE POLICY 3.09:
PURCHASING, BIDDING, AND LEASING 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:

- 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.
- Lease of Materials, Supplies, Equipment, and Computer Systems:
  - Capital Leases (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
  - Operational Leases: A rental contract agreement for a defined period of time
  - Facilities and Land Leases: Refer to the requirements as outlined under Board Governance Policy 4.08, Administrative Procedure 5.01(3), and Administrative Policy 5.01.
- Maintenance: Upkeep of property, building, or equipment to keep in an existing state and to preserve from danger or unsafe condition
- New Construction: Addition or extension to existing building, or new building or structure
- 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

- Purchase of Materials, Supplies, Equipment, and Computer Systems: A contract agreement to buy or obtain outright with a single payment
- Reasonable Effort: Contacting by telephone, fax, or e-mail at least three (3) vendors, in an attempt to obtain competitive bids
- Remodeling: Alterations to existing construction, property, or conditions
- 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.

- Request for Proposals, or "RFP": A procurement method that solicits proposals based upon certain documents, whether 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.
  - A contract may be entered into through the use of requests for competitive proposals when contracting for professional services or when the director of business services determines, in writing, that the use of competitive sealed bidding is either not practicable or not advantageous to the District.
  - 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.
  - Evaluation factors: The Request for Proposals shall state the relative importance of price and other factors and subfactors, if any, to be used in determining contract award.
  - Discussion with Responsible Offerors and Revisions to Proposals: As provided in the Request for Proposals, 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.
  - 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.
- Sole-source: Possessing a unique and singularly available performance capability for the purpose of contract award/agreement.
- 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

— Responsive Bidder: A person who has submitted a bid that conforms in all material respects to the solicitation for bids
— 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.
c. The Department of Finance and the Department of Business Services may refuse payment for purchases or contracts made in violation of this policy. Payment will not be made until the MPS employee responsible for the contract explains, in writing, why the violation occurred.
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 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.

_____ Annual Total_____

Contract Amount: Requirements:

Below $3,000 *Competitive bids or RFPs not required.*

Maintenance, New Construction and Remodeling Contracts

- All proposed projects must be submitted to the Division of Facilities and Maintenance Services for review.
- 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.
- 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.
- Contracts must include HUB participation requirements when determined applicable by the District's HUB Coordinator.

Professional Service Contracts

- 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.
- 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.
- Contracts must include HUB Participation requirements when determined applicable by the District's HUB Coordinator.

$3,000-$9,999 *Maintenance, New Construction and Remodeling Contracts*

A reasonable effort must be made to obtain competitive bidding. The following requirements also must be met:

- All proposed projects must be submitted to the Division of Facilities and Maintenance Services for review prior to soliciting any bids.
- All quotes must be confirmed in writing.
- ` 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.
- 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.
- Contracts must include HUB participation requirements when determined applicable by the District's HUB Coordinator.

Professional Service Contracts

A reasonable effort must be made to obtain competitive bids or RFPs. The following requirements also must be met:

- All quotes must be confirmed in writing.
- 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.
- 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.
- Contracts must include HUB participation requirements when determined applicable by the District's HUB Coordinator.

Purchase, Rental or Lease of Materials, Supplies, Equipment, and Computer Systems/Software (except for purchases made through the Division of Purchasing Services)

A reasonable effort must be made to obtain competitive bidding. The following requirements also must be met:

- All quotes must be confirmed in writing.
- Lease-to-Purchase contracts must be arranged through the Department of Business Services prior to ordering the goods.
- Contracts must include HUB participation requirements when determined applicable by the District's HUB Coordinator.

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 written explanation must be submitted if a contractor/vendor was selected without competitive bids.
- Contracts must include HUB participation requirements when determined applicable by the District's HUB Coordinator.
- Also refer to Exceptions below.

$10,000-$24,999 *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 written scope of work, including drawings and specifications as required, must be submitted to the Division of Facilities and Maintenance Services.
- Performance and Payment Bond equal to 100% of the contract amount must be posted.
- 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.

- 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.
- Contracts must include HUB participation requirements when determined applicable by the District's HUB Coordinator.

Professional Service Contracts

The superintendent's approval and signature is required before the contract is issued. The following requirements also must be met:

- A written scope of work/services to be performed must be included in the contract.
- Before submission to the superintendent, 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.
- 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.
- Contracts must include HUB participation requirements when determined applicable by the District's HUB Coordinator.

Purchase, Rental or Lease of Materials, Supplies, Equipment, and Computer Systems/Software

These pacts 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:

- All bids or proposals must be confirmed in writing.
- Purchases must be processed through the Office of Purchasing Services prior to ordering the goods.
- Lease-to-Purchase contracts must be arranged through Department of Business Services prior to receipt of the goods.
- Contracts must include HUB participation requirements when determined applicable by the District's HUB Coordinator.

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 written explanation must be submitted if a contractor/vendor was selected without competitive bids.
- Contracts must include HUB participation requirements when determined applicable by the District's HUB Coordinator.
- Also refer to Exceptions below.

$25,000-$49,999 *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:

- All proposed projects must be submitted to the Division of Facilities and Maintenance Services for review prior to soliciting any bids.
- 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.
- Solicitations must be publicly advertised in the Daily Reporter, on the MPS website, and through other local publications and media deemed appropriate.
- Performance and Payment Bond equal to 100% of the contract amount must be posted.
- 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.
- 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.
- Contracts must include HUB participation requirements as determined by the District's HUB Coordinator.

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 written scope of work/services to be performed must be stated in the contract.
- 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.
- Contracts must be presented to the Board for approval.
- Before a proposed contract is submitted to the Board, it must be submitted to Department of Finance, along with the dollar amount and the budget line item against which the contract can be encumbered.
- Contracts are not valid until they are approved by the Board.
- 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.
- Contracts must include HUB participation requirements as determined by the District's HUB Coordinator.

Purchase, Rental or Lease of Materials, Supplies, Equipment, and Computer Systems/Software (Formal Bids/Contracts)

Such contracts require solicitation of formal bids or requests for proposals if estimated unit cost or combined cost is over $25,000. The following requirements must also be met:

- 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.
- Solicitations must be publicly advertised in the Daily Reporter, on the MPS website, and through other local publications and media deemed appropriate.
- Lease-to-Purchase contracts must be arranged through Department of Business Services prior to receipt of the goods.
- The superintendent's approval and signature must be obtained before the contract is issued and goods are received.
- Contracts must include HUB participation requirements as determined by the District's HUB Coordinator.

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 written explanation must be submitted if a contractor/vendor was selected without competitive bids.
- Contracts must include HUB participation requirements when determined applicable by the District's HUB Coordinator.
- Also refer to Exceptions below.

$50,000 and above *Maintenance, New Construction, and Remodeling Contracts (Formal Bids/Contracts)*

These contracts require solicitation of formal bids. The following requirements also must be met:

- All proposed projects must be submitted to the Division of Facilities and Maintenance Services for review prior to soliciting any bids.
- 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.
- Solicitations must be advertised publicly in the Daily Reporter, on the MPS website, and through other local publications and media deemed appropriate.
- Bid Bond equal to 10% of the bid amount must be posted.
- Performance and Payment Bond equal to 100% of the contract amount must be posted.
- Proposed contracts must be presented to the Board, with recommendation of the superintendent, for approval.
- 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.
- Professional Service Contracts associated with maintenance, new construction, or remodeling are o be included as a part of the total dollar amount of the project.
- Contracts must include HUB participation requirements as determined by the District's HUB Coordinator.

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 written scope of work/services to be performed.
- Solicitations must be publicly advertised in the Daily Reporter, on the MPS website, and through other local publications and media deemed appropriate.
- Before proposed contracts are submitted to the board, they must be submitted to Department of Finance, along with dollar amount and budget line item against which contract can be encumbered.
- Contracts must be presented to the Board for approval.
- Contracts are not valid until they are approved by the Board.
- 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.
- Contracts must include HUB Participation requirements as determined by the District's HUB Coordinator.

Purchase, Rental or Lease of Materials, Supplies, Equipment, and Computer Systems/Software (Formal Bids/Contracts)

Such contracts require solicitation of formal bids or requests for proposals. The following requirements also must be met:

- 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.
- Solicitations must be publicly advertised in the Daily Reporter, on the MPS website, and through other local publications and media deemed appropriate.
- Lease-to-Purchase contracts must be arranged through Department of Business Services prior to receipt of the goods.
- Contracts are not valid until they are approved by the Board.
- Proposed contract must be presented to the Board, with the recommendation of the superintendent, for approval.
- Contracts must include HUB participation requirements as determined by the District's HUB Coordinator.

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 written explanation must be submitted if a contractor/vendor was selected without competitive bids.
- Contracts must include HUB participation requirements when determined applicable by the District's HUB Coordinator.
- Also refer to Exceptions below.

Exceptions

The above bidding or RFP requirements do not apply to the following items:

Bid Waivers

- *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.
  - Emergency purchases/contracts over the identified dollar limits that would normally require the Board's approval must be presented to the Board as an informational item in a timely manner.
  - Inadequate or poor planning by schools or departments shall not be considered an emergency for the purposes of this policy.
- *Sole-source Requests* are justified only under one of the following conditions:
  - It is impossible or impractical to establish specifications satisfactorily to permit competitive bidding.
  - The material, equipment, or service:
    - involves special adaptations for specific purposes
    - is of an experimental or technical nature
    - involves specialized skills or individual talents or training
    - is purchased to add or to complete a system currently in place
    - 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.
    - presents a unique or opportune buying condition.

  The approval of sole-source requests shall be at the discretion of the superintendent or his/her designated representative.

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 (i.e., Administrative Policy 3.09, Article 1, Bid Waivers):

- 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;
- Copyrighted curriculum material, library books, and board-adopted textbooks, provided they are obtained from a single source;
- 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 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;
- Utilities, provided they are available from a single source only;
- Purchase of supplies and equipment off other governmental contracts;
- Cooperative purchasing arrangements with other governmental units as hosts.

3. HUB and Board Reports

The superintendent shall, subject to the Board's 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.

4. Terms of Contracts

a. After initial approval, no contract may be extended for more than a cumulative total of three (3) years without The Board's 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 to existing contracts or 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. When the total of all change orders exceeds the 10% or $50,000 amount, <u>all</u> change orders for the project must then be reported to the Board on a quarterly basis and 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.

4) Contract purchase 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 be put out for competitive bid. The extension may be executed only after it is approved by the Board.

5. 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.* 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. 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.

6. Insurance

All contracts must contain the minimum insurance requirements as specified by the Department of Insurance & Risk Management.

7. Formal Bids and Proposals

Any bid/proposal that must be approved by the Board shall be defined as Formal.

a. Pre-qualification: The Board may require that prospective bidders pre-qualify as to responsibility and competence.

b. 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.

c. 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.

d. Opening of Bids/Proposals: Formal bids or proposals shall be publicly opened and read at the date and time specified. All bids shall become the property of Milwaukee Public Schools and as such are subject to the State of Wisconsin's open records law. 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.

e. Once the bids are opened at the prescribed time, no bidder may withdraw or amend his/her bid for any reason. 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 bidder.

f. 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 bidder.

g. Notification of Bid/Proposal Results: Upon receipt of bids/proposals, the appropriate administrative office will 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.

8. 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.

8. 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.

Supplemental Contract Conditions

1. Nondiscrimination Policy for Contractors or Suppliers

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.

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.

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.

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.

2. Health and Dental Benefits

MPS encourages its contractors to provide health and dental benefits to their employees on a voluntary basis.

3. 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.

4. 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 School system must be approved by the Board.

Director Morales requested that the following technical amendments be made to the proposed policy:

$25,000-$49,999 *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 written scope of work/services to be performed must be stated in the contract.
- 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.
- Before a proposed contract is submitted to the Board, it must be submitted to Department of Finance, along with the dollar amount and the budget line item against which the contract can be encumbered.
- ~~Contracts must be presented to the Board for approval.~~
- ~~Contracts are not valid until they are approved by the Board.~~
- 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.
- Contracts must include HUB participation requirements as determined by the District's HUB Coordinator.

7. Formal Bids and Proposals

Any bid/proposal that must be approved by the Board shall be defined as Formal.

a. Pre-qualification: The Board may require that prospective bidders pre-qualify as to responsibility and competence.

b. 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.

c. 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.

d. Opening of Bids/Proposals: Formal bids ~~or proposals~~ shall be publicly opened and read at the date and time specified. All bids 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 district not to be in the best interests of the 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.

e. 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 bidder.

f. 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 bidder.

g. Notification of Bid/Proposal Results: Upon receipt of bids/proposals, the appropriate administrative office will 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.

The amendments were adopted by consensus.

Director Hardin moved to adopt the Committee's report as amended.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

(Item 15) Action on a Request for Authorization to Enter into a Sole-source Contract with CTB/McGraw-Hill for the Purchase of Longitudinal Assessment Materials

Background

1. On October 31, 2000, the Board adopted the MPS Balanced Assessment System, one of the three components of which — 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, and again on June 26, 2001, 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.

3. The TerraNova and the WKCE provide an achievement scale score in each of the following subjects and grades:

- Reading .....Grades 4-10
- English/Language Arts.....Grades 4-10
- Mathematics .....Grades 3-10

Administration's Analysis

4. After a careful review of the needs of the district for the longitudinal assessments of student growth, the Administration proposes to again enter into a contract with CTB/McGraw-Hill for the TerraNova Multiple Assessments. CTB/McGraw-Hill qualifies as the sole-source vendor for the MPS longitudinal assessments in grades 3, 5, 6, 7, and 9 in the subject areas of reading, English/language arts, and mathematics for the following reasons:

- The assessments align with the same standards as the WKCE at 4^{th}, 8^{th}, and 10^{th} grade.
- Common scale scores with the WKCE will provide the most reliable information possible for measuring growth in student achievement.
- Students will have an opportunity to experience MPS assessments that have the same format and design as the WKCE.
- The product facilitates an easier integration of the MPS assessment data with the WKCE assessment data.
- The vendor provides a full range of services, including pre- and post-staff-development seminars and a local company representative.
- The questions reflect content, skills, and thinking processes through the use of constructed-response and multiple-choice questions.
- The vendor has experience with other large urban districts.
- The materials use national norms that reflect racial and ethnic diversity.

5. The base price of the 2002-2003 contract ($535,359) will reflect the projected 5% increase from the 2001-2002 contract ($509,866.15); however, the proposed 2002-2003 contract also contains provisions that substantially increase the FY03 costs. The Administration's recommendation for the MPS longitudinal

assessments adds provisions related to changes by the State in the WKCE proficiency levels and the reauthorization of the Elementary and Secondary Education Act (ESEA) as follows:

- inclusion of all students in recording and reporting ($206,000 — about 85% is a one-time cost) and
- development of new TerraNova cut scores based on the new WKCE cut scores ($52,000 — a one-time cost).

6. A cut score is the lowest scale score in a particular range of scale scores. For example, if "proficiency" in math on the WKCE is defined as a scale score range of 744 to 781, then 744 is the cut score required for being "proficient." In January 2003, the State will use the November 2002 WKCE test data to re-establish cut scores.

Strategic Plan Compatibility Statement

7. The recommendation supports the MPS Strategic Plan Goal #1, Student Achievement. In particular, the use of the MPS longitudinal assessments matches the Strategic Plan's stated criteria to measure success as follows:

a. progress in improving student achievement will be measured based on a set of the most meaningful student measures specifically designed to measure the academic growth of the student over a designated period of time (MPS's value-added), and

b. measures will include results that are part of the Wisconsin Student Assessment System.

Statute, Administrative Policy, or Board Rule Statement

8. The Administration's recommendation enacts portions of Policy 7.37, MPS Promotion and Graduation Requirements; Policy 7.38, MPS Balanced Assessment System; and the policy regarding the district's accountability system adopted in May 2002.

9. The HUB Program Coordinator is in contact with the Director of Diversity for CTB/McGraw-Hill. The company does purchase supplies and services from minority and women vendors and will attempt to provide information specific to the MPS contract. If not, it will provide records of national diversity efforts.

Fiscal Impact Statement

10. The longitudinal assessments are included as a chargeback in the FY03 budget for the Office of Research and Assessment (measurement materials, budget code 1-10-4-786-566-439-262000). The contract is extendable for one year. Approval of this item would authorize expenditures of $767,559 in FY03. Estimated costs for FY04 would be approximately $200,000 less than FY03.

11. On June 26, 2001, the Board authorized expenditures of $515,000 in the FY02 budget, with a renewable option of $541,000 in the FY03 budget. The negotiated contract cost for 2001-2002 was 509,359. The base contract for 2002-2003 is $535,359. The additional provisions will cost $232,200 (with a 10% discount).

The total expenditure is $767,559. The amount allotted out of the FY03 budget is $541,000. The remainder of $226,559 will be funded out of a combination of FY02 carryover and position-vacancy savings from the Office of the Superintendent and Title I evaluation project funds.

12. The reauthorization of ESEA, particularly in the areas of assessment and accountability, requires the participation of and accounting for all students. The following provisions in the 2002-2003 MPS/CTB contract will move the district toward accountability for all students:

Cost of components to include all students in recording and reporting (total $206,000):

- An accounting of a test booklet and results for every student enrolled during the testing window ($23,000)
- Custom recording and reporting of performance on alternate assessments for Special Education students and for Limited-English-Proficient students ($125,000)
- Customized directions for alternate assessments ($58,000)

13. The development of new cut scores to reflect changes in the WKCE cut scores will enable the district to use proficiency levels at grades 3, 5, 6, 7, and 9 that will align with the State assessments at grades 4, 8, and 10 ($52,000).

Implementation and Assessment Plan

14. Timeline

Pre-test seminar for school site teams ..... October 7-11, 2002
Assessment window ..... November 4-27, 2002
Post-test seminar for school site teams ..... Mid January 2003

Committee's Recommendation

Your Committee recommends that the Board approve entering into a sole-source contract for the longitudinal assessments with CTB/McGraw-Hill for an amount not to exceed $767,559, with $541,000 to be funded out of the FY03 budget, and the remainder of $226,559 to be funded out of a combination of FY02 carry-over and position vacancy savings from the Office of the Superintendent and Title I evaluation project funds.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 16) Progress Report on Agreement with UWM to Conduct Research on the Operation of School Safety Efforts

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

Background

1. The Division of School Safety and Security was awarded a research-and-evaluation grant in the amount of $280,000 from the U.S. Department of Justice. This grant called for the formation of a School Safety Council, which is to study the integration of law enforcement and school safety. The objective of the Council is to design strategies and interventions and/or recommendations for the purpose of improving school safety.

2. At its meeting on January 31, 2002, the Board approved the Administration's request to enter into a contract with the University of Wisconsin-Milwaukee for an amount not to exceed $280,000 to conduct a research-and-evaluation study on the efficacy of the School Safety Council's efforts.

3. The Board directed School Safety to make quarterly reports back to the Board regarding the progress, plans, and recommendations of the Council.

4. The Board further directed that parent and student representatives be included in the Council as active participants.

Administration's Report

5. The School Safety Council includes representatives from the following: Mayor's office, Fire and Police Commission, Milwaukee Police Department, Milwaukee County Sheriff's Department, Milwaukee County Transit Security, MPS high school principals, teachers, parents, the business community, and community-based organizations. Following the Board's action in January 2002, the following representatives were added to the School Safety Council: two students, one parent, an MPS school psychologist, and a representative from the Milwaukee County Department of Human Services.

6. The School Safety Council has met on a quarterly basis. At its first meeting, on August 27, 2001, the Council discussed its mission to integrate the efforts of law enforcement and school safety and to assess what is presently being done between Milwaukee Public Schools and the Milwaukee Police Department.

7. The School Safety Council subsequently met in November 2001, February 2002, and May 2002. The Council has had lengthy discussions about "safe passage" and other safety issues in and around schools and about potential data resources. The Council decided to study Milwaukee Police Department incident data around multiple schools within the district, but eventually tapered its focus of attention down to four schools: Madison University High School, North Division High School, South Division High School, and Walker International Middle School.

8. A subcommittee consisting of various Council members, which has met periodically, has been charged with reviewing research data, meeting with school principals, and reporting back to the full School Safety Council.

9. Upon reviewing detailed research mapping regarding juvenile arrests for various crimes in and within 1,000 feet of the specified schools, the subcommittee found the research to be inconclusive, in that the data did not indicate where the crimes occurred, but tracked only the locations of arrests, which could be hours or days after the offenses occurred.

10. The subcommittee also reviewed the MPS school safety report dated April 2001. This is a survey of students, parents, staff, and community conducted by the MPS Office of Research and Assessment. After lengthy discussions, it is the consensus of the Council that MPS students feel safe in their schools. The survey results further indicate that students, parents, and staff feel least safe outside of their schools. Consequently the major focus of discussions for the Council has centered on "safe passage" to and from school.

11. The potential for problems with gangs and drugs was also discussed. It was noted that, in the 200-01 school year, expulsions of students for possession of drugs and alcohol had risen 62% over those of the previous school year of 1999–2000. A review of MPS data revealed that student suspensions for possession of controlled substances during this same timeframe had increased somewhat proportionately.

12. After the subcommittee had reported back to the School Safety Council at its last meeting, on May 13, 2002, the Council agreed to proceed by consulting with the respective principals, police district captains, and community partners in a collaborative effort to identify issues in and around the schools in question. The School Safety Council also decided to limit its focus to the problems associated with safe passage, gangs, and drugs in and around these four designated schools.

13. It is anticipated that periodic discussions will continue throughout the summer and that a collaborative strategy or intervention(s) will be in place for the 2002–2003 school year, which will address the problems associated with safe passage, gangs, and drugs.

* * * * *

(Item 17) Authorization to Recognize Additional Revenue from a Class Action Settlement and Purchase Kitchen Equipment with the Proceeds

Administrations Analysis

1. Since 1998, the district has been party to a class-action lawsuit against Toshiba Computer Company concerning issues relating to laptop computers. The lawsuit alleged that the floppy disc controller (FDC) microcode in the computer could result in undetected data loss or corruption. The Settling Defendants admitted that the Toshiba laptop computers do contain such an FDC, but the Settling Defendants denied that any data loss or corruption was likely to occur in normal use of a Toshiba laptop computer.

2. The district submitted 308 claims and received five settlement payments, totaling $96,111.83. The district also received 295 electronic coupons for Toshiba equipment valued at $66,375. The electronic coupons were distributed to schools and departments. The Administration is seeking to recognize the $96,111.83 as additional revenue to the district.

3. As discussed in the FY03 budget, the school breakfast and lunch program is facing a structural deficit similar to that of the district as a whole. Labor costs are increasing at a faster rate than are revenues. To balance the budget, equipment purchases have been deferred. The Administration is seeking to use the $96,111.83 of additional revenue from the Toshiba settlement to purchase needed kitchen equipment in various schools. The equipment is as follows:

- Replace 9 Convection Ovens ($7,400 each): Forest Home, Westside Academy I, Bell MS, Fritsche MS, King HS, MHSA, Morse MS, Pulaski and South.
- Replace 4 Blodget Ovens ($1,900 each): Webster MS, Dr. ML King, Franklin and Silver Spring.
- Replace 2 Steam-Jacketed kettles ($10,000 each): Auer and Morse MS

The estimated total cost is $94,200. The Administration is seeking authorization to purchase the kitchen equipment listed.

Strategic Plan Compatibility Statement

4. The Administration's request would address Board Goal #1, Student Achievement. Nutritious meals improve students' health and learning ability.

Statute, Administrative Policy, or Board Rule Statement

5. No administrative policy or board rule would require modification.

Fiscal Impact Statement

6. Approval of this item would recognize unbudgeted revenue of $94,200, credit the revenue to food services, and authorize its expenditure for nine convection ovens, four Blodget ovens, and two steam jacket tables from account #1-50-4-832-517-257260.

Implementation and Assessment Plan

7. With the Board's approval, the Administration will purchase the equipment list, with delivery prior to the start of school.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to:

1. recognize the additional revenue from the class-action settlement; and
2. use the revenue from the class-action settlement to purchase the kitchen equipment listed.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 18) Action on a Request for a Contingent Fund Transfer to the Department of Human Resources for Teacher Recruitment

Administration's Analysis

1. Teacher recruitment is one of the main activity areas of the Department of Human Resources. Annually, hundreds of teachers are needed to fill vacancies resulting from retirements and resignations and to fill any new positions. The need to fill certain specialty areas, particularly in special education, is acute.

2. The FY2002 budget included $188,000 for teacher recruitment. This amount was estimated to be adequate to cover travel and advertising. This funding level was based on the district's most recent experience of 800 positions needed for the 2001-2002 school year, including 331 positions in special education. Early projections for school year 2002-2003 indicate a need to fill 1,183 positions, including 350 in special education.

3. In anticipation of the tremendous effort that is required to fill these positions with certified teachers within four months, the Department of Human Resources was forced to increase its expenditure level for recruitment by spending funds budgeted for other purposes, primarily those for a management staffing study ($150,000). The original need for the funds still exists, but the contract was delayed to provide the funding for an enhanced teacher recruitment campaign.

4. An additional $170,000 was expended for consultant contracts, advertising, and part-time staffing to implement the increased level of recruiting.

5. The Contingent Fund is set aside annually to provide money for unanticipated, but required, expenditures. The funding for this level of teacher recruitment is an eligible expenditure from this fund. The current balance in the Contingent Fund is $450,000. $120,000 is required to be transferred. The cost related to special education recruitment is eligible for IDEA funding. A proportionate share of the cost is $50,000.

Strategic Plan Compatibility Statement

6. The requested action is consistent with the MPS Strategic Plan, Goal #1, Student Achievement.

Statute, Administrative Policy, or Board Rule Statement

7. No board rule or administrative policy would require modification.

Fiscal Impact Statement

8. Approval of this item will authorize transfer of $120,000 from the Contingent Fund (Account # 1-10-4-876-600-981-510000) to the Department of Human Resources (Account #1-10-4-762-565-XXX-264000). Also, $50,000 of expenditures for teacher recruitment will be allocated to IDEA funds.

9. This item does not authorize new expenditures, but reimburses accounts for expenditures already made. The expenditures were discretionary but critical to the district's mission.

Implementation and Assessment Plan

10. Upon approval of the Board, the Administration will transfer $120,000 from the Contingent Fund to the Department of Human Resources.

Committee's Recommendation

Your Committee recommends that the Board approve the transfer of $120,000 from the FY02 Contingent Fund to the Department of Human Resources for teacher recruitment.

Director Hardin moved to approve the report.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Morales, O'Neil, and President Spence — 8.
Noes — None.
Temporarily absent — Director Johnson — 1.

* * * * *

(Item 19) Action on a Request for a Contingent Fund Transfer to the Department of Technology For Unbudgeted Frame Relay Services and Purchase of Two Replacement Servers

Administration's Analysis

1. The FY02 Contingent Fund has a remaining balance of $450,000. Another item on the Committee on Finance/Personnel's agenda recommends transferring $120,000 to the Department of Human Resources for teacher recruitment, leaving an unallocated balance of $330,000. Another major unanticipated expenditure need is in the Department of Technology for SBC Ameritech billings for frame relay services in the amount of $318,842. The remaining balance of $11,158 could be used in technology to purchase two replacement servers.

2. Frame relay circuits are connecting devices for wide-area networks. Support costs for these connections are an E-Rate-eligible expense; however, in FY99 (E-Rate Year 2), no application was made for support of frame relay circuits because it was planned that the circuits would be removed in that year. The district retained the frame relay circuits for one more year, however, because the conversion process was more complicated than anticipated. As a result, MPS has incurred charges from SBC/Ameritech that totaled $475,122. This cost was not budgeted. By reprioritizing projects, $156,280 has been paid from FY02 technology funds. This leaves an unpaid balance of $318,842, dating back to December 1999.

3. MPS has appealed to the E-Rate funding authority and has reapplied for Year 2 E-Rate funds for the cost of supporting the frame relay circuits. If approved, MPS will be reimbursed for the eligible expense; however, the outstanding bill is overdue by 30 months, and after extensive negotiations, the vendor is currently pursuing payment.

4. The Contingent Fund is set aside annually to provide money for unanticipated, but required, expenditures. The payment of this bill is an eligible expenditure from this fund. In the event that any

subsequent reimbursement is received from the E-Rate, an amount equal to the Contingent Fund transfer will be credited to district general revenue.

5. The remaining Contingent Fund balance after satisfying the SBC/Ameritech obligation could be used to purchase two servers for district-wide use in e-mail and web server virus protection.

Strategic Plan Compatibility Statement

6. The requested action is consistent with the Administrative Policy 3.0, Fiscal Management.

Statute, Administrative Policy, or Board Rule Statement

7. No board rule or administrative policy would require modification.

Fiscal Impact Statement

8. Approval of this item will authorize transfer of $318,242 from the FY02 Contingent Fund (Account # 1-10-4-876-600-981-510000) to the Department of Technology (Account #1-10-4-814-518-359-263301) for payment to SBC/Ameritech, and $11,158 from the FY02 Contingent Fund to the Department of Technology (Account # 1-10-4-818-518-561-266400) for purchase of two servers.

This item authorizes expenditures. The expenditure for the SBC/Ameritech bill is obligatory, and the purchase of the servers is discretionary.

Implementation and Assessment Plan

9. Upon approval of the Board, the Administration will transfer the balance of the FY02 Contingent Fund of $330,000 to the Department of Technology.

Committee's Recommendation

Your Committee recommends that the Board approve the transfer of $330,000 from the FY02 Contingent Fund to the Department of Technology for payment of a bill for frame relay support and purchase of two servers.

Director Hardin moved to approve the report.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

(Item 20) Action on a Request for a Transfer of Funds for Various Projects

Background

As part of the re-adoption of the budget in October 2001, funds were set aside up to the contracted FTE pupil count for non-instrumentality charter schools for January through June 2002 activity. As of this date, $882,517 of non-instrumentality charter funds were not needed for January through June activities.

Administrative Policy 3.04 states, "The approval of the Board shall be required for transfers…[e]xceeding $100,000 annually on a cumulative basis." The Administration is proposing to transfer FY02 funds under this guideline.

Administration's Analysis

1. After the September 2001 Third-Friday count and the subsequent re-adoption of the budget in October, there was a need for additional bilingual seats. Seats in existing classes throughout the district were unavailable, mainly due to timing and the SAGE teacher-to-student ratio requirements. An additional first-grade bilingual class was added to Wisconsin Avenue School at a cost of $100,000. Wisconsin Avenue's budget has been absorbing this cost as an overstaffing adjustment; therefore, a transfer to Wisconsin

Avenue's vacancy/overstaffing adjustment account is needed to cover this cost. This was an unforeseen, district-wide, and one-time cost. The students will go to their attendance-area schools or stay at Wisconsin Avenue in FY03. The FY03 budget includes this change as well as an unallotted fund for future unforeseen bilingual expansion classes similar to the unallotted special education expansion account.

2. $80,000 for start-up costs for charter schools for items such as building modifications is recommended to be set aside. The FY03 budget includes funding for charter start-up costs.

3. Transfer and carryover $693,975 for 95 FY03 unallotted partnership seats. Regular partnership seats were reduced to provide additional behavioral reassignment seats in FY03. This transfer is a one-time solution, as the FY03 base allocation for Partnerships does not include this funding.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

5. This item is in accordance with Administrative Policy 3.04, Fund Transfer Authority.

Fiscal Impact Statement

6. This item requests:
   - $873,975 in transfers from the non-instrumentality charter contracted services account (1-10-4-611-610-370-110000) to Wisconsin Avenue School (1-10-4-609-401-192-1100000) for $100,000 for an additional bilingual class;
   - $80,000 to charter–building modifications account (1-10-4-611-600-541-255310) for charter school start-up costs; and
   - $693,975 to Partnership-contracted services account for 95 additional partnership seats (1-10-4-693-600-370-431129).

The FY03 budget includes funding for bilingual expansions and charter start-up costs, but not for the additional partnership seats, therefore the $693,975 would be carried over to FY03.

Implementation and Assessment Plan

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

Committee's Recommendation

Your Committee recommends that the Board

1. Transfer $873,975 from the non-instrumentality charter contracted services account as follows:
   - $100,000 to Wisconsin Avenue;
   - $80,000 to charter — building modification; and
2. Transfer and carryover $693,975 to partnership — contracted services account for additional partnership seats.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Board Information Officer presented 11 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 29 and 30, 2002, and June 11, 12, and 13, 2002.

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

Ayes — Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — Director Hardin — 1.

* * * * *

In accordance with notice previously given, Director Gardner moved to discharge the Committee on Strategic Planning and Budget from further consideration of District Performance Measures for the Fiscal Year 2003, in order to bring them before the Board for immediate action.

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

Ayes — Directors Dannecker, Gardner, Horton, Johnson and President Spence — 5.
Noes — Directors Blewett, Hardin, Morales and O'Neil — 4.

Director Gardner moved to adopt the following performance measures for the 2003 Fiscal Year:

MPS Performance Measures
FY 2002 — 03

Consistent with the MPS Strategic Plan goals for academic achievement, parent satisfaction, and post-graduate success, and with new ESEA requirements and standards, the MPS Board is accountable for the following results, for which Milwaukee citizens should hold us accountable, and for which the Board will hold the MPS Superintendent accountable in contract and evaluation:

1. Student Achievement

- Through the Balanced Literacy Initiative, MPS will improve performance during the 2003 school year by at least three percent in at least 12 of the 19 academic performance measures listed in the May 21, 2002, letter from Superintendent Korte to the Board (see Attachment 1, below).
- In addition, no more than one performance measure will decline by more than the five percent.

2. Graduation and Post-Graduate Success

- The comprehensive graduation rate will improve by at least five percent per year for the 2003 and 2004 school years.
- During the 2002-2003 school year, MPS will ascertain and report the number of MPS class of 2002 graduates who enroll in UWM, MATC, and at least three other widely chosen post-secondary colleges and universities; and at least three of the most widely chosen historically Black colleges and universities.
- In addition, MPS will contract with a research entity to define and report as a first-year benchmark how MPS will gather and report post-secondary educational, apprenticeship, public service, military, civic, and employment success of MPS graduates, so that these reports can be used as measurements of longitudinal comparison and accomplishment.

3. Parent Satisfaction

- MPS Third-Friday 2002 enrollment will exceed 103,387 students enrolled through MPS, of whom at least 97,487 will attend MPS schools.
- Develop performance measurements to assess parent participation in MPS classrooms, school activities and support, and School Governance Councils.
- Specify, and contract with a research entity to conduct, a survey(s) of parent satisfaction with, and involvement in, MPS schools.

4. Strategic Initiatives

- Review, prioritize, and define strategic initiatives.
- Consider for inclusion as either strategic initiatives or additional performance measures, the following:
  - Additional, qualitative measurements for student achievement, post-graduate employment and educational success, and parent satisfaction
  - Central services functions, by department and/or function
  - External funding
  - Internal allocation of funding

- — Equity and appropriateness of funding
- — Special services improvement
- — Labor contracts
- — Staff recruitment
- — Staff development
- — School support
- — External communications
- — Internal communications
- — Transparency of operations
- — Student mobility
- — Teacher mobility
- — Teacher certification
- — Adminstrators' certification
- — Reduction in truancy rate
- — Reduction in number of suspensions and expulsions

• Create and submit for the Board's review and approval timelines, measures of performance, and completion for each initiative.

• Define timelines and methods for reporting progress on each initiative.

ATTACHMENT 1

MILWAUKEE PUBLIC SCHOOLS
Milwaukee, Wisconsin
May 21, 2002

Office of the
Superintendent of Schools

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

Re: Response to Questions from the Committee on Strategic Planning and Budget Work Sessions

Director Gardner requested that all departments identify their performance outcomes and explain how they are measured, with emphasis on how departments support learning in the schools.

During the Administration's budget-development process, the superintendent, deputy superintendents, and department directors developed business plans to drive the work of the central services departments in support of quality teaching and learning. The work of central services is directed toward supporting the schools to ensure that all students are performing at or above grade level in reading, writing, and mathematics. Therefore, departments will be held accountable for improved student achievement. The following performance outcome measures were identified for all departments:

The percent of students scoring proficient and above among traditional schools will increase in at least ten of the following assessments:

Assessment	Grade
MPS Promotion and Graduation Rate	4, 8 & 12
Wisconsin Reading Comprehension Test	3
MPS Writing Performance	3
WKCE — Reading	4
WKCE — Writing	4
WKCE — Mathematics	4
MPS Writing Performance	5
MPS Writing Performance	6
MPS Writing Performance	7
WKCE — Reading	8
WKCE — Writing	8
WKCE — Mathematics	8
WKCE — Reading	10
WKCE — Writing	10
WKCE — Mathematics	10
High School Graduation Test *(Reading Language Arts/Math/Science/Social Studies)	11 &12

The assessments listed above are the areas focused on in the Educational Plan. In addition to these assessments, we will also test students using the Terra Nova in grades 3, 5, 6, 7, and 9.

If you have any questions or would like additional information, please contact me at 475-8001.

Sincerely,

Spencer D. Korté, Ph.D.
Superintendent of Schools

*Proficiency Tests may be substituted for State Graduation Tests until they become available.

ATTACHMENT 2

Schools	Sept. 2001 3rd-Friday Enrollment	Sept. 2002 3rd-Friday Projection	Projected Enrollment Change	% Projected Change
Elementary	53,607	53,196	-411	-0.77%
Middle	17,295	16,850	-445	-2.57%
High	22,053	22,319	266	1.21%
SUBTOTAL	92,955	92,365	-590	-0.63%
Alternative/Partnership/Contracted	3,662	3,762	100	2.73%
Non-Instrumentality Charters	1,122	1,360	238	21.21%
SUBTOTAL	4,784	5,122	338	7.07%
Chapter 220 (in suburbs)	4,308	4,100	-208	-4.83%
Open Enrollment (in suburbs)	1,350	1,800	450	33.33%
SUBTOTAL	5,658	5,900	242	4.28%
GRAND TOTAL	103,397	103,387	-10	-0.01%

The motion to adopt the performance measures for the 2003 Fiscal Year prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 7.
Noes — Directors Blewett and Hardin — 2.

NEW BUSINESS

In accordance with notice previously given, Director Gardner moved to suspend Board Rule 1.10(1) and take immediate action to review and amend the Superintendent's position description.

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

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

Director Gardner moved to approve the following amended superintendent job description:

The superintendent shall have such responsibilities as those responsibilities set forth under Sec. 119.32, Wisconsin Stats.; these responsibilities shall include, but not be limited to, the following:

1. To supervise, either directly or through delegation, all activities of the school system according to the policies of the board;
2. To administer the development and maintenance of a positive educational program designed to meet the needs of the students and to carry out the policies of the board;
3. To represent the board as liaison between the school district and the community and as an advocate for children and public education;
4. To initiate matters of educational policy and make definite recommendations thereon;

5. To work with the Board to seek vigorously and secure funds necessary to provide the fundamental rights to an equal opportunity for a sound basic education;

6. ~~5.~~ To keep abreast of the best educational developments and advice regarding appropriate changes in the policies and operations of the school system;

7. ~~6.~~ To recommend the number and types of positions required for the successful operation of the system;

8. ~~7.~~ To nominate for appointment, to assign and to define the duties of all principals, assistant principals and appropriate cabinet personnel, subject to the approval of the board;

9. ~~8.~~ To supervise the preparation of the annual budget and to recommend it to the board for approval;

10. ~~9.~~ To keep the board continually informed on the progress and condition of the school system;

11. ~~10.~~ To conduct a continuous study of the development and needs of the schools and to keep the public adequately informed of the findings.

The Superintendent is accountable to the Board for the satisfactory execution of these responsibilities.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, and President Spence — 8.
Noes — None.
Temporarily absent — Director O'Neil — 1.

* * * * *

The Board adjourned at 10:07 PM.

LYNNE A. SOBCZAK
Board Information Officer

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 27, 2002

Special meeting of the Board of School Directors called to order by President Spence at 10:08 PM.

Present — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Absent and excused — Director O'Neil — 1.

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

June 21, 2002

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 June Board meeting, scheduled to begin at 6:30 PM on Thursday, June 27, 2002, 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, 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.

SUZANNE M. LUNDIN
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 Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, and President Spence — 8.
Noes — None.

The Board retired to executive session at 10:12 PM.

The Board adjourned from executive session at 11:15 PM.

LYNNE A. SOBCZAK
Board Information Officer

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 11, 2002

Special meeting of the Board of School Directors called to order by President Spence at 6:43 PM.

Present — Directors Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Absent and excused — Director Blewett — 1.

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

July 8, 2002

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 Thursday, July 11, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of 1) discussing, considering, and possibly taking action on the qualifications, compensation, and performance criteria for the following positions: Superintendent of Schools; Acting Superintendent of Schools; Director, Office of Board Governance/ Board Clerk; and Assistant Director, Office of Board Governance/Assistant Board Clerk; 2) considering the process for filling these positions; and 3) considering the qualifications of individuals who may be appointed to the above positions.

With respect to item 3) above, 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-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may retire to executive session to review and assess the qualifications of individuals who may be appointed to any of the above positions. The Board may reconvene in open session to make appointments to one or more of the above positions, with the exception of Superintendent of Schools. (Note: Under Wisconsin Statutes, the Board can elect a superintendent only at a regular Board meeting.)

LYNNE A. SOBCZAK
Interim Board Clerk

Director Hardin moved that the Board retire to executive session, pursuant to Wisconsin Statutes, §19.85(1)(c), to review and assess the qualifications of individuals who may be appointed to any of the above positions.

The motion prevailed, the vote being as follows:

Ayes — Directors Gardner, Hardin, Horton, Johnson, Morales and O'Neil — 6.
Noes — Director Dannecker and President Spence — 2.

The Board retired to executive session at 7:14 PM.

The Board reconvened in open session at 10:45 PM.

Director Gardner moved that the Board authorize the President to contract with the Wisconsin Association of School Boards or with any other entity to discuss with focus groups and/or community groups to get desired input regarding superintendent qualities and other related functions in this process or other related human relations matters, with the possibility of meeting with potential candidates.

Director Hardin moved to substitute the following motion: that the Board authorize the President to speak with the Wisconsin Association of School Boards regarding guidelines in the process pertaining to focus groups and their input into the process and to have the Wisconsin Association of School Boards make a presentation to the Board.

After discussion, and without objection, the substitute was withdrawn.

The question being on the original motion, it was adopted, the vote being as follows:

Ayes — Directors Gardner, Hardin, Horton Morales, O'Neil, and President Spence — 6.
Noes — Directors Dannecker and Johnson — 2.

Director Gardner moved that the President be authorized to schedule interviews with candidates identified during closed session expediently.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

The Board adjourned at 11:36 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 16, 2002

Special meeting of the Board of School Directors called to order by President Spence at 5:30 PM.

Present — Directors Dannecker, Hardin (5:35 PM), Horton, Johnson, Morales, O'Neil, and President Spence — 7.
Absent and excused — Directors Blewett and Gardner — 2.

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

July 12, 2002

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, the Board of School Directors will hold a Superintendent Search worksession/special meeting at 5:00 PM on Tuesday, July 16, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin. The purpose of the worksession is to discuss the Superintendent Search process, including such topics as interview questions and techniques, evaluation of résumés and references, and human relations considerations. The Board will also discuss the utilization of focus groups in the process.

This portion of the meeting is open to the public, but no public testimony will be taken.

Upon conclusion of the worksession, 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-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may retire to executive session to review and assess employment applications for the position of Superintendent of Schools.

LYNNE A. SOBCZAK
Interim Board Clerk

The Board conducted a worksession on the superintendent-search process with a representative of the Wisconsin Association of School Boards from 5:30 PM to 9:30 PM.

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes, §19.85(1)(c), to review and assess employment applications for the position of Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Horton, Johnson, Morales, and President Spence — 5.
Noes — None.
Temporarily absent — Directors Hardin and O'Neil — 2.

The Board retired to executive session at 9:30 PM.

The Board adjourned from executive session at 11:15 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 18, 2002

Special meeting of the Board of School Directors called to order by President Spence at 5:45 PM.

Present — Directors Dannecker, Hardin, Horton, Johnson (6:00 PM), Morales and President Spence — 6.
Absent and excused — Directors Blewett, Gardner and O'Neil — 3.

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

July 17, 2002

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 PM on Thursday, July 18, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of 1) discussing and possibly taking action on a calendar for the Superintendent Search process and 2) evaluating the qualifications of individuals who have applied for the position of Superintendent of Schools.

With respect to Item 2) above, 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-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may retire to executive session to review and assess employment applications for the position of Superintendent of Schools.

LYNNE A. SOBCZAK
Interim Board Clerk

Director Morales moved adoption of the following calendar, contingent upon the availability of Board members not present:

Focus Groups (conducted by Wisconsin Association of School Boards)	July 24, 26, and 27
Report of focus-group data	July 31
Initial candidate interviews	August 2, 3, and 4
Board deliberations	August 5
Second round of interviews	August 12
Candidate presentations to the public	August 12
Board deliberations	August 15

The calendar was adopted, the vote being as follows:

Ayes — Directors Dannecker, Hardin, Horton, Morales and President Spence — 5.
Noes — Director Johnson — 1.

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes, §19.85(1)(c), to review and assess employment applications for the position of Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Hardin, Horton, Johnson, Morales, and President Spence — 6.
Noes — None.

The Board retired to executive session at 6:45 PM.

The Board adjourned from executive session at 8:25 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 25, 2002

Regular meeting of the Board of School Directors called to order by President Spence at 6:41 PM.

Present — Directors Blewett, Gardner (6:50 PM), Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Absent and excused — Director Dannecker — 1.

President Spence requested a moment of silence to commemorate three MPS students who had died during the previous month:

- Champréale Singleton-Lipsey, an eight-year-old student at Clarke Street School, who was struck and killed by a car on June 27;
- Damarko Thomas, a 4th-grader at 81st Street School, who drowned on July 5; and
- Quentez Belton, an eight-year-old student at Hartford University School, who was struck and killed by a car on July 8.

AWARDS AND COMMENDATIONS

(Item A) Resolution 0203R-023: Recognition of Dr. Spence Korté, Superintendent of Schools

By President Spence on behalf of the Board:

WHEREAS, Dr. Spencer D. Korté has faithfully served the Board of School Directors and the Milwaukee Public Schools since 1974; and

WHEREAS, Dr. Korté began his twenty-eight-year career with the Milwaukee Public Schools as a division coordinator in the exceptional education department in 1974; and

WHEREAS, Dr. Korté served as assistant principal at Fairview and Manitoba Elementary Schools from 1980 to 1985 before being named principal of Hi-Mount Community School in August of 1985; and

WHEREAS, Dr. Korté, as principal of Hi-Mount Community School, developed the school into one of the most fully computerized elementary instructional programs in the nation ; and

WHEREAS, Dr. Korté greatly reduced busing to the school, utilizing the cost savings to reduce class size and improve instruction; and

WHEREAS, Dr. Korté reshaped Hi-Mount into a model for local school governance and community involvement by establishing a nineteen-member school management team with the power to manage the budget, hire and evaluate teachers, staff and the principal himself, and to set local school policy; and

WHEREAS, Dr. Korté was appointed the 30th Superintendent of the Milwaukee Public Schools on May 26, 1999; and

WHEREAS, Superintendent Korté established major strategic initiatives to help drive reform and restructure MPS into a successful urban district ; and

WHEREAS, Superintendent Korté established a leadership academy to develop and maintain leadership throughout the district, firmly believing that the key to a successful school is a strong and effective principal; and

WHEREAS, Superintendent Korté completed the decentralization of the district, moving funding and budget decision-making authority to the schools; and

WHEREAS, Superintendent Korté developed and began the implementation of a Neighborhood Schools Plan to expand educational space in the neighborhoods where children reside; and

WHEREAS, Superintendent Korté advanced the technology infrastructure for the district to support teaching and learning; and

WHEREAS, Superintendent Korté strengthened existing collaborative relationships and established new broadly-based partnerships, such as the Milwaukee Partnership Academy, to support efforts to improve teaching and learning in our schools; and

WHEREAS, Dr. Korté is now retiring from service with the Milwaukee Public Schools; and

WHEREAS, The Board wishes to thank Dr. Korté for his many years of outstanding and dedicated service and to extend its best wishes to him for a well-earned retirement; now, therefore, be it

RESOLVED, That the Board of School Directors extend its sincere appreciation to Dr. Spencer D. Korté for his 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 President to have an engrossed copy of this document, suitably signed and sealed, prepared and delivered to Dr. Spencer D. Korté in tribute to his record of dedicated public service to the citizens of Milwaukee and the boys and girls in the public schools.

The resolution was adopted by consensus.

Following a presentation of student artwork, Dr. Korté addressed the Board.

* * * * *

(Item B) Resolution 0203R-024: Recognition of Mr. Robert Lawrence, Assistant Director, Office of Board Governance/Assistant Board Clerk

By President Spence on behalf of the Board:

WHEREAS, After 30 years of loyal and exemplary service to the Milwaukee Public Schools, Robert J. Lawrence is retiring on August 20, 2002; and

WHEREAS, Mr. Lawrence, who began his career with the Milwaukee Public Schools in 1972 as an Administrative Intern in the Division of Planning and Long-Range Development, has served in a number of administrative positions over the years, including Administrative Assistant to the Deputy Superintendent, 1973-1989; Executive Assistant to the Deputy Superintendent, 1989-1993; Assistant Secretary-Business Manager, 1993-1994; Interim Board Clerk, 1997-1998; Assistant Director/Assistant Board Clerk in the Office of Board Governance, 1994-2002; and

WHEREAS, While serving in the Office of the Deputy Superintendent, Mr. Lawrence played a vital role in the development of the school district's court-ordered desegregation plans and was responsible for the development and submission of the district's desegregation monitoring reports to the courts; and

WHEREAS, While serving in the Office of the Deputy Superintendent, Mr. Lawrence coordinated the development of district policy waivers for a group of MPS schools piloting site-based management, his early work in this area forming the foundation for the district's policies related to decentralization of decision making and authority at the school level; and

WHEREAS, Mr. Lawrence played a key role in the establishment and development of the Office of Board Governance and has served effectively in the roles of parliamentarian for the Board and, informally, as "historian" for the Milwaukee Public Schools, ensuring that records and proceedings of the Milwaukee Board of School Directors have been accurately maintained; and

WHEREAS, Through Mr. Lawrence's leadership, the Office of Board Governance has advanced its use of technology in a number of vital areas, including providing public access to the Board's official documents via the district's website and archiving official district documents, as well as advancing the office's communications network; and

WHEREAS, Mr. Lawrence faithfully has executed his duties and responsibilities with the highest level of professionalism; now therefore, be it

RESOLVED, That the Milwaukee Board of School Directors extend its sincere appreciation and admiration for Mr. Robert J. Lawrence's many years of outstanding and dedicated service to the children and staff of the Milwaukee Public Schools; and be it

FURTHER RESOLVED, That the Board instruct the Office of Board Governance to have an engrossed copy of this resolution, suitably signed and sealed, prepared and delivered to Mr. Robert J. Lawrence in recognition of his work and service to the students, parents, staff, administration, community, and Board members during his professional career with the Milwaukee Public Schools.

The resolution was adopted by consensus. The superintendent then presented Mr. Lawrence with student artwork.

* * * * *

(Item C) Other Awards and Commendations

Students

Sabie Nelson, a student at Rufus King International Baccalaureate High School, has been selected to participate in the National Student Leadership Conference in Advanced Law and Advocacy, a leadership development program for outstanding high school students. Approximately 200 gifted high school students from across the United States were selected to participate in this program.

Greg Bracey, LaShawn Bullock, Walt Gilbert, Michael Rush, Quintell Cloyd, Carmello Velazquez, Trenton Sanders, Larry Robinson, Calvin Wallace, Dominique Johnson, and Marcus McClinton, members of Vincent High School's boys' track team, were named City Conference indoor relay and outdoor track champions. The team won both its regional and sectional competitions and competed in the state track meet, where it captured second place. Greg Bracey and LaShawn were named three-time champs in the 400 meter relay. In addition, Greg Bracey, who captured the 400 meter state championship, was named the *Milwaukee Journal Sentinel's* Track Athlete of the Year. Glen Gardiner, Vincent's track coach, was named Coach of the Year by the *Milwaukee Journal Sentinel*.

The 2002 Track and Field Season belonged to the Rufus King Lady Generals. The team displayed an outstanding performance at the State Outdoor Championship in June by capturing the state title. The members of the Rufus King girls' track team are Tenia Fisher, Priya Hoze, Marcia Roundtree, Timeka Walker, Layana McDowell, Kathryn Jackson, Sara Burks, Anilia Campbell, Justina Cotton, Danielle Ward, Maranda Buck, LaToya Hartwright, Tammy Horton, Emerald Lee, Mary Walker, Tierney Green, Kenia Phillips, Erica Williamson, Chavon Robinson, and Nadra Dennis. The girls are coached by Mr. White. The girls qualified in seven events of the 18 at the state meet. In the 4 x 400-meter relay the winning team consisted of Kathryn, Sarah, Layna, Tenia, Marinade, LaToya, Marcia, Timeka, Chavon, Priya, Justina and Erica. In the 100-meter dash, Timeka came in second place. Danielle captured eighth in the high jump; Tenia placed fourth in the 400-meter dash and Priya was the triple jump champion.

Schools

Burdick Elementary School's eighth-grade students created a three-and-one-half-minute video and laser show that was the finale of the MPS Biennial Music Festival held on May 15 and 16. The graphics, animations, and film footage focused on a patriotic theme. Burdick teachers Dan Hennessey and Lynn Lewandowski, along with retired music teacher Fred Polansky, worked with the students on this project.

Staff

Don Hoffman, Director of the Department of Communications and Public Affairs, was recognized by the Association of School Business Officials for outstanding contributions to the profession and to the Milwaukee Public Schools. He was a participant in the 2002 Pinnacle Awards Program with the practice of using various mass media outlets to enhance a public school district's image. The Pinnacle Awards Program, co-sponsored by the Association of School Business Officials International and Virco Manufacturing Corporation, honors business administrators who have initiated an outstanding practice or new idea that can be replicated by other school business officials.

Departments

The MPS Recreation Department received an official proclamation from Governor Scott McCallum recognizing the Department for enriching the citizens' lives through aquatic-related services. This proclamation coincides with the statewide Aquatic Week.

Milwaukee Recreation's website (www.milwaukeerecreation.net) has received the 2002-2003 Golden Web Award for Sports and Recreation from the International Association of Webmasters and Designers. This award is given in recognition of creativity, integrity, and excellence on the Web.

Milwaukee Recreation teamed up with the Milwaukee Brewers baseball club to host Brewers Carnivalfest. This city-wide event featured carnival games, face painting, and a baseball clinic run by Brewers players.

MPS was named the recipient of a $350,000 grant from the U.S. Department of Education that will allow MPS and the Milwaukee Teacher Education Center (MTEC) to expand efforts to recruit and prepare teachers. The grant award will be used to implement a scholarship program to attract new teaching candidates. Websites will also be upgraded to become interactive virtual recruitment tools to guide applicants to information about vacancies and application procedures.

Deputy Superintendent Jude presented the state runner-up trophy to the Vincent High School track team.

* * * * *

APPROVAL OF MINUTES

Director Johnson moved to approve the minutes of the regular and special Board meetings of May 29 and 30 and June 11, 15, 17, 24, and 27, 2002.

The minutes were approved on the following vote:

Ayes — Directors Blewett, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Disallowance of Claims

Office of
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

In accordance with established procedures, I present the following claims:

1. Notice of Claim filed against the Board of School Directors of the City of Milwaukee by Mr. Robert A. Levine, attorney, on behalf of Joshua J. Germany, a minor, and his grandmother and guardian, Bettye Jean Higgins, for injuries allegedly sustained by Joshua J. Germany at the West Side Academy I on November 4, 2000.

   Claim is being demanded in the amount of $200,000 for Joshua Germany; in the amount of $24,230.46 for his grandmother and guardian, Bettye Jean Higgins; and in the amount of $8,867.51 for United Healthcare of Wisconsin, Inc.

2. Notice of Claim for Damages filed against the Milwaukee Public School District and Board of School Directors by Mr. Alan Eisenberg, attorney, on behalf of Billy Perez Morehouse, Jr., a minor, and his mother, Kiwanna Ford, for injuries allegedly sustained by Billy Perez Morehouse, Jr., at the Green Bay Avenue School on April 11, 2002.

   Claim is being made in the in the amount of $500,000 for compensatory damages; in the amount of $500,000 for punitive damages; and for other just and equitable relief as may be granted.

Wausau Insurance Companies, the third-party administrator which currently handles 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,

Spence D. Korté
Superintendent of Schools

On the motion of Director Johnson, the claims were disallowed, the vote being as follows:

Ayes — Directors Blewett, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

* * * * *

COMMUNICATIONS FROM THE INTERIM BOARD CLERK

(Item A) Authorization to Retain Outside Legal Counsel for Matters Relating to WYMS

In an opinion dealing with the status of WYMS dated May 9, 2002, the City Attorney indicated that it might be necessary to enlist the services of attorneys conversant with the Federal Communications Commission Law to assist in matters related to WYMS.

State Statute 119.12(6) allows the Board to retain legal counsel other than the City Attorney when specialized legal expertise is required.

The status of WYMS will not be resolved for several months, during which time such specialized legal expertise may be required.

It is recommended that the law firm of Hogan and Hartson in Washington, D.C., be retained to provide this expertise. The firm, which has had an ongoing relationship with the district, has a separate unit specializing in FCC matters. Its location in Washington is advantageous, should appearance before the FCC become necessary.

The matter has been discussed with the City Attorney's office, which concurs in the recommendation.

Recommendation

That the Office of Board Governance be authorized to contract with the law firm of Hogan and Hartson on an as-needed basis for legal services related to WYMS.

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

Director Johnson moved to approve the recommendation, with a report to be made to the Board on services and costs, and to direct the WYMS advisory committee to return along with its other

recommendations a recommendation on how to ensure adequate legal counsel for the radio station related to issues in the future, with special consideration to this district's HUB goals.

The motion was adopted, the vote being as follows:

Ayes — Directors Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 7.
Noes — Director Blewett — 1.

* * * * *

(Item C) Action to Designate an Individual to Serve as Acting Superintendent, Effective August 1, 2002, and Discussion and Action on the Terms of an Employment Agreement for that Individual or to Name a Designated Department Director to Perform the Duties and Powers of the Office of the Superintendent until a Successor Superintendent is elected by the Board and Takes Office, under the Provisions of Administrative Policy 2.07

On July 18, 2002, the Board established a timeline for the superintendent search, with a final decision to be made during the month of August 2002.

Since the search will not be completed prior to July 31, 2002, the effective date of Dr. Korté's retirement, the Office of Board Governance, at the request of President Spence, has prepared the appropriate motions for the either the appointment of an acting superintendent or the designation of a department director to perform the duties and powers of the Office of Superintendent until such time as a superintendent is appointed and takes office.

For an acting superintendent, the necessary motions are that the Board:

1. appoint Acting Superintendent, effective August 1, 2002, until such time as a Superintendent is duly elected by the Board and takes office;
2. authorize the Board President to negotiate the terms of an employment agreement for the above-named individual and to execute the agreement on behalf of the Board.

To designate a department director, the necessary motion is:

> That the Board, pursuant to Administrative Policy 2.07, and in the light of the resignation of the Superintendent and the reassignment of the Deputy Superintendents, name as the designated department director, effective August 1, 2002, in accordance with the provisions of Administrative Policy 2.07, and as such, he/she is empowered to exercise the duties and powers of the Office of the Superintendent until a successor superintendent is elected by the Board and takes office.

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

Director Gardner moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(c), for the purpose of considering the designation of an individual to serve as acting Superintendent and the terms of an employment agreement for that individual, or to consider the designation of a department director to perform the duties and powers of the Office of the Superintendent.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

The Board retired to executive session at 7:16 PM.

The Board reconvened in open session at 9:42 PM.

Director Morales moved that the Board, pursuant to Administrative Policy 2.07, and in the light of the resignation of the Superintendent and the reassignment of the Deputy Superintendents, name Michelle Nate as the designated department director, effective August 1, 2002, in accordance with the provisions of Administrative Policy 2.07, and as such, she is empowered to exercise the duties and powers of the Office of the Superintendent until a successor superintendent is elected by the Board and takes office.

The motion prevailed, the vote being as follows:

Ayes — Directors Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 6.
Noes — None.
Abstaining from voting — Director Hardin — 1.
Temporarily absent — Director Blewett — 1.

* * * * *

REGULAR ITEMS OF BUSINESS

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Authorization to Make Purchases; Report of Contracts Awarded Between $25,000 and $50,000; Report on Administrative and School Fund Transfers; and Acceptance of Donations

Award of Contracts

Below are the contract award recommendations for the July 2002 Board Meeting. Adequate funding is available in the accounts as noted below.

Roof Replacement

Vincent High School

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

Low Bidder, Base Bid of $777,626, plus $107,123 for Mandatory Alternate Bid 1, to provide all work for Roof Area "O," plus $71,494 for Mandatory Alternate Bid 2, to provide all work for Roof Area "P," for a total contract of $956,243.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	159	45	5	Corporation	1

Funds have previously been committed for this project from Facilities and Maintenance account code 2-10-4-974-033-327-255000.

Engleburg School

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 North Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$225,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	100% DBE	45	15	8	Corporation	0

Funds have previously been committed for this project from Facilities and Maintenance account code 2-40-4-980-152-327-255000.

Honey Creek School

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 North Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$467,500.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	100% DBE	45	15	8	Corporation	0

Funds have previously been committed for this project from Facilities and Maintenance account code 1-14-4-243-334-327-255000.

Food Service Remodeling

Division 1 — General Construction
Division 2 — Plumbing, Mechanical, & Electrical

Vincent High School

Prime Contractor
Guenther Wagner Johnson, Inc.
1828 South 76th Street
West Allis, WI 53214

Low Combination (Divisions 1 and 2) Bid of.....$82,775.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	100% MBE	22	4	2	Corporation	4

Funds have previously been committed for this project from Facilities and Maintenance account codes 1-40-4-858-033-324-254399, 2-40-4-945-033-327-255000, 2-10-4-919-033-327-255000, 2-10-4-975-033-327-255000, and 1-10-4-603-033-411-110000.

Electrical Service & Emergency Generator Revisions

Central Services Administration Building

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

Low Bidder, Base Bid of.....$313,431.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	45	5	5	Corporation	1

Funds have previously been committed for this project from Facilities and Maintenance account code 1-10-4-836-600-312-253300.

Total construction contract dollars awarded.....$2,044,949.00
Total dollars HUB participation $902,242.40
% of DBE participation 33.86
% of MBE participation.....10.26
% of WBE participation 0.00
% of M/WBE participation.....0.00
% Minority employees within company.....27.94
% Women employees within company 9.40

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
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 Resource Center Initiative Corporation

RFP-335 Authorization to Award a Contract to VirchowKrause and Company for Consulting Services Regarding MPS Human Resource Operations and Development of a HR Strategic Management Plan

The Administration is requesting authorization to enter into a contract, not to exceed $210,000, with VirchowKrause and Company to provide various services in the areas of Human Resource management, applicant tracking and support, Web-based entry and storage, and installation of PeopleSoft v. 8. The cost of the contract is on a time-and-material basis and a final scope of work.

Bid proposal responses were received from seven firms. The MPS evaluation committee reviewed all of the written responses and attended oral presentations prepared by two finalists. The committee ranked VirchowKrause the highest. The VirchowKrause proposal meets the district's HUB requirements of 25% MBE and 5% WBE.

The initial contract period will expire on June 30, 2003.

Budget Code: FY03: 1-10-4-812-600-311-266000 .....$210,000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	*	*	*	25%M 5%W	32%M 8%W	$84,000	Human Resources	Service

**Information, which is optional, was not reported*

RFP-336 Authorization to Award a Contract to Carlson Dettmann Associates LLC for Consulting Services for the Development of Compensation Strategies that Support the District's Collective Bargaining Efforts

The Administration is requesting authorization to enter into a contract, not to exceed $110,000, with Carlson Dettmann Associates LLC to provide various services in the areas of compensation strategies, labor negotiations, and analysis of the current compensation system. The cost of the contract is on a time-and-material basis and a final scope of work.

Bid proposal responses were received from three firms. The MPS evaluation committee reviewed all of the written responses and ranked Carleson Dettmann the highest. Carleson Dettman's proposal meets the district's HUB requirements of 25% MBE and 5% WBE.

The initial contract period will expire on June 30, 2003.

Budget Code: FY03: 1-10-4-762-565-311-239000 .....$110,000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	*	*	*	25%M 5%W	25%M 5%W	$33,000	Human Resources	Service

**Information, which is optional, was not reported*

RFP-337 Authorization to Award Contracts for Marketing, Communications, and Public Relations Services (Public Affairs)

The Administration is requesting authorization to enter contracts with the firms listed below to provide various services in the areas of marketing, communications, and public relations. The cost of the contracts will vary, depending on the scope of work to be performed.

Bid proposals, which were solicited from 35 firms, plus the ten HUB outreach agencies, were received from seven firms. The MPS evaluation committee reviewed all of the written responses and attended oral presentations prepared by each of the seven firms. The committee ranked the four recommended firms the highest. All firms meet the district's HUB requirements of 25% MBE and 5% WBE.

(H) Creative Marketing Resources (certified M/WBE)
(H) Leum Roberts (certified WBE)
(H) Mercury Communication Partners (certified WBE)
Zeppos & Associates

(H) = Historically Underutilized Business

The four firms will be used on an as-needed basis. The Administration is requesting the Board's authorization as contract may exceed the Board's approval requirement of $50,000. The initial contract period will expire on June 30, 2003, with the option of two annual renewals. The total cost of the contracts will not exceed $300,000 and will be funded out of various department budgets for specified marketing campaigns

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
Yes*	*	*	*	25%M 5%W	25%M 5%W	N/A	Public Relations	Service

**To be reported with each individual contract*

Fiscal Information:

- A maximum of $40,000 may be spent for each of the following campaigns.
- An aggregate FY03 expenditure of $300,000 may be spent for all the following campaigns.
- Prior to commitment or encumbrance, any and all expenditures will require written approval from the manager of the funding source (grant manager, department director, etc.)

Accounts

Campaign	Source	Account Code
School Selection	Public Affairs	1-10-4-755-537-351-263000
Our Lights Are On	Public Affairs	1-10-4-755-537-351-263000

Making The Grade.....Public Affairs 1-10-4-755-537-351-263000
Fall Program Guide .....Recreation 3-80-4-943-532-351-300000
Community Learning Centers .....Recreation 3-14-4-545-532-312-110000
3-14-4-545-532-312-110000
Extracurricular Initiative .....Extracurricu1ar Activities 1-10-4-878-600-312-160000
Human Resources.....Teacher Recruitment 1-10-4-762-565-351-264000
Title I Extended-Year.....Summer School.....1-14-4-112-576-312-240000

RFP-344 Authorization to Award a Contract to Berbee Information Systems for Classroom Switches, Services, and Cisco Hardware

At its meeting on February 28, 2002, the Board authorized the Administration to issue an intent-to-award letter to Berbee Information Systems to provide classroom switches, service, and Cisco hardware at a cost of $5,818,016.47. The action by the Board was necessary to submit applications for E-rate funding. The Board approved funding in the FY03 budget.

The amount listed is the total price. MPS will pay approximately 17% of the price. The Administration will utilize a lease/purchase agreement for $4 million and fund the remaining $1,818,016.47 through e-rate reimbursements. The Leasing Schedule is designated a "qualified tax-exempt obligation" includable within the ten million dollars ($10,000,000) of aggregate issues designated as "qualified tax-exempt obligations" for the calendar year within which this Leasing Schedule is entered into.

Budget Code: FY03: 1-14-4-291-518-551-110500 .....$5,818,016.47

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	4%	25%	10%*	75%**	$151,050	Technology	Service

**Excluding hardware, software licenses, and maintenance fees.*
***75% of installation costs*

RFP-349 Authorization to Award a Contract to TDS Metrocom for Cisco SmartNet Maintenance

At its metting on February 28, 2002, the Board authorized the Administration to issue an intent-to-award letter to AE Business Solutions to provide Cisco maintenance services at a cost of $631,002. The action by the Board was necessary to submit applications for E-rate funding. AE Business Solutions has since requested that its bid be withdrawn because it had underestimated its service costs by more than $100,000.

TDS Metrocom was the second-ranked bidder, at a cost of $740,944. The Administration is requesting that the Board reject the AE Business Solutions bid and grant authorization to enter into a contract with TDS Metrocom for Cisco SmartNet maintenance at a cost not to exceed $740,944. The Board approved funding in the FY03 budget.

The amount listed is the total price. MPS will pay approximately 17% of the price.

Budget Code: FY03: 1-10-4-814-518-312-26600 .....$740,944

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	N/A	8%	34%	10&*	10%	$3,155	Technology	Service

**Excluding hardware, software licenses, and maintenance fees.*

SS-741 Storage Cabinets (F&M for Bradley Tech)

Recommend sole-source purchase to Virco Mfgr. for mobile storage cabinets. Several variations of cabinets were presented to the Bradley Tech Advisory Committee, and this particular cabinet was chosen as best

meeting the school's needs. These units will be purchased directly through the manufacture instead of distributors, hence the sole-source recommendation.

There will be 56 units purchased at $543.47, 17 units purchased at $706.10, and 17 units purchased at $933.50. The total value of the purchase is $58,307.52. The funds were encumbered when the equipment was requisitioned.

Budget Code: FY03: 1-40-4-875-600-551-255000 .....$58,307.52

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	N/A	N/A

Emergency Purchases

In order to ensure delivery for start of school in September 2002, the Administration has authorized the following emergency purchases. This is being reported to the Board in compliance with Administrative Policy 3.09, Article 1, Bid Waivers.

SS-732 Lease-Purchase of 87 Each Apple Microcomputers (Fritsche)

Using the existing line of credit with Apple Education Finance/GE Capital Leasing, the Administration has entered into a three-year lease-purchase of 87 computers totaling $103,909. The project was approved by the TAC via an electronic vote on May 31.

Budget Codes: FY03: 1-14-4-143-049-312-110500 ..... $ 35,857.13
FY04: 1-13-4-143-049-312-110500 ..... $ 35,857.13
FY05: 1-14-4-143-049-312-110500 ..... $ 35,857.13
Total ..... $ 107,571.39

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	N/A	N/A

SS-745 47 Apple Computers (Humboldt Park)

A purchase order totaling $68,632 was issued to Apple Computer for 45 eMac computers, two PowerBook G4 laptop computers, and related software and supplies. This is a sole-source because MPS buys the Apple computers directly from the manufacturer. The primary application for the computers is the eSIS software, the school data-management software. The TAC approved the project via an electronic vote on June 25.

Budget Code: FY02: 1-10-4-609-223-551-110500 .....$68,632

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	N/A	N/A

SS-748 Kitchen Equipment (Vincent)

Purchase orders totaling $58,366 were issued to Kitchen Specialists, the low bidder, to furnish and install kitchen equipment. The project was bid informally; however, publication in the *Daily Reporter* could not occur within the timeframe necessary — thus the sole-source designation.

Budget Code: FY02: 1-10-4-603-033-972-110000 .....$58,366

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	N/A	N/A

SS-750 Science Kits (Marshall High Science Center for Various)

A purchase order totaling $343,391.70 was issued to Holt, Rinehart and Winston for science kits for the 6th-, 7th-, and 8th-grade levels. Holt, Rinehart and Winston is the publisher of the copyrighted materials.

Budget Code: FY02: 1-13-4-500-600-411-221301 .....$343,391.70

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	N/A	N/A

SS-752 Copyrighted Curriculum Materials (C&I for Various)

A purchase order totaling $52,200 was issued to Thinking With Numbers, Inc. The copyrighted mathematics curriculum materials are needed for an in-service meeting in September 2002.

Budget Code: FY02: 1-13-4-500-600-411-221300 .....$52,200

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	N/A	N/A

Purchasing Request Summary — July 2002

The HUB Program Coordinator is currently reviewing each of the recommendations above for valid HUB participation, consistent with the Board's action taken on March 26, 2002, that increased HUB goals to 30% MBE and 5% WBE on all contracting efforts throughout the district.

Total contract dollars to be awarded.....$7,567,428.08*
Total dollars eligible for HUB participation.....$2,123,490.61*
Total HUB dollars 271,205.00*
% of MBE participation.....11.72*
% of WBE participation 1.05*
% of DBE participation 0.00
% of D/MBE participation.....0.00
% of D/WBE participation 0.00
% of M/WBE participation.....0.00
% Minority employees within companies .....N/A
% Women employees within companies.....N/A

*Figures do not include substantial HUB participation amount in Marketing, Communications and Public Relations Services RFP-337

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

Pursuant to Administrative Policy 3.09(3), Purchasing & Bidding Requirements, the Administration has prepared the FY2001-2002 report of contracts between $25,000 and $50,000. This is an informational report, and no action is required.

4th-Quarter Report of Contracts

Bid Date	School	Project	Contractor	HUB	Amount
5/15/01	Starms Discovery	Interior Remodeling	B & D Contractors	100%	$28,500
5/15/01	Lee	Interior Remodeling	Wm. Sackerson	36%	$28,515
5/22/01	Morgandale	New Tot Lot	Bluemel's Maintenance	10%	$37,520
5/22/01	Auer Avenue	New Tot Lot	Gibralter Constr.	11%	$43,020
5/22/01	Auer Avenue	New Tot Lot	Gibralter Constr.	11%	$43,020
6/26/01	Fernwood	Exterior Painting	Double T Enterprises	10%	$33,267
12/20/01	Congress	Cool-Windows	J.F. Cook	100%	$31,111

Bid Date	School	Project	Contractor	HUB	Amount
12/20/01	Congress	Cool Daylighting	Burkhart	0%	$32,925
2/7/02	MSOL	Water Tank Replacement	Illingworth	10%	$49,465
2/21/02	Riverside	Audio/Video Surveillance	KEI Telecom LLC	0%	$28,400
2/26/02	Whitman	Asbestos Abatement	RES Environmental	100%	$25,205
2/26/02	Morgandale	Asbestos Abatement	Champion	0%	$37,900
2/26/02	Lancaster	Asbestos Abatement	Champion	0%	$22,900
2/27/02	Mitchell	Asbestos Abatement	RES Environmental	100%	$22,519
2/27/02	Juneau	Asbestos Abatement	KPH Constr.	0%	$45,472
2/27/02	Mitchell	Asbestos Abatement	RES Environmental	0%	$22,519
2/28/02	Lowell	Asbestos Abatement	RES Environmental	100%	$32,500
2/28/02	Audubon	Asbestos Abatement	KPH Constr.	0%	$34,800
3/19/02	Juneau	Audio/Video Surveillance	Advanced Commun.	0%	$9,590
3/21/02	Story	Parking Lot Repl.	Poblocki Paving	10%	$36,739
3/21/02	MHSA	Masonry Restoration	Wis. Restoration	10%	$43,300
3/28/02	Urban Waldorf	Fire Alarm Replacement	Encompass	10%	$45,842
April 2002	Juneau	Asbestos Abatement	KPH Construction	0%	$45,472
April 2002	Audubon	Asbestos Abatement	KPH Construction	0%	$34,800
April 2002	Urban Waldorf	Fire Alarm Replacement	Encompass Electrical Technologies	10% MBE	$45,842
April 2002	Bay View	Audio/Video Surveillance	Munger Technical Services	0%	$42,050
April 2002	River Trail	Parking Lot Reconstruction	Stark Asphalt Products Inc.	10% WBE	$34,500
4/2/02	Bay View	Audio/Video Surveillance	Munger Technical	0%	$42,050
4/16/02	River Trial	Parking Lot Repl.	Stark Asphalt	10%	$34,500
4/18/02	MHSA	Audio/Video Surveillance	Advanced Commun.	0%	$17,225
4/23/02	81st Street	Playground Parking Lot	Stark Asphalt	10%	$22,441
4/30/02	King High	Audio/Video Surveillance	Delta Communications	0%	$15,175
5/29/02	Congress South	Asbestos/New Ceilings	Ver Halen Inc.	0%	$12,827
June 2002	WCLL	Floor Tile Abatement	Insulation Removal, LTD	0%	$26,788
6/4/02	Juneau	Audio/Final Connection	Associated Technical	0%	$17,500
6/4/02	Meir	Fan & Motor Replacement	Mared Mechanical	10%	$15,570
6/6/02	WCLL	Floor Tile Abatement	Insulation Removal	0%	$26,788
	Total				$1,168,557.00

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 4.04 is available upon request. This is an informational report, and no action is required.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Bell	University of WI Comprehensive Cancer Care	$250	2002 Youth Tobacco Survey
Fratney	Campaign Advantage	$100	Memory of Becky Trayser
Garden Homes	Community Financial Services	$50	Donation toward Completion Ceremony
Dr. M.L. King	Helen Bader Foundation	$2,400	Homework First Grant (2002-2003)

School	Donor	Amount	Gift or Purpose
Dr. M.L. King	Rockwell Automation Trust Com.	$5,000	Grant Math Masters Program
Dr. M.L. King	Terese Robinson	$125	5th-grade Trip
Dr. M.L. King	Tom and Peg Schreck	$150	5th-grade Trip
Dr. M.L. King	Robert Meyer	$25	5th-grade Trip
Dr. M.L. King	Robert and Karen Helminiak	$50	5th-grade Trip
Dr. M.L. King	Rosalie Greco	$25	5th-grade Trip
Dr. M.L. King	Jacquelyn Scudder	$25	5th-grade Trip
Dr. M.L. King	Larry Williams	$50	5th-grade Trip
Dr. M.L. King	Reginald Lawrence	$100	5th-grade Trip
Dr. M.L. King	Graciela Pequeno	$20	5th-grade Trip
Dr. M.L. King	Hughes George	$25	5th-grade Trip
Dr. M.L. King	Target Take Charge of Education	$76	5th-grade Trip
Dr. M.L. King	Cynthia Robak	$50	5th-grade Trip
Dr. M.L. King	Quad/Graphics	$5,000	5th-grade Trip
Dr. M.L. King	St. John Concordia CME	$300	5th-grade Trip
Dr. M.L. King	Fleck Foundation	$7,500	5th-grade Trip
Dr. M.L. King	Greater Milwaukee Foundation	$900	5th-grade Trip
Dr. M.L. King	Briggs and Stratton Corp.	$5,000	5th-grade Trip
Dr. M.L. King	Wisconsin Energy Corporation Foundation	$1,500	5th-grade Trip
Dr. M.L. King	David Chavez	$40	5th-grade Trip
Dr. M.L. King	Susanna Zachari	$129	5th-grade Trip
Dr. M.L. King	Kathleen Neuman	$83	Fortis Insurance (student trip insurance)
Lowell	PTO	$1,000	Classroom Supplies
Lowell	PTO	$700	Admission to First Stage Productions in 2002-2003
Lowell	PTO	$525	Teacher-Made Decorations
MacDowell	AD Cetera, Inc.	$75	8th Grade
Manitoba	PTO	$250	Digital Camera Educational Purposes
Meir	Martin Hecht	$500	School Incentives
Milwaukee High School of the Arts	Elizabeth Gauger	$185	Materials for Special Education students (Reading Books)
North	Jules Smith	$50	Professional Studies at Oxford University
MPS School Technology Support	Weissgerber's Third Street Pier	$100	Door prizes for the Technology & Learning Exposition & Celebration (Food Gift Certificates)
MPS School Technology Support	Milwaukee Admirals	$40	Door prizes for the Technology & Learning Exposition & Celebration (Tickets)
MPS School Technology Support	Milwaukee Bucks	$20	Door prizes for the Technology & Learning Exposition & Celebration (Bucks T-Shirt)
MPS School Technology Support	Applebee's Restaurants Wisconsin Hospitality Group	$25	Door prizes for the Technology & Learning Exposition & Celebration (Gift Certificate)
MPS School Technology Support	Bravo Restaurants, Inc.	$20	Door prizes for the Technology & Learning Exposition & Celebration (Gift Certificates)
MPS School Technology Support	Champps Americana	$20	Door prizes for the Technology & Learning Exposition & Celebration (Gift Certificates)
MPS School Technology Support	Milwaukee Brewers	$40	Door prizes for the Technology & Learning Exposition & Celebration (Tickets)
MPS School Technology Support	General Cinema Mayfair Mall 18	$36	Door prizes for the Technology & Learning Exposition & Celebration (Movie Passes)
MPS School Technology Support	Office Depot	$25	Door prizes for the Technology & Learning Exposition & Celebration (Gift Certificate)
MPS School Technology Support	Wendy's Restaurant	$25	Door prizes for the Technology & Learning Exposition & Celebration ("Treat a Friend to Lunch" Certificates)

School	Donor	Amount	Gift or Purpose
MPS School Technology Support	Microsoft	$800	Door prizes for the Technology & Learning Exposition & Celebration (Post it Note Pads, Pens, Hats, Shirts, Posters)
Walker	Chris and Ron Olson	$300	Autographed Photos (Attendance Lottery)

Superintendent's Recommendations

That the Board:

1. Authorize the award of contracts as listed above;
2. Authorize the purchases as listed above; and
3. Accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

Director Hardin moved to approve the recommendations.

The motion prevailed, the vote being as follows:

Ayes — Directors Gardner, Hardin, Horton, Morales, O'Neil, and President Spence — 6.
Noes — None.
Temporarily absent — Directors Blewett and Johnson — 2.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Teacher Appointments; Approval of Leaves of Absence; Report on Resignations; Approval of Prevailing Wage Rates; and Affirmative Action Report

Classified Personnel Transactions

Name	Position	Location	Salary	Date
Appointments				
Nicole Calderon	School Nurse Associate	Special Services	$21,546.00	08-23-02
Promotions				
Lorie Burgos	School Bookkeeper	Riverside	$34,244.86	07-15-02
Raymundo Guardiola	Accounting Assistant II	Finance	$28,744.00	07-26-02
Reinstatements				
Deanna Crowell	School Secretary I	Brown	$25,572.44	08-26-02
Carolyn Edwards	School Secretary I	Dr. King	$24,787.33	08-26-02
Mary Robinson	School Secretary I	81st Street	$24,787.29	08-26-02
Ruby Stowers	School Secretary I	Research & Assessment	$25,955.92	06-17-02
Changes in Status (from 10-month to 12-month positions)				
Sharon Diaz	School Secretary I	Bay View	$29,846.70	07-01-02
Eileen Ilk	School Bookkeeper	Burroughs	$34,644.99	07-01-02
Barbara Laux	School Secretary I	Riverside	$29,846.70	06-24-02
Mariella Peterson	School Bookkeeper	Sholes	$37,480.29	07-01-02

Certificated Appointments — Teachers, Schedule 01

Codes	Years Exp. Credit	Name	Assignment	Division	Salary	Start Date
nr	0	Laura E. Ainsworth	Upper Elementary	B	$27,948	09/02/2002
r	0	Marisol Alvarado-Patten	PreK-3	B	$27,948	09/02/2002
r	0	Awilda Aranda	Bilingual	B	$27,948	09/02/2002
nr	0	Andrea L. Arndt	PreK-3	B	$27,948	09/02/2002
r	0	Laura K. Beale	Upper Elementary	B	$27,948	09/02/2002

Codes	Years Exp. Credit	Name	Assignment	Division	Salary	Start Date
nr	7	Sandra R. Beermann	K-6	B	$36,545	09/02/2002
nr	0	Rindee J. Beermann	Speech Pathologist	B	$27,948	09/02/2002
r	0	Cheryl D. Belott	Spanish/Social Studies	B	$27,948	09/02/2002
r	0	Amy L. Bergholz	English	B	$27,948	09/02/2002
nr	0	Amy T. Best	Upper Elementary/English	B	$27,948	09/02/2002
r	0	Steven J. Bloch	Upper Elementary	B	$27,948	09/02/2002
r,b	5	Deborah S. Bruno	Elementary Education	BB	$35,553	09/02/2002
r	0	Bridget M. Cassidy	ESL	B	$27,948	09/02/2002
r	0	Kasana Cha	Elementary Education	B	$27,948	09/02/2002
nr	0	Hong J. Chang	Elementary Education	B	$27,948	09/02/2002
r	1	Chad S. Collins	Elementary Education	B	$28,611	09/02/2002
nr	0	Gilberto Colon	Elementary Education	B	$27,948	09/02/2002
r	0	Jennifer L. Conrad	Upper Elementary	B	$27,948	09/02/2002
r	0	Nelida T. Dutilly	ESL/Spanish	B	$27,948	09/02/2002
r	7	Amy L. Espinoza	Upper Elementary	B	$36,545	09/02/2002
r	0	Stacy M. Fisher	PreK-6	B	$27,948	09/02/2002
r	0	Mary G. Fowler	PreK-6	B	$27,948	09/02/2002
r	0	Nicole L. Freeman	Elementary Education	B	$27,948	09/02/2002
r	0	Jennifer L. French	pper Elementary	B	$27,948	09/02/2002
r	7	Clay M. Fromm	Elementary Education	B	$36,545	09/02/2002
nr	0	Chad M. Gauerke	Physical Education	B	$27,948	09/02/2002
r	6	Dennis G. Gerrits	L.D.	B	$35,222	09/02/2002
nr	7	Sharon L. Goff	Upper Elementary/Reading	B	$36,545	09/02/2002
r	3.5	Jeremy A. Goldberg	Elementary Education	B	$31,256	09/02/2002
nr	0	Barbara L. Green	Elementary Education	B	$27,948	07/31/2002
r	0	Anne J. Grimes	Elementary Education	B	$27,948	09/02/2002
r	0	Jacqueline M. Grubor	PreK-3	B	$27,948	09/02/2002
r	0	Katie M. Guiney	Elementary Education	B	$27,948	09/02/2002
r	0	Nancy A. Hake	Elementary Education	B	$27,948	09/02/2002
nr	0	Stacy Hale	Physical Education	B	$27,948	09/02/2002
r	0	Rebecca M. Hannemann	Upper Elementary	B	$27,948	09/02/2002
r	0	Karin R. Hansen	Upper Elementary	B	$27,948	09/02/2002
nr	0	Anita R. Harrison	Elementary Education/Library Media	B	$27,948	09/02/2002
r	0	Andrew A. Hayes	PreK-3	B	$27,948	09/02/2002
r	0	Kendra F. Heidkamp-Young	Elementary Education	B	$27,948	09/02/2002
r	0	Angela C. Herbst	Upper Elementary	B	$27,948	09/02/2002
r	0	Heidi M. Hughes	Upper Elementary	B	$27,948	09/02/2002
nr	5	Douglas J. Jacoby	Upper Elementary	B	$33,900	09/02/2002
r	0	Katherine J. Jenders	PreK-3	B	$27,948	09/02/2002
nr	0	Stephanie A. Johnson	PreK-6	B	$27,948	09/02/2002
r,a	0	Tanya M. Johnson-Williams	K-3	BB	$29,305	09/02/2002
r	0	Kristine K. Kapp	Upper Elementary	B	$27,948	09/02/2002
nr	0	Amrit P. Kaur	Elementary Education	B	$27,948	09/02/2002
nr	0	Anne M. Klemke	Elementary Education	B	$27,948	09/02/2002
r	0	Molly M. Klika	Upper Elementary	B	$27,948	09/02/2002
r	0	Kristy M. Knoblock	Mathematics	B	$27,948	09/02/2002
r	0	Susan E. Knudson	English/History/Journalism	B	$27,948	09/02/2002
nr	0	Jessica J. Koelbl	PreK-6	B	$27,948	09/02/2002
r	0	Chad C. Kopenski	Theatre-English	B	$27,948	09/02/2002
nr	0	Adrian S. Langlois	Physical Education	B	$27,948	09/02/2002
nr	1	Andrew A. Linder	Science	B	$28,611	09/02/2002
r	1.5	Sheila A. Locke	PreK-3	B	$28,611	09/02/2002

Codes	Years Exp. Credit	Name	Assignment	Division	Salary	Start Date
r	0	Deleta Lofton-Wheeler	Elementary Education	B	$27,948	09/02/2002
nr	0	Jacqueline M. Lovas	PreK-8	B	$27,948	09/02/2002
nr	0	Jacqueline V. Ludwig	Upper Elementary	B	$27,948	09/02/2002
nr	0	Ruth Lunz	PreK-3	B	$27,948	09/02/2002
r	0	Heather A. Makarewicz	Art	B	$27,948	09/02/2002
r	0	Sharon M. Malm	Library Media	B	$27,948	09/02/2002
nr	0	Carrie A. Mareno	PreK-6	B	$27,948	09/02/2002
r	0	Jessica L. Mathews	Upper Elementary	B	$27,948	09/02/2002
r	0	Jennie M. McGrath	Upper Elementary	B	$27,948	09/02/2002
r	0	Rachel M. Meaux	PreK-3	B	$27,948	09/02/2002
nr	0	Melissa A. Miller	PreK-3	B	$27,948	09/02/2002
r	0	Shanna T. Neuharth	Elementary Education	B	$27,948	09/02/2002
r	0	Joan M. Neumann	Upper Elementary	B	$27,948	09/02/2002
r	0	Elise N. Paris	Upper Elementary	B	$27,948	09/02/2002
r	0	Christina M. Polley	PreK-6	B	$27,948	09/02/2002
r	0	Kristy F. Preston	PreK-3	B	$27,948	09/02/2002
r	1	Stephen S. Princer	Biology	B	$28,611	09/02/2002
nr	0	Melissa L. Proett	Elementary Education	B	$27,948	09/02/2002
r	0	Kathleen A. Raasch	Physical Education	B	$27,948	09/02/2002
nr	0	Holly A. Ramsey	PreK-6	B	$27,948	09/02/2002
r	7	Tracy S. Revels	Elementary Education	B	$36,545	09/02/2002
nr	0	Faye P. Riley	Montessori/Elementary Education	B	$27,948	09/02/2002
nr	0	Nicole Rosebrook	Elementary Education	B	$27,948	09/02/2002
nr	0	Debra A. Ruiz	PreK-3	B	$27,948	09/02/2002
r	0	Ryan R. Scheibe	Mathematics	B	$27,948	09/02/2002
r	0	Julie M. Schlipmann	Elementary Education	B	$27,948	09/02/2002
nr	0	Jennifer L. Schnuck	K-6	B	$27,948	09/02/2002
r	0	Kathy L. Schwartz	Upper Elementary	B	$27,948	09/02/2002
nr	0	Jesse J. Shaw	Physical Education	B	$27,948	09/02/2002
nr	5	Rick L. Sievert	Physical Education	B	$33,900	09/02/2002
r	0	Trina N. Smith	English	B	$27,948	09/02/2002
nr	7	Katharine J. Sprouse	Social Studies	B	$36,545	09/02/2002
r	0	Thomas B. Story	K-6	B	$27,948	09/02/2002
nr,a	2	May Soua Thao	Upper Elementary	BB	$31,387	09/02/2002
r	0	Kathleen A. Thompson	Elementary Education	B	$27,948	09/02/2002
r	0	Margaret A. Valentino	Elementary Education	B	$27,948	09/02/2002
r,a	3	Toni L. Verastegui	PreK-6	BB	$32,775	09/02/2002
r	0	Stacey M. Vojuodich	PreK-6	B	$27,948	09/02/2002
r	7	Phyllis M. Wiggins	Upper Elementary	B	$36,545	09/02/2002
nr	0	Erik J. Yellstrom	Physical Education	B	$27,948	09/02/2002
nr	0	Frederick Z. Zimmerman	Upper Elementary	B	$27,948	09/02/2002

Codes

- a Reappointment without tenure
- b Reappointment with tenure
- nr Non-Resident — must become a resident
- r Resident — must remain a resident

Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 7, 2002*:*		
Diane Mack	81st Street	May 15, 2002

Personal Leave, to January 31, 2003:		
Mary L. Miller	Neeskara	September 3, 2002
Personal Leave, to June 20, 2003:		
Jennifer Erdmann	Philipp	September 3, 2002
Patricia Marshall	Green Bay	September 3, 2002
Extension of Illness Leave, to January 31, 2003:		
Kathleen Chudy	Leave	September 3, 2002
Extension of Maternity Leave, to June 20, 2003:		
Jacalyn Cordova	Leave	September 3, 2002
Claudia Heller de Messer	Leave	September 3, 2002
Linda Landre	Leave	September 3, 2002
Melissa LeClair	Leave	September 3, 2002
Tracy Matel	Leave	September 3, 2002
Linda Melk	Leave	September 3, 2002
Julie Meyer	Leave	September 3, 2002
Claudia Steward	Leave	September 3, 2002
Extension of Personal Leave, to January 31, 2003:		
Susan Scaffidi	Leave	September 3, 2002
Extension of Personal Leave, to June 20, 2003:		
Dawn Bigalk	Leave	September 3, 2002
Donald Ernest	Leave	September 3, 2002
Sid Hatch	Leave	September 3, 2002
Andrea Loss	Leave	September 3, 2002
Dana Marks	Leave	September 3, 2002
Patrick O'Mahar	Leave	September 3, 2002
Constance Petersen	Leave	September 3, 2002
Anne Seibel	Leave	September 3, 2002
Rochelle Vlaj	Leave	September 3, 2002
Nancy Wong Woessner	Leave	September 3, 2002
Curtailment of Leave		
Abbie Fishman	Rescinded her sabbatical leave that was granted from February 1, 2002, through June 20, 2003.	

Report on Resignations

Name	Position	Effective Date
Kathleen Banks	Teacher	05/31/02
Lucius Beamon	Teacher	06/08/02
Tiffanie A. Beaudoin	Teacher	06/24/02
Lori Becker	Teacher	06/12/02
Amy L. Brantley	Teacher	06/19/02
Wendy Brusda	Teacher	06/10/02
Christine M. Capriolo	Teacher	06/07/02
Rebecca A. Carney	Teacher	06/07/02
Steven T. Carr	Asst Prin	06/30/02
Marcia L. Clafford	Teacher	06/13/02
Donna L. Clontz	Teacher	06/07/02
Stephanie K. Connolly	Teacher	06/07/02
Michael I. Czerwinski	Administrator	07/05/02
Thomas W. Deau	Teacher	08/13/02
Julia A. DeCicco	Teacher	07/01/02
Jens Feiker	Teacher	06/07/02
Terrence M. Gavin	Teacher	09/22/02
Sylvia B. Geiger	Teacher	06/06/02
Laura J. Gorecki	Teacher	06/01/02
Catherine Greene	Social Worker	06/11/02
Anthony G. Gulotta	Social Worker	09/16/02
John E. Herr	Teacher	07/01/02
Jill A. Hron	Teacher	08/31/02
Cheryle A. Janasiak	Teacher	06/17/02
Mary A. John	Teacher	10/31/02
Karen K. Johnson	Teacher	06/24/02
Roderick Johnson	Teacher	06/07/02
Lynn M. Kargel	Teacher	05/31/02
Susan T. Kurek	Teacher	06/07/02
Danielle LaPorte	Teacher	06/07/02
Danielle J. Lienau	Teacher	06/07/02
Jason P. Lippert Goodwin	Teacher	06/07/02
Cheri Loiacano	Teacher	06/07/02
Suzanne M. Lundin	Director	07/05/02
Shanna Mahan	Teacher	06/07/02
Ellen V. Massa	Teacher	06/07/02

Name	Position	Effective Date
Kristin McLain	Teacher	06/07/02
Rachel J. Miller	Teacher	06/07/02
Ernestine Mosley	Teacher	07/01/02
Theresa R. Murry	Teacher	06/07/02
Alison Nisbet	Teacher	06/10/02
Susan M. Owens	Teacher	09/06/02
Lee J. Pauli	Teacher	10/01/02
Judith M. Pelton	Teacher	06/07/02
Kristin L. Phillips	Teacher	06/07/02
Jill A. Pintens	Teacher	06/08/02
Jodi A. Piwoni	Teacher	06/06/02
Christina Putman	Teacher	06/07/02
Bertha L. Ratcliffe	Teacher	06/20/02
John A. Reinardy	Teacher	07/01/02
Carmen B. Ricco	Teacher	06/06/02
Michelle Ringeisen	Teacher	06/07/02
Barbara Rohleder	Teacher	06/01/02
Tamelyn A. Romagnoli	Teacher	06/07/02
Susan A. Romero	Teacher	06/07/02
Juanita W. Rush	Teacher	09/22/02
Bettie G. Sanders	Teacher	07/31/02
Anthony G. Schiro	Teacher	06/19/02
Karen J. Schmidt	Teacher	06/12/02
Tammy L. Schwichtenberg	Teacher	06/07/02
Laura J. Shaw	Teacher	05/28/02
Jason Skinner	Teacher	06/07/02
Alvin D. Spearman	Principal	07/22/02
Laura Stoffregen	Teacher	06/07/02
Marilyn A. Swiontek	Teacher	08/11/02
Binh S. Thong	Teacher	06/06/02
Linda J. Tiezzi Waldera	Teacher	06/24/02
Laurel G. Turner	Teacher	08/31/02
Penny Vance	Teacher	06/07/02
Bethany L. Voi	Teacher	06/19/02
Erica Weber	Teacher	05/19/02
Jane Wendland	Teacher	06/07/02
Michelle Williams	Teacher	06/07/02
Correction to Resignation		
Shirley J. Fowlke	Teacher	06/07/02

Prevailing Wage Rates

Section 66.293, Wisconsin Statutes, requires the Board of School Directors to contract with contractors that pay the prevailing wage rates to employees working for contractors and subcontractors under a public works contract.

Construction craftsmen employed at the Facilities and Maintenance Services Division are also paid the prevailing wages pursuant to the action of the Board on May 3, 1932 (Proc. pp. 555-556). This policy was incorporated in Section 2.32 of the Board's Rules and was further affirmed by the Board in December 1962 (Proc. 12-11-62, pp. 301-302; 12-19-62, pp. 303-304). Communications from the Milwaukee Building and Construction Trades Council listing the new wage rates and their effective dates have been forwarded to the Board.

Affirmative Action Report

The Affirmative Action Report for the month of April has been forwarded to the Board under separate cover. This is an informational report, and no action is required.

Superintendents' Recommendation

That the Board approve the classified personnel transactions, teacher appointments, and leaves of absence as listed, and that the Board authorize increases for MPS construction craftsmen as of the date indicated on the above-mentioned communications.

Director Hardin moved to approve the recommendations.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Superintendent's Recommendation

The Superintendent recommends that the following individuals be promoted or appointed to the classifications indicated, to be effective upon assignment following approval by the Board:

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

				Salary		
Codes	Name	Position	Location	Sched	Range	Amount
5, r	Yovira Moroney	Special Education Administrator — Leadership Liaison	Division of Special Services	III	10A	$55,387.95
5, nr	Therese Freiberg	Labor Relations Specialist	Division of Labor Relations	III	10A	$70,500.00
5, r	Ronald Carr	School Data Support Specialist**	Division of Research and Assessment	III	9A	$72,572.50
2, r	Cassandra Vinson	Budget Planning Assistant	Department of Finance	III	2A	$42,080.04

* 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

Director Johnson moved to approve the recommendations.

The motion prevailed, the vote being as follows:

Ayes — Directors Gardner, Hardin, Horton, Johnson, O'Neil and President Spence — 6.
Noes — Directors Blewett and Morales — 2.

* * * * *

(Item 4) Action on a Request for Authorization to Create Various Positions

Background

The FY2003 budget was adopted by the Milwaukee Board of School Directors on May 30, 2002. Position authority is a significant component of the budget as adopted and amended. Since the adoption of the budget, the Administration has become aware of several positions and FTE revisions that should have been included in the FY2003 budget. Of the positions, 4.65 are grant-funded. One position is funded from currently allocated operations funds.

The Administration is recommending the creation of four positions and 0.65 FTE as follows:

Position	Department	FTE
Data Support Specialist	Superintendent — Research	1.0
Recruitment Specialist	Human Resources	1.0
Budget & Policy Specialist	Finance	1.0
Parent Service Center Coordinator	OBG — Parent Center	0.4
Records & Forms Specialist	Office of Board Governance	1.0
Materials Handler II	Business Services	0.25

Administration's Analysis

1. The position of Data Support Specialist will work in the Office of Research and Assessment, in the Superintendent's Office, to provide analytic support to the technical support teams required to serve schools identified as "In Need of Improvement" for the DPI Special Project for Schools In Need of Improvement. The position is classified in pay range 9, requiring an estimated salary of $74,172 and associated fringe benefits of $37,828. The funding is available in the DPI Grant for School Improvement/Title II PT A CFDA# 84.168. A job description has been forwarded to the Board.

2. The position of Recruitment Specialist will work in the Department of Human Resources to develop an aggressive recruitment strategy for MPS teachers. The overall goal of the position would be to help the Department of Human Resources create a strong applicant pool of teacher candidates who are especially suited to teach in an urban environment. The position is classified in pay range 6, requiring an estimated salary of $52,000 and associated fringe benefits of $ 26,520. The position is eligible for Title I funding. A job description has been forwarded to the Board.

3. The position of Budget and Policy Specialist will work in the Department of Finance to improve the management of Title I funds through additional budgeting and monitoring activities. The initial goal of the position will be to analyze and report on the linkage between the allocation and expenditure of Title I funds and the districts goals and objectives. Additionally, the position will provide continuous monitoring and reprogramming recommendations as appropriate during the course of the fiscal year. The position is classified in pay range 11, requiring an estimated salary of $71,074, and associated fringe benefits of $36,248. A job description has been forwarded to the Board.

4. The position of Parent Center Coordinator is included in the Parent Center, which was transferred from the Department of Leadership to the Office of Board Governance in the FY2003 Budget. The position of Parent Center Coordinator is a full-time position; however, it has been authorized as only a 0.6 FTE in the Department of Leadership for FY 2002 and proposed at that level for FY2003. As a result, it was under-authorized and under-funded when transferred via amendment to the Office of Board Governance. To correct this error, it is recommended that the additional 0.4 FTE be funded through IDEA to reflect the work of the office related to special needs students. This supplement is $24,711 in salaries and $12,603 in associated benefits. Approval of this item will also increase the authorized FTE from 0.6 to 1.0.

5. The position of Records and Forms Specialist will work in the Office of Board Governance to manage document requests; disseminate information and analysis of education law-related issues; and provide overall records management assistance to support the district's position in litigation. The position has not yet been classified; the estimated salary is $56,000 and associated fringe benefits would be $28,560. Funding is available in the special funds account for litigation expenses.

6. The requested 0.25 FTE of Materials Handler II is a temporary authority that will expire upon vacation of the incumbent. The temporary position authority is necessary to prevent a lay-off in the Business Services department. At the time the budget was developed, a pending retirement was anticipated to occur by July. Instead, that retirement will now occur at the end of October. As a result, an individual whose position had been eliminated in the budget is now filling a seasonal position that will expire in August. The 0.25 FTE of Materials Handler II will be able to provide uninterrupted full-time service to the district as anticipated in the FY2003 Budget. The funding difference of $9,500 in salary and $4,845 in fringe benefits will be covered by reductions in budgeted overtime.

Strategic Plan Compatibility Statement

7. The creation of these positions is in alignment with the recently adopted FY2003 budget.

Statute, Administrative Policy, or Board Rule Statement

8. The position creation and control process is addressed in Administrative Policy 3.02, Budget Control.

Fiscal Impact Statement

9. Funding for the positions recommended for creation is available as follows:

Position	Salary & Benefits	Source
Data Support Specialist	$112,000	DPI Grant — Schools in Need of Improvement
Recruitment Specialist	78,520	Title I
Budget & Policy Specialist	107,322	Title I
Parent Center Coordinator	37,314	IDEA
Records & Forms Specialist	84,560	Litigation Expense Fund
Materials Handler II	14,345	Business Services

Appropriate account codes will be established following approval by the Board.

Implementation and Assessment Plan

10. The process of filling the vacant positions will begin immediately after the Board's authorization of the positions. The FTE adjustment for the Parent Center Coordinator will made immediately upon approval.

Superintendent's Recommendations

That the Board authorize the creation of 4.65 FTEs of position authority and associated funding as follows:

Position	Department	FTE	Funding	Source
Data Support Specialist	Supt. — Research	1.0	$112,000	DPI Grant
Recruitment Specialist	Human Resources	1.0	78,520	Title I
Budget & Policy Specialist	Finance	1.0	107,322	Title I
Parent Service Center Coord.	OBG	+0.4	37,314	IDEA
Records & Forms Specialist	OBG	1.0	84,560	Litigation Expense Fund
Materials Handler II	Business Services	0.25	14,345	Business Services

Director Hardin moved to approve the recommendations.

The motion prevailed, the vote being as follows:

Ayes — Directors Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 7.
Noes — None.
Temporarily absent — Director Blewett — 1.

* * * * *

(Item 5) Report on the MPS Extra-Curricular Initiative and Action on Recommendations Regarding Interscholastic Academics and Athletics

Administration's Analysis

1. During the 2001-2002 school year, MPS embarked upon an initiative to increase student involvement and participation in three extra-curricular activities: music, interscholastic athletics, and interscholastic academics. At its meeting on August 2, 2001, the Board granted a waiver of Administrative Policy 7.18, Eligibility Criteria, for ninth- and tenth-grade students as part of the pilot program for the Extra-curricular Initiative for the 2001-2002 school year. Fifteen new sports programs were developed at various schools, while six high schools began year-round weight-training programs. All approved programs for the Extra-Curricular Initiative included an academic component for supporting and monitoring performance of students involved.

2. During the 2001-2002 school year, interscholastic athletics saw an increase in participation of 414 student athletes, an increase of 7%. More than 1,100 students participated in programs funded through the Extra-Curricular Initiative. Of those students, 78% were academically eligible at the end of the first semester, and 77% were academically eligible at the end of the second semester.

3. The statistics for the first year of the Extra-Curricular Initiative support research that states that extra-curricular activities increase academic achievement. These programs, which are an extension of the

school day, produce higher grade-point averages, fewer dropouts, and better attendance rates. Research further indicates that students who participate also have decreased involvement in criminal activity during after-school hours, higher self-esteem, and, among females, decreased incidents of teen pregnancies. Extra-curricular activities also generate positive school spirit and contribute toward the creation of a cohesive student body.

4. Extra-curricular activities are inherently educational in nature. These programs provide valuable lessons for practical situations: They teach teamwork, good sportsmanship, winning and losing graciously, and the concept that working together creates a product of which the participants can be proud. Through participation in activity programs, students learn self-discipline, build self-confidence, learn time-management skills, become better organized, and learn how to work with a diverse group of individuals all working toward a common goal. Participation in extra-curricular activities is often a predictor of later success in college, business, and life, as the students become productive members of society.

5. Staff from the Divisions of Interscholastic Athletics/Academics, Music Education, and Community Recreation and the Departments of Leadership Services and Finance met with the Deputy Superintendent to devise guidelines and application procedures for individual schools.

6. During the 2001-2002 school year, 16 high schools and three middle schools developed programs using the guidelines of the Extra-Curricular Initiative. All K-8, middle, and high schools will again be invited to apply to participate and to receive funding to support activities for the 2002-2003 school year.

7. The general guidelines for participation in the Extra-Curricular Initiative include the following:

   a. A program must be approved and overseen by a school administrator or the high school athletic director. This designated person is responsible for management of the program and submission of accountability reports after each semester.

   b. A program description must be developed for each activity of the initiative, indicating what is to be done (e.g., addition of a program level, addition of a coaching position, purchase of supplies/uniforms), how it is to be done, how previous obstacles will be overcome, etc.

   c. Measurable goals for increased attendance in school, increased academic proficiency, and increased graduation rates must be developed. These goals should be focused primarily on the ninth and tenth grades.

   d. Each extra-curricular activity must include an academic support component such as tutoring and counseling for students who are close to success, but who need extra support or attention. This initiative would also be focused on ninth- and tenth-grade students.

   e. A formal evaluation component must be developed at the school level to measure academics, attendance, and graduation rates.

   f. An exit survey to measure student satisfaction with the program, referral to alternate programs if feasible, and follow-up must be conducted by the administrator in charge.

8. Wisconsin Interscholastic Athletic Association Rules of Eligibility currently require that students must have received no more than one failing grade in the most recent grade reporting period. The MPS policy currently states that students who compete in interscholastic academics and athletics must maintain a 2.0 minimum grade-point average in addition to the WIAA requirements. For the 2001-2002 school year, the MPS requirement was waived for ninth- and tenth-grade students in conjunction with the Extra-Curricular Initiative pilot. Of the previously mentioned increase in student-to-athlete participation, the greatest increase was seen in students at the tenth-grade level, which is attributed to the relaxation of the grade-point requirement for these students. The Administration is proposing that the 2.0 grade-point average again be waived for ninth- and tenth-grade students during the 2002-2003 school year.

9. Historically, ninth- and tenth-graders have had difficulty adjusting to high school and have had a greater occurrence of grade-point averages below 2.0 than do juniors and seniors. The Administration is confident that the grade-point averages and attendance of ninth- and tenth-graders will again increase if the district can provide opportunities for involvement in extra-curricular activities, including interscholastic athletics and academics. Presently that is not possible due to the 2.0 GPA requirement.

10. Providing early involvement in these extra-curricular activities, in conjunction with the academic support required in those schools that elect to participate in the Extra-Curricular Initiative, will boost attendance and academic performance. Students will also be acclimated to high school life and understand the necessity for strong academic performance when reaching their junior and senior years, at

which time the 2.0 grade-point average will go into effect. Continued participation in extra-curricular activities also helps boost attendance and prevent dropouts.

Strategic Plan Compatibility Statement

11. The recommendation supports the MPS Strategic Plan, Goal 1, to improve student achievement, and Goal 2, to improve student success in further education and employment.

Statute, Administrative Policy, or Board Rule Statement

12. Administrative Policy 7.18, Eligibility Criteria, states, "To compete in interscholastic extra-curricular activities, athletics or academics, a high school student must maintain a minimum 2.0 grade-point average." This item proposes a waiver from this policy for ninth- and tenth-grade students for the 2002-2003 school year. All students competing in interscholastic athletics and academics will still be required to meet the WIAA Rules of Eligibility. Eleventh- and twelfth-graders will continue to be required to meet the 2.0 grade-point average as well a the WIAA Rules of Eligibility.

Fiscal Impact Statement

13. Approval of this item does not authorize expenditures. Approximately $1.5 million was allocated during the budget process for FY02. Approximately $900,00 is allocated for FY03 for the Extra-Curricular Initiative. The additional monies will be used to fund music programs in grades 6-12 and additional levels of sports teams at the high school level. Additional teams in the interscholastic academic activities of chess, debate, and forensics in grades 6-12 are also included in the program. Additional funds will be allocated to those schools who apply and meet the criteria of the Extra-Curricular Initiative.

Implementation and Assessment Plan

14. The implementation and assessment plan involves the following components:
    a. Schools apply for the additional funding, agreeing to adhere to the general guidelines included in section 4 and the specific guidelines of the program for which funding is sought.
    b. Representatives of the Administration will review the application to ensure that the guidelines are met and will approve programs where appropriate.
    c. Programs at individual schools will be monitored by school administrators and the Central Services administrator in charge of the particular program to ensure compliance with the requirements as set forth in the guidelines and with the proposal contained on the application as submitted by the school.
    d. Schools will continue to monitor the performance of their student bodies regarding academic and attendance requirements, and comparisons will be made with past performance at each school to determine the affect of the program in these areas.

Superintendent's Recommendation

That the Board grant a waiver of Administrative Policy 7.18, Eligibility Criteria, for ninth- and tenth-grade students as part of the Extra-Curricular Initiative during the 2002-2003 school year.

Director Hardin moved to approve the recommendations, with a report to be made to the Board showing various information, such as grade-point averages and attendance, about student participants.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Gardner, Hardin, Horton, Johnson, Morales, and President Spence — 7.
Noes — None.
Temporarily absent — Director O'Neil — 1.

* * * * *

(Item 6) Action on a Request to Enter into a Sole-source Contract with the Efficacy Institute for Professional Development Services

Administration's Analysis

1. The Efficacy operational framework to improve teaching and learning and to increase student achievement was introduced to the district seven years ago as a pilot in a limited number of schools. Principals whose schools have operationalized the process and those interested in developing the model met in April to discuss using the Efficacy Self-Directed Improvement System (SDIS) as a foundation for training the school-based learning teams. Principals using the model reported improved test scores, a decrease in student mobility, and an increase in teacher retention.

2. In May, a team of principals and Central Services professional development specialists attended a two-day training at the Efficacy Institute in Boston. In June, two two-day training sessions were held in Milwaukee for school teams including principals, assistant principals, literacy coaches, and teachers interested in learning more about the Efficacy mission and the SDIS process.

3. A steering committee of principals, assistant principals, teachers, and Central Services staff met to begin planning the implementation of the Efficacy operational framework around balanced literacy and other initiatives currently in place in the district. The committee recommended that the district enter into a contract with the Efficacy Institute for an amount not to exceed $300,000 in order to accomplish the following:

a. that all school-based learning teams receive four days of training on the Efficacy mission and the Self-Directed Improvement System (SDIS);
b. that training be provided collaboratively by Institute trainers and MPS trainers;
c. that collaborative strategic planning occur prior to the training to ensure that all district initiatives are integrated into the Efficacy operational framework;
d. that specialized training materials be developed that include processes, strategies, and structures currently in place in the district;
e. that the district contract for ten additional consultant days so that the Efficacy Institute can provide technical support throughout the year;
f. that additional staff be trained as district trainers in order to build capacity and sustain the Efficacy operational framework in schools over time;
g. that the Division of Professional Development offer additional services as requested by schools around the Efficacy operational framework for administrators, school staffs, students, and parents;
h. that the Board establish and award certification to those schools that successfully install the SDIS process and show significant gains in performance outcomes for all students;
i. that successful teacher participation in the SDIS process becomes a criterion of a professional growth plan that meets the requirements for state licensure (PI34); and
j. that schools are encouraged to form business partnerships that recognize schools for outstanding student performance.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

5. The recommendation complies with Administrative Policy 3.09, Purchasing and Bidding Requirements, as a sole-source contract.

The Efficacy Institute is a minority-owned business.

Fiscal Impact Statement

6. Approval of this item authorizes expenditures. The total cost of the contract will not exceed $300,000. Funds are allocated in the FY03 Title II Budget, Account Code 1-14-4-500-600-312-221900

Implementation and Assessment Plan

7. Training of the school-based learning teams is a priority of the Milwaukee Partnership Academy (MPA) in order to increase each school's capacity to collect and interpret relevant data, support teachers, enable embedded professional development, and create positive conditions in the school for student and teacher learning. Each school will have the opportunity to determine how it will measure progress towards its goals and targets. In addition, the MPA is currently developing a process for evaluating the implementation of all the priorities.

Superintendent's Recommendation

That the Board authorize the Administration to enter into a contract with the Efficacy Institute at a cost not to exceed $300,000 to provide professional development services as outlined above.

Director Hardin moved to approve the recommendation.

The motion prevailed, the vote being as follows:

Ayes — Directors Gardner, Hardin, Horton, Johnson, O'Neil and President Spence — 6.
Noes — Directors Blewett and Morales — 2.

* * * * *

RESOLUTIONS

Resolution 0203R-025

By Director Morales

Whereas, The Milwaukee Public Schools contracts for millions of dollars' worth of facilities renovation and construction projects each year; and,

Whereas, Many City of Milwaukee residents qualified in construction-related trades are unemployed or underemployed; and,

Whereas, Many of these same residents are the parents of Milwaukee Public Schools students; now, therefore, be it

Resolved, That the Milwaukee Board of School Directors establishes that the workforce for all MPS construction projects that are not yet formally committed by contracts will include a minimum of 25% unemployed City of Milwaukee residents, including 5% women; and be it

Further resolved, That this requirement shall be included in the bid specifications and will be a contractual obligation of the builder.

Referred to the Committee on Finance/Personnel.

The Board adjourned at 10:28 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 25, 2002

Special meeting of the Board of School Directors called to order by President Spence at 10:31 PM.

Present — Directors Blewett, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Absent and excused — Director Dannecker — 1.

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

July 19, 2002

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 immediately upon adjournment of the Regular July Board Meeting, scheduled to begin at 6:30 PM on Thursday, July 25, 2002, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of reviewing applications for the position of 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-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may retire to executive session to review and assess employment applications for the position of Superintendent of Schools.

LYNNE A. SOBCZAK
Interim Board Clerk

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes, §19.85(1)(c), to review and assess employment applications for the position of Superintendent of Schools.

The motion prevailed, the vote being as follows:

Present — Directors Blewett, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

The Board retired to executive session at 10:35 PM.

The Board adjourned from executive session at 11:46 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 29, 2002

Special meeting of the Board of School Directors called to order by President Spence at 6:12 PM.

Present — Directors Blewett, Dannecker, Gardner, Hardin (6:40 PM), Johnson, Morales, O'Neil, and President Spence — 8.
Absent and excused — Director Horton — 1.

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

July 26, 2002

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 PM on Monday, July 29, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of 1) considering collective bargaining negotiations strategy with respect to contract negotiations with the following bargaining units: the Administrators and Supervisors Council, Milwaukee Teachers Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/ Bookkeepers), PAMPS, Local 150 (Food Service Helpers and Building Service Helpers), Local 950, Local 1053 and Local 1616 and 2) considering litigation the Board is involved in with respect to a former student and in the matter of the lawsuit against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy.

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

With respect to Item 2) above, pursuant to Wisconsin Statutes, Section 19.85(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice regarding litigation the Board is involved in with respect to a former student and in the matter of the lawsuit against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy.

LYNNE A. SOBCZAK
Interim Board Clerk

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes Sections 19.85(1)(e) and (g), for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned above and to confer with its legal counsel regarding litigation the Board is involved in with respect to a former student and in the matter of 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:

Ayes — Directors Blewett, Dannecker, Gardner, Johnson, Morales, O'Neil, and President Spence — 7.
Noes — None.
Temporarily Absent — Director Harding — 1.

The Board retired to executive session at 6:14 PM.

The Board adjourned from executive session at 6:50 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 2, 2002

Special meeting of the Board of School Directors called to order by President Spence at 2:02 PM.

Present — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

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

July 31, 2002

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Board of Board of School Directors will be held at 1:45 PM on Friday, August 2, 2002, in Room 155 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of reviewing applications and interviewing applicants for the position of 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-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may retire to executive session to review and assess employment applications and to interview applicants for the position of Superintendent of Schools.

LYNNE A. SOBCZAK
Interim Board Clerk

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), to review and assess employment applications and to interview applicants for the position of Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

The Board retired to executive session at 2:07 PM.

The Board adjourned from executive session at 6:30 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 3, 2002

Special meeting of the Board of School Directors called to order by President Spence at 9:08 AM.

Present — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

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

July 31, 2002

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 8:45 AM on Saturday, August 3, 2002, in Room 155 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of reviewing applications, interviewing applicants, and evaluating applicants for the position of 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-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may retire to executive session to review and assess employment applications, to interview applicants, and to evaluate applicants for the position of Superintendent of Schools.

LYNNE A. SOBCZAK
Interim Board Clerk

Director Hardin moved that the Board retire to executive session, pursuant to Wisconsin Statutes, §19.85(1)(c), to review and assess employment applications and to interview applicants for the position of Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

The Board retired to executive session at 9:09 AM.

The Board adjourned from executive session at 2:30 PM.

ROBERT J. LAWRENCE
Assistant Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 5, 2002

Special meeting of the Board of School Directors called to order by President Spence at 5:46 PM.

Present — Directors Blewett (5:55 PM), Dannecker, Hardin, Johnson, Morales, O'Neil (5:50 PM) and President Spence — 7.
Absent and excused — Directors Gardner and Horton — 2.

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

August 2, 2002

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 PM on Monday, August 5, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering litigation the Board may become involved in with respect to its liability insurance carrier and with respect to health insurance contracts, and with respect to the lawsuit against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy.

Pursuant to Wisconsin Statutes Section 19.85(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice regarding litigation the Board may become involved in with respect to its liability insurance carrier and with respect to health insurance contracts, and with respect to litigation in the matter of the lawsuit against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy.

LYNNE A. SOBCZAK
Interim Board Clerk

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(g), to confer with its legal counsel regarding litigation the Board may become involved in with respect to its liability insurance carrier and with respect to health insurance contracts, and with respect to litigation in the matter of 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:

Ayes — Directors Dannecker, Hardin, Johnson, Morales, and President Spence — 5.
Noes — None.

The Board retired to executive session at 5:48 PM.

The Board adjourned from executive session at 6:28 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 5, 2002

Special meeting of the Board of School Directors called to order by President Spence at 6:29 PM.

Present — Directors Blewett, Dannecker, Hardin, Horton (6:35 PM), Johnson, Morales, O'Neil, and President Spence — 8.
Absent and excused — Director Gardner — 1.

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

July 31, 2002

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 PM on Monday, August 5, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of evaluating applicants and their applications for the position of 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-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may retire to executive session to evaluate applicants and review and assess employment applications for the position of Superintendent of Schools.

LYNNE A. SOBCZAK
Interim Board Clerk

Director Blewett moved that the Board retire to executive session, pursuant to Wisconsin Statutes, §19.85(1)(c), to evaluate applicants and review and assess employment applications for the position of Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Hardin, Morales, O'Neil, and President Spence — 5.
Noes — None.
Temporarily absent — Directors Dannecker and Johnson — 2.

The Board retired to executive session at 6:30 PM.

The Board adjourned from executive session at 8:02 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 12, 2002

Special meeting of the Board of School Directors called to order by President Spence at 9:00 AM.

Present — Directors Blewett (9:08 AM), Dannecker, Gardner (9:19 AM), Hardin (9:34 AM), Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

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

August 7, 2002

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 8:45 AM on Monday, August 12, 2002, in Room 155 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of reviewing applications, interviewing applicants, and evaluating applicants for the position of 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-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may retire to executive session to review and assess employment applications, to interview applicants, and to evaluate applicants for the position of Superintendent of Schools.

LYNNE A. SOBCZAK
Interim Board Clerk

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes, §19.85(1)(c), to review and assess employment applications and to interview and evaluate applicants for the position of Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Johnson, Morales, O'Neil, and President Spence — 5.
Noes — None.
Temporarily absent — Director Horton — 1.

The Board retired to executive session at 9:04 AM.

The Board adjourned from executive session at 3:45 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 12, 2002

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

Present — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

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

August 7, 2002

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 PM on Monday, August 12, 2002, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of hearing presentations from applicants for the position of Superintendent of Schools.

This meeting is open to the public. Three individuals being considered for the position of Superintendent of Schools will each make a presentation of approximately 20 minutes in length. Following each presentation, members of the public will be given five to ten minutes to submit written comments on the presentation, which will be compiled and provided to Board members, prior to any further deliberations.

LYNNE A. SOBCZAK
Interim Board Clerk

William Andrekopoulos, Karen Jackson, and Esperanza Zendejas made presentations to the public on the topic *How do you really leave no child behind, and what does that mean for this district?*

The Board adjourned at 7:43 PM

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 13, 2002

Special meeting of the Board of School Directors called to order by President Spence at 6:11 PM.

Present — Directors Blewett (6:35 PM), Dannecker, Gardner (6:12 PM), Hardin, Morales, O'Neil, and President Spence — 7.
Absent and excused — Directors Horton and Johnson — 2.

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

August 9, 2002

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 PM on Tuesday, August 13, 2002, 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, 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
Interim Board Clerk

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

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Morales, O'Neil, and President Spence — 6.
Noes — None.

The Board retired to executive session at 6:13 PM.

The Board adjourned from executive session at 7:01 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 15, 2002

Special meeting of the Board of School Directors called to order by President Spence at 6:35 PM.

Present — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

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

August 14, 2002

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 5:50 PM on Thursday, August 15, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of suspending Board Rule 1.02(1) and rescheduling the regular August Board meeting, currently scheduled for Thursday, August 29, to a date to be determined at the meeting.

LYNNE A. SOBCZAK
Interim Board Clerk

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

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

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

Director Gardner moved to reschedule the regular August Board meeting one week earlier, to start at 7:30 PM on Thursday, August 22, 2002.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

The Board adjourned at 6:40 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 15, 2002

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

Present — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

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

August 14, 2002

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 PM on Thursday, August 15, 2002, in Room 155 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of reviewing applications and evaluating applicants for the position of 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-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may retire to executive session to review and assess employment applications, to interview applicants, and to evaluate applicants for the position of Superintendent of Schools.

LYNNE A. SOBCZAK
Interim Board Clerk

The Board recessed from 6:52 PM to 6:57 PM.

Director Hardin moved that the Board schedule and notice a public meeting immediately prior to the August 20, 2002, meeting of the Committee on Finance/Personnel, for the purpose of having the representative of the Wisconsin Association of School Boards present an informational report to the public on the audiences' reactions to the August 12, 2002, superintendent candidate presentations to the public.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes, § 19.85(1)(c), to evaluate applicants and review and assess employment applications for the position of Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

The Board retired to executive session at 7:25 PM.

The Board adjourned from executive session at 11:00 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 21, 2002

Special meeting of the Board of School Directors called to order by President Spence at 6:18 PM.

Present — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson (6:20 PM), Morales, O'Neil, and President Spence — 9.
Absent — None.

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

August 20, 2002

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 PM on Wednesday, August 21, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering employment, compensation and performance-evulation data relative to the employment of an individual as Superintendent of Schools and the terms of an employment agreement for that individual.

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-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may retire to executive session to consider employment, compensation and performance-evulation data relative to the employment of an individual as Superintendent of Schools and the terms of an employment agreement for that individual

LYNNE A. SOBCZAK
Interim Board Clerk

Director Morales moved that the Board retire to executive session, pursuant to Wisconsin Statutes, §19.85(1)(c), to consider employment, compensation and performance-evulation data relative to the employment of an individual as Superintendent of Schools and the terms of an employment agreement for that individual

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Absent — None.
Temporarily absent — Director Blewett — 1.

The Board retired to executive session at 6:21 PM.

Director Morales left at 7:34 PM.

The Board adjourned from executive session at 7:45 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 22, 2002

Regular meeting of the Board of School Directors called to order by President Spence at 7:40 PM.

Present — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

AWARDS AND COMMENDATIONS

Students

Centre'll Minter, a student at Congress Extended Year Round School, recently competed in the Hershey's Track and Field Youth Program North American Final Meet held in Hershey, Pennsylvania. He proved to be one of the best long jumpers by receiving fourth place in his age division in the standing long jump with a distance of eight feet, one and three-quarters inches. In 2001, Centre'll was a Regional Hershey champ and a State Hershey champ in the 4x100 relay.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of July 11, 16, 18, 25, and 26, 2002, were approved as printed.

* * * * *

COMMUNICATION FROM THE DIRECTOR IN CHARGE

(Item A) Bimonthly Report on Special Education Services Provided to Students in Private/Parochial Schools

Office of the
Superintendent of Schools

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

I am submitting the above-referenced item regarding the report on Special Education Services provided to students in private/parochial schools in accordance with Board Communication 0102C-002 for your information

Sincerely,

Michelle Nate
Director In Charge

Background

1. At its meeting on August 2, 2001, the Board referred Communication 0102C-002, regarding delivery of services to students with special needs enrolled in private schools, to the Committee on Innovation/School Reform. A copy of this communication has been provided to the Board.
2. At its meeting on October 9, 2001, after giving hearing to the Archdiocese of Milwaukee and other interested parties, the Committee on Innovation/School Reform directed that the Superintendent report back to the Committee no later than November 30, 2001 — with bimonthly updates thereafter until October

31, 2002 — about the amount, quality, and kinds of special education services available to students in the City of Milwaukee who qualify for special educational services and who are enrolled in non-MPS schools. This report was to include:

- the plan to identify qualifying students in non-MPS schools for the 2002-2003 school year; and
- a history and plan of collaboration with non-MPS schools to provide effective service with the greatest feasible equity within funding and personnel constraints.

3. The Administration presented reports to the Committee on Innovative/School Reform at its meetings on November 13, 2001, January 15, 2002, and March 12, 2002. The reports included updates on special education services to students in the City of Milwaukee who qualify for special education and who are enrolled in private schools.

Administration's Report

4. IDEA (1997) requires that every local education agency must arrange for parentally placed private-school children with disabilities to participate in special education services. IDEA requires that, annually, each district spend a certain minimum amount of funds on special education services for private-school children; however, no private school child with a disability has an individual right to receive some or all of the services that the child would receive if enrolled in a public school.

While, in the past, MPS has offered speech and language services to private-school children via a direct-service-delivery model, for the 2000-2001 school year, MPS was using consultation as the service delivery model for such services.

5. On November 8, 2001, a meeting was held with private-school administrators. A portion of this meeting gave private schools the opportunity to select the type of service delivery model for speech and language services preferred — either the direct service model or the current plan of consultation. The private schools submitted their responses to the Administration. In addition, the Administration mailed a questionnaire to those schools not in attendance at this meeting so that they had an opportunity to respond.

6. After reviewing the private schools' preferences of service delivery, we met again on December 6, 2001, to discuss how MPS would proceed within the financial responsibility of the district, which amounts to approximately $400,000. After the Administration and the private-school representatives reviewed and discussed the impact of the preferences, they decided to expand the service plan to include direct speech/language services for those students who currently have a service plan.

7. Beginning on January 3, 2002, each individual service plan team will reconvene and decide, based on the needs of each individual student, which service delivery model for speech/language therapy is most appropriate for the student. This will involve approximately 150 meetings.

8. Services will be provided at an MPS site as close as possible to the private school that the child attends. Transportation will be assessed per MPS policies.

9. On January 10, 2002, representatives from the Division of Special Services met with administrators from the private schools to consult regarding services for the 2002-03 school year. At this meeting, a professional development opportunity was offered regarding new special education criteria, evaluation and identification of students with disabilities, and the IEP process. This professional development session was provided based on the private school's request for these specific topics. Administrators from 57 private schools attended this informative meeting.

10. The Archdiocese of Milwaukee sent a letter dated January 16, 2002, to Jacqueline Patterson, Deputy Superintendent. In the letter, Mr. John Norris, Director of Administrative Services, expressed appreciation for the efforts which the district is making regarding the delivery of services through IDEA. A copy of the letter has been provided to the Board.

11. On February 7, 2002, representatives from the Division of Special Services met with 58 private school administrators to continue with the consultation process regarding services for the 2002-03 school year. The process focused on the following questions:

- Which parentally placed private school children with disabilities should receive services?
- What services could be provided?
- How and where could the services could be provided, including time and location of services?
- How will the services being provided be evaluated?

12. It was decided at the February meeting that a survey would be distributed to the private school building principals to evaluate the services provided for the 2001-02 school year. These were mailed out the week of April 29, 2002.

13. Most of the private school administrators prefer to continue with the present service plan (direct speech/language services or consultation speech services) for next year; however, there are a significant number of schools that are requesting services for students with specific learning disabilities through direct/or consultation services.

14. On April 11, 2002, a meeting was held with private school administrators. At that time, the MPS Service Plan for 2002-2003 was discussed. We will continue to provide speech and language services (direct speech/language or consultation speech language services) at the current enrollment level. In addition, we will provide direct or consultation services for approximately 15-30 elementary students with specific learning disabilities. Top priority will be given to those students in the lower grades.

15. Speech/language services will continue to be provided in the public school; however, services for those students with specific learning disabilities will be provided in the private schools that these students attend.

16. A posting for the itinerant LD teacher position for service plan was posted; however, there was no response. The position will be reposted in August 2002.

Received and ordered placed on file.

* * * * *

COMMUNICATIONS FROM THE ACTING DIRECTOR, OFFICE OF BOARD GOVERNANCE/INTERIM BOARD CLERK

(Item A) Election of a Superintendent of Schools and Approval of and Authorization to Execute an Employment Agreement for that Individual

TO THE BOARD OF SCHOOL DIRECTORS:

At the request of President Spence, the matter of the election of a Superintendent of Schools and approval of and authorization to execute an employment contract for that individual has been noticed and scheduled for action this evening. This is in accordance with Wisconsin Statutes, §119.32(1), which provides, in part, that the "board shall elect by roll call vote at a regular meeting a superintendent of schools whenever that office becomes vacant."

LYNNE A. SOBCZAK
Interim Board Clerk

Director Blewett moved:

1. That the MPS Board reopen the application process and accept applications immediately for the position of Superintendent of Schools. Applications should be sent to: Superintendent Search, in care of the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P. O. Box 2181, Milwaukee, Wisconsin 53201-2181;

   Applications should include a cover letter, resume, references and additional documents as applicants determine. Applicants who do not wish their names or other application materials made public should so state in a signed, dated cover letter or additional document, consistent with open meeting and personnel laws. Applications are due in the Office of Board Governance until the job is filled;

2. That the Office of Board Governance be authorized to spend up to $20,000 to advertise for applicants for the position in the local, regional and national media;

3. That the Board elect Dr. Karen Jackson Superintendent of Schools for a one-year term during the search; and

4. That the Board invite the applicants who applied this year to apply again.

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

Ayes — Directors Blewett, Hardin, Morales and O'Neil — 4.
Noes — Directors Dannecker, Gardner, Horton, Johnson and President Spence — 5.

Director Dannecker moved:

1. That the Board elect Mr. William Andrekopoulos Superintendent of Schools for a term effective August 23, 2002, ending July 31, 2004;

2. That the Board authorize the Board President to negotiate the terms of an employment agreement on behalf of the Board and bring the agreement back to the Board for approval on or before September 30, 2002; and

3. That, in the event the Board does not enter into a final agreement, that the term either expires or has to be extended by the parties.

The motion was adopted, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Horton, Johnson and President Spence — 5.
Noes — Directors Blewett, Hardin, Morales and O'Neil — 4.

* * * * *

(Item B) Possible Appointment of an Individual to the Position of Director, Office of Board Governance; Designation of that Individual as Board Clerk; and Approval of and Authorization to Execute an Employment Contract for that Individual or Determination of the Process for Filling the Position

TO THE BOARD OF SCHOOL DIRECTORS:

At the request of President Spence, the matter of the filling of the position of Director, Office of Board Governance/Board Clerk has been scheduled for consideration at this evening's meeting.

LYNNE A. SOBCZAK
Interim Board Clerk

Director Horton moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(c), for the purpose of considering employment, compensation and performance-evulation data relative to the employment of an individual as Director, Office of Board Governance/Board Clerk.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

The Board retired to executive session at 8:13 PM.

The Board reconvened in open session at 9:26 PM.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items of the Report of the Committee on Finance/Personnel:

- Item 3, Administrative Appointments and Promotions;
- Item 5, an Agreement with University of Wisconsin-Milwaukee Children's Center to Provide Kindergarten Classes in Conjunction with Hartford University School
- Item 7, a Sole-source Contract with Vantage Learning for the Implementation of On-Line Writing Assessments; and
- Item 8, a Sole-source Contact with the Public Policy Forum for the Implementation of School Climate Surveys for the 2002-2003 School Year

On the motion of Director Johnson, the balance of the Committees' report was adopted, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, 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 Approved Leases; Report of Contracts Awarded Between $25,000 and $50,000; Monthly Report of the Independent Monitor on Participation Performance in the Neighborhood Schools Initiative; and Acceptance of Donations

Award of Contracts

Below are contract award recommendations for the August 20, 2002, meeting of the Committee on Finance/Personnel. Adequate funding is available in the accounts as noted below.

Masonry Restoration

Kosciuszko Middle School

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

Low Bidder, Base Bid of $203,000.00, plus $9,850.00 for Mandatory Alternate Bid #1, to remove the south, west, and east walls to stone and rebuild to original height, for a total contract of $212,850.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	20	2	1	Corporation	2

Funds ($212,850) have previously been committed on July 10, 2002, for this project from Facilities and Maintenance account code 1-14-4-243-050-327-255000 (W.O. 2-552685).

LAN Technology

Bid Package # 28

Edison Middle School

Prime Contractor
Encompass Electrical Technologies Inc.
3720 North 124th Street
Milwaukee, Wisconsin 53222

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $70,191, plus $199,616 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $54,498 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $136,879, plus $57,927 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of.....$519,111.00

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 previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 (W.O. 2-331228).

Bid Package # 41

Kluge School

Prime Contractor
Connectivity Solutions Inc. of WI
W226 N825 Eastmound Drive
Waukesha, WI 53186

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $58,853, plus $10,158 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $69,011.00

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 previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-331237).

Maple Tree School

Prime Contractor
Connectivity Solutions Inc. of WI
W226 N825 Eastmound Drive
Waukesha, WI 53186

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $39,071, plus $9,628 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $48,699.00

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 previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-331259).

Starms Discovery Learning Center

Prime Contractor
Wil-Surge Electric, Inc.
13201 West Silver Spring Road
Butler, Wisconsin 53007

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $60,435, plus $37,395 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $49,423 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $46,750, plus $21,916 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of $215,919.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	50	2	4	Corporation	2

Funds have previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 ($129,433) and Facilities and Maintenance account code 1-40-4-853-600-327-253023 ($86,486) (W.O. 2-331275).

McNair School

Prime Contractor
Encompass Electrical Technologies Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $62,145, plus $8,741 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $70,886.00

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 previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 ($9,410) and Facilities and Maintenance account code 1-40-4-853-600-327-253023 ($61,476) (W.O. 2-331273).

Thirty-seventh Street School

Prime Contractor
Connectivity Solutions Inc. of WI
W226 N825 Eastmound Drive
Waukesha, WI 53186

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $52,022, plus $7,220 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $59,242.00

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 previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-331256).

Bid Package # 45

Vieau 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 $60,126, plus $6,405 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $66,531.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	35	8	2	Corporation	2

Funds have previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-331255).

Whitman 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 $34,562, plus $15,000 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $4,500 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $46,463, plus $3,105 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of $103,630.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	35	8	2	Corporation	2

Funds have previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 ($25,889) and Facilities and Maintenance account code 1-40-4-853-600-327-253023 ($77,741) (W.O. 2-331234).

Bid Package # 46

Alcott School

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

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $31,913, plus $25,018 for Mandatory Alternate Bid, 1 to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $13,286 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $32,243, plus $7,512 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of $109,972.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	50	2	4	Corporation	2

Funds have previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-409378).

Allen-Field School

Prime Contractor
Encompass Electrical Technologies Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $46,110, plus $81,838 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $7,790 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $107,030, plus $14,616 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas for a total contract of $257,384.00

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 previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 ($49,768) and Facilities and Maintenance account code 1-40-4-853-600-327-253023 ($207,616) (W.O. 2-409377).

Bid Package # 47

Curtin School

Prime Contractor
D.S. Electrical Contractors, Inc.
W141 N5964 Kaul Avenue
Menomonee Falls, WI 53051

Low Cumulative Bidder, Mandatory Base Bid #1 (Data) of $39,060, plus $8,925 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $47,985.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	12% MBE	35	8	2	Corporation	2

Funds have previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-409385).

Doerfler 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 $76,498, plus $7,800 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $18,500 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $49,910, plus $13,650 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of $166,358.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	12% MBE	35	8	2	Corporation	2

Funds have previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 ($50,273) and Facilities and Maintenance account code 1-40-4-853-600-327-253023 ($116,085) (W.O. 2-409383).

Douglass 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 $27,940; plus $6,600 for Mandatory Alternate Bid 2 to provide all new data work indicated in non-instructional areas for a total contract of $34,540.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	12% MBE	35	8	2	Corporation	2

Funds have previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-409382).

Bid Package # 48

Clemens School

Prime Contractor
Staff Electric Co., Inc.
W133 N5030 Campbell Drive
Menomonee Falls, WI 53051

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $39,278, plus $7,117 for Mandatory Alternate Bid to provide all new electrical work indicated in non-instructional areas, for a total contract of $46,395.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	265	19	14	Corporation	1

Funds have previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-409372).

Cooper School

Prime Contractor
Encompass Electrical Technologies Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $15,407, plus $40,669 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $11,385 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $51,247, plus $15,059 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of $133,767.00

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 previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 ($76,564) and Facilities and Maintenance account code 1-40-4-853-600-327-253023 ($57,203) (W.O. 2-409371).

Bid Package # 49

Bruce School

Prime Contractor
Encompass Electrical Technologies Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $66,903, plus $16,922 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $13,538 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $49,948, plus $13,925 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of $161,236.00

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 previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 (W.O. 2-409374).

Bryant School

Prime Contractor
Encompass Electrical Technologies Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $76,202, plus $11,948 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $88,150.00

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 previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 ($14,090) and Facilities and Maintenance account code 1-40-4-853-600-327-253023 ($74,060) (W.O. 2-413038).

Bid Package # 51

Carleton School

Prime Contractor
Encompass Electrical Technologies Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $85,096, plus $67,029 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $5,309 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $39,652, plus $17,321 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of $214,407.00

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 previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 (W.O. 2-331268).

Sixty-fifth Street School

Prime Contractor
Encompass Electrical Technologies Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $69,054, plus $15,185 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $3,109 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $32,983, plus $13,413 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of $133,744.00

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 previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 ($38,873) and Facilities and Maintenance account code 1-40-4-853-600-327-253023 ($94,871) (W.O. 2-331257).

Bid Package # 52

Barton 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 $36,110, plus $4,760 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $40,870.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	12% MBE	35	8	2	Corporation	2

Funds have previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-409375).

Clement Avenue School

Prime Contractor
ata Line Services Inc.
6912 West North Avenue
Wauwatosa, WI 53213

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $18,538, plus $2,075 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $6,543 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $52,560, plus $16,573 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of $96,289.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	7% MBE 3% WBE	24	1	2	Corporation	3

Funds have previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 ($27,217) and Facilities and Maintenance account code 1-40-4-853-600-327-253023 ($69,072) (W.O. 2-409373).

Bid Package # 53

Goodrich School

Prime Contractor
Connectivity Solutions Inc. of WI
W226 N825 Eastmound Drive
Waukesha, WI 53186

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $51,858, plus $21,023 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $16,016 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $37,493, plus $6,718 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of $133,108.00

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 previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 ($52,891) and Facilities and Maintenance account code 1-40-4-853-600-327-253023 ($80,217) (W.O. 2-409405).

Hopkins Street School

Prime Contractor
Connectivity Solutions Inc. of WI
W226 N825 Eastmound Drive
Waukesha, WI 53186

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $61,380, plus $10,546 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $71,926.00

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 previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-409401).

Milwaukee Spanish Immersion School

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

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $65,956, plus $25,297 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $15,931 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $44,536, plus $8,096 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of $159,816.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	45	3	3	Corporation	2

Funds have previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 ($63,012) and Facilities and Maintenance account code 1-40-4-853-600-327-253023 ($96,804) (W.O. 2-409391).

Bid Package # 54

Granville School

Prime Contractor
Encompass Electrical Technologies Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $103,457, plus $36,901 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $5,238 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $41,787, plus $15,732 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of $203,115.00

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 previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 (W.O. 2-409404).

Green Bay Avenue School

Prime Contractor
Encompass Electrical Technologies Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $55,228, plus $18,657 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $73,885.00

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 previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-409409).

Bid Package # 55

Dover 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 $47,145, plus $7,440 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $54,585.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	45	3	3	Corporation	2

Funds have previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-409381).

Garden Homes School

Prime Contractor
Connectivity Solutions Inc. of WI
W226 N825 Eastmound Drive
Waukesha, WI 53186

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $51,536, plus $9,652 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $61,188.00

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 previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-409379).

Bid Package # 56

Emerson School

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

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $18,524, plus $9,526 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $28,050.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	45	3	3	Corporation	2

Funds have previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-409380).

MacDowell School

Prime Contractor
Encompass Electrical Technologies Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $94,314, plus $30,766 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $4,597 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $62,720, plus $15,185 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of $207,582.00

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 previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 (W.O. 2-331277).

Bid Package # 57

Auer School

Prime Contractor
Encompass Electrical Technologies Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $55,062, plus $15,397 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $70,459.00

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 previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 (W.O. 2-409376).

Hawthorne School

Prime Contractor
Encompass Electrical Technologies Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $37,169, plus $14,614 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $51,783.00

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 previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-409406).

Humboldt Park

Prime Contractor
Encompass Electrical Technologies Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $60,519, plus $16,543 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $77,062.00

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 previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-409398).

Bid Package # 58

Hayes School

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

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $46,879, plus $31,795 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $26,056 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $26,760, plus $13,180 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of $144,670.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	45	3	3	Corporation	2

Funds have previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 ($74,252) and Facilities and Maintenance account code 1-40-4-853-600-327-253023 ($70,418) (W.O. 2-409403).

Palmer School

Prime Contractor
Encompass Electrical Technologies Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $106,823, plus $49,088 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $7,489 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $85,056, plus $23,522 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of $271,978.00

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 previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 (W.O. 2-409392).

Stuart School

Prime Contractor
Encompass Electrical Technologies Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $54,099, plus $27,071 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $1,239 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $30,420, plus $14,564 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of $127,393.00

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 previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 ($41,516) and Facilities and Maintenance account code 1-40-4-853-600-327-253023 ($85,877) (W.O. 2-409394).

Bid Package # 59

Fifty-third Street School

Prime Contractor
Data Line Services Inc.
6912 West North Avenue
Wauwatosa, WI 53213

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $11,762, plus $2,747 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $7,238 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $44,585, plus $12,334 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of $78,666.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	7% MBE 3% WBE	24	1	2	Corporation	1

Funds have previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 ($20,297) and Facilities and Maintenance account code 1-40-4-853-600-327-253023 ($58,369) (W.O. 2-409369).

Hawley School

Prime Contractor
Connectivity Solutions Inc. of WI
W226 N825 Eastmound Drive
Waukesha, WI 53186

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $40,204, plus $2,344 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $42,548.00

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 previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-409408).

Morgandale School

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

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $46,939, plus $10,731 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $57,670.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	45	3	3	Corporation	2

Funds have previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-413096).

Bid Package # 60

Greenfield School

Prime Contractor
Encompass Electrical Technologies Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $49,156, plus $14,750 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $6,674 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $24,898, plus $11,308 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of $106,786.00

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 previously been committed for this project on August 7, 2002, from the Department of Technology's account code (1-14-4-291-518-541-110500 ($25,907) and Facilities and Maintenance account code 1-40-4-853-600-327-253023 ($80,879) (W.O. 2-331279).

Urban Waldorf School

Prime Contractor
Connectivity Solutions Inc. of WI
W226 N825 Eastmound Drive
Waukesha, WI 53186

Low Cumulative Bidder, Mandatory Base Bid #1 (Data) of $54,294, plus $12,934 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $67,228.00

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 previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-409370).

Bid Package # 61

Ninety-fifth Street School

Prime Contractor
Northwest Communications, Inc.
11327 West Lincoln Avenue
West Allis, WI 53227

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $38,126, plus $7,536 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $45,662.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	19	4	2	Corporation	2

Funds have previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-413039).

Parkview School

Prime Contractor
Northwest Communications, Inc.
11327 West Lincoln Avenue
West Allis, WI 53227

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $43,751, plus $8,117 for Mandatory Alternate Bid 2, to provide all new data work indicated in non-instructional areas, for a total contract of $51,868.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	19	4	2	Corporation	2

Funds have previously been committed for this project on August 7, 2002, from Facilities and Maintenance account code 1-40-4-853-600-327-253023 (W.O. 2-409400).

Bid Package # 62

Fernwood School

Prime Contractor
Connectivity Solutions Inc. of WI
W226 N825 Eastmound Drive
Waukesha, WI 53186

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $72,757, plus $109,991 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $16,600 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $57,164, plus $10,254 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of.....$266,766.00

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 previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 (W.O. 2-331266).

Thurston Woods School

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

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $59,712, plus $46,505 for Mandatory Alternate Bid 1, to provide new electrical feeders, all work related to the ITFS, and any electrical service-revision work; plus $20,802 for Mandatory Alternate Bid 2, to provide all new electrical work indicated in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $25,826, plus $9,402 for Mandatory Alternate Bid #2, to provide all new data work indicated in non-instructional areas, for a total contract of.....$162,247.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	45	3	3	Corporation	2

Funds have previously been committed for this project on August 7, 2002, from the Department of Technology's account code 1-14-4-291-518-541-110500 ($67,792) and Facilities and Maintenance account code 1-40-4-853-600-327-253023 ($94,455) (W.O. 2-418502).

Total construction contract dollars awarded.....$5,513,017.00
Total dollars HUB participation.....$558,133.06
% of DBE participation.....0.00
% of MBE participation.....10.03
% of WBE participation.....0.10
% of M/WBE participation.....0.00
% Minority employees within company.....6.42
% Women employees within company.....7.19

Architectural Services

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

Dr. M. L. King, Jr. School — Addition

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

For a cost not to exceed.....$229,690.00

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

Funds have previously been committed on for this project on August 8, 2002, from Neighborhood Schools account code 1-40-4-861-083-327-255000 (W.O. 2-545497)

Thirty-seventh School — New School

Firm Name
PACE Architects
233 North Water Street, Suite 201
Milwaukee, WI 53202

For a cost not to exceed.....$588,520.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	30% D/MBE 5% WBE	100% D/MBE 2% D/MBE 31% D/WBE	9	0	7	Corporation	7

Funds have previously been committed on for this project on August 8, 2002, from Neighborhood Schools account code 1-40-4-861-356-327-255000 (W.O. 2-545503).

Lancaster School — Addition

Firm Names (Joint Venture)
Smith and Smith Associates Inc.
1031 North Orleans
Chicago, IL 60610

John E. Williams Associates Inc.
2224 Stirrup Lane
Wheaton, IL 60187

For a cost not to exceed.....$103,490.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	30% D/MBE 5% WBE	100% D/MBE 10% D/MBE 30% D/WBE	8	6	2	Corporation	4

Funds have previously been committed on for this project on August 8, 2002, from Neighborhood Schools account code 1-40-4-861-241-327-255000 (W.O. 545498).

Professional Services Contracts

Total professional service contract dollars awarded.....$921,700.00
Total dollars HUB participation $921,700.00
% of D/MBE participation.....0.00
% of MBE participation.....36.15
% of WBE participation 63.85
% Minority employees within company.....13.41
% Women employees within company 57.60

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
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 Resource Center Initiative Corporation

B-5301 CNC LATHE & MILLS, ETC. (F&M for Bradley Tech)

Recommend authorization to purchase various CNC Mills and Lathes, total award valued at $347,369.00, with terms, 1%-5 days, from the low bidder, Voell Machinery Company.

Bidder	Bid	Terms
Voell Machinery	$347,369.00	1%-5days
Haldeman-Homme	$338,696.00	Net 30

Haldeman-Homme did not quote a price on one machine and accessories with an estimated price of $15,000; therefore, Voell Machinery was the lowest bidder.

Funds were automatically encumbered when purchase requisitions were entered.

Fiscal Information: QZAB FY02: 1-40-4-875-600-551-255000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	N/A*	0%	0	N/A	N/A

RFP-356 Authorization to Enter into Contracts with Dell Computer Company, Gateway Computer Company, and OmniTech Computer Company to Provide PC Computers for the 2002-2003 School Year

The Administration is requesting authorization to enter into an agreement with Dell Computer Company, Gateway Computer Company, and OmniTech Computer Company to furnish Milwaukee Public Schools with MS Windows-based microcomputers for schools and administrative offices. The district will use this contract for the majority of microcomputer purchases during this time period.

The district requested pricing on three types of units: classroom, administration, and multimedia. The Administration, in issuing the RFP, was requesting a “total-cost-of-ownership” proposal, which included unit price, warranty, recycling, and set-up. A committee comprising five members from schools and the Department of Technology reviewed the responses. Members of the review team, using a worksheet to record a numerical score, rated proposals independently. Proposals were reviewed and awarded up to a maximum of 500 points based on the following:

A. Experience/Company Capabilities
B. Computer Requirements
C. Price/Fiscal Impact

The district received proposals from eight vendors. The scoring is listed below. The total cost is based on 1,500 units (250 administration, 650 classroom and 650 multimedia).

Company	Total Points	Total Cost
Dell	473	$1,274,200
Gateway	459	$1,658,450
OmniTech	455	$1,273,950
IBM	449	$1,747,450
AE Business	447	$1,689,492
Vanguard(MBE)	444	$1,641,346
Comark	430	$1,984,063
Multiwave	364	$1,272,500

The Administration is recommending multiple vendors, as the rankings of the top three are within 3% points of each other. All computers meet the specifications outlined by the district. All three vendors are in the process of confirming compliance with the district's HUB goals. Schools will have the option of choosing which computers meets their needs.

Fiscal Information: Accounts will encumbered when purchase requisitions are submitted.

Dell Computer

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	15%	See below	15%	N/A	N/A

If Dell receives contract from MPS, it agrees that 15% of proposed dollars would go, under separate contract with MPS, to a Dell-authorized HUB reseller. This proposal could possibly open the door to a HUB vendor who has been unable to become a Dell supplier in the past.

Gateway Computer

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	16,224	3,259	6,057	15%	19.3%MBE 3% WBE	$337,600	Installation & shipping	Installation & shipping

OmniTech

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	359	30	94	15%	10% MBE 5% WBE	$170,000	Technology provider	Components

RFP-349 Authorization to Award a Contract to SBC/Ameritech for Cisco SmartNet Maintenance

At its meeting on February 28, 200, the Board authorized the Administration to issue an intent-to-award letter to AE Business Solutions to provide Cisco maintenance services at a cost of $631,002. The action by the Board was necessary to submit applications for E-rate funding. AE Business Solutions subsequently requested that its bid be withdrawn.

The second-ranked bidder, TDS Metrocom, was approved by the Board at its July 25, 2002, meeting, at a cost of $740,944. Delays in receiving E-rate approval resulted in TDS Metrocom's asking to withdraw its bid. The Administration then issued an addendum requesting all vendors who responded to the initial RFP to re-quote their prices.

Vendor	Price
SBC/Ameritech	$656,819.69
Berbee Information	$726,437.51
AE Business	$770,180.00
TDS Metrocom	$795,450.00

The term of this contract is from August 7, 2002, to June 30, 2003.

The Administration is requesting authorization both to allow TDS to withdraw its bid and to enter into a contract with SBC/Ameritech for Cisco SmartNet maintenance at a cost not to exceed $656,819.69. The Board approved funding in the FY03 budget.

The amount listed is the total price. MPS will pay approximately 17% of the price.

Budget Code: FY03: 1-10-4-814-518-312-266000 .....$656,819.69

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO		37%	49%	10%*	0%	0	N/A	N/A

*Excluding hardware, software licenses, and maintenance fees.

Vendor statement: "SBC Ameritech continues to work with the Director of Supplier Diversity to meet the DBE/WBE requirement on all MPS bids. We were unable at this time to fulfill the requirement for this particular RFP." HUB Program Coordinator will follow up with SBC contact person on progress.

SS-751 100 Dell Computers (Bay View)

Recommend authorization to purchase 100 each Dell Pentium 4 computers totaling $87,600, net. Because these are being purchased from the manufacturer, a sole-source is being requested. Pricing will be from an existing contract with another government agency. The Technology Review Committee (TAC) has approved the request. The Administration reviewed the purchase and has approved the sole-source designation as found in Administrative Policy 3.09.

Budget Code: FY02-03: 1-14-4-143-012-551-110500

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	N/A*	0 %	0	N/A	N/A

Technology Professional Services Contracts

The Administration is requesting authorization to enter into a series of contracts to provide computer-related services for the Department of Technology. The contracts are necessitated by a lack of staffing or expertise within the department. Many of the contracts listed are continuations from previous years. The Administration has determined that this is the most cost-effective method for securing crucial technology services. The total value of these contracts is $1,333,500.

SS-561 Authorization to Enter into a Contract with AE Business Systems to Provide Computer Network Services and Technical Support

Recommend authorization to enter into a contract with AE Business Solutions to provide computer networking and technical services. An initial contract was authorized in June 2000 at a cost of $205,000. The Administration is requesting authorization to enter into a sole-source contract for an amount not to exceed $239,400. The contract, which is on a time-and-materials basis, will end on June 30, 2003. The district is using State of Wisconsin rates. The Administration has reviewed the contract and has approved the sole-source designation as found in Administrative Policy 3.09.

Budget Code: 1-10-4-814-518-312-266000.....$239,400

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	N/A*	0%	0	N/A	N/A

SS-635 Authorization to Enter into a Contract with RHI Consulting to Develop and Implement Security Measure for the District's UNIX Operating System

Recommend authorization to enter into a contract with RHI Consulting to provide computer security and technical services for the district's UNIX-based computer systems. An initial contract was authorized in February 2001 at a cost of $73,000. The Administration is requesting authorization to enter into a sole-source contract for an amount not to exceed $55,000. The contract, which is on a time-and-materials basis, will end on June 30, 2003. The Administration has reviewed the contract and has approved the sole-source designation as found in Administrative Policy 3.09.

Budget Code: 1-10-4-814-518-312-266000.....$55,000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	N/A*	0%	-0-	N/A	N/A

SS-636 Authorization to Enter into a Contract with I-Tech, Inc., to Provide Programming and Internet Filtering Tools

Recommend authorization to enter into a contract with I-Tech, Inc., to provide programming services and Internet filtering tools. An initial contract was authorized in July 1999 at a cost of $100,915. The Administration is requesting authorization to enter into a sole-source contract for an amount not to exceed $199,000. The contract, which is on a time-and-materials basis, will end on June 30, 2003. The Administration has reviewed the contract and has approved the sole-source designation as found in Administrative Policy 3.09.

Budget Code: FY03: 1-10-4-814-518-312-266000 .....$ $199,000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	N/A*	0%	0	N/A	N/A

SS-637 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, L.L.C., to provide database management and computer programming services. An initial contract was authorized in April 2002 at a cost of $70,000. The Administration is requesting authorization to enter into a sole-source contract for an amount not to exceed $250,000. The Administration has reviewed the contract and has approved the sole-source designation as found in Administrative Policy 3.09. The contract, which is based on time and materials, will end June 30, 2003.

Budget Code: 1-10-4-814-518-312-266000..... $ 100,000
1-10-4-661-584-312-223300..... $ 150,000
Total..... $ 250,00

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	N/A*	0%	0	N/A	N/A

SS-638 Authorization to Enter into a Contract with Jean Mantsch to Provide Technical and Application Development Services for the Student Management System (e-SIS) and the MPS Data Warehouse

Recommend authorization to enter a contract with Jean Mantsch to provide technical and application development services for the Student Management System and the MPS data warehouse. An initial contract was authorized in April 2000 at a cost of $63,000. The Administration is requesting authorization to enter into a new sole-source contract with a cost to not exceed $114,400. The Administration has reviewed the contract and has approved the sole-source designation as found in Administrative Policy 3.09. The contract, which is based on time and materials, will end on June 30, 2003.

Budget Code: 1-10-4-811-518-312-266000.....$114,400

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	1	0	1	N/A*	100%**	$114,000	Technology	Service
**Uncertified female sole proprietor								

SS-639 Authorization to Enter into a Contract with Lorraine Brahm to Provide Technical Services for the MPS Data Center

Recommend authorization to enter a contract with Lorraine Brahm to provide technical services for the MPS mainframe computer. An initial contract was authorized in September at a cost of $63,500. The Administration is requesting authorization to enter into a new sole-source contract with a cost to not exceed $33,000. The Administration has reviewed the contract and has approved the sole-source designation as found in Administrative Policy 3.09. The contract, which is based on time and materials, will end June 30, 2003.

Budget Code: 1-10-4-818-518-312-266000.....$33,000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	1	0	1	N/A*	100%**	$33,000	Technology	Service
**uncertified female sole proprietor								

SS-667 Authorization to Enter into a Contract with Omni Resources, Inc., to Provide Special Services Information Management System Programming

Recommend authorization to enter a contract with Omni Resources, Inc., to provide technical support in the legacy applications of the district's Special Education Management System. The contract was initiated in January 2002 at a cost of $65,500. The Administration is requesting authorization to enter a sole-source contract in an amount not to exceed $79,500. The Administration has reviewed the contract and has approved the sole-source designation as found in Administrative Policy 3.09. The contract, which is based on time and materials., will end on June 30, 2003.

Budget Code: 1-10-4-661-584-312-223300.....$79,500

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	N/A*	0%	0	N/A	N/A

SS-708 Authorization to Enter into a Contract with Resources Unlimited to Provide Technical Services for the Maintenance of District-wide Oracle Databases

Recommend authorization to enter into a contract with Resources Unlimited to provide technical support in administration of the MPS Oracle databases for eSis, PeopleSoft, Bi-Tech, and the Teacher Portal. The Administration is requesting authorization to enter a sole-source contract in the amount of $117,000. The contractor, which has provided services on past projects, possesses an intimate knowledge of the district's

technology infrastructure. The Administration has reviewed the contract and has approved the sole-source designation as found in Administrative Policy 3.09. The contract, which is based on time and materials, will end on June 30, 2003.

Budget Code: 1-10-4-814-518-312-266000.....$117,000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	N/A*	0%	0	N/A	N/A

SS-723 Authorization to Enter into a Contract with Omni Resources, Inc., to Provide Technical Services for Installing e-SIS at MPS Schools

Recommend authorization to enter into a contract with Omni Resources, Inc., to provide technical support in installing e-SIS at MPS sites. The contract was initiated in November 2001 at a cost of $52,980. The Administration is requesting authorization to enter a sole-source contract in an amount not to exceed $145,600. The Administration has reviewed the contract and has approved the sole-source designation as found in Administrative Policy 3.09. The contract, which is based on time and materials, will end on June 30, 2003.

Budget Code: 1-10-4-811-518-312-266000.....$145,600

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	N/A*	0%	0	N/A	N/A

SS-724 Authorization to Enter into a Contract with M & M Technologies, Inc., to Provide Programming Services for the MPS Data Warehouse

Recommend authorization to enter into a contract with M & M Technologies, Inc., to provide programming support in administration of the MPS data warehouse. An initial contract was issued in January 2002 at a total cost of $62,500. The Administration is requesting authorization to enter a sole-source contract in an amount of $130,000. The Administration has reviewed the contract and has approved the sole-source designation as found in Administrative Policy 3.09. The contract, which is based on time and materials, will end June 30, 2003.

Budget Code: 1-10-4-811-518-312-266000.....$130,000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	N/A*	0%	0	N/A	N/A

Research and Assessment Professional Service Contracts

SS-720 Authorization to Extend Contract with Interactive Business Systems, Inc., to provide Contract Programming Services in the Office of Research and Assessment

Recommend authorization to enter into a contract with Interactive Business Systems, Inc., (IBS) to provide contract programming services in the Office of Research and Assessment. This contract is a continuation of programming support. IBS is currently working on the MPA reports. The contract for FY03 will be on a time-and-materials basis at a cost not to exceed $63,440.

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.

Budget Code: 1-10-4-786-566-311-262000.....$63,440

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	666	140	186	N/A*	0%	0	N/A	N/A

SS-529 Authorization to Extend Contract with Omni Resources, Inc., to provide Contract Programming Services in the Office of Research and Assessment

Recommend authorization to enter into a contract with Onmi Resources, Inc., to provide contract programming services in the Office of Research and Assessment. This contract is a continuation of programming support. The district does not have the expertise in-house. The contract for FY03 will be on a time-and-materials basis at a cost not to exceed $104,832. The Administration has reviewed the purchase and has approved the sole-source designation as found in Administrative Policy 3.09.

Budget Code: 1-10-4-786-566-311-262000.....$104,832

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	666	140	186	N/A*	0%	0	N/A	N/A

FY03 Pupil Transportation Contracts

At its meeting on June 27, 2002, 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.
- The Administration reported to the Board in the FY03 budget presentation that bus contracts will be extended one additional year. Due to the need to have bus contracts executed for the start of the new school year, the committee established to review Policy 3.09 recommended that bus contracts be reported to the School Board for FY03.

Currently, no bus company is certified as MBE or WBE. One company, Bee Bus, is owned by a minority male, and two, Johnson Bus and Bestway Services, 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 FY03 are $1,648,550.

Bus Contractor	Regular & Suburban	Special Education	Mid-day & Work Programs	Athletics & Forensics*	After-School*	Misc Programs*	Totals
Altas Transit	$909,230			$153,690	$9,040		$1,071,960
Bee Bus	$2,220,170	$1,015,320	$64,670	$74,010	$145,810		$3,519,980
Bestway Services	$1,781,510			$12,320	$27,300	$281,990	$2,103,120
Dairyland Bus	$345,930	$551,760	$23,410		$5,450		$926,550
Durham Bus	$2,843,400	$879,820	$342,210	$59,250	$52,400		$4,177,080
Excel Bus	$394,470		$5,850		$8,690		$409,010
Johnson Bus2	$1,148,320		$12,320	$46,860	$79,730		$1,287,230
Joy Farm Bus	$1,305,500	$239,150	$31,110	$38,880	$108,720		$1,723,360
Laidlaw Bus	$4,966,640	$6,590,590	$149,400	$48,800	$373,800	$1,670	$12,130,900
Lakeside Bus	$8,296,460	$1,089,490	$651,740	$76,460	$353,250	$1,672,580	$12,139,980
Lamers Bus	$4,122,370	$637,520	$52,670	$72,600	$189,730		$5,074,890
Milwaukee Bus	$1,031,090	$120,070	$40,960	$48,040	$8,260		$1,248,420
Milw Transit*	$4,949,143						$4,949,145
Riteway	$618,460	$57,280		$27,450	$11,890		$715,080

Bus Contractor	Regular & Suburban	Special Education	Mid-day & Work Programs	Athletics & Forensics*	After-School*	Misc Programs*	Totals
Specialized Care	$236,340	$287,000	$25,870	$13,040	$11,610		$573,860
Totals	$35,143,383	$12,628,370	$1,412,530	$686,380	$1,640,370	$1,674,250	$52,050,563

*Estimates based on FY02 expenditures

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	3.5%	3.5%	$1.648,500	Varied	Service

N/A response in "HUB required" box means the HUB Program Office was not made aware of contracting opportunity prior to selection decision.

Purchasing Request Summary — August 2002

The HUB Program Coordinator is currently reviewing each recommendation for valid HUB participation consistent with the Board's action taken on March 26, 2002, that increased HUB goals to 30% MBE and 5% WBE on all contracting efforts throughout the district.

Total contract dollars to be awarded.....$54,644,123
Total dollars eligible for HUB participation+ $52,707,383
Total HUB dollars+ $8,705,830
% of HUB vendor participation.....16.5

+Dollar values and HUB participation dollars for RFP 356 have not been computed in this figure as amount is subject to vendor selection.

Informational Items

Award of Sole-source Contracts

1. The Administration has approved a sole-source contract with Mr. William Shimek for contract technical services in maintaining the district's technical environment on the IBM mainframe computer. Mr. Shimek, who recently retired from the MPS Department of Technology, has 30 years' experience with the IBM system in the district and has direct knowledge of the district's technology environment. The contract, which is on a part-time basis, is not to exceed $33,000.

2. The Administration has approved a sole-source contract with Bartowitz Consulting Services to assist with maintaining the technical environment on the IBN H7060 mainframe computer. The consultant, who has provided the same level of service to the district as an employee of IBM, has very comprehensive knowledge of the district's technology environment. The contract, which is on a part-time basis, is not to exceed $22,500.

FY03 Transportation Contracts

At its meeting on June 27, 2002, 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.

The Administration reported to the Board in the FY03 budget presentation that bus contracts will be extended one additional year. Due to the need to have bus contracts executed for the start of the new school year, the committee established to review Policy 3.09 recommended that bus contracts be reported to the Board for FY03. Below is a summary of transportation contracts to date.

Bus Contractor	Regular & Suburban	Special Education	Mid-day &| Work Programs	Athletics & Forensics*	After-School*	Misc Programs*	Totals
Altas Transit	$909,230			$153,690	$9,040		$1,071,960
Bee Bus	$2,220,170	$1,015,320	$64,670	$74,010	$145,810		$3,519,980
Bestway Svcs	$1,781,510			$12,320	$27,300	$281,990	$2,103,120
Dairyland Bus	$345,930	$551,760	$23,410		$5,450		$926,550
Durham Bus	$2,843,400	$879,820	$342,210	$59,250	$52,400		$4,177,080
Excel Bus	$394,470		$5,850		$8,690		$409,010
Johnson Bus	$1,148,320		$12,320	$46,860	$79,730		$1,287,230
Joy Farm Bus	$1,305,500	$239,150	$31,110	$38,880	$108,720		$1,723,360
Laidlaw Bus	$4,966,640	$6,590,590	$149,400	$48,800	$373,800	$1,670	$12,130,900
Lakeside Bus	$8,296,460	$1,089,490	$651,740	$76,460	$353,250	$1,672,580	$12,139,980
Lamers Bus	$4,122,370	$637,520	$52,670	$72,600	$189,730		$5,074,890
Milw. Bus	$1,031,090	$120,070	$40,960	$48,040	$8,260		$1,248,420
Milw. Transit	$4,949,143						$4,949,145
Riteway	$618,460	$57,280		$27,450	$11,890		$715,080
Specialized Care	$236,340	$287,000	$25,870	$13,040	$11,610		$573,860
Totals	$35,169,033	$11,468,000	$1,412,530	$686,380	$1,640,370	$1,674,250	$52,050,563

Report on Approved 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 directs that:

> An informational report [will be brought] to the Board which reports all leasing activities of the prior year. In addition to the information specified above, the report shall list the owner(s) of the property, the space footage leased, the costs to Milwaukee Public Schools to operate and improve the building and site, and the date the Board approved the lease agreement, where applicable.

The policy also directs that this report be brought to the Board annually in July. The report, which is attached to the minutes of your Committee's meeting, is an informational report, and no action is required.

It should be noted that the report changes annually as sites are added or deleted. For FY03 two of the sites listed will not be used because the leases were terminated on advice from the City Attorney due to legal issues regarding the Establishment Clause. The students in the programs have been relocated to new space or absorbed within existing seats at the school.

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

Month	School or Department	Project	Contractor	HUB Participation	Amount
Jan. 2002	Accelerated Academy of Learning	Language Arts Staff Development and Consulting	Chase/Pheifer & Associates Inc.	No, but 75% woman owned	$35,000
	Human Resources	Urban Teacher Perceiver Certification Training	Gallup Organization	NA	$33,200
	Recreation	Child Care Consulting	Database Inc.	Yes	$33,000
Feb. 2002	Technology	Curriculum Design Assistant	Homeboyz Interactive	No	$71,000
	Zablocki	Implementation of More Effective Schools Process	Association for Effective Schools	No	$44,752

Month	School or Department	Project	Contractor	HUB Participation	Amount
	Sarah Scott	Consultation re. Accelerated Schools Model for CSR	Accelerated Schools Project; aka National Center for the Accelerated Schools Project; aka Wisconsin Technical Assistance Center	NA	$30,000
March 2002	Recreation	Soccer	Milwaukee Simba SC	No, but minority-owned	$25,000
April 2002	Victory	Lease-Purchase of Computers	CitiCorp/Gateway	0%	$21,240
	Bay View	Band Uniforms	DeMoulin Brothers	0%	$28,439
	Bradley Trade & Tech	Cafeteria Tables	Palmer Snyder	0%	$32,949
	North Division	Wireless Computer Lab	Apple	0%	$21,000
	Bradley Trade & Tech	Industrial Arts Equipment	Guaranteed Serv. & Supply	0%	$33,000
	Muir	Curriculum Materials	Applied Educ'l Systems	0%	$34,100
	Acad/Accelerated Learning	Curriculum Materials	Lightspan, Inc.	0%	$43,738
	Juneau	Asbestos Abatement	KPH Construction	0%	$45,472
	Audubon	Asbestos Abatement	KPH Construction	0%	$34,800
	Urban Waldorf	Fire Alarm Replacement	Encompass Electrical Technologies	10% MBE	$45,842
	Bay View	Audio/Video Surveillance	Munger Technical Services	0%	$42,050
	River Trail	Parking Lot Reconstruction	Stark Asphalt Products Inc.	10% WBE	$34,500
	Technology	Oracle Database Support	Resource Unlimited Corp.	NA	$35,100
	Public Affairs	Teacher Recruitment	Leum Roberts	Yes	$41,000

Month	School or Department	Project	Contractor	HUB Participation	Amount
May 2002	Stuart	Curriculum Materials	SRA/McGraw-Hill	0%	$39,443
	Technology Serv.	Computer File Servers	Dell Computers	0%	$28,128
	Technology Serv.	Cisco Computer Items	Inacom Computers	0%	$48,570
	Gaenslen	Curriculum Materials	SRA/McGraw-Hill	0%	$42,424
	Technology Serv.	Computer Programming	The Revere Group	0%	$40,000
	Technology Serv.	Database Management etc.	Resource Unltd. Corp.	100%	$35,100
	Morgandale	Lease-Purchase of Computers	CitiCorp/Gateway	0%	$21,240
	Health & Phy Ed	Program Evaluations	Univ. of WI-Milwaukee	0%	$27,000
	Technology Serv.	Computer File Servers	AE Business Solutions	0%	$42,471
	Global Learning	Laptop Computers	Gateway Computers	0%	$28,664
	Technology	PeopleSoft Support	Revere Group	NA	$40,000
June 2002	Bradley Trade & Tech	Science Tables	Henricksen	0%	$40,653
	Bradley Trade & Tech	Printing Equipment	Mueller Graphic Supply	100%	$28,895
	Bradley Trade & Tech	Physical Ed. Equipment	Magnum Fitness Systems	0%	$43,211
	Technology Serv.	Untnterruptible Power Supply	LIEBERT CORPORATION	0%	$44,130
	Human Resources	Consulting	Gibbs & Company	43%	$34,535
	Fac. & Maint. Div.	Two Jeep Trucks	Mayfair Chrysler	0%	$41,362
	Fac. & Maint. Div.	Truck w/Stake Bed	Bob Fish	0%	$31,009
	WCLL	Floor Tile Abatement	Insulation Removal, LTD	0%	$26,788
	Special Services	Special Ed. Teacher Recruitment	Board of Regents/UWM	Not Applicable	$53,401
	Board Governance	External Audit	KPMG	20% Participation	$49,700
	C&I	High School Concert Partnership	Milwaukee Symphony Orchestra	NA	$43,926
	Technology	Equipment Audit for 4GL, esis, financial system	Allied Computer Group	NA	$38,000
Total					$1,633,832

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

Student/Parent Engagement

All Neighborhood School Initiative (NSI) Service Providers — including professional service firms and contractors — are strongly encouraged to participate in both providing high school students with employment opportunities and engaging younger students in various career exposing educational experiences, at a minimum, while participating on NSI-related projects.

Student Enrollment

To date more than 350 students (freshmen through seniors) have completed enrollment forms and have been entered into the "interested" student employment database. Student enrollment represents MPS high schools, charter schools, MPS partner alternative schools and two middle schools.

A student orientation has been planned and will be conducted on August 19th for students and their parents. Current interns have been invited to help out at the orientation, checking in students and distributing handouts. Depending on the final agenda, it is possible that one or two existing interns will be provided an opportunity to field questions from other student participants.

Current Student Employment

To date eight (8) students have been placed in internship positions. Since placed, all students have participated in orientation and some training while also being mentored. Students have participated in several field trips to construction sites, attended private and open construction and community meetings. Some students have rotated between several companies and organizations to experience a variety of employment tasks, skill building and business environments with an emphasis on small business operations. Students have been asked to prepare a written description of their experiences and will also be asked to complete an evaluation form before the start of the new school year.

Student and employer evaluations will be conducted during the latter part of August.

Employment Commitment

At present, four (4) employers are on board with internships and summer commitments. This number will increase with the addition of Professional Service firms working in the area of Architectural and Engineering (A/E) Services amongst other professions. New commitments are also expected from contractors currently bidding a series of projects issued using the newly developed Participation Plan.

BDP & Associates, as part of the Independent Monitoring (IM) Team, has conducted the first site visit with Milwaukee School Manager's LLC (MSM) students and supervisors. Site visits with Prism students and the MPS Department of Facilities and Maintenance Services (DFMS) student will be conducted in August. Representatives from Plunkett Raysich — a newly hired Professional Service firm providing A/E Services, participated in a face to face orientation with IM Patton (of BDP & Associates) to clarify their employment needs, placement schedule and logistics. Internship placement is planned for mid September for one to two positions. Commitment forms are on file for all employers.

Workforce/Residency-Preference Program Performance

Residential Preference Program

The Neighborhood Schools Initiative (NSI) includes a provision for residential preference for workers residing in the city of Milwaukee. Currently, the guidelines set forth by the City of Milwaukee's RPP program are being followed. Specifically, individuals residing in the CDBG (Community Development Block Grant) area and, having been unemployed in the preceding 30 days or worked less than 1,200 hours in the preceding 12 months, are eligible workers for preferential hiring program.

Additionally, those deemed "underemployed" are eligible if they reside in the stated area and their income (as verified by form 1040) falls within the US Census Bureau Poverty Threshold 2001.

However, it continues to be the goal of MPS's Neighborhood Schools Initiative to expand the current boundaries to incorporate a larger area of the city, specifically including more neighborhoods within the NSI clusters.

In moving toward the stated goal, the Independent Monitor is regularly tracking US Census Bureau releases to avail itself of more recent data that would signify a need for preferences in other vicinities of the city, in addition to the CDBG area. While the Census Bureau has released additional data on income, poverty and labor statistics since the Monitor began tracking this data, there does not yet appear to be the necessary detailed information pertaining to the Milwaukee area, which would be valuable in making the case for expanding the boundaries for RPP.

The Monitoring Team will continue to follow the US Census Bureau releases and anticipate there will be enough detailed data available within the next 30 to 60 days, to provide MPS/NSI staff and the City Attorney with an updated plan for comment and/or action.

Expenditures and HUB Participation

DFMS Contracts for Construction Services

The majority of all MPS Neighborhood School Initiative expenditures will be in construction related activities and these expenditures are outlined below.

MBE participation is conservatively reported at 21.04% and 24.89% for May and June respectively and WBE participation at 1.97% and 1.83% likewise. While these values are significantly below the goals of 30% MBE and 5% WBE for either month, the reader should not be alarmed — at this point. Since many project monitoring tools and reporting forms have recently been submitted to current and past First Tier project participants, much of the lower Tier data is considered "extremely" conservative as it may lack information pertaining to certified subcontractors and vendors.

On June 19, 2002 a letter was been mailed to all past first Tier contractors and service providers under the signature of representatives of DFMS, the HUB Office and the Office of Neighborhood Schools. The letter was to introduce the Monitor and request cooperation in documenting project performance. The progress resulting from this letter will become evident within the next few months, as field reviews are conducted to verify contractor reporting and to capture missing data. As a result, this report is subject to potential revisions.

Table 1

	As of 5/31/02		As of 6/30/02	
DFMS Construction-related Contracts	Amount	Percent	Amount	Percent
Total NSI Prime Contract (1st-tier) Payments	$3,038,636	100.00%	$3,321,582	100.00%
MBE Prime or 1st-tier Contractors	$732,543	24.11%	$746,543	22.48%
MBE Subcontractors(1)	$80,038	2.63%	$80,038	2.41%
Total MBE Participation (2)	$0	26.74%	$0	24.89%
WBE Prime or 1st-tier Contractors	$59,927	1.97%	$60,924	1.83%
WBE Subcontractors (1)	$0	0.00%	$0	0.00%
Total WBE Participation	$0	1.97%	$0	1.83%

MBE and WBE firms operating at the second or lower Tiers of the Contracting Cycle are counted fully for Participation; however Participation credit is not double counted if the Prime Contractor is also certified as MBE and/or WBE.

The MPS NSI Program Manager is in the process of certifying its business as a Minority Business Enterprise Entity. The MPS contact for the firm is a highly visible individual and an Operating Principle in the business, if not the sole or majority owner of the firm. He is of African American heritage. It is believed that the firm should have no problem in establishing itself as a certified MBE business. This matter is being footnoted herein because the issue has not yet been resolved and the impact to the NSI participation performance, at least for the time being is significant. While the firm — Milwaukee School Managers, LLC has been paid $559,423 and $729,362 as of May 31, 2002 and June 30, 2002 respectively, it has not been reported that the firm has obtained certified. If these payments were applied to the current level of spending with MSM, participation would exceed 42% MBE for May 2002 and 44% MBE for June 2002.

MPS-provided Labor and Materials for Construction Services

The table below shows expenditures and cost transfers which represent "in-house" MPS labor used in lieu of outside Contractors. At $227,328 to date, "In-house contracting" expenditures amount to less than 7% of the $3,321,528, spent on outside contractors and professional service firms for construction related work thus far. Furthermore, it is the Monitors' understanding that the work completed by in-house staff might be costly to subcontract or extremely time-consuming because of the required bidding processes, causing many small projects to be cost prohibitive or delayed. The Monitor concurs.

However small, these expenditures are budgeted by DFMS and assist it in meeting its financial and employment objectives. Additionally, because work completed by MPS crews will never have MBE or WBE participation — at least for the labor components — it will be important to report on these "cost allocations" each month, even though these expenditures remain relatively small in relation to the total expenditures

Table 2

DFMS Labor and Stock Transfers	As of 5/31/02		As of 6/30/02	
	Amount	Percent	Amount	Percent
Total Stock and Central Office Labor Charged to NSI Projects	$233,749	100.00%	$227,328	100.00%
MBE Participation	$0	0.00%	$0	0.00%
WBE Participation	$0	0.00%	$0	0.00%

It is important to note that there is a total reduction of $6,421 charged to the NSI project in June based upon reported values for May 2002 of $233,749. The reduction appears to be a correction to charges previously attributed to activities at Edison School, which had been reported as $10,622.53 in May 2002. This amount was reduced to $3,402.30 in June 2002. The difference of ($7,220) offsets other small expenditures which occurred in June, creating a "backwards" movement in the total expenditures reported in the amount of $6,421 net all. This is not uncommon, as June represents an end of year reporting period. Final adjustments are often made at year's end which can be attributed to other months throughout the fiscal year.

It is possible that some material pulled from stock had been purchased from certified Minority or Women Owned Businesses. Because the data trail appears to be "washed" of the material's place of origination, MBE and/or WBE participation is unknown for the stock "in house" items used in this report.

As MPS tracks the participation of Minority and Women vendors at the time of purchase, it is likely that MBE and WBE participation credit is captured by MPS Central Office or DFMS at the point material is requisitioned. This occurs before the products are put into inventory at DFMS.

MPS Purchases

Purchase Orders through Central Offices (POCOs)

This report reflects purchase and payment activities generated from MPS Central Office's Purchase Order System which is separate from DFMS labor and material "contracting" efforts. Central Office contracts with vendors (not DFMS) mainly for furniture and equipment.

Credit Card Purchases

Credit card transactions reflect charges against the NSI budget and are mainly for materials and supplies for work done in-house.

Table 3

DFMS POCO and Credit Card Purchases	As of 5/31/02		As of 6/30/02	
	Amount	Percent	Amount	Percent
Purchase Orders from Central Office and Credit Card Purchases	$202,263	100.00%	$192,793	100.00%
MBE Participation	$20,091	9.93%	$10,046	5.21%
WBE Participation	$31	0.02%	$31	0.02%

There is a total reduction of $9,470 charged to the NSI project in June based upon reported values for POCO in May 2002 of $195,975.60 vs June 2002 values of $186,504.84. (As noted above Credit Card purchases remained steady at $6,287.73). The reduction appears to be a correction to charges previously attributed to activities incorrect entries for expenditures with ADI, a Certified MBE and WBE furniture supplier. The reduction for what appears to be double entries for ADI in May 2002 amount to $10,045.51. With only one new line item added in June, which was valued at $574.75 — the June and May reports balance.

As noted with Labor and Stock reporting, the June 2002 adjustment is not uncommon, as June represents an end of year reporting period. Final adjustments are often made at year's end which can be attributed to other months throughout the fiscal year.

Report Summary

Delayed ONS Report

Examiners of past Participation Performance reports will observe that this report is lacking a review of the non-construction related expenditures charged specifically to the Office of Neighborhood Schools.

Information was received shortly before the deadline for this report that raised concern over conflicting office start up dates and account code allocation. As a result, the Independent Monitoring team considered it

necessary to withdraw the ONS portion of this report, until the next reporting period, in an effort to provide a more accurate portrayal of overall project Participation performance. The reader should be aware that the Participation Performance of the Office of Neighborhood School is not governed by state Legislative action (related to borrowing the much noted $98.4 Million). However, ONS expenditures are considered an important part of the overall MPS plan to provide greater access to all Historically Underutilized Businesses.

It is expected that the obstacles to providing complete and timely reports will diminish as the multitude of information providers become more aware of the information required by the Monitoring Team.

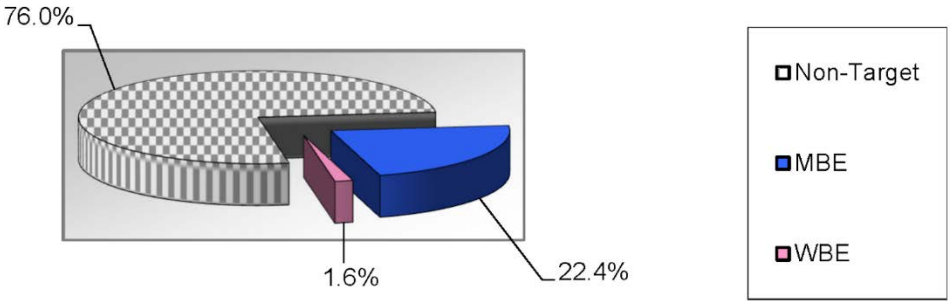
Summary

The table below provides a Participation summary of expenditures for all construction and Professional Services related to Construction. These are and will continue to be, the most significant areas of spending, throughout the life of the NSI projects.

Table 4

Construction-related Contracts	As of 5/31/02		As of 6/30/02	
	Amount	Percent	Amount	Percent
Total NSI Payments Reported	$3,474,648	100.00%	$3,741,702	100.00%
MBE Prime or 1st-tier Contractors	$752,634	21.66%	$756,589	20.22%
MBE Subcontractors	$80,038	2.30%	$80,038	2.14%
Total MBE Participation	$0	23.96%	$0	22.36%
WBE Prime or 1st-tier Contractors	$59,958	1.73%	$60,955	1.63%
WBE Subcontractors	$0	0.00%	$0	0.00%
Total WBE Participation	$0	1.73%	$0	1.63%

Chart 1: NSI Target Firm Participation - June 2002



Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Fairview	PTA	$20,000	Playground Equipment
Holmes	UW-Madison	$2,500	Co-sponsorship fees for participating in the SMILE Project with UW-Madison
North	MILSCO Manufacturing	$250	School Incentives
River Trail	Alpha Kappa Sorority	$100	Reading material for the library

Committee's Recommendation

Your Committee recommends that the Board:

1. authorize the contracts as listed above;
2. authorize the purchases as listed above; and
3. accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

Adopted with the roll call vote on the balance of the Committees' 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 Affirmative Action Report

Classified Personnel Transactions

Name	Position	Location	Salary	Date
Appointments				
Kellie Sigh	School Secretary I	Garden Homes	$18,415.78	08-26-02
Promotions				
Tod Haggerty	Driver Helper	Warehouse & Dist. Svc.	$36,681.77	07-22-02
James Lawrence	Boiler Attendant Trainee	Pulaski	$25,815.40	07-22-02
Dorinda Lucky	Building Service Helper II	Building Operations	$25,383.90	07-22-02
Reginald Williams	Building Service Helper II	Kilmer	$25,383.90	07-22-02
Lloyd Summerville	Building Service Helper II	Hamilton	$25,383.90	07-28-02
Changes in Status				
Annie Davis	School Secretary I	Kluge	$23,872.00	08-26-02

Certificated Appointments

Teachers, Schedule 01

Code	Name	Assignment	Division	Salary	Yrs. Exp. Credit	Start Date
r	Spring D. Al-Bassam	K-8	B	$36,545	7	09/02/2002
r,b	Anne E. Arnold	Elementary Education	BB	$38,330	7	09/02/2002
r	Gloria W. Askew	English	B	$27,948	0	09/02/2002
nr	John D. Babineau	Physical Education	B	27,948	0	09/02/2002
nr	Cindy J. Balderas	Upper Elementary	B	$27,948	0	09/02/2002
r	Darcie M. Bedtka	Elementary Education	B	$27,948	0	09/02/2002
r	Jada C. Bell	Speech Pathologist	B	$27,948	0	09/02/2002
r,a	Tammi L. Benedict	Upper Elementary	E	$38,251	3	09/02/2002
r	Tricia L. Berge	Upper Elementary	B	$27,948	0	09/02/2002
r	Janet L. Boyle	K-6	B	$27,948	0	09/02/2002
r	Nikoll C. Blade	Art	B	$27,948	0	09/02/2002
r	Bert A. Briceno II	Tech Ed	B	$27,948	0	09/02/2002
nr	Melanie M. Brimmer	Elementary Education	B	$27,948	0	09/02/2002
r	Jennifer J. Brueckner	Upper Elementary	B	$28,611	1	09/02/2002
r	Lea N. Butler	Elementary Education	B	27,948	0	09/02/2002
r	Deon L. Childs	Mathematics	B	$27,948	0	07/31/2002
nr	Jacqueline D. Colby	PreK-3	B	$27,948	0	09/02/2002
r	Angela K. Daines	Elementary Education	B	$27,948	0	09/02/2002
nr	Jessica L. Deibel	EC:EEN	B	$27,948	0	09/02/2002
r	Carl DeLeo	Elementary Education/Montessori	B	$27,948	0	09/02/2002
r	Jessica A. Dillenburg	Speech Pathologist	C	$31,473	0	09/02/2002
r	Christian E. Dory	English/History	C	$31,256	3	09/02/2002
r	Gary B. Dotson	Reading/Science/English	B	28,611	1	09/02/2002
nr	Susan A. Esty	PreK-3	B	27,948	0	09/02/2002
nr	Thomas J. Everson	Physical Education	B	$27,948	0	09/02/2002
r	Alison B. Fowler	Elementary Education	B	$27,948	0	09/02/2002
r	Elizabeth A. Fox-Pinter	Exceptional Education	B	$27,948	0	09/02/2002
r	Brenda L. Funk	K-8	B	$27,948	0	09/02/2002
nr	Toni L. Gaudynski	Elementary Education	B	$27,948	0	09/02/2002
r	Antoine Gee	Elementary Education	B	$27,948	0	09/02/2002
r	Joanna J. Gerow	Elementary Education	B	$27,948	0	09/02/2002
r	Leah E. Gilliam	Upper Elementary	B	$27,948	0	09/02/2002
r	Darrin M. Glad	Mathematics/Exceptional Education	B	$28,611	1	09/02/2002
nr	Laurie E. Grady	Elementary Education	B	$27,948	0	09/02/2002
r	Gary D. Griffin	Science/Biology	B	$27,948	0	09/02/2002

Code	Name	Assignment	Division	Salary	Yrs. Exp. Credit	Start Date
nr	David B. Guzzetta	Upper Elementary	B	$27,948	0	09/02/2002
r	Rita A. Haderer	Exceptional Education	D	$42,974	7	09/02/2002
r	Monica E. Hall	Reading/Mathematics/Science	B	$27,948	0	09/02/2002
r	Lisa M. Hansen	E.D.	B	$27,948	0	09/02/2002
r	Michael H. Harmon	Grades 6-7	B	$27,948	0	07/31/2002
nr	Jessica A. Hart	Upper Elementary	B	$27,948	0	09/02/2002
nr	Joshua L. Hart	Spanish	B	$27,948	0	09/02/2002
r	Darin K. Haugom	Upper Elementary	B	$27,948	0	09/02/2002
r	LaShawnda M. Holland	Upper Elementary	B	$28,611	1	09/02/2002
r	Shawn Holloway	Mathematics	B	27,948	0	09/02/2002
r	Erin E. Hommeland	PreK-3	B	$31,256	4	07/23/2002
r	Melvin Johnson	Reading/English/Science	B	$27,948	0	09/02/2002
r	Deanna L. Kaehler	Upper Elementary	B	$27,948	0	09/02/2002
r	Amy L. Kern	Elementary Education	B	$28,611	1	09/02/2002
r	Melinda M. Kettner	PreK-6	B	32,578	4	09/02/2002
r	Nzinga Akili Enam Khalid	Upper Elementary	B	$29,932	2	09/02/2002
nr	Christine M. Korpal	Grades 1-9	B	$27,948	0	09/02/2002
nr	Jennifer S. Krenke	Upper Elementary	B	$27,948	0	09/02/2002
r	Kerri B. Lloyd	Elementary Education	B	$27,948	0	09/02/2002
r	Laurie K. Lucero	Hearing Impaired/K-6	B	$35,222	6	07/31/2002
r,a	Jill M. Magner	Upper Elementary	BB	$35,553	5	09/02/2002
r	Terry J. McCusker	Physical Education	B	$29,932	2	09/02/2002
r	Kristine A. McGinnis	Elementary Education	B	$27,948	0	09/02/2002
nr	Kelly R. McMahon	Elementary Education	B	27,948	0	09/02/2002
r,b	Barbara L. Moll	Upper Elementary	BB	$43,885	11	09/02/2002
r	Debra A. Mosley-Magee	English/Science	B	27,948	0	09/02/2002
r	Jill A. Nash-Perkins	Reading/English/Science	B	$27,948	0	09/02/2002
r,b	Jonathan E. Newcomb	PreK-6	E	$51,266	11	09/02/2002
nr	Ronda K. Nolan	PreK-3	B	$27,948	0	09/02/2002
nr	Michael P. O'Clary	Physical Education	B	$27,948	0	09/02/2002
r	Stephanie A. O'Gara	LD	B	$27,948	0	09/02/2002
r	Zene Peer	Social Studies/Language Arts/Math/Science	B	$27,948	0	09/02/2002
r	Kahri L. Phelps	Upper Elementary	B	$27,948	0	09/02/2002
r	Julie J. Polzin	Speech Pathologist	B	$27,948	0	09/02/2002
r	Amelia Ramirez	Science/Social Studies	B	$27,948	0	09/02/2002
r	Michelle A. Reifschneider	Upper Elementary	B	$27,948	0	09/02/2002
r	Nicole R. Reisinger	Elementary Education	B	$27,948	0	09/02/2002
nr	Debra S. Resch	Upper Elementary	BB	$29,305	0	09/02/2002
r	Julie A. Ryan	PreK-6	BB	29,305	0	09/02/2002
nr	Lisa M. Salas	PreK-6	B	$27,948	0	09/02/2002
r	Gail M. Saler	Elementary Education	C	$31,473	0	09/02/2002
r	Mary M. Savage	LD Resource	B	$36,545	7	07/31/2002
r	Dawn A. Schlipp	English	B	$31,256	3	09/02/2002
r	Casey A. Schroeder	Elementary Education	B	$28,611	1	09/02/2002
r	Sarah J. Schultz	LD	B	$27,948	0	09/02/2002
nr,a	Jodi M. Searls	English as Second Language	D	$44,533	8	09/02/2002
nr	Patricia A. Sevenz	PreK-3	B	$27,948	0	09/02/2002
r	Linda L. Shackelford	Elementary Education	B	$27,948	0	09/02/2002
r	Marty M. Solorzano	K5/Bilingual	B	$27,948	0	09/02/2002
r	Carrie M. Stroud	CD	B	$29,932	2	09/02/2002
r	Ned Sucevich	Technology	B	$27,948	0	09/02/2002
r	Gwendolyn F. Sutton	Upper Elementary/Writing Lab	B	$28,611	1	07/31/2002
r	Stefanie Synovic	PreK-3	B	$27,948	0	09/02/2002
nr	Lisbeth L. Taylor	Physical Education	B	$36,545	7	09/02/2002
r	Cindi A. Tice	Upper Elementary	B	$27,948	0	09/02/2002

Code	Name	Assignment	Division	Salary	Yrs. Exp. Credit	Start Date
r	Eugene M. Trotter	Algebra	B	$31,256	3	09/02/2002
r	Diallo Tyler	Grades 6-8	B	$27,948	0	09/02/2002
nr	Monica J. Undis	Elementary Education	B	$27,948	0	09/02/2002
r	Jennifer Vega	Bilingual/SS/Science/English	B	$28,611	1	09/02/2002
nr	John R. Welty	Science	B	$36,545	7	09/02/2002
r	Diane C. Westphal	ESL	B	$27,948	0	07/31/2002
r,a	Kari A. Whalen	Upper Elementary	B	$37,867	8	09/02/2002
nr	David A. Wiley	Upper Elementary	BB	$29,305	0	09/02/2002
nr	Erin K. Wolff	Elementary Education	B	$27,948	0	09/02/2002
r,a	Christiane L. Wood	Elementary Education	B	$29,932	2	09/02/2002

School Social Workers, Schedule 02

Name	Salary	Yrs. Exp Credit	Start Date
Jennifer L. Ehren	$41,261	1	08/26/2002
Jennifer B. Mandel	$41,261	1	08/26/2002

Associate School Psychologists

Name	Salary	Yrs. Exp Credit	Start Date
Jessica A. Brieske	$39,329	0	08/26/2002
Jocelyn M. Buchmann	$39,329	0	08/26/2002
Greg D. Burton	$39,329	0	08/26/2002
Marcia R. Chapple	$52,627	7	08/26/2002
Sara K. Retzlaff	$39,329	0	08/26/2002
Shashina R. Robinson	$39,329	0	08/26/2002
Jennifer A. Schieffer	$39,329	0	08/26/2002
Kao Y. Vang	$39,329	0	08/26/2002

Codes

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

Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 20, 2003:		
Constance Gordon	Personal Leave	September 3, 2002
Maternity Leave, to January 31, 2003:		
Carol Sinenko	Marshall	November 25, 2002
Maternity Leave, to June 20, 2003:		
Debbie Erdmann	Webster	September 3, 2002
Barbara Hanson	65th Street	September 3, 2002
Brooke Kutschera	Milwaukee German Immersion	November 25, 2002
Personal Leave, to January 31, 2003:		
Lucille Straszewski	37th Street	September 3, 2002
Personal Leave, to June 20, 2003:		
Maria Pinzon	Allen Field	September 3, 2002
Jacquelyn Someah	Gaenslen	September 3, 2002
Meghan Steinmeyer	Victory	September 3, 2002
Kim Yeghiaian	Burbank/Lloyd	September 3, 2002
Sabbatical Leave, to January 31, 2003:		
Julie Rose	Webster	September 3, 2002

Sabbatical Leave, to June 20, 2003:

Myra Edwards	Facilities & Maintenance	September 3, 2002

Extension of Personal Leave, to June 20, 2003:

Christine Boer	Leave	September 3, 2002
Janet Reinhoffer	Leave	September 3, 2002

Curtailment of Leave

Melissa LeClair — Rescinded her maternity leave that was granted from September 3, 2002, through June 20, 2003.

Report on Resignations

Name	Position	Effective Date
Doretha T. Asantewaah	Teacher	12/13/02
Bettye C. Blacks	Teacher	06/30/02
Jacalyn Bosanac	Teacher	06/07/02
Joanne L. Cain	Teacher	06/06/02
Lakesha Carpenter	Teacher	05/03/02
Terri A. DeRoon	Teacher	07/15/02
Lonnie T. Duong	Teacher	07/15/02
James Flegel	Teacher	07/02/02
Patrick Gafney	Teacher	08/02/02
Shirley J. Harlow	Teacher	07/21/02
Matthew T. Hoelscher	Teacher	07/23/02
Jayne Holck	Teacher	06/30/02
Melvin N. Hynek	Director	07/23/02
Joseph Knopp	Teacher	07/03/02
Jennifer Krans-Ciochetto	Teacher	07/03/02
Suzanne M. Kroupa	Teacher	11/03/02
Elizabeth A. Lama	Teacher	08/02/02
Barbara J. Lund	Teacher	08/20/02
Veronica O. Magee	Teacher	08/01/02
Aaron Malczewski	Teacher	07/14/02
Laurel Mctrusty	Teacher	07/01/02
Megan Miner	Teacher	07/15/02
Scott A. Nehring	Teacher	07/22/02
Jennifer J. Nielson	Teacher	06/28/02
Jennifer A. Niss	Teacher	07/19/02

Name	Position	Effective Date
Michael C. Nowicki	Teacher	09/10/02
Richard J. Pastorek	Teacher	09/17/02
James E. Pearson	Teacher	07/01/02
Kristy Piccione	Teacher	06/27/02
Judith Presser	Teacher	07/12/02
Stephanie J. Pups	Teacher	07/22/02
Walter Robles	Teacher	07/12/02
Leonardo Rodriguez	Teacher	07/01/02
Elizabeth M. Russell	Teacher	07/17/02
Jesse Sanchez	Teacher	06/06/02
Pauline M.B. Santiago	Teacher	08/20/02
Gertraud L. Schoening	Teacher	07/01/02
Christine M. Schulz	Teacher	06/06/02
Rozanne Screven	Teacher	06/25/02
Kristin Shea	Teacher	06/25/02
Susan A. Sheeley	Teacher	07/01/02
Krista Stompanato	Teacher	08/30/02
Rachel L. Tagge	Teacher	07/08/02
Elizabeth Taylor	Teacher	07/11/02
Mara Thompson	Teacher	06/25/02
Debra L. Villwock	Teacher	07/20/02
Donald J. Wagner	Teacher	06/07/02
Michelle A. Weisrock	Teacher	08/02/02
Andrea L. Winkle	Teacher	06/30/02
Laurie Wohlgemuth	Teacher	06/07/02

Affirmative Action Report

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

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, certificated appointments, and leaves of absence as listed above.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

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

				Salary		
Codes	Name	Position	Location	Sched	Range	Amount
2, r	James Bradley	Asst. Principal	Palmer Elementary School	III	10Z	$66,466.31
2, r	Steven Howell	Asst. Principal	Bay View High School	III	12Y	$60,011.38
2, r	Jan Johnson	Asst. Principal	Lincoln Center of the Arts	III	11Z	$49,727.51
2, r	Tyrone Nichols	Asst. Principal	Morgandale School	III	10Z	$54,379.62
5, r	Taimi Parey	Asst. Principal	Goodrich/Milwaukee French Immersion Schools	III	10Z	$59,106.68
2, r	Clavon Byrd	Asst. Principal	Happy Hill School	III	10Z	$47,027.00
5, r	Sherrie Akinsanya	Curriculum Spec. — Soc. Studies	Dept of Educational Services	III	11A	$79,056.00
5, nr	Abdallah Bendada	Curriculum Specialist — Mathematics	Dept of Educational Services	III	11A	$76,000.00
5, r	Danielle Clermont	Legislative Policy Specialist	Department of Finance	III	10A	$65,000
2, r	Gloria Garrett	Special Education Liaison	Department of Special Services	III	10A	$78,557.04
5, r	Jill Hewitt	Special Education Liaison	Department of Special Services	III	10A	$78,557.45
2, r	Lula Gipson	Head Start Soc Work Supervisor	Div of Curriculum and Instruction	III	8A	$72,738.00
5, nr	James Zych	Recreation Supervisor — Community Centers	Dept of Rec & Comm Services	III	7A	$69,276.00
2, nr	Cedric Banks	Asst. Recreation Supervisor — Community Centers	Dept of Rec & Comm Services	III	4A	$50,000.00
4, r	Evelyn Perez Gely	Administrative Asst. I — Charter School	Walker Middle School	III	1A	$37,104.21

*Position created by Board's 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

Director Morales moved that the Board retire to executive session, pursuant to the provisions of Wisconsin Statutes, §19.85(1)(c), to consider personnel matters.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

The Board retired to executive session at 9:31 PM.

The Board reconvened in open session at 10:00 PM.

Director Gardner moved that the Board approve the promotions, with the exception of the two curriculum specialist positions, which are to be held for further review by the Committee on Finance/Personnel, pending the new Superintendent's review.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Horton, Morales, and O'Neil — 6.
Noes — Directors Hardin, Johnson and President Spence — 3.

* * * * *

(Item 4) Action on a Recommendation to Approve Community Learning Center Contracts for the 2002-2003 School Year

Administration's Analysis

1. Milwaukee Public Schools has operated federally-funded Community Learning Centers since 1998. In 2001, the Milwaukee Public Schools received annual funding from four federal grants from the U.S. Department of Education, totaling $7,469,685, to operate Community Learning Centers (CLCs) at 46 schools. MPS contracted with 23 community-based organizations to develop and operate these CLCs in participating schools. These contracts are renewed annually.

CLC Projects 3 & 4

2. In April 2002 the Board approved Community Learning Center contracts for CLC Project #3 (third year of a three-year grant) and for CLC Project #4 (second year of a three-year grant).

CLC Projects #1 & 2

3. The funding for CLC Project #1 expired on May 31, 2002, and the funding for CLC Project #2 will expire on August 31, 2002. Eighteen sites included in these grants are being partially refunded through a five-year Community Learning Center competitive grant now provided through the Wisconsin Department of Public Instruction (DPI). These DPI grants will only provide funding at 50% of the level that was previously provided by the U.S. Department of Education CLC grants. ($100,00 per site vs. $200,000 per site).

4. The Administration has had to allocate funds from a variety of additional funding sources to supplement the DPI's CLC grant. In addition to the DPI's grant, the sites will receive additional funds from a one-year Federal Earmark Allocation, Neighborhood Schools Initiative funds, and/or a Department of Workforce Development Federal Child Care Block Grant. In January 2003, middle-school and high-school CLCs will also have an opportunity to apply to Safe and Sound for funding to operate for additional evening and weekend hours. This combination of funds will enable the district's CLCs to continue to provide and to maintain the level of high-quality academic-support, youth, and parent/adult programming that the Milwaukee community has experienced over the past four years.

5. MPS will continue to subcontract with community-based organizations (CBOs) to serve as lead agencies that will provide fiscal administration, homework help and enrichment activities, recreation, parent/adult programming, family activities, and health and nutrition services. MPS's CLC schools will provide core academic activities in the extended-day programs, with an emphasis on literacy.

6. It is recommended that the Board authorize the Administration to enter into contracts for FY03 for the following 18 CLC sites:

Agency	Sites	Amount
Agape Community Center	Edison M.S.	$ 120,000
Big Brothers/Big Sisters	Westside Academy II	120,000
Boys/Girls Club	Fratney Elem.	120,000
Boys/Girls Club	Gaenslen K-8	120,000
Boys/Girls Club	Grand Avenue M.S.	120,000
Boys/Girls Club	Pierce Elem.	120,000
Boys/Girls Club	Riley Elem.	120,000
Boys/Girls Club	Vieau K-8	120,000
Boys/Girls Club	Walker M.S.	120,000
Northcott Neighbrhd House	Milw Village M.S./N Division H.S.	120,000
Northcott Neighbrhd House	35th Street Elem.	120,000
OIC*	Douglas Acad. M.S.	120,000
OIC	Malcolm X M.S.	120,000
OIC	Robinson M.S.	120,000
Sherman Park Community Assn.	Washington H.S.	120,000
Silver Spring Neighborhood Center	Muir M.S.	120,000
Northcott Neighbrhd House/ASIP	South Division H.S.	120,000
YMCA of Greater Milwaukee	Wheatley Elem.	120,000
TOTAL		$ 2,160,000

*Opportunities Industrialization Center

7. In addition to the core CLC programs and partnerships with CBOs and schools, the CLC grant proposals included the following support components: evaluation, project coordination, data-retrieval support, and student/parent outreach. It is recommended that the Board authorize the Administration to renew the contracts awarded by the Board in October 2001 with the following agencies to continue to provide these services in FY03:

Evaluation and Project Coordination

University of Wisconsin-Milwaukee Center for Urban Community Development (UWM-CUCD) will continue to coordinate the MPS CLC-evaluation process for four CLC projects, which include 45 sites. This will be an extension of contractual services authorized since 1998 for UWM-CUCD to develop an evaluation design and implement an evaluation process that documents progress towards program goals and objectives resulting in recommendations for continuous program improvement. A rigorous evaluation strategy will be applied, involving collection and analysis of qualitative and quantitative data, as well as participatory self-assessment through action research projects.

UWM-CUCD will facilitate ongoing dialog on project performance among stakeholders and will assist in preparing required reports for funders and the Milwaukee community. UWM-CUCD will also be responsible for organizational development for CLC sites, which includes school learning teams, school and CLC staff, Action Learning Team (ALT) members, and parents. Opportunities to earn university credits and/or continuing educational units will be available through CLC Action Research Classes. A final report documenting the program's impact on student achievement will be available at the end of the school year. The FY03 contract for evaluation and project coordination for 45 CLC Sites will not exceed $288,460.

Budget Codes:	3-14-4-555-532-312-110000 (DOE grant for CLC Project 3)	$ 125,000
	3-13-4-545-532-312-110000 (DOE grant for CLC Project 4)	$ 100,000
	3-14-4-299-XXX-312-110000 (DPI grant for CLC Projects 1 &2)	$ 63,460
	Total	$ 288,460

This contract has been reviewed and approved by the Historically Underutilized Businesses (HUB) Office Coordinator.

	Employee Information			HUB Participation				
Certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
N0	9	8	8*	N/A	N/A	$288,460	Eval.	Service

*Includes minority

Data-retrieval Support

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 since 1999. This contract is a continuation of ongoing support. A final report documenting student achievement will be available at the end of the fiscal year. This contract will not exceed $50,000.

Budget Code: 3-14-4-555-532-312-110000.....$50,000

This contract has been reviewed and approved by the Historically Underutilized Businesses (HUB) Office Coordinator.

	Employee Information			HUB Participation				
Certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	666	140	186	No	No	$50,000	Tech.	Service

Student Outreach

Partners for Work, Inc., will continue to provide student and parent outreach services for 12 CLC middle schools. This includes the hiring and supervision of 12 Student Outreach Motivators to work with students, school staff, and parents to recruit and to retain the participation of students in need of additional extended-day academic support. Partners for Work, Inc., will monitor and support the Student Outreach Motivators through regular visits to the CLC middle-schools and will also coordinate and implement student-recognition activities. Detailed reports will be submitted to the CLC Project Director twice monthly. This contract will not exceed $290,500

Budget Code: 1-14-4-125-600-398-232200.....$290,500

This contract has been reviewed and approved by the Historically Underutilized Businesses (HUB) Office Coordinator.

	Employee Information			HUB Participation				
Certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
Yes	12	11	11	N/A	100%	$290,500	Outreach	Service

*Includes minority

Community Organizing/CLC Sustainability

Wisconsin Citizens Action Fund, Inc., (WCA) will provide services to support CLC funding sustainability and to expand parental involvement on CLC Action Learning Teams. This contract with WCA is to continue providing one-on-one visits with CLC parents and act as a liaison between day-school and parents. They will continue working with parents from 31 CLCs whose grants will be ending in 2003. In addition, they will identify and engage CLC stakeholders/supporters in initiatives designed to develop, to sustain, and to expand ongoing support and continuation of funding. WCA will provide staff to recruit parents to be active stakeholders on all CLC Action Learning Teams. WAC has been providing this service to the CLCs since FY01.

It is recommended that the initial program, which was funded through May 31, 2002, be extended through May 31,2003.A final report documenting the program's impact on will be available at the end of the school year. The FY03 contract will not exceed $100,000.

Budget Codes: 3-14-4-555-532-312-110000..... $ 65,000
3-13-4-545-532-312-110000..... $ 35,000
Total..... $ 100,000

Wisconsin Citizens Action Fund, Inc., is a 501(c)(3) non-profit corporation operated by Mr. Larry Marks, Director. This request is an extension of an initial contract which used federal government monies. The original RFP did not have HUB-participation requirements. This contract has been reviewed and approved by the Historically Underutilized Businesses (HUB) Office Coordinator.

	Employee Information			HUB Participation				
Certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	73	17	37	N/A	N/A	$100,000	Com. Org.	Service

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

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

Fiscal Impact Statement

10. The total cost in FY03 for the lead agencies' contracts for the 18 CLC sites in Projects #1 and #2 is $2,160,000, which will be funded out of the following budget codes:

Budget Codes:	3-14-4-299-XXX-312-110000 (DPI CLC Grant — Year 1 for Projects 1 & 2)	$ 1,701,920
	1-13-3-258-532-312-110000 (Department of Workforce Development Federal Child Care Block Grants)	$ 160,000
	3-14-4-536-XXX-XXX-110000 (Federal Earmark Appropriations)	$ 380,000
	1-10-4-860-536-398-160000 (Neighborhood Schools Initiative)	$ 47,500
	Total	$ 2,160,000

11. The total cost of the contract with University of Wisconsin -Milwaukee Center for Urban Community Development (UWM-CUCD) to provide project-evaluation and coordination services for 45 CLC sites will be $351,920. The contract will be funded out of the following budget codes:

Budget Codes:	3-14-4-555-532-312-110000 (DOE grant for CLC Project 3)	$ 125,000
	3-13-4-545-532-312-110000 (DOE grant for CLC Project 4)	$ 100,000
	3-14-4-299-XXX-312-110000 (DPI grant for CLC Projects 1 &2)	$ 63,460
	Total	$ 351,920

12. The total cost of the contract with Interactive Business Systems, Inc., to provide support for data retrieval services for 45 CLC sites will be $50,000. The contract will be funded out of the following budget code:

Budget Code:	3-14-4-555-532-312-110000 (DOE grant for CLC Project 3)	$50,000

13. The total cost of the contract with Partners for Work to provide Student Outreach Motivators at 12 CLC middle schools will be $290,500. The contract will be funded out of the following budget code:

Budget Code:	1-14-4-125-600-398-232200 (Title 1 Supplemental Services)	$290,500

14. The total cost of the contract with Wisconsin Citizens Action (WCA) to provide support for community organizing and CLC sustainability is $100,000. The contract will be funded out of the following budget codes:

Budget Codes:	3-14-4-555-532-312-11000 CLC Project # 3)	$ 65,000
	3-13-4-545-532-312-110000 (CLC Project # 4)	$ $35,000
	Total	$100,000

Implementation and Assessment Plan

15. The 21st-Century CLC project director/designee will monitor the agencies' 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 the Wisconsin Department of Public Instruction of each CLC site must be submitted to the project director in March of each grant year. Indicators of successful CLC programs will be measured in the following areas:

- 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.
- Behavior Outcomes. Students participating in the program will show improvement on measures such as school attendance and decreased disciplinary actions or other adverse behaviors.
- Core Educational Services. The CLC lead agency will work collaboratively with the school to support the school's effort to provide quality services in core academic areas, with an emphasis on literacy.
- Enrichment and Support Activities. The CLC lead agency will offer homework help and enrichment activities such as nutrition and health, art, music, technology, and recreation.
- Community Involvement. Lead agencies will establish and maintain partnerships within the community to increase levels of community collaboration.
- Services to Parents and Adult Neighborhood Residents. Lead agencies will offer services to parents and adult neighborhood residents.
- 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 on holidays.

17. A copy of the Wisconsin Department of Public Instruction's Annual Performance Report will be available for the Board's review upon its completion.

18. In addition to the Annual Performance Report, each Center will be evaluated according to a performance rubric aligned with the CLC Project's Goals and Objectives. Strengths and challenges of the individual sites will be identified, Challenges will be converted to action plans at the sites to continuously improve the quality of the CLCs.

Committee's Recommendation

Your Committee recommends that the Board:

a. authorize the Administration to enter into contracts for FY03 (July 1, 2002-June 30, 2003) with the following lead agencies:

Agency	Sites	Amount
Agape Community Center	Edison M.S.	$ 120,000
Big Brothers/Big Sisters	Westside Academy II	120,000
Boys/Girls Club	Fratney Elem.	120,000
Boys/Girls Club	Gaenslen K-8	120,000
Boys/Girls Club	Grand Avenue M.S.	120,000
Boys/Girls Club	Pierce Elem.	120,000
Boys/Girls Club	Riley Elem.	120,000
Boys/Girls Club	Vieau K-8	120,000
Boys/Girls Club	Walker M.S.	120,000
Northcott Neighbrhd House	Milw Village M.S./N Division H.S.	120,000
Northcott Neighbrhd House	35th Street Elem.	120,000
OIC*	Douglas Acad. M.S.	120,000
OIC	Malcolm X M.S.	120,000
OIC	Robinson M.S.	120,000
Sherman Park Community Assn.	Washington H.S.	120,000
Silver Spring Neighborhood Center	Muir M.S.	120,000
Northcott Neighbrhd House/ASIP	South Division H.S.	120,000
YMCA of Greater Milwaukee	Wheatley Elem.	120,000
TOTAL		$ 2,160,000

*Opportunities Industrialization Center

b. authorize the Administration to enter into contracts in FY03 (July 1, 2002-June 30, 2003) with the following support agencies:

UWM-CUCD.	$ 288,460
Innovative Business Solution, Inc.	$ 50,000
Partners for Work, Inc.	$ 290,500
Wisconsin Citizen Action	$ 100,000
TOTAL	$ 728,960

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 5) Action on a Request for Authorization to Enter into an Agreement with University of Wisconsin-Milwaukee Children's Center to Provide Kindergarten Classes in Conjunction with Hartford University School

Administration's analysis

1. In FY02, the Board approved a two-year agreement between Hartford University School and UWM Children's Center (UWM), to provide kindergarten services for 30 FTE (full-time-equivalent) K4/K5 students. The Administration is requesting authorization to continue the contract for 30 FTE K4/K5 kindergarten seats during FY03. The students are included in Hartford's 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 its per-pupil allocation. An MPS teacher will be assigned to the UWM Children center. Total cost of the contract is $150,000.

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

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

Strategic Plan Compatibility Statement

4. The Administration is requesting 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 30 FTEs at a cost of $150,000. The recommendation supports the MPS Strategic Plan Goal #1. Student Achievement. Quality kindergarten and wrap-around daycare can lead to future academic achievement.

Statute, Administrative Policy, or Board Rule Statement

5. No administrative policy or board rule would require modification.

Fiscal Impact Statement

6. Funds are available in the following Hartford accounts:

Budget Codes:	1-10-4-612-208-021-110000-5705	Teacher
	1-10-4-612-208-299-500000-0000	Benefits
	1-10-4-612-208-312-110000-0000	Contracted services

Implementation and Assessment Plan

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

Committee's Recommendation

Your Committee recommends that the Board authorize Hartford University School to enter into a contract with University of Wisconsin-Milwaukee Children's Center for a K4-K5 Kindergarten program for up to 30 FTEs at a cost of $150,000.

Director Johnson moved to adopt the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

(Item 6) 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 Schools 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 Schools Plan. At that time, the Board approved a new professional service contract with the law firm of Quarles and 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 and Brady, LLP, from August 1, 2002, through June 30, 2003, at a maximum compensation of $445,000. 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 following organizations: Police Athletic League, Westlawn, Housing Authority of the City of Milwaukee, predevelopment contracts with Lisbon Avenue Neighborhood Development, Latino Community Center, Community Village, Holy Redeemer, the replacement housing component for the 37th Street School site, and a service contract with the Joint Agencies for Milwaukee Neighborhoods (JAMN).

3. In addition, Quarles and Brady has provided expertise in a wide range of issues related to the Neighborhood Schools Plan, e.g., partnership development, facility-lease policies, public relations, and the preparation of reports required by the State Legislature.

4. During the 2001-2002 school year, representatives from the Office of Neighborhood Schools (ONS) and the Department of Facilities and Maintenance (DFM) have been involved in the negotiating process led by Quarles and Brady. Through the negotiation process, the ONS and DFM staffs have gained additional knowledge and expertise regarding lease negotiations and contract development. Due to the complexity of partnerships contracts, the Administration will continue to work with representatives with Quarles and Brady before staff is solely responsible for this process.

5. The firm is not a Historically Underutilized Business (HUB) vendor; however, the it is committed to the principals of HUB as identified in its Diversity Goals.

6. The City Attorney has reviewed the Quarles and 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, Administrative Policy, or Board Rule 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 $445,000 for the recommended professional service contract is available within the budget for the Office of Neighborhood Schools, account codes 1-10-4-860-536-311-255000 and 1-10-4-860-536-311-236000.

Implementation and Assessment Plan

10. Upon approval of the Board, the Administration will extend the contract with Quarles and Brady, LLP, for services connected with the Neighborhood Schools Project.

Committee's Recommendation

Your Committee recommends that the Board approve an extension of the sole-source contract with Quarles and Brady from August 1, 2002, through June 30, 2003, with the addition of language relating to the inclusion of women and minority contractors.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 7) Action on a Request for Authorization to Enter Into a Sole-source Contract with Vantage Learning for the Implementation On-Line Writing Assessments

Background

1. In the spring of the 2001-02 school year, MPS piloted (without charge) on-line writing assessments from Vantage Learning at the middle- and high-school levels in eight schools. The software provided by Vantage, called MyAccess, helps students develop their writing skills by practicing their writing online. Based on the success experienced by school sites this spring, virtually all middle schools have asked for use of the software during the 2002-03 school year.

2. In order to provide MyAccess to school sites for the 2002-03 school year, Administration proposes to enter into a sole-source contract with Vantage Learning to provide MyAccess to students in grades 6 and 7 (up to 15,000 students).

Administration's Analysis

3. MyAccess is powered by an artificial intelligence "engine" called Intellimetric. This scoring technology builds on human expertise and can score essays according to MPS's standards and rubrics. Students complete responses to prompts online and receive, within seconds, both holistic and analytic scores, along with suggestions for improvement in their writing.

4. Some of the features of MyAccess include:

- support of the development of a portfolio of student work over time, with an emphasis on diagnostic reporting — it provides scores and suggestions for improvement, allowing both the student and the teacher to see progress over time;
- allowing the teacher to override any score s/he believes to be inaccurate;
- provision of extensive, customizable reporting at the class, school, and district levels; and
- provision of very accurate scoring (98% agreement to "expert" scoring).

5. Vantage Learning will also collaborate with MPS to provide the following:

- ongoing professional development for school teams and staff in the Office of Research and Assessment;

- support of the process-writing approach that involves writing a rough draft prior to writing the final copy;
- field testing of MPS prompts for use in the Spring 2003 and subsequent assessment windows; and
- evaluation of the efficacy of the tool to increase student achievement in writing.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

7. The Administration's recommendation is consistent with Administrative Policy 7.38, Balanced Assessment System.

Fiscal Impact Statement

8. Total costs for the project will not exceed $183,000. Funds are available in the Office of Research and Assessment's budget, 1-10-4-786-566-439-262000-0000.

Implementation and Assessment Plan

9. Timeline
   - Initial Professional Development ..... September/October 2002
   - School-Site Implementation ..... Sept./Oct. 2002 through June 2003
   - Convene Anchor Sessions ..... April/May 2003
   - Grade Six/Seven Writing Window ..... May 5-8, 2003

Committee's Recommendation

Your Committee recommends that the Board approve entering into a sole-source contract for online writing portfolio assessments with Vantage Learning for an amount not to exceed $183,000.

Director Johnson moved to adopt the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes — Directors Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 6.
Noes — Directors Blewett and Dannecker — 2.
Voting "present" — Director Hardin — 1.

* * * * *

(Item 8) Action on a Request for Authorization to Enter into a Sole-source Contact with the Public Policy Forum for the Implementation of School Climate Surveys for the 2002-2003 School year

Background

At its meeting on April 29, 2002, the following resolution by Director Johnson was referred to the Committee on Innovation/School Reform:

WHEREAS, Information on school climate would help parents and the broader community understand the progress MPS is making or must make in fostering an environment that is conducive to education; and

WHEREAS, Schools should be recognized for their efforts in creating a positive, inclusive school/community climate; now, therefore, be it

RESOLVED, That the Board direct the administration to select and conduct a school climate survey of students and staff before the end of the 2001-2002 school year; and be it

FURTHER RESOLVED, That the Board direct the administration to select and conduct a school climate survey of MPS parents no later than November 1, 2002.

1. This item was considered by the ISR Committee in May, with a recommendation to the Board that the school climate surveys be administered as soon as practical, either before the end of the school year or in the fall of 2002. The revised recommendation was adopted by the Board of School Directors at its monthly meeting on May 30, 2002.

2. At the same meeting, the Board of School Directors also adopted policy relative to school accountability which aligns with the State of Wisconsin's accountability system and consequences as outlined in No Child Left Behind. This policy also calls for annual reporting of student-achievement data (attainment and growth) as well as of school-climate measures.

Administration's Analysis

3. The Public Policy Forum, a local, nonpartisan public policy research organization, examines issues that impact the community, state, and nation. Considerable attention is placed on local educational issues, including such issues as the effects of various school-choice programs on school enrollments. The Public Policy Forum uses systematic survey research methods to measure public opinion in metropolitan Milwaukee and, in some cases, elsewhere.

4. Supported by funds from the Joyce and Bader Foundations, the Public Policy Forum conducted a public opinion survey in 2001 entitled "Public Education in Milwaukee." Community respondents were asked questions regarding their confidence in school leaders, discipline, district reforms, busing, testing, schools as community anchors, technology, and school funding. The full text of the report can be found at http://www.publicpolicyforum.org/.

5. As a continuation of its work, the Public Policy Forum planned to survey school staff in 2002-03 on a variety of issues, including school climate. To avoid duplication of surveys and to minimize disruption at the schools, the Administration proposes to work with the Public Policy Forum to develop, administer, and report results from school-climate surveys of parents, students, and staff in the Fall of 2002.

Strategic Plan Compatibility Statement

6. The recommendation supports the MPS Strategic Plan Goal #1, Student Achievement, and Goal #3, Family Satisfaction.

Statute, Administrative Policy, or Board Rule Statement

7. The Administration's recommendation enacts portions of Administrative Policy 2.16, District Accountability System.

Fiscal Impact Statement

8. Because the Public Policy Forum has grant support for cooperative efforts with Milwaukee Public Schools, it will share in the costs of the project.

9. Total costs for the project will not exceed $65,616. Of the total, the Forum will assume $21,450; the remaining costs of $44,165 will be assumed by MPS. Funds are available in the Office of Research and Assessment's budget, 1-10-4-786-566-311-262000.

Implementation and Assessment Plan

10. Timeline
    - Survey Development..... August-September 2002
    - Survey Administration ..... October, 2002
    - Report to the Board/Community ..... December 2002/January 2003

Committee's Recommendation

Your Committee recommends that the Board approve entering into a sole-source contract for development, administration, and reporting of school climate surveys of parents, students, and staff with the Public Policy Forum for an amount not to exceed $44,165.

Director Johnson moved to adopt the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes — Director Blewett — 1.

* * * * *

(Item 9) Action on a Request for Authorization to Enter into a Sole-source Contract with HOSTS Corporation to Provide a Structured Mentoring (Tutoring) Program as Part of the District's Plan to Provide Supplemental Educational Services to Eligible Students

Administration's Analysis

1. Based on research conducted by the district in 2001-02, HOSTS (Helping One Student to Succeed) has been identified as an extended-day academic support to be provided in the competitive grant proposal submitted to DPI to help fund 18 Community Learning Centers (CLCs) through a five-year grant (June 2002).

2. HOSTS was identified as the recommended tutorial program to be provided as a supplemental educational service for schools that the Wisconsin Department of Public Instruction (DPI) has identified as being in need of improvement (SINOI) in August, 2002.

3. HOSTS has been recommended as the primary tutoring strategy for the Milwaukee Partnership Academy's (MPA's) Priority 5 (Tutoring and Family Literacy) implementation plan. The MPA's Priority 5 plan recommends that MPS build upon its four-year history of offering additional academic support for students through its CLC and Safe Place extended-day programs by providing reading tutoring for non-proficient students at elementary and K-8 SINOI.

4. HOSTS is a nationally-recognized curriculum proven to be effective in increasing the reading achievement of students who attend large urban school districts. Students are pre-tested and then are assigned volunteer tutors for one-half hour, four afternoons per week, for 20 weeks. The program's Academic Coordinator (a certified teacher appointed by the school principal who is a member of the school's Core Learning Team) prepares weekly folders with prescriptions for the tutors to follow each afternoon.

5. Eligible students will receive tutoring services for one-half hour, four nights per week, for 20 weeks. Outcomes of one to two years' growth in reading are anticipated for students who participate regularly in the HOSTS program.

6. The HOSTS tutoring programs will be phased in within three sets of ten SINOI in order to meet the MPA/district goal of providing HOSTS tutoring programs as a supplemental educational service at 30 MPS SINOI during the 2002-03.

7. The MPA will assist the district in a citywide effort to recruit volunteer tutors. The tutors will be trained, assigned students, and provided with technical support by the school's extended-day Academic Coordinator. Tutors will be asked to commit to volunteering one hour per week for 20 weeks.

8. The district will advertise the locations of MPS's tutorial services in the MPA Family Report and will also promote its tutorial services through a media campaign.

9. The effectiveness of HOSTS will be monitored and evaluated using school-based pre- and post-tests, reading probes, and standardized assessments. Student participation will be monitored using an automated tracking system that is correlated with the district's student database to determine the impact of participation in extended-day academic programs on students' grades and grade-point averages, proficiency levels on state and district assessments, behavior, and school-day attendance. Periodic progress reports will be sent to parents.

10. CLC, Safe Place, and SINOI HOSTS tutoring services will be provided at no charge, four nights per week. In order to ensure that students have access to supplemental educational services, transportation will be provided home from SINOI offering the HOSTS program.

11. HOSTS will provide the following materials and services to support tutoring programs for 50 students at each of 30 MPS SINOI:

- student pre- and post-tests (embedded and standardized assessments)
- a student database that will generate student tutoring prescriptions to be updated weekly
- student prescription folders with instructional materials for tutors to use

- professional development and school-based support for the Academic Coordinators
- technical support for citywide volunteer-recruitment strategies.

Strategic Plan Compatibility Statement

12. Implementation of the HOSTS tutoring program supports the Milwaukee Public Schools' Strategic Plan, Goal 1, Student Achievement.

Statute, Administrative Policy, or Board Rule Statement

13. Implementation of the program complies with statutes, administrative policies, and board rules.

Fiscal Impact Statement

14. The total compensation for programs and services provided by the HOSTS Corporation shall not exceed $300,000. The estimated cost includes provision of the curriculum for 50 students, four nights per week, for 20 weeks at each of 30 SINOI, and professional development and technical support.

Budget Code: 1-14-4-125-600-398-232200 (Title 1 Supplemental Services) $300,000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	161	24	111*			$300,000	Publisher	Curriculum

*Includes minority

The HUB Program Coordinator has reviewed vendor response and will contact HOSTS Corporation to determine extent of eligible HUB vendor participation.

Implementation and Assessment Plan

15. The Department of Recreation and Community Services's Extended-Day Academic Office will coordinate the HOSTS tutoring program. UWM-CUCD will assist in evaluating student achievement in the identified standards and objectives for the program.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a sole-source contract with the HOSTS Corporation, at a cost not to exceed $300,000.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 10) Action on a Request for Authorization to Enter Into a Sole-source Contract with Voyager Expanded Learning to Provide Extended-Day Academic Support as Part of the District's Plan to Provide Supplemental Educational Services to Eligible Students

Administration's Analysis

1. The district has used the Voyager Expanded Learning curriculum in MPS summer-school and Community Learning Center (CLC) extended-day programs since 1999.

2. Voyager Expanded Learning has been identified as an extended-day academic intervention in the MPS proposal submitted to DPI to refund 18 CLCs through a five-year grant (June, 2002).

3. Based on previous successful outcomes in increasing students' academic achievement, Voyager Expanded Learning has been identified as a recommended academic intervention in the proposal for supplemental educational services providers which the district has submitted to the Wisconsin Department of Public Instruction (DPI) in August 2002.

4. Voyager programs are research-based and include adventurous, hands-on, activity-rich curriculum; alignment with national and state standards; essential instructional materials; professional

development for district and school-site personnel; parental- involvement strategies; and ongoing support for implementation.

5. Eligible students will participate in the Voyager Expanded Learning program two to four nights per week for 30 weeks.

6. Elementary, K-8, and middle schools identified by DPI as schools in need of improvement (SINOI) will receive three to six grade-level Voyager curriculum kits in mathematics, science, and reading that provide instructional materials for 18 students per kit, serving 54 to 108 students per school.

7. SINOI providing the Voyager Expanded Learning programs will hire part-time certified teachers who will serve on the schools' Core Learning Teams as the Extended-Day Academic Coordinators who will be responsible for coordinating the Voyager Expanded Learning Curriculum.

8. The district will advertise the locations of MPS's extended-day academic support services in the Milwaukee Partnership Academy's (MPA's) Family Report and will also promote its supplementary educational services through a media campaign.

9. The effectiveness of Voyager Expanded Learning extended-day academic support will be monitored and evaluated using curriculum-embedded pre- and post-tests and standardized assessments. Students' participation will be monitored using an automated tracking system that is correlated with the district's student database to determine the impact of participation in extended-day academic programs on students' grades and grade-point averages, proficiency levels on state and district assessments, behavior, and school-day attendance.

10. The Voyager Expanded Learning Curricula will be provided for students at no cost, two to four nights per week. Student transportation will be provided home from the Voyager programs to ensure students' access.

11. Voyager will provide:

- curriculum-embedded pre- and post-tests and standardized assessments
- professional development and support for the Academic Coordinators
- 90 curriculum kits with materials for 18 students per kit to serve 54 to 108 students at each of 26 schools.

Strategic Plan Compatibility Statement

12. Implementation of the Voyager Expanded Learning Program supports the Milwaukee Public Schools' Strategic Plan, Goal 1, Student Achievement.

Statute, Administrative Policy, or Board Rule Statement

13. Implementation of the program complies with statutes, administrative policies, and board rules.

Fiscal Impact Statement

14. The total compensation for curricula and services provided by Voyager Expanded Learning shall not exceed $135,000. The estimated cost includes provision of the curriculum for SINOI, professional development, and technical support for implementing three Voyager Expanded Learning programs at each of 26 schools, serving 54 to 108 students per school, two to four nights a week for 30 weeks.

Budget Code: 1-14-4-125-600-398-232200 (Title 1 Supplemental Services) $135,000

	HUB Employee Information			HUB Participation				
Certified	Total	Minority	Women	Required	Pro-posed	$ Value	Type of Business	Type of Purchase
No	137	32	78*			$135,000	Publisher	Curriculum

*Includes minority

The HUB Program Coordinator has reviewed vendor response and will contact Voyager Expanded Learning to determine extent of eligible HUB vendor participation.

Implementation and Assessment Plan

15. The Voyager Expanded Learning curriculum is aligned with state standards. The Department of Recreation and Community Services' Extended-Day Academic Office will coordinate the Voyager

program. UWM-CUCD will assist in evaluating student achievement in the identified standards and objectives for the program.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a sole-source contract with the Voyager Expanded Learning Corporation, at a cost not to exceed $135,000.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 11) Action on Resolution 0203R-012 by Director Horton Regarding a Fiscal Analysis of the District's Pension and Health Insurance Benefits

Background

At its meeting of May 30, 2002, the Board referred the following resolution by Director Horton to the Committee on Finance/Personnel:

WHEREAS, Since the inception of the Milwaukee Board of School Directors' early Retirement Supplement and Benefit Improvement Plan for certificated administrators in 1978 and of the Board's Early Retirement Plan for Teachers in 1982, the staffing, recruitment, and fiscal needs and resources of the district have changed significantly; and

WHEREAS, The cost of the district's health insurance has doubled from $76.5 million in 1998 to nearly $155 million in the 2003 fiscal year; and

WHEREAS, The district continues to operate under various fiscal constraints, such as state-mandated revenue caps, which place restrictions on the district's ability to raise funds to meet its education objectives and requirements; now, therefore, be it

RESOLVED, That the Board direct the Administration to obtain a fiscal analysis of the district's pension and health insurance benefits for its active and retired employees in order to accomplish the following objectives:

1) to determine the current and future costs and fiscal impact of these benefit plans;
2) to develop a history of changes made to these plans and the resulting costs;
3) to quantify the district's financial obligation for post-retirement health and pension plans;
4) to provide a benchmark of the district's benefits in comparison to its peers and comparables; and
5) to determine if the benefits are accomplishing the original objectives, current objectives, and operational needs; and be it

FURTHER RESOLVED, That the Board authorize the Administration to secure the necessary actuarial and consulting resources on an expedited basis to deliver this fiscal analysis by November 15, 2002.

Administration's Analysis

1. The Administration is in agreement with the resolution and is prepared to provide a fiscal analysis of the district's pension and health insurance benefit plans that will accomplish the above stated objectives.

2. The Administration has outlined a scope of work and has made arrangements to secure the services of the district's pension actuary (Ernst & Young) and health actuary (Milliman USA) to perform the analysis by the specified deadline of November 15, 2002.

3. Because health and pension are equally complex, but distinctly different, specialties, a separate but compatible fiscal analysis will be performed for the pension plans and for the health insurance benefit plans. These fiscal analyses will provide beneficial information that will be helpful in numerous areas such as forecasting budget expenditures, strategic planning, and teacher staffing.

Strategic Plan Compatibility Statement

4. The fiscal analysis of the district's pension and health insurance benefit plans is consistent with the practice of fiscal responsibility and is compatible with the Board's missions and goals.

Statute, Administrative Policy, or Board Rule Statement

5. No administrative policy or board rule would require modification for the Board to approve the resolution.

Fiscal Impact Statement

6. The two fiscal analyses can each be accomplished on a not-to-exceed basis of $45,000 within the defined scope. Sufficient funds are available in the health insurance budget code 1-10-4-870-600-241-500000 and the district's two pension trust funds.

Implementation and Assessment Plan

7. The Administration is prepared to provide the requested information by the required deadline of November 15, 2002.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 12) Action on a Request to Authorize the Administration to Retain a Placement Agent and Legal Counsel for the Purpose of Borrowing QZAB Funds

Background

1. The Qualified Zone Academy Bond (QZAB) program is sponsored by the Internal Revenue Service (IRS) and provides interest-free capital for the purpose of promoting special academic programs in partnership with the business community. Each year since 1998, the U.S. Department of Revenue has provided an allotment of QZAB funding authority to all 50 states. The states, in turn, have been directed to allocate QZAB funding authority to qualifying school districts.

2. The State of Wisconsin has previously allocated $8.6 million of QZAB funding to MPS. At its December 2001 meeting, the Board authorized the Administration to borrow $8.6 million for the purpose of obtaining furniture and equipment for the new Bradley Technical School. These purchases are being made and will continue until the $8.6 million is exhausted.

3. The State has recently allocated an additional $4,979,000 million in QZAB financing to MPS for the purpose of funding QZAB-eligible renovation projects associated with the Neighborhood Schools Initiative.

4. As was the process for the previous QZAB borrowing, the Administration is requesting that the Board authorize it to retain a placement agent to solicit bids from potential QZAB lenders. The Administration is also requesting authority to retain bond counsel to develop the financing agreements necessary to complete the borrowing.

5. In the previous QZAB borrowing, the law firm of Foley & Lardner was retained as the district's bond counsel. They devoted considerable time to establishing the district's QZAB process and developing the required QZAB documentation. Given that their efforts exceeded expectations, and given that their quote for the current QZAB offering is competitively priced, the Administration is recommending that Foley & Lardner be retained as bond counsel.

6. A Request for Proposal (RFP) was issued for the purpose of selecting a placement agent for the current QZAB financing. The placement agent is responsible for soliciting bids for the QZAB offering from qualified financial institutions.

7. Two vendors responded to the RFP: one firm is Stifel, Nicolaus, which MPS used in the December 2001 QZAB offering; the other firm is Siebert, Brandford, Shank,, a HUB firm located in Chicago. Both firms bid the same price, 1% of the total QZAB offering. The Administration recommends that Siebert, Brandford, Shank be awarded the contract.

8. The Administration will return to the Board for approval of the required legal agreements, including the Placement Memorandum, Lease Purchase Agreement, and Escrow Agreement. These agreements will be delivered to the Board in advance for review.

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, Administrative Policy, or Board Rule Statement

10. The recommendation is consistent with Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

11. The Board's approval will authorize the Administration to enter into contracts with Foley & Lardner as bond counsel and with Siebert, Brandford, Shank as placement agent. The cost for both of these services for the first QZAB financing totaled approximately $140,000. The cost of these services for the current QZAB financing is expected to be under $100,000. Issuance costs will be deducted from the QZAB proceeds.

12. MPS will borrow $4,979,000 from the financial institution providing the most favorable terms. MPS will repay this amount over approximately 14 years. MPS will not pay interest expense on the borrowed funds; rather, the IRS "pays" the interest expense to the financial institution in the form of tax credits.

Budget Codes: Revenue 1-40-3-000-000-875255
Expenditures 1-40-4-875-600-255000

Implementation and Assessment Plan

13. Following the Board's approval, the Administration will retain Foley & Lardner to develop the legal agreements necessary to effect the QZAB borrowing. The Administration will also retain Siebert, Brandford, Shank to act as placement agent for the purpose of identifying financial institutions interested in providing the district with $4,979,000 in QZAB financing. The Administration will bring the required legal agreements to the Board for approval.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts with Foley & Lardner to act as bond counsel and with Siebert, Brandford, Shank to act as placement agent in connection with the QZAB borrowing of $4,979,000.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 13) Action on a Request for Authorization to Enter Into a Medicaid Billing Software-and-Support Contract

Background

Milwaukee Public Schools has billed Medicaid for reimbursement of medical costs since September 1998. Software vendors were solicited for Medicaid billing through RFP (#339) in July 2002.

Administration's Analysis

1. MPS received one response from vendors — the respondent was MJ Care, Inc.

2. Milwaukee Public Schools contracted with MJ Care, Inc., for its Medicaid billing software in the past and has been satisfied with both the product and the vendor's commitment to customer service.

3. The review committee has recommended awarding the contract to MJ Care, Inc.

4. The contract will be for a term of one year, with the ability to extend the contract for two additional years. The cost of the contract is $8,712 per month, or $104,544 annually.

Strategic Plan Compatibility Statement

5. The recommendation is consistent with Administrative Policy 3.09.

Statute, Administrative Policy, or Board Rule Statement

6. Approval of this item does not require a change in adminidtrative policy.

Fiscal Impact Statement

7. This item authorizes expenditures. The funding for this contract, in the amount of $104,544 per year, is available in the Special Services account (1-10-4-785-584-312-252000).

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into the contract with MJ Care, Inc.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 14) Action on a Request for Authorization to Enter into a Sole-source Contract with NCS Pearson for Software Support

Administration's Analysis

1. As the fiscal agent for Milwaukee's federal Title I allocation, the Milwaukee Public Schools' Title I Office funds computer -assisted instruction (CAI) Labs in approximately 65 non-public schools. Many of these schools use "SuccessMaker," a comprehensive software curricular package, to address learning goals in their CAI programs.

2. In order to ensure continuity of services to these labs, the Title I office contracts with NCS Pearson for their "Software Support Plus" offering, which includes the following:

a. unlimited telephone support
b. on-site support
c. telephone support for customer-performed installation of PTFs and new releases, and on-site support for installation of same if not customer-installable, if on servers or workstations on which NCS has previously installed the licensed product
d. at the customer's request, assignment to the customer of specific personnel to service the customer's needs
e. at the customer's request, an annual server software inspection, including testing of the licensed product for proper functionality; and
f. the right to receive PTFs, as they become available, to address any error that the customer may be experiencing in using the licensed product, at no additional charge.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

4. The recommendation complies with Administrative Policy 3.09, Purchasing and Bidding Requirements, as a sole-source contract.

Product-specific software support is not subject to HUB review.

Fiscal Impact Statement

5. Payment for Software Support Plus will be set at the rate of $100 per software license and will be paid in quarterly installments. Payment will be due 30 days in advance of the quarter in which service is

to be delivered. The total compensation to the contractor for services performed under the Agreement shall not exceed $66891.65. Funds are allocated in the current year's Title I Budget.

Implementation and Assessment Plan

6. Coverage will extend from August 31, 2002, until August 30 2003. CAI lab managers and administrators at participating sites will be given contact and coverage information that will allow them to access services as needed. NCS Pearson will supply the CAI office with information on incident rates and resolutions as requested.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract with NCS Pearson at a cost not to exceed $66,891.65 to provide software support services as outlined above.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 15) Action on a Request for Authorization to Enter into a Sole-source Contract with NCS Pearson for Training Support

Administration's Analysis

1. As the fiscal agent for Milwaukee's Federal Title I allocation, the Milwaukee Public Schools' Title I Office funds computer-assisted instruction (CAI) Labs in approximately 65 non-public schools. Many of these schools use "SuccessMaker," a comprehensive software curricular package, to address learning goals in their CAI programs.

2. In order to ensure that these labs are supported by lab managers, administrators, and school staff who are capable of best practices in the administration and utilization of the software, the Title I office contracts with NCS Pearson for product specific training support, which includes training and professional development of staff members of MPS or Title I non-public schools using NCS Pearson courseware and software. Seventy Training and professional development days will be used during the [term of the contract].

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

4. The recommendation complies with Administrative Policy 3.09, Purchasing and Bidding Requirements, as a sole-source contract.

HUB-certified	Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	50%*	92%*	0%, Board goal later encouraged	5%M 13%W	$77,500	Professional Development Trainer	Service

* These numbers reflect the Skylight team assigned to the MPS project only.

Both Pearson and Skylight have submitted Affirmative Action statements.

Fiscal Impact Statement

5 The total compensation to the contractor for services performed under the Agreement shall not exceed $77,500. Funds are allocated in the current year's Title I Budget, Account Code 1-14-4-160-600-312-110500.

Implementation and Assessment Plan

6. Contract will extend from August 31, 2002, until August 30 2003. Training days and activities will be arranged through the Title I CAI Office for non-public schools.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract with NCS Pearson at a cost not to exceed $77,500 to provide training services as outlined above.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

The Board adjourned at 10:40 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 28, 2002

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

Present — Directors Blewett, Dannecker, Gardner, Hardin (6:40 PM), Horton, Johnson (7:00 PM) and President Spence — 7.
Absent and excused — Directors Morales and O'Neil — 2.

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

August 27, 2002

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 Wednesday, August 28, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering and taking action on the terms of an employment agreement for Superintendent of Schools William Andrekopoulos.

Pursuant to Wisconsin Statutes, Section 19.85(1)(c), the Board may retire to executive session for the purpose of considering employment and compensation matters relative to the terms of an employment agreement for Superintendent of Schools William Andrekopoulos.

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

LYNNE A. SOBCZAK
Interim Board Clerk

Director Horton moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(c), for the purpose of considering employment and compensation matters relative to the terms of an employment agreement for Superintendent of Schools William Andrekopoulos.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Horton and President Spence — 5.
Noes — None.

The Board retired to executive session at 6:34 PM.

The Board adjourned from executive session at 8:37 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 9, 2002

Special meeting of the Board of School Directors called to order by President Spence at 5:38 PM.

Present — Directors Blewett (6:46 PM), Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

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

September 6, 2002

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 PM on Monday, September 9, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering employment, compensation and performance-evulation data relative to the employment of an individual as Superintendent of Schools and the terms of an employment agreement for that individual.

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-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may retire to executive session to consider employment, compensation and performance-evulation data relative to the employment of an individual as Superintendent of Schools and the terms of an employment agreement for that individual.

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

LYNNE A. SOBCZAK
Interim Board Clerk

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(c), for the purpose of considering employment, compensation and performance evaluation matters relative to the employment of an individual as Superintendent of Schools and the terms of an employment agreement for that individual.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

The Board retired to executive session at 5:42 PM.

The Board adjourned from executive session at 6:50 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 12, 2002

Special meeting of the Board of School Directors called to order by President Spence at 7:17 PM.

Present — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

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

September 10, 2002

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 6:45 PM on Thursday, September 12, 2002, in Room 155 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering employment, compensation and performance-evulation data relative to the employment of an individual as Superintendent of Schools and the terms of an employment agreement for that individual.

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-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may retire to executive session to consider employment, compensation and performance-evulation data relative to the employment of an individual as Superintendent of Schools and the terms of an employment agreement for that individual.

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

LYNNE A. SOBCZAK
Interim Board Clerk

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(c), for the purpose of considering employment, compensation and performance evaluation matters relative to the employment of an individual as Superintendent of Schools and the terms of an employment agreement for that individual.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.
Temporarily absent — Director Blewett — 1.

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

The Board adjourned from executive session at 8:29 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 17, 2002

Special meeting of the Board of School Directors called to order by President Spence at 5:38 PM.

Present — Directors Dannecker, Gardner, Hardin, Horton, Johnson, Morales, and President Spence — 7.
Absent and excused — Directors Blewett and O'Neil — 2.

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

September 16, 2002

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 PM on Tuesday, September 17, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering employment, compensation, and performance-evulation data relative to the employment of an individual as Superintendent of Schools and the terms of an employment agreement for that individual.

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-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may retire to executive session to consider employment, compensation, and performance-evulation data relative to the employment of an individual as Superintendent of Schools and the terms of an employment agreement for that individual.

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

LYNNE A. SOBCZAK
Interim Board Clerk

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(c), for the purpose of considering employment, compensation and performance evaluation matters relative to the employment of an individual as Superintendent of Schools and the terms of an employment agreement for that individual.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, Morales, and President Spence — 7.
Noes — None.

The Board retired to executive session at 5:40 PM.

The Board reconvened in open session at 5:45 PM.

Director Johnson moved that the Board approve the Superintendent Employment Agreement with Mr. William Andrekopoulos as written.

The agreement was approved on the following vote:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, Morales, and President Spence — 7.
Noes — None.

The Board adjourned at 5:49 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 17, 2002

Special meeting of the Board of School Directors called to order by President Spence at 5:50 PM.

Present — Directors Blewett (6:10 PM), Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil (6:55 PM), and President Spence — 9.
Absent — None.

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

September 13, 2002

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, September 17, 2002, 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, 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, Local 1616, and the Building Trades.

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
Interim 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 above.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, Morales, and President Spence — 7.
Noes — None.

The Board retired to executive session at 5:53 PM.

Director Hardin left at 6:32 PM.

The Board adjourned from executive session at 6:43 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 26, 2002

Special meeting of the Board of School Directors called to order by President Spence at 6:06 PM.

Present — Directors Blewett, Dannecker, Gardner, Hardin (6:10 PM), Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

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

September 25, 2002

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 PM on Thursday, September 26, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of receiving an update on, and considering and possibly taking action on collective bargaining negotiations strategy with respect to contract negotiations with the Milwaukee Teachers' Education Association-Teachers.

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 unit mentioned above. The Board may reconvene in open session to take action on matters discussed in executive session.

LYNNE A. SOBCZAK
Interim Board Clerk

Director Dannecker 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 with the Milwaukee Teachers' Education Association-Teachers.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

The Board retired to executive session at 6:10 PM.

The Board adjourned from executive session at 6:54 PM.

LYNNE A. SOBCZAK
Interim Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 26, 2002

Regular meeting of the Board of School Directors called to order by President Spence at 7:05 PM.

Present — Directors Blewett, Dannecker, Gardner, 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, 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:

Christopher Napierala,
Teacher,
Morse Middle School

Christopher Napierala has been a teacher with the Milwaukee Public Schools for almost twenty years, seven of them at Samuel Morse Middle School. A model of lifelong learning for students, Mr. Napierala has continued his education consistently in the years since college. In doing so, he is able to offer his students the most up-to-date information and curricula possible. As a representative of the Building-Construction Trades/MPS Partnership and the International Technology Education Association, Mr. Napierala shows his dedication to the awareness of the value of trade and technology education.

Mr. Napierala's passion for teaching and for his field of study is contagious in his students. He has taken great pains to help maintain an excellent trade and technology education program at Morse in an era when these programs are disappearing in many schools due to budgetary restrictions. Mr. Napierala's independent grant writing has not only been instrumental in sustaining the program at Morse, but it has also provided technology beyond the regular curriculum. Due to his application for a Carl Perkins grant, Morse now has a CAD lab for students to use in order to learn higher-level technological skills.

Mr. Napierala promotes service learning in his classroom by involving students in community-service activities. His students create wooden toys for patients at Children's Hospital. He integrates lessons with the science department in order to beautify the school grounds with plants and flowers. These beautification efforts were rewarded in his winning the 2000 Mayor's Landscape Award.

Mr. Napierala is committed to providing students with an outstanding education in trade and technology education. Mr. Napierala makes every effort to broaden the field of career choices to students and gives them the information they need in order to make informed decisions about career options open to them in the future. His standards-based classroom embraces math and science standards, helping students to better understand the interconnectedness of their academic endeavors.

The Milwaukee Board of School Directors and the entire school community recognize Christopher Napierala 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.

Other Awards and Commendations

Schools

Cooper Elementary School distributed potentially life-saving information and equipment during parent-orientation days. Parents of K4 and K5 pupils received information on the safe use of automobile booster seats, and those needing the seats were given one free, which was made possible with the help from the "Booster America" program sponsored by the Ford Motor Company Fund.

Many schools honored the memory of victims of the September 11, 2001, terrorist attacks with a variety of individual school activities. Golda Meir School, Browning Elementary School, Hampton Elementary School, and Sixty-eighth Street Early Childhood Center held an array of events, including a peace walk, fundraisers, and special assemblies with a variety of distinguished speakers.

Staff

Beth Schefelker, a teacher at Thoreau Elementary School, has been chosen as a finalist for the Presidential Awards for Excellence in Mathematics and Science Teaching sponsored by the Wisconsin Department of Public Instruction and supported by the National Science Foundation.

Roxie Hentz, a teacher at Hartford University School, placed first in the state of Wisconsin for the SBC/Ameritech-sponsored Excellence in Teacher Economics Awards Program for elementary school teachers for the "Economic Enterprise" project.

Larry Reed, Milwaukee Recreation Supervisor, was selected as Wisconsin's Afterschool Ambassador for the 2002-2003 school year by the Afterschool Alliance. He will serve a one-year term, working to build grassroots support for after-school programs, including the 21st Century Community Learning Centers.

Mike Broderick, Art Specialist at Milwaukee High School of the Arts, will be recognized by the Friends of the School of Education at the University of Wisconsin-Milwaukee as part of their Tribute to Teachers on October 3, 2002.

Departments

The National Recreation and Park Association has selected the MPS Department of Recreation as the winner of its prestigious 2002 Kudos Overall Communicator Award, Class IV (for departments serving over 150,000 residents). This award recognizes Recreation as the agency that best communicates and promotes the value of recreation to the public across all media of communication.

Milwaukee Recreation will host the first annual Adaptive Sports Open House at Bay View High School on October 19. It will showcase the exciting and innovative competitive sports offered for individuals with physical, visual, and other health impairments.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of August 2, 3, 5, 12, 13, 15, 21, and 22, 2002, were approved as printed.

* * * * *

COMMUNICATION FROM THE ACTING DIRECTOR, OFFICE OF BOARD GOVERNANCE/INTERIM BOARD CLERK

(Item A) Possible Appointment of an Individual to the Position of Director, Office of Board Governance; Designation of that Individual as Board Clerk; and Approval of and Authorization to Execute an Employment Contract for that Individual or Determination of the Process for Filling the Position

TO THE BOARD OF SCHOOL DIRECTORS:

At the request of President Spence, the matter of the filling of the position of Director, Office of Board Governance/Board Clerk has been scheduled for consideration at this evening's meeting.

LYNNE A. SOBCZAK
Interim Board Clerk

Ordered held for consideration at the end of the meeting.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

- Committee on Innovation/School Reform, Item 5, a resolution regarding the development of a Department of Non-Traditional Schools; and
- Committee on Finance/Personnel, Item 8, creation of Administrative Policy and Administrative Procedure 8.46, Accommodations of Religious Belief.

On the motion of Director Hardin, the balance of the Committees' reports was approved, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, 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) Report on Response to Item B of Resolution 0203R-017 by Director Dannecker Regarding the Improvement of Special Education Services

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

Background

At its meeting on June 27, 2002, the Board approved the following resolution 0203R-017 by Director Dannecker regarding the improvement of special education services:

> WHEREAS, The Board and the Superintendent have the statutory obligation to identify yearly objectives and priorities for education, and to assess annually progress of pupils; and

WHEREAS, Under the direction of the Board, the Superintendent has general supervision of the manner of conducting the schools; and

WHEREAS, The Superintendent has identified reorganization of the Division of Special Services and improving service delivery as a strategic priority, and has introduced a number of initiatives to achieve this end; and

WHEREAS, The District faces numerous challenges to improve continuously all elements of service delivery in Exceptional Education; and

WHEREAS, The District must move expeditiously to implement programs it has identified as improving both organization and service delivery; and

WHEREAS, Implementing and demonstrating the effectiveness of programs in continually improving compliance and service delivery is the best means of avoiding future discontent with district services; and

WHEREAS, The District can improve its relationships with stakeholders by making visible aggressive efforts to implement and expand program initiatives, while gathering stakeholder input for continuous improvement, in an effort to improve exceptional education services as quickly as reasonably possible; and

WHEREAS, The District has developed initiatives to improve compliance assurance and service delivery, and to identify and meet changing legal requirements; and

WHEREAS, The Department of Public Instruction ("DPI") has proposed measures for implementing continuous improvement reorganization efforts designed to improve service delivery and assure compliance (the "SOAP"); and

WHEREAS, The Board desires to implement changes desired by DPI subject to constant refinement through continuous assessment and improvement in order to make MPS the national leader in both legal compliance and delivery of exceptional education services; now, therefore, be it

RESOLVED, That:

A. By June 30, 2002, the Administration shall present to the Board a plan for a seminar to be held before the end of September and made available to all parents, advocates, teachers and principals, explaining in understandable language IDEA; the obligations and roles of parents and school personnel in implementing IDEA; the District's approach to IDEA and how it is based upon best practices and continuous improvement; the parental dispute resolution process; and other pertinent issues. This plan should include a proposal for low-cost but EFFECTIVE dissemination of invitations to parents and school personnel to attend this seminar, as well as a proposed schedule for future sessions.

B. By July 30, 2002, the Administration shall present to the Board a plan for soliciting, on a regular basis, input from stakeholders, including ALL parents, ALL advocates, ALL teachers and ALL principals in order to:

- identify issues;
- develop goals and strategies that are appropriate for improving services based on this input;
- develop goals and strategies for these issues as appropriate upon evaluation of these issues;
- develop data systems to monitor progress in meeting goals and strategies as they are developed and implemented;
- and develop a plan for identifying related training needs.

Commencing in June, monthly reporting by the director of Special Services to the Board shall include update on the process of soliciting and evaluating or responding to stakeholder input, measures taken to gather input, whether they are effective, and steps to be taken for improvement.

C. By August 30, 2002, present to the Board a plan for [the development of] the following:

1. A plan with a timeline for making the problem-solving model available to parents in every school. Monthly reporting by the DSS to the Board shall include a report on deployment of the problem-solving model and status of implementation in each school. The plan described in this paragraph shall include strategies for obtaining understanding and acceptance of the problem-solving model in all schools.
2. A clearly articulated philosophy and best-practices approach to exceptional education, reflecting use of the problem-solving model in some schools and understandable to laypersons; and a strategy for implementing this approach in every school, including development of benchmarks for areas in need of improvement and use of data and measurable information for assessing progress in service improvement.

D. By September 30, 2002, the Administration shall present to the Board:
1. An identification of areas in which services have been questioned or can be improved (including, but not limited to, issues related to student transfers, transfer of records, enrollment and responsiveness to parents and advocates); a description of benchmarks to be used in measuring progress in such areas, and a proposed schedule for meeting specific goals.
2. A plan for communicating to parents, schools, and the public regarding the above subject areas on an ongoing basis.

Administration's Report

1. As we continue to revise our plans for dissemination of information, we are incorporating a plan to solicit input from all parents and all other stakeholders. The following informational report addresses Item B of the resolution.

2. On Saturday, October 12, 2002, the Task Force on Special Education and Supportive Services, in collaboration with the Parent Center and the Department of Special Services, will be holding its annual Parent Forum from 8:30 a.m. to 2:30 p.m. at Gaenslen School. The Department of Special Services will present two one-hour sessions to address the issues in the resolution. Parents, advocates, teachers, community members, and principals will be notified of the Parent Forum through a notice in the Administrator's Bulletin, e-mail, school announcements, press releases in community newspapers, and other methods of communication as determined in collaboration with stakeholder groups.

3. A Steering Committee is being formed to make decisions regarding future seminars. The committee shall be composed of representatives from the Board of School Directors, Department of Special Services, Parent Center, the Task Force on Special Education and Supportive Services, parent advocacy groups, community members, and school staff. This committee will determine the seminar formats, the schedule for future presentations, and how the invitations to *all* stakeholders will be disseminated.

4. By the end of October, we expect to present our revised plan for both in-services and soliciting input as part of the deployment plan for district reorganization. The revised plan will also include further elaboration of Items A and B.

* * * * *

(Item 2) Quarterly Report on Special Education Compliance

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

Background

At its meeting on September 25, 2001, the Board approved the addition of five special education leadership liaison positions to the Department of Leadership Services (for a total of six positions). The leadership liaison positions were created to support the leadership specialists in ensuring implementation and compliance with the Individuals with Disabilities Education Act (IDEA) and other laws that apply to the district's students with disabilities. As a follow-up to the creation of the additional liaison positions, the Board requested a quarterly report on special education compliance.

Administration's Report

The following compliance information is based on data reported as of August 31, 2002.

90-Day Timeline Compliance (08/31/01 to 08/31/02)

	Completed	Open
Initial Referrals	3,949	249
Re-evaluations	6,125	44

Open initial referrals for evaluation and open re-evaluations must be completed within 90 days of initiation or activation. The open initial evaluations or re-evaluations are in the process of being completed within the 90-day timeline or are being completed with a timeline extension approved by the parent.

Annual IEP Compliance (08/31/02)

School Type	Overdue
MPS	118
Non MPS	62

Many overdue Individualized Education Plans (IEPs) are for special education students who have recently returned to MPS schools or non-MPS sites since the end of the school year.

The Administration anticipates that, once the Board's recently instituted Committee on Special Education begins to meet, the Administration will seek the Board's approval to make the Quarterly Report on Special Education Compliance a component of the monthly report that will be submitted to that Committee.

* * * * *

(Item 3) Action to Amend Administrative Policy 7.38, Balanced Assessment System, to Allow Schools to Use Program-specific Diagnostic Literacy Assessments in Grades K-5, 1, and 2

Background

1. In October 2000, the Milwaukee Board of School Directors adopted Administrative Policy 7.38, Balanced Assessment System, which uses diagnostic literacy assessments, longitudinal assessments of student growth, and classroom assessments to monitor student achievement and program efficacy and to provide feedback for teaching and learning.

2. The diagnostic early childhood literacy assessment, administered in grades K5, 1, and 2, is to be "a standardized assessment measure throughout the district." Its primary purpose is "to improve teaching and learning and to inform parents and educators of students' literacy status."

3. In December of 2000, the district issued an RFP for the purchase of a diagnostic early childhood literacy assessment. RFP requirements stipulated that the assessment tool was to be independent of any specific textbook series and programmatic emphasis. The intent was to obtain a tool that would provide educators across the district with information to plan reading instruction regardless of a school's approach to reading. The On the Mark assessment was selected by the review panel, and implementation began with professional development during the spring of 2001.

4. In August 2002, the Administration received a letter from the Milwaukee Initiative of Direct Instruction Schools, formally requesting an exemption from the On the Mark assessment. According to the principals who signed the request, the direct instruction approach to reading has frequent formative assessments embedded in the instructional process that help educators plan instruction. The principals expressed concern that the time involved in administering the On the Mark constitutes a loss of valuable teaching/learning time because of its lack of alignment to lessons in direct instruction.

Administration's Analysis

5. Staff in other schools have conveyed concerns to Administration regarding alignment of the On the Mark assessment with their specific curricula. Because the assessment was chosen, in part, based on its independence of specific curricular approaches, this is not surprising; however, since the primary purpose of

the tool — to inform the teaching and learning process — is not being realized in some schools, the Administration recommends that Policy 7.38 be amended to allow schools to use diagnostic measures of early literacy that are best aligned with their unique reading programs.

6. Schools that choose to use measures other than On the Mark must have them approved via a joint effort between the Office of Research and Assessment and Curriculum & Instruction. If approved, they must devise a reporting format that synthesizes results from their assessments to produce a proficiency level in reading and writing. These proficiency levels are to be entered twice per year in the Student Promotion System (SPS).

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

8. The Administration's recommendation is consistent with federal and state statute, but would require a change in Board Policy 7.38, Balanced Assessment System.

Fiscal Impact Statement

9. There will be no additional costs to implement this policy change.

Implementation and Assessment

10. As per Graduation/Promotion Requirements, Policy 7.37, school staff will be required to utilize results from classroom-based assessments to obtain reading and writing proficiency levels for students in grades K5, 1, and 2. These levels must be entered twice per year, by the end of each semester.

Committee's Recommendation

Your Committee recommends that the Board adopt the following changes to Section 1 of Policy 7.38, Balanced Assessment System:

1. Diagnostic Literacy Assessments. ~~The district assessment for early childhood literacy will be a standardized measure throughout the district.~~ Each elementary and K-8 school in the district will implement a diagnostic early childhood literacy assessment. The primary purpose of the diagnostic literacy assessment is to improve teaching and learning and to inform parents and educators of students' literacy status and improvement.

MPS Diagnostic Literacy Assessments:
Reading Grades K5 — 2
Writing Grades K5-2

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 4) Approval of Areas to be Opened for Textbook Study for Texts to be Used Beginning with the 2003-2004 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 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

Art, Grades 9-12

Business Education
Record keeping
Introduction to Business Careers
Business Careers

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

Health Education
Health Education, Grade 9

Music
History

Social Studies
Justice and You

Trade & Technical
Architectural Drafting
General Building Construction
General Drafting

Middle and Elementary School

Art, K-8 Family & Consumer Education, Grades 6-8 Health, K-8

4. The Superintendent is recommending opening these subject areas for adoption study during the 2002-2003 school year.

Strategic Plan Compatibility Statement

5. The textbook-adoption process addresses the basic principles guiding the overall vision, mission, and goals of the MPS Strategic Plan, as adopted by the Board in March 2000. The choices of text materials are student-centered, promote equity, help children learn to think critically, and offer widespread involvement of teachers, parents, and community members.

Statute, Administrative Policy, or Board Rule 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:

- Principals and teachers are notified;
- 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;
- Publishers are notified;
- Nominations and expressions of interest in serving on textbook evaluation committees for the various subject areas are obtained;
- Textbook evaluation committees are appointed;
- Textbook evaluation committee members are inserviced on selecting materials to promote multiculturalism and deep thinking;
- 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;
- 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;

- 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;
- Recommendations from the textbook evaluation committees are reviewed by the director of Educational Services 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 early October 2002. They will conduct the study during the months of November-April 2003 and submit a recommendation to the superintendent by early May. The superintendent will submit recommendations to the Board of School Directors in May 2003.

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 2003-2004. The new texts would be implemented in the 2003-2004 school year.

Fiscal Impact Statement

10. Approximately $8.8 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 FY03 adopted budget.

11. 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 2003. At that time, the recommendation for purchase of textbooks will include the costs of the texts.

12. The cost of paying teachers to serve on the textbook evaluation committees is approximately $50,000. Funds are available in the FY03 budget 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

Art, Grades 9-12

Business Education
Record keeping
Introduction to Business Careers
Business Careers

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

Health Education
Health Education, Grade 9

Music
History

Social Studies
Justice and You

Trade & Technical
Architectural Drafting
General Building Construction
General Drafting

Middle and Elementary School

Art, K-8 — Family & Consumer Education, Grades 6-8 — Health, K-8

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 5) Action on Resolution 0203R-014 by Director Johnson Regarding the Development of a Department of Non-Traditional Schools

Background

At its meeting on May 30, 2002, the Board referred the following resolution by Director Johnson to the Committee on Innovation/School Reform:

WHEREAS, It is the goal of MPS and this Board to offer a variety of quality educational opportunities for increased parent satisfaction, student achievement and student success; and

WHEREAS, In an effort to improve efficiency and consolidate all contracted-school functions, the FY03 budget moved the MPS Division of Small Community Schools operations under the Office of Board Governance; and

WHEREAS, By assuming responsibility for oversight of both the MPS Small Community Schools, and the Charter Schools, it is expected that the Office of Board Governance facilitate the development of a more efficient, universal set of policies, procedures, and practices for the operation, accountability, and oversight of these programs; now, therefore, be it,

RESOLVED, That the Administration be directed to identify a designee to work with the Director of the Division of Small Community Schools and the Charter School Program Administrator to develop a plan to revise the MPS organizational chart to include an Office of Non-Traditional Schools, to report to the Administration; and be it

FURTHER RESOLVED, That the plan be reported to the Board no later than November 1, 2002, for implementation in FY04.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution. The Administration has designated Eugene Humphrey to work with Small Community Schools, the Charter School Program Administrator, and the Office of Board Governance to bring forward a plan to be included in the Administration's deployment plan for the district reorganization by the end of October.

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

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neiol and President Spence — 9.
Noes — None.

* * * * *

(Item 6) Action on a Recommendation to Approve a Charter School Contract for Wings Academy

Analysis

1. On November 13, 2001, the Committee on Innovation/School Reform held a public hearing to consider the charter school proposal for Wings Academy. On November 27, 2001, the Board approved the concept of the charter school proposal for possible implementation as an MPS non-instrumentality charter school during the 2002-2003 school year, with specific contingencies. The Board's action directed that the Office of Board Governance, in consultation with representatives from the Administration and the Office of the City Attorney, negotiate a contract for this entity once all specified contingencies had been satisfied.

2. At this time, all specified contingencies have been satisfied, and representatives from Wings Academy, the Office of Board Governance, the Administration, and the Office of the City Attorney have negotiated terms for an MPS charter school contract as follows:

Agency ..... Wings Academy
Term 2002-2005
Maximum FTEs 150

3. Wings Academy is currently open and serving MPS students.

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

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

6. This contract is being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools

Fiscal Impact Statement

7. The funds for this charter school contract were budgeted and approved in the FY03 Board-adopted budget. The FY03 allocation for this contract for 50 FTEs for the 02-03 school year is $334,699.

8. In addition to the Board-approved budget allocations, this charter school has been awarded a DPI Charter School Planning Grant totaling $50,000 and has applied for a DPI Implementation Grant.

Implementation and Assessment Plan

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

Committee's Recommendation

Your Committee recommends that the Board approve this charter school contract with Wings Academy as a non-instrumentality charter school.

Adopted with the roll call vote on the balance of the Committees' 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; Monthly Report of the Independent Monitor on Participation Performance in the Neighborhood Schools Initiative; Annual Census Report, and Acceptance of Donations

Contracts

Roof Replacement

Cooper School

Prime Contractor
Specialty Associates, Inc.
11122 West Rogers Street
West Allis, WI 53227

Low Bidder, Base Bid of.....$361,495.00

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 previously been committed for this project from Facilities and Maintenance account code 1-14-4-243-117-327-255000 (W.O. 2-55277).

Kilbourn School

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 North Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$180,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	100% DBE	45	15	8	Corporation	0

Funds have previously been committed for this project from Facilities and Maintenance account code 1-14-4-243-237-327-255000 (W.O.2-546454).

Total construction contract dollars awarded.....$541,495.00
Total dollars HUB participation $216,149.40
% of DBE participation 33.24
% of MBE participation.....6.68
% of WBE participation 0.00
% of M/WBE participation.....0.00
% Minority employees within company.....13.64
% Women employees within company 8.65

Purchases

Copies of all bids are sent to 10 resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

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

RFP-359 Authorization to Enter into a Contract with the VNA (Visiting Nurse Association) to provide School-based Diabetes Nursing Services

The Administration is requesting authorization to enter into an agreement with the Visiting Nurse Association of Wisconsin to provide school-based diabetes nursing services to MPS students on an as-needed basis for the 2002-2003 school year. The annual value of the contract, which is on is a time-and-materials basis, is estimated at $75,000. The contract includes the possibility of two annual renewals, for a total potential contract period of three years.

Members of the review team used a worksheet to record a numerical score for each bid proposal received. Proposals were reviewed and awarded up to a maximum of 100 points based on the following:

Experience/Company Capabilities ..... 25 points
RFP Services ..... 40 points
Price/Fiscal Impact ..... 35 points

The district received proposals from two vendors. The scoring is listed below.

Company	Total Points
Visiting Nurse Assn. of Wisconsin	92.5
Professional Home Care Services, Inc.	69

Budget Code: 1-25-4-310-600-312-223300

HUB-certified Prime?	Prime Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	793	70	690	10% MBE; 10% WBE	10% MBE; 10.5% WBE	Volume-driven	Home health agency	Nursing services

AA/EEO statement is included in response.

RFP- 360 Authorization to Enter into Contracts with Two Firms — MJ Care, Inc., and Team Rehab, Inc. — to Provide School-based Speech-and-language-therapy Services.

The Administration is requesting authorization to enter into agreements with two firms — MJ Care, Inc., and Team Rehab, Inc. — to provide school-based speech-and-language-therapy services to MPS students on an as-needed basis for the 2002-2003 school year. The annual value of each contract, which will be on a time-and-material basis, is estimated at $60,000 per agency, for a total of $120,000. The contracts include the possibility of two annual renewals, for a total potential contract period of three years.

Two vendors were selected due to the size of the demand and scheduling issues. Members of the review team used a worksheet to record a numerical score for each bid proposal received. Proposals were reviewed and awarded up to a maximum of 100 points based on the following:

Experience/Company Capabilities ..... 25 points
RFP Services ..... 40 points
Price/Fiscal Impact ..... 35 points

The district received proposals from three vendors. The scoring is listed below.

Company	Total Points
Team Rehab, Inc.	95
MJ Care, Inc.	87
Cumberland Therapy Services, Inc.	77

Fiscal Information: FY03 = 1-25-4-310-600-312-223300

Team Rehab

HUB-certified Prime?	Prime Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	4	0	3	10% MBE; 10% WBE	100% WBE*	Total $	Rehabilitation agency	Speech & Language services

AA/EEO statement included.

Team Rehab has identified itself as a non-certified WBE. HUB Program Coordinator has contacted company for further information.

MJ Care, Inc.

HUB-certified Prime?	Prime Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	3 MPS Team**	0	2	10% MBE; 10% WBE	100% WBE*	Total $	Physical & Speech Therapy	School Therapy Services

AA/EEO statement included.

MJ Care, Inc., has identified itself as a non-certified WBE due to annual gross revenues in excess of the certification threshold.

**Company workforce = 602 (21 minority, 540 women)

RFP-361 Authorization to Enter into a Contract with PA Professionals to Provide Substitute Teacher and Clerical Dispatching Services

The Administration is requesting authorization to enter into an agreement with PA Professionals to provide substitute teacher and clerical dispatching services on an as-needed basis for the current 2002-2003 school year. The annual value of the contract, which is on a time-and-materials basis, is estimated at $85,000 and includes the possibility of two annual renewals, for a total potential contract period of three years.

The district received proposals from the following six vendors:

PA Professionals
Kelly Services
Staff One
TempsPLUS
Today's Office Staffing
Westaff

The proposals were reviewed in the Department of Human Resources, with primary consideration being given to qualifications prime & team, RFP response, references, and price/fiscal Impact. The proposal of PA Professionals was selected because it was the low bidder and performed the district's dispatching services in a very satisfactory manner last year.

Budget Code: 1-10-4-762-565-312-264-001

HUB-certified Prime?	Prime Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	80	43	67	5 % MBE; 5% WBE	10% MBE	10%+ of annual dollars	Temporary Staffing Service	Temporary Staffing

Company AA/EEO statement included.

B-5302 Storage Systems (F&M for Bradley Tech)

Recommend authorization to purchase various storage units from the low bidder, Storage Systems of WI, Inc., for a total value of $154,900.00, terms = 0% days. The Board's approval is required because of award value over $50,000. These storage systems are the mobile type used for library media, standard wall-to-wall units, and space savers, which will be used for storage of media files as well as a teaching tool for the students to learn the various types of storage systems available and the appropriate use for each version.

Bidder	Bid	Terms
Storage Sys. of WI, Inc.	$154,900.00	0% — Net 30
Highsmith, Inc.	$316,401.00	0% — Net 30

Funds were automatically encumbered when the purchase requisition was entered.

Budget Code: QZAB FY02 and/or 03: 1-40-4-875-600-551-255000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	Equipment	Equipment

SS-761 110 Laptop Computers (Division of Special Services)

Recommend authorization to purchase 60 Apple and 50 Gateway laptop computers, networking items, printers, AV equipment, and related items totaling an estimated $240,000. Since the computers are being purchased from the manufacturers, a sole source is being requested.

The computers will be used to train staff who work with special education students. The primary software application is the new 4GL system, which is replacing the mainframe Legacy SDXX program. The TAC (Technology Advisory Committee) reviewed and approved this project at its August 22 meeting.

Budget Code: 1-25-4-310-600-551-110500

	Employee Information			HUB Participation				
HUB Certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	$0	—	—

Purchasing Request Summary — September 2002

The HUB Program Coordinator is currently reviewing each of the recommendations above for valid HUB participation, consistent with the Board's action taken on March 26, 2002, that increased HUB goals to 30% MBE and 5% WBE on all contracting efforts throughout the district.

Total contract dollars to be awarded.....$674,900
Total dollars eligible for HUB participation.....$280,000
Total HUB dollars $143,875
Total % of HUB vendor participation 51.3
% of MBE participation.....10
% of WBE participation 41.3

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

September 2002

Neighborhood School Initiative
Participation Performance Report

Participation Plan's Use and Revision

The Participation Plan outlines the MPS NSI Project's requirements for participation by historically underutilized businesses (HUB firms); submission of required reporting forms; goals for hiring underemployed residents; guidelines for MPS students and parent engagement and describes the role of the MPS NSI Independent Monitor.

The Participation Plan (The Plan) was first used in conjunction with NSI Science Room Remodeling Request for Quote (RFP), dated June 19, 2002; next used with RFQ pertaining to the NSI Library Addition and Renovations for Mitchell School and subsequently with the issuance of Request For Proposal (RFP) to retain the professional services of a construction management firm/team to assist the DFMS in the construction management (CM) of the building/renovation components of the Neighborhood Schools Initiative (NSI).. At the time of this writing the CM Services RFQ was still out for bid. For both the Science Labs and Mitchell Street issuances of The Plan, all former MPS Department of Facilities and Maintenance (DFMS) bid documents were required to be submitted as well as all new forms outlined in the Participation Plan — even were there was clear duplication of data.

Undoubtedly some degree of bidding confusion resulted from the use of the new procedures outlined in the Participation Plan. Additional potential misunderstandings resulted from using both the old and new procedures and forms. While few if any actual conflicts existed between the two processes, the added paperwork and time required to complete all forms coupled with new procedures which required the bidder to obtain signed affidavits from their HUB subcontractors acknowledging the use of the HUB firm's name to perform a specific task, for a specific price — all before bid submittal, noticeably overwhelmed bidders new to this process. However, the new Participation process is not new to all Service Providers in the Milwaukee Metropolitan area.

Revisions

In an effort to demystify the bidding process and attract more bidders rather than repel them, DFMS has recommended that only the apparently lowest responsive and responsible bidder be required to submit the new Participation Plan forms. All former DFMS forms will continue to be due at bid time. Upon notification of the potential Contract Award, the single bidder would have 24 hours to submit all properly executed Participation Plan forms. Theses forms must be in complete agreement with documents submitted at the time of bid. (i.e. All HUB firms originally listed and their potential contract award must remain the same in the new transmission of Participation Plan Schedules. The process will simply assure DFMS and the Office of Neighborhood Schools that the HUB firms used in conjunction with the pending Contract Award are aware of the potential obligation to which their name(s) is/are being used and that they agree to perform the work at the price quoted).

Additionally, the Participation Plan language regarding HUB firm self performance of work and how Participation Credit is granted to HUB firms operating at the Prime or First Tier level will be revisited and revised. Once complete, the plan will make clear that HUB firms at the First Tier level must meet the goals established for the project, for which they are bidding, either through self performance or subcontracting. However, if the project has goals for both MBE and WBE participation, the HUB firm will be required to subcontract for the participation for which they themselves cannot fulfill. One firm, even if dually certified as an MBE and WBE cannot fulfill both MBE and WBE goals.

In addition to correcting any original typing or grammatical errors found since the original printing, language will also be changed to clarify Service Provider options for student engagement.

Project Comments

General

Goal Adjustments

The DFMS and HUB office reduced the Residency Preference Program (RPP) hiring goals from 25%, as outlined in the MPS Neighborhood Schools Plan Final Report dated August 24, 2000, for both the Mitchell Street Project and the Construction Manager RFP to 5%. It is the opinion of the Independent Monitor that the 25% goal established for RPP may be unobtainable for projects to be undertaken by the NSI program, using current project delivery methods. However, no analysis has been conducted to support the lack of availability of qualified residents and existing workers registered and available for the program. Areas which present obstacles to achieving the goals are: State of Wisconsin Apprenticeship guidelines, Bonding Requirements, Union contracts and hiring guidelines, contractor compliance, length of projects, and complexity of projects, amongst others.

Work to be Re-bid

Both the Science Lab and Mitchell Street Projects will be repackaged and sent out for re-bid by interested contractors in an effort to bring the projects more inline with original cost estimates. While it does not appear as though confusion surround the Participation Plan added to the prices quoted, it is possible. It is more likely that documents or information used by all bidders to formulate their estimates provided an opportunity for ambiguity, resulting in inflated prices being quoted.

Student/Parent Engagement

Student Summer Employment

Nine employed students have completed their summer work period as of August 31, 2002. The MSM students have not been scheduled to continue work during this school year as of this report date. The PRISM

students are currently discussing school year work hours and the FMS student is being contacted to determine his availability to work after school.

Employers will complete student evaluations by the week of September 16, 2002. Students have been asked to also prepare an evaluation and feedback document on their experience.

Student Recruitment

The current student enrollment pool is at 413 students, freshmen through seniors. More than 140 students (juniors and seniors) were invited to the first student orientation on August 19, 2002. Twenty-five students attended the orientation.

Student Job Placement

The next step for student placement is for students who attended the August orientation to participate in a pre-employment training session to be scheduled by the end of September. At this time students will be prepared for interviewing for positions currently available with Architects.

Beginning next month, we will provide a brief write up from a different student each month, outlining the student's summer work experiences in a narrative entitled "In their own words". However, the document will be edited for the allotted space requirements.

Service Provider Assistance

Denise Patton of BDP & Associates, as a part of the Independent Monitoring Team continues to work closely with Mr. Tyrone Dumas of MPS to develop the guidelines for student engagement. Ideas have surfaced out of those discussions which will assist Service Providers in overcoming transportation, hours of operation and other challenges in their efforts to get started working with high school students. Many of the firms have never attempted to hire high school students — regardless of location of the school or school system.

Workforce/Residency Preference Program Performance

Residential Preference Program

At present, the US Census Bureau has completed detailed family employment, financial and poverty census track analysis for nearly 35 states across America. This data will be used to provide MPS with justification to expand its Residency Preference Program to include more areas of the city where both working and unemployed families and individuals live in poverty. The Census Bureau's schedule of completion, however, has not been implemented in a manner which allows the Independent Monitor to project when complete data for Wisconsin will be available for viewing, as the work has not been done in alphabetical order, nor any other easily recognizable pattern.

Detailed data is now available on the internet for states in the midwest, east, north, west, and south. Large states and less-populated states have been concluded as well. The work has involved Alaska through Wyoming, but not in alphabetical order. Since the Bureau had committed back in February of this year to have Wisconsin's data posted by July 2002, efforts are being made weekly to track the Bureau's progress.

Expenditures and HUB Participation

DFMS Contracts for Construction Services

The majority of all MPS Neighborhood School Initiative expenditures will be in construction related activities and these expenditures are outlined below.

MBE participation is conservatively reported at 26.1% as of July 2002. WBE participation is currently at 1.9% for the same period. While these values are below the goals of 30% MBE and 5% WBE, as noted in previous reports, the viewer of this data should do so with optimism, at least at this stage of the project. Since many project monitoring tools and reporting forms have recently been submitted to current and past First Tier project participants, much of the lower Tier data must be viewed as conservative. Field reviews of Service Provider data will get underway in September, which will likely uncover previously unreported HUB contractors.

Also, as previously stated, on June 19, 2002 a letter was mailed to all past first-tier contractors and service providers under the signature of representatives of DFMS, the HUB Office and the Office of Neighborhood Schools. The letter was to introduce the Monitor and request cooperation in documenting

project performance. The progress resulting from this letter will become evident within the next few months, as field reviews are conducted to verify contractor reporting and to capture missing data. As a result, this report is subject to potential revisions.

Table 1

Dept of Facilities & Maintenance Services Construction-Related Contracts	Expenditures	Percent of total
Total NSI Prime Contract (1st-tier) Payments	$3,343,734	100.0%
MBE Prime or First-tier Contractors	$753,750	22.5%
MBE Subcontractors	$117,383	3.5%
Total MBE Participation	$871,133	26.1%
WBE Prime or First-tier Contractors	$64,068	1.9%
WBE Subcontractors	$0	0.0%
Total WBE Participation	$64,068	1.9%

Important Notes:

MBE and WBE firms operating at the second or lower tiers of the contracting cycle are counted fully for participation credit; however, participation credit is not double-counted if the prime contractor is also certified as MBE and/or WBE.

The MPS NSI Program Manager is in the process of certifying its business as a Minority Business Enterprise Entity. While no internal reviews have taken place of the firms ownership, one of the firm's principles has stated that the firm is a 100% subsidiary of Central City Construction, which is a certified MBE. That being the case, little stands in the way of MSM's becoming a certified minority business. As of July 2002, MSM had received $729,363 in total contract payments. The impact of the MSM contract payments have been entered on the summary table at the end of this report.

MPS-Provided Labor and Materials for Construction Services

The table below shows expenditures and cost transfers which represent the use of "in-house" MPS labor in lieu of outside contractors. As a result, no MBE or WBE participation was obtained or expected on these expenditures. The value of this activity totaled $233,015 as of July 2002. "In-house contracting" expenditures amount to 7.0% of the $3,343,734, spent on outside contractors and professional service firms for construction-related work thus far (see Table 1).

Table 2

Dept of Facilities & Maintenance Services Labor and Stock Transfers	Expense Transfers	Percent
Total Stock and Central Office Labor Charged to NSI Projects	$233,015	100.00%
MBE Participation	$0	0.00%
WBE Participation	$0	0.00%

Important Notes:

It is possible that some material pulled from stock had been purchased from certified Minority or Women Owned Businesses. Because the data trail appears to be "washed" of the material's place of origination, MBE and/or WBE participation is unknown for the stock "in house" items used in this report.

As MPS tracks the participation of Minority and Women vendors at the time of purchase, it is likely that MBE and WBE participation credit is captured by MPS Central Office or DFMS at the point material is requisitioned. This occurs before the products are put into inventory at DFMS.

MPS Purchases

Purchase Orders through Central Offices (POCO)

These transactions reflect purchase and payment activities generated from MPS Central Office's Purchase Order System which is separate from DFMS labor and material "contracting" efforts. Central Office contracts with vendors (not DFMS) mainly for furniture and equipment.

Credit Card Purchases

Credit card transactions reflect charges against the NSI budget and are mainly for materials and supplies for work done in-house.

Table 3

Dept of Facilities & Maintenance Services POCO and Credit Card Purchases	Expenses and Transfers	Percent
Purchase Orders from Central Office and Credit Card Purchases	$202,088	100.00%
MBE Participation	$10,046	4.97%
WBE Participation	$31	0.02%

Report Summary

Delayed ONS Report

As stated in last month's report, the report on Office of Neighborhood School (ONS) — for Administrative, Programmatic, Marketing and Legal expenses — is currently on hold. Additionally, it is noted again that the majority of all MPS Neighborhood School Initiative expenditures will be in construction related activities and these expenditures are categorized under the Department of Facilities and Maintenance — Tables 1 through 3 and summarized in Table 4 below.

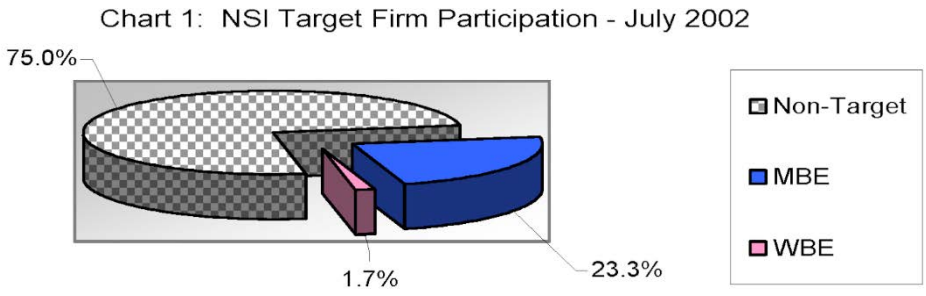
The ONS reporting was temporarily suspended until all expenses which incurred prior to the July 1, 2001 official opening date of the "physical plant" entitled "Office of Neighborhood School" could be gathered and presented to the ONS Director. Expenses for legal services related to the NSI bond issuance, administrative cost amongst other encumbrances and cost transfers from Central Office, which dated back to July 2000 had been discovered on reports supplied by Central office, which were not provided to the Monitoring Team on similar reports provided by ONS. ONS reported data began as of its official opening date — one year later.

On or before September 20, 2002, the Independent Monitoring (IM) Team will present to the ONS Director a detailed listing of expenditures and cost transfers by expense category from project inception, which appears to be July 1, 2000 to Fiscal Year End (FYE) 6/30/2002 — as reported by Central Office — for review, comment and/or acceptance. If additional clarification is required, the IM will request the assistance of Central Office Accounting to bring closure to the matter. Once acceptance of the categorizations and total spending amount for pre and post ONS opening date expenses is gained, the ONS Reports will resume.

Table 4 Summary Table

All DFMS Construction & Professional Services Expenses, including in house expenditures such as POCO, Stock and Labor

DFMS Construction Expenses & Allocations	Value as of 7/31/02	Percent	Values with MSM Certified	Percent
Total Payments	$3,778,837	100.0%	$3,778,837	100.0%
MBE Prime or 1st-iier Contractors	$763,795	20.2%	$1,493,158	39.5%
MBE Subcontractors	$117,383	3.1%	$117,383	3.1%
Total MBE Participation	$881,178	23.3%	$1,610,540	42.6%
WBE Prime or 1st-tier	$64,099	1.7%	$64,099	1.7%
WBE Subcontractors	$ —	0.0%	$ —	0.0%
Total WBE Participation	$64,099	1.7%	$64,099	1.7%



Annual Census Report

4. Each year, as required by Wisconsin State Statutes, Section 119.34(4), the Division of Facilities and Maintenance Services conducts an enumeration of all children from birth to age 19 residing in the City of Milwaukee. This enumeration is conducted between October and June, with the results being reported to the Board each year in 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.

Based upon the annual enumeration, the district receives approximately $2 million in aids from the State of Wisconsin.

A copy of the census by census tract, attendance area, age, and racial composition is available upon request.

				Attendance		
Ages	Males	Females	Total	Public School	Parochial or Private School	None
0	879	817	1,696	0	0	1,696
1	2,893	2,833	5,726	0	0	5,726
2	3,323	3,210	6,533	0	0	6,533
3	3,772	3,664	7,436	255	91	7,089
Subtotal	*10,867*	*10,524*	*21,391*	*255*	*91*	*21,044*
4	3,920	3,781	7,701	1,637	369	5,690
5	4,481	4,392	8,873	5,073	915	2,885
6	4,899	4,700	9,599	6,778	1,443	1,378
7	5,018	4,814	9,832	7,507	1,785	539
8	5,073	4,924	9,997	7,979	1,808	208
9	5,150	5,022	10,172	8,244	1,821	107
10	5,297	5,051	10,348	8,378	1,881	89
11	5,191	5,035	10,226	8,307	1,826	92
12	5,127	5,151	10,278	8,237	1,938	103
13	4,980	4,770	9,750	7,843	1,802	105
14	4,730	4,525	9,255	7,464	1,689	102
15	4,585	4,436	9,021	7,371	1,516	133
16	4,475	4,448	8,923	7,333	1,430	159
17	4,443	4,240	8,683	7,038	1,380	264
18	4,186	4,105	8,291	6,203	1,284	802
19	4,587	4,456	9,043	4,460	2,179	2,401
Subtotal	*76,142*	*73,850*	*149,992*	*109,852*	*25,066*	*15,057*
Grand Total	**87,009**	**84,374**	**171,383**	**110,107**	**25,157**	**36,101**

Donations

School	Donor	Amount	Gift or Purpose
Hamilton	Target Stores, Inc.	$2,500	Payment for artist mural
Prof Dev Center	Dr. Milly Hoffmann	$105	21 professional books (Teacher Resources)
Zablocki	GEM Office Supplies	$500	Reading Program
Zablocki	Patrick Walia	$200	Reading Program

Committee's Recommendation

Your Committee recommends that the Board:

1. authorize the contracts as listed;
2. authorize the purchases as listed; and
3. accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board.

Adopted with the roll call vote on the balance of the Committees' 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 Affirmative Action Reports

Classified Personnel Transactions

Name	Assignment	Location	Date	Salary
Appointments				
Delrose Cain	Handicapped Children's Assistant	Gaenslen	09-03-02	$14,114.35
Crystal Fuller	School Nurse Associate	Special Services	09-03-02	$21,546.00
Roberta Elizondo	Human Resources Assistant	Human Resources	09-16-02	$29,400.00
Maggie Mitchell	School Nurse Associate	Special Services	09-03-02	$19,278.00
Brenda Myles	School Nurse Associate	Special Services	09-03-02	$22,680.00
Barbara Peterson	School Nurse	Milwaukee Trade & Tech.	08-26-02	$34,174.00
Robert Stahovic	Boiler Attendant Trainee	Washington	08-05-02	$25,815.40
Marion Thompson	School Nurse Associate	Special Services	09-03-02	$22,680.00
Paul Thorpe	Small Engine Mechanic	Building Operations	09-09-02	$31,296.20
Carol Van Lare	School Nurse	Special Services	08-26-02	$33,264.00
Promotions				
Vicki Badzinski	Central Kitchen Manager II	North	08-30-02	$28,764.39
Nola Belfor	Central Kitchen Manager I	Webster	08-30-02	$27,065.97
Sylvia DeLeon	Building Service Helper II	Marshall	09-15-02	$25,383.90
Therese Sommer	Adm. Assistant to the Superintendent	Office of the Superintendent	08-26-02	$56,013.36
David Zinkevcz	School Engineer IV	Washington	09-16-02	$49,904.14
Changes in Status				
Sharon Awosika	Handicapped Children's Assistant	Milwaukee School of Languages	09-03-02	$14,114.35
LeCrystal Griffin	School Kitchen Manager II	Westside Academy I	08-30-02	$24,043.72
Geraldine Groce	School Kitchen Manager I	Franklin	08-30-02	$24,793.01
Ross Hartung	School Engineer III	Douglas Academy	08-05-02	$46,320.56
Vicky Jandegian	School Secretary I	Sholes	08-26-02	$18,415.78
Kathryn Tetzlaff	School Kitchen Manager I	Starms	08-01-02	$23,213.07

Certificated Appointments

Teachers, Schedule 01

Codes	Name	Assignment	Division	Salary	Yrs. Exp. Credit	Start Date
nr	Christine B. Ablutz	Exceptional Education	B	$27,948	0	09/02/02
r	Oluwaseun T. Adetiba	PreK-6/Spanish	B	$27,948	0	09/02/02
r	Alice A. Ageloff	PreK-6	B	$27,948	0	09/02/02
r	Lisa M. Ahner	Bilingual/Elementary Education	B	$27,948	0	09/02/02
r	Linetta D. Alexander	Upper Elementary	B	$27,948	0	09/02/02
nr	Christina J. Allwardt	Elementary Education	B	$27,948	0	09/02/02
nr,b	Shelly L. Amini	Speech Pathologist	E	$52,892	12	09/02/02
r	Rebecca A. Anderson	Upper Elementary	B	$33,900	5	09/02/02
nr	Emmain E. Bailey	PreK-3	B	$27,948	0	09/02/02
r	Rhenetta M. Banks	Elementary Education	B	$27,948	0	07/31/02
nr	Julie A. Barnharst	Elementary Education	B	$27,948	0	09/02/02
nr	Sarah L. Behling	PreK-3	B	$27,948	0	09/02/02

Codes	Name	Assignment	Division	Salary	Yrs. Exp. Credit	Start Date
r	Lacy A. Behringer	PreK-6	B	$27,948	0	09/02/02
r	William G. Bellin	Elementary Education	B	$27,948	0	09/02/02
r	Gwendolynn L. Bivins	Elementary Education	B	$27,948	0	09/02/02
r	Alfredo Blondet	Elementary Education/Bilingual	B	$27,948	0	09/02/02
r	Jason S. Bowman	Chemistry	B	$27,948	0	09/02/02
r,b	Jennifer L. Brooks	Exceptional Education	BB	$35,553	5	09/02/02
r	Robert E. Browne	L.D.	B	$29,932	2	09/02/02
r	Kanika A. Burks	Upper Elementary/English	B	$29,932	2	09/02/02
r	Daryl D. Burns	Grades 6-8	B	$29,932	2	09/02/02
nr	Rachel C. Caby	Upper Elementary	B	$27,948	0	09/02/02
r	Thomas W. Campbell	Elementary Education	B	$27,948	0	09/02/02
nr	Sarah K. Carpenter	Elementary Education	B	$27,948	0	09/02/02
nr	Brian M. Carter	Physical Education	B	$27,948	0	09/02/02
r	Chana Cheplowitz	Exceptional Education	B	$27,948	0	09/02/02
nr	Jennie V. Christensen	Upper Elementary/History	B	$27,948	0	09/02/02
r,a	Susan J. Conhartoski	L.D.	BB	$34,164	4	09/02/02
r	Aron B. Corbett	Bilingual/Elementary Education	B	$27,948	0	09/02/02
r	Tenora R. Cottrell-Pitts	Elementary Education	B	$28,611	1	09/02/02
nr	Andrea M. Crivello	PreK-6	B	$27,948	0	09/02/02
r	Andrea N. Currie	Grades 5-8	B	$27,948	0	09/02/02
r	Joan M. Dahlke	PreK-3	B	$36,545	7	09/02/02
r,a	Kathleen M. DeLeon	Bilingual/K-5	B	$28,611	1	09/02/02
r	Steven R. DeVougas	Mathematics	B	$27,948	0	09/02/02
r	Matthew R. Drissell	Upper Elementary	B	$27,948	0	07/31/02
nr	Richard A. Elertson	Elementary Education	B	$27,948	0	09/02/02
r	Jennifer L. Fax	Upper Elementary/Spanish	B	$27,948	0	09/02/02
r,a	Darren H. Fisher	Upper Elementary	BB	$36,942	6	09/02/02
nr	Elizabeth A. Fix	Upper Elementary	B	$27,948	0	09/02/02
nr	Paul L. Fix	Media	B	$35,222	6	09/02/02
nr	James R. Forgy	Mathematics	B	$36,545	7	09/02/02
nr	Elisabeth C. Foro	PreK-3	B	$27,948	0	09/02/02
nr	Marcial M. Galang	Mathematics	B	$27,948	0	09/02/02
nr	Shannon M. Gasiorowski	K-8	B	$27,948	0	09/02/02
nr	Sarah M. Gentz	PreK-3	B	$27,948	0	09/02/02
r	Jeffrey C. Gervais	Elementary Education	B	$27,948	0	09/02/02
r	James H. Giggar	Mathematics/Science	B	$27,948	0	07/31/02
r	Carl W. Guile	Technology Education	B	$27,948	0	09/02/02
nr,a	Kristin M. Guse	L.D.	B	$32,578	4	09/02/02
r	Kelly M. Hade	Elementary Education	B	$27,948	0	09/02/02
nr	John C. Hain	Music	B	$27,948	0	09/02/02
r	Karen L. Halperin	Exceptional Education	B	$27,948	0	08/22/01
nr	Jacquelyn M. Hanneman	Bilingual/Elementary Education	B	$27,948	0	09/02/02
r	Ursula L. Hardy-Gorman	Elementary Education	C	$41,186	7	09/02/02
r	Jennifer T. Haynor	Elementary Education	B	$28,611	1	09/02/02
nr	Jessilyn C. Heckart	PreK-6	B	$27,948	0	09/02/02
nr	Sara E. Herrick	Upper Elementary	B	$36,545	7	09/02/02
nr	Lori S. Hilbelink	Elementary Education	B	$27,948	0	09/02/02
nr	Mindy L. Hildebrandt	K-8	B	$27,948	0	09/02/02
nr	Nancy R. Hitz	PreK-8	B	$27,948	0	09/02/02
r,b	Melissa J. Hodge	PreK-6	B	$32,578	4	09/02/02
nr	Rachele F. Holden	PreK-3	B	$27,948	0	09/02/02
nr	Kathleen J. Holdorf	PreK-3	B	$27,948	0	09/02/02
r,a	Mary P. Holton	PreK-6	B	$37,867	8	09/02/02
r	Carol L. Hooker	Elementary Education	B	$28,611	1	09/02/02
nr	Kathryn C. Horkman	Upper Elementary	B	$27,948	0	09/02/02
nr	Kimberly R. Isberner	Upper Elementary	B	$27,948	0	09/02/02

Codes	Name	Assignment	Division	Salary	Yrs. Exp. Credit	Start Date
r	Matthew R. Jacoby	Mathematics	B	$27,948	0	09/02/02
r	Keyana L. Jeffries	PreK-6	B	$27,948	0	09/02/02
r,a	Laura C. Jensen	L.D.	B	$27,948	0	09/02/02
r	Angela N. Jordan	Elementary Education	B	$27,948	0	09/02/02
nr	Heather Joyce	Mathematics	B	$27,948	0	09/02/02
nr	Adam M. Kane	Physical Education	B	$27,948	0	09/02/02
r	Monica D. Kelsey-Brown	Elementary Education	E	$34,184	0	09/02/02
r	Donald L. Kielich	E.D.	B	$33,900	5	09/02/02
r	Ophelia T. King	Counselor	C	$32,220	1	09/02/02
r	Melissa K. Kirkish	Upper Elementary	B	$27,948	0	09/02/02
r	Julie A. Koch	Elementary Education	B	$27,948	0	09/02/02
r	Molly J. Kostner	Grades 1-9	B	$27,948	0	09/02/02
nr	Karen M. Kowalski	Elementary Education	B	$27,948	0	09/02/02
r	Alysia J. Krause	Elementary Education	B	$27,948	0	09/02/02
nr	Chasity A. LaFave	Elementary Education	BB	$29,305	0	09/02/02
r	Melinda A. Laster	Elementary Education	B	$27,948	0	09/02/02
r	Kerrie B. Lentz	Elementary Education	B	$36,545	7	09/02/02
r	Tamira S. Levy	Elementary Education	B	$27,948	0	09/02/02
r	Lisa M. Lisiecki	Elementary Education	B	$27,948	0	09/02/02
r	Marisa L. Lock	Elementary Education	B	$27,948	0	07/31/02
nr	Stephen P. Lueptow	Physical Education	B	$27,948	0	09/02/02
r	Steven M. MacEachern	Elementary Education	B	$28,611	1	09/02/02
r	Shane L. Maisonet	Upper Elementary/Mathematics	B	$27,948	0	07/31/02
r,b	Angelena Malone	Elementary Education	D	$41,413	6	09/02/02
nr	Colleen R. Malzer	Elementary Education	B	$27,948	0	09/02/02
nr	Jessica Martinez	PreK-6	B	$27,948	0	09/02/02
r,b	Phyllis R. Mathews	E.D.	C	$52,981	15	09/02/02
r,b	Erin K. Maydak	Elementary Education	BB	$39,719	8	09/02/02
r	Maria S. Mazzetti	K5/Bilingual	B	$27,948	0	09/02/02
r	Bernard J. McCarthy, Jr.	Elementary Education	B	$27,948	0	09/02/02
r	Felicia L. McIntyre	PreK-6	B	$27,948	0	09/02/02
r	Amanda L. McKenna	Upper Elementary	B	$27,948	0	09/02/02
r,b	Nola E. Morrell	PreK-3	BB	$35,553	5	07/31/02
r	Danette J. Mroz	PreK-3	B	$27,948	0	09/02/02
r	Jill E. Mulhern	Elementary Education	B	$27,948	0	09/02/02
nr	William J. O'Brien	Technology Education	B	$27,948	0	09/02/02
r	Glenda A. Odua	Upper Elementary/Science	B	$27,948	0	07/31/02
r	Sarah L. Oja	PreK-6	B	$27,948	0	09/02/02
r	Jacqueline A. Oldenburg	Bilingual/SS/Reading	B	$27,948	0	09/02/02
nr	Dianne E. Olson	Upper Elementary	B	$31,256	3	09/02/02
nr	Michelle L. Osterman	Spanish	B	$27,948	0	09/02/02
r	Rosalind Y. Overall	Elementary Education	B	$27,948	0	09/02/02
r,a	Donna M. Palkowski	C.D./E.D.	B	$32,578	4	09/02/02
r	Zerda Q. Palmer	Upper Elementary	B	$27,948	0	07/31/02
nr	Tara L. Patterson	PreK-8	B	$27,948	0	09/02/02
nr	Christina R. Pelischek	Art	B	$27,948	0	09/02/02
r	Susan K. Perzewski	E.D.	B	$27,948	0	09/02/02
r	Maria L. Porn	Elementary Education	BB	$29,305	0	09/02/02
r,a	Alice D. Pugh	C.D.	B	$29,932	2	09/02/02
r	Robert O. Purifoy	Elementary Education	B	$27,948	0	09/02/02
r	Jenny R. Randall	Elementary Education	B	$27,948	0	09/02/02
nr	Timothy J. Raymond	Spanish	B	$27,948	0	09/02/02
r	Rebecca M. Reeves	PreK-3	B	$27,948	0	09/02/02
r	Heather B. Robertson	Bilingual/Upper Elementary/Lang Arts/English/Reading	B	$28,948	0	09/02/02
nr	Caroline D. Roder	Elementary Education	B	$27,948	0	09/02/02

Codes	Name	Assignment	Division	Salary	Yrs. Exp. Credit	Start Date
nr	Tiffany J. Rodgers	Elementary Education	B	$27,948	0	09/02/02
r	Bertha A. Rodriguez	Bilingual/Elementary Education	B	$27,948	0	09/02/02
r	Carmen L. Rodriguez-Thomas	Elementary Education/Bilingual	B	$28,611	1	09/02/02
r	Patricia A. Rojas	PreK-K	B	$36,545	7	09/02/02
r	Alpha M. Roland	Upper Elementary	B	$28,611	1	09/02/02
r	Gregory D. Roth	Science	B	$27,948	0	09/02/02
nr	Rudy Ruiz	Mathematics	B	$28,611	1	09/02/02
r	Ana B. Santiago	Bilingual/English	C	$31,473	0	09/02/02
r	Bernarda Santos	K5/Bilingual	B	$27,948	0	09/02/02
r	Rebecca F. Sapinski	Elementary Education	B	$27,948	0	09/02/02
r	Joanne L. Schilz	Elementary Education	B	$27,948	0	09/02/02
nr	Timothy O. Schmidt	Upper Elementary/Mathematics	B	$27,948	0	09/02/02
r	Theodore F. Schuenemann	Mathematics	B	$36,545	7	09/02/02
r	Heidi R. Schultz	Elementary Education	B	$27,948	0	09/02/02
nr	David R. Schultz	Upper Elementary	B	$27,948	0	09/02/02
r	Stacie K. Seiler	PreK-6	B	$27,948	0	09/02/02
r	Cynthia M. Seiser	Upper Elementary	B	$28,611	1	09/02/02
nr	Jeremy J. Serocki	Upper Elementary	B	$27,948	0	09/02/02
nr	Larry C. Shainock	Exceptional Education	B	$32,578	4	09/02/02
nr	Darcy L. Smith	Elementary Education	B	$27,948	0	09/02/02
r	Phebe H. Smith	Elementary Education	B	$28,611	1	09/02/02
nr	Timothy E. Smith	Mathematics	B	$32,578	4	09/02/02
r	Linda M. Stapleton	Elementary Education	B	$27,948	0	09/02/02
r	Madra Lee Stone	Upper Elementary	BB	$29,305	0	09/02/02
nr	Joanne Strobel	PreK-6	BB	$29,305	0	09/02/02
r	Jeannie M. Swanson	PreK-3	B	$27,948	0	09/02/02
r	Beverly A. Taylor	Upper Elementary	B	$27,948	0	09/02/02
nr	Clifford S. Theel	Science	B	$27,948	0	09/02/02
nr	Emily L. Thiel	Upper Elementary	B	$27,948	0	09/02/02
nr	Katherine A. Thimmesch	Upper Elementary	B	$27,948	0	09/02/02
nr	Ashley B. Thomas	Upper Elementary	B	$27,948	0	09/02/02
r	Patrick L. Toohill	Mathematics	BB	$29,305	0	09/02/02
nr	Barbara M. Townsend	K-8	B	$36,545	7	09/02/02
r	Ljubinka Trivunovic	Speech Pathologist	C	$31,473	0	09/02/02
r	Henry E. Tyler	Exceptional Education	B	$27,948	0	09/02/02
nr,b	Nancy A. Ullmann	Upper Elementary	D	$41,413	6	09/02/02
r,a	Shawn A. Vele	Mathematics	C	$38,199	5	09/02/02
r	Tammy M. Verhunce	Exceptional Education	B	$27,948	0	09/02/02
r	Lauren N. Votava	Bilingual/Elementary Education	B	$27,948	0	09/02/02
nr	Andrea M. Waldron	PreK-3	B	$29,932	2	09/02/02
r	Adrion A. Walker	Upper Elementary	B	$27,948	0	07/31/02
r	Andrea L. Warner	PreK-3	B	$27,948	0	09/02/02
r	Sharnissa A. Washington	Upper Elementary	B	$27,948	0	09/02/02
r,a	Thalia M. Washington	Grades 5-8	D	$38,292	4	09/02/02
r	Amy L. Wayd	Art	B	$27,948	0	09/02/02
nr	Heather D. White	Music	B	$27,948	0	09/02/02
nr	Joan M. Whitman	K-8	BB	$38,330	7	09/02/02
nr	Jennifer A. Wilcox	PreK-6	B	$27,948	0	09/02/02
r	Angela J. Wolff	Physical Education	B	$27,948	0	09/02/02
r	Lisa A. Wolter	Elementary Education	B	$27,948	0	09/02/02
r	Yolanda Y. Womack	Upper Elementary	B	$27,948	0	09/02/02
r	Georgia G. Wright	PreK	C	$31,473	0	09/02/02
r	Brian J. Wroble	K-9	B	$27,948	0	09/02/02
r	Jou Xiong	Elementary Education	B	$33,900	5	09/02/02
r	Heidi S. Zealley	Mathematics	B	$27,948	0	09/02/02
nr	Ryan J. Zietlow	Physical Education	B	$27,948	0	09/02/02

Codes	Name	Assignment	Division	Salary	Yrs. Exp. Credit	Start Date
r	Danielle M. Zivney	Elementary Education	B	$27,948	0	09/02/02
r	Jennifer L. Zolecki	Upper Elementary	B	$27,948	0	09/02/02

School Social Workers, Schedule 02

Name	Salary	Yrs. Exp. Credit	Start Date
Amy R. Baumgardt	$39,382	0	08/26/02
Jacinta Sanders	$39,382	0	08/26/02
Kathryn T. Sturino	$39,382	0	08/26/02
Carmen L. Washington	$39,382	0	08/26/02

Codes

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

Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to January 31, 2003:		
Linda Tate	North	September 4, 2002
Illness Leave, to June 20, 2003:		
Michelle Klabunde	Engleburg	September 23, 2002
Susan McConnell	MHSA	September 3, 2002
Maternity Leave, to June 20, 2003:		
Jennifer Doucette	21st Street	November 15, 2002
Debra Evans	Townsend	November 25, 2002
Christine Mahler Yatchak	Brown	November 25, 2002
Kelly O'Keefe Boettcher	Marshall	November 25, 2002
Kimberly Rummel	Barton	September 3, 2002
Annette Schwebel	Lloyd	September 3, 2002
Doreen Timmerman	MacDowell/Fernwood	November 25, 2002
Choua Cha Vang	Vincent	November 25, 2002
Personal Leave, to January 31, 2003:		
Kathleen Phillipson	Juneau	September 3, 2002
Personal Leave, to June 20, 2003:		
William C. Brown	Madison	September 3, 2002
Trina Gandy	Lincoln MS	September 3, 2002
Jane Haessly	Lancaster	September 3, 2002
Darlyn Harmon	Engleburg	September 3, 2002
Colleen Hallman	Pulaski	September 3, 2002
Seelpa Keshvala	Lloyd	September 3, 2002
Marlene Ubl	Maple Tree	September 3, 2002
Linda Wagner	Keefe	September 3, 2002
Stephanie Walters	Hartford	September 3, 2002
Cherigale White	Audubon	September 3, 2002
Demetria Woods	Muir	September 3, 2002
Personal Leave, to June 24, 2003:		
Avis Mosby II	Granville	July 31, 2002
Personal Leave, to January, 2004:		
John Holmes	Technical Support Center	February 3, 2003

Sabbatical Leave, to June 20, 2003:

Mary Ann Harrington	Gaenslen	September 3, 2002
Mary Thompson	Burdick/Vieau	September 3, 2002

Extension of Maternity Leave, to June 20, 2003:

Nancy Perinovic	Leave	September 3, 2002

Extension of Personal Leave, to June 20, 2003:

David Krueger	Leave	September 3, 2002

Resignations

Name	Position	Effective Date
Jeanne M. Adair	Teacher	08/14/02
Marianna Alfonso	Teacher	09/22/02
Janet M. Barczak	Teacher	08/19/02
Erica Bates	Teacher	08/02/02
Jeffrey T. Bersch	Teacher	08/21/02
Jennifer Bersch	Teacher	08/13/02
Ann Marie Bohn	Teacher	08/01/02
Mary Busse-Perez	Teacher	08/08/02
Laurie Hansen Cardona	Teacher	08/14/02
Andrew Cassini	Teacher	08/19/02
Lisa D. Chatman	Teacher	08/23/02
Vanetta Collins	Teacher	08/06/02
Cynthia Comfort	Teacher	08/28/02
George Dahlem	Supervisor	09/06/02
Pamela Dempsey	Teacher	08/22/02
Janis K. Doleschal	Commissioner	08/16/02
Lynn Horrigan Doyle	Teacher	08/16/02
Jill Dreier	Teacher	07/27/02
Carol E. Dumas	Teacher	06/20/03
Starlett M. Edwards	Teacher	07/23/02
David Erich	Teacher	08/27/02
Elaine K. Fansler-Mazza	Teacher	08/04/02
Tryphena M. Fischer	Teacher	08/01/02
Carolyn Fitzgerald	Teacher	07/08/02
Nelson Foley	Teacher	08/20/02
Carmen Follmer	Teacher	07/31/02
Thomas R. Fitch	Supervisor	08/01/02
Laura A. Fleischmann	Teacher	08/12/02
Lisa M. Frey	Teacher	08/15/02
Sheryl Gotts	Specialist	09/03/02
Wendy M. Grzegorek	Teacher	08/23/02
Laura E. Gutierrez	Teacher	08/16/02
Lakshmi Hall	Teacher	08/06/02
Adrian Halpaus	Teacher	08/09/02
Sally Heck	Teacher	08/30/02
Catherine Hust-Savard	Teacher	08/20/02
Bradford Iding	Teacher	08/01/02
Tony Ingram	Teacher	08/12/02
Getrude Jacobs	Teacher	11/08/02
Kathryn Ellen Jasinski	Teacher	08/01/02
Donna Jimenez	Teacher	06/06/02
Paula J. Kelly	Teacher	08/19/02
Jean Kolo	Teacher	08/12/02
Lori Kraft	Teacher	08/08/02
Sara Kramer	Teacher	08/21/02
Kristina M. Kulak	Teacher	08/15/02
Sarah J. Knuz	Teacher	08/01/02
Alana Larsen	Teacher	08/15/02
Erin Lantz	Teacher	06/10/02
Pamela McCluskey	Teacher	08/01/02
Kristen Mehring	Teacher	08/20/02
Mark Miazga	Teacher	08/06/02
Karie Miller	Teacher	07/28/02
Betty Mitchell	Social Worker	07/02/02
Melissa Mohan	Teacher	07/19/02
Gina S. Nordrum	Teacher	08/13/02
Marie Palmer	Teacher	08/14/02
Michelle Pavlopoulos	Teacher	07/31/02
Susan Pelton	Teacher	06/25/02
Amanda Pozorski	Teacher	08/16/02
Kimberly Raml	Teacher	08/01/02
Rachel Reid	Teacher	08/09/02
Deborah Robinson	Teacher	08/22/02
Ronald M. Sager	Teacher	09/20/02
Amy Schlei	Teacher	08/12/02
Timothy Shousha	Teacher	08/06/02
Maria Simpson	Teacher	08/20/02
Kristina Snapp	Teacher	08/12/02
Rebecca Solsrud	Teacher	08/01/02
Susan Stuckert	Teacher	09/01/02
Lisa M. Terry	Teacher	08/15/02
Tammi Torrence-Summers	Teacher	07/19/02
Debra Villwock	Teacher	07/20/02
Tanya Wagner	Teacher	08/13/02
Amanda Wampler	Teacher	08/06/02
Anne Warchol	Teacher	08/06/02
Colleen Wekwert	Teacher	08/12/02
Gretchen Wick	Teacher	08/21/02
Susan M. Will	Teacher	08/14/02
LaConia M. Williams	Teacher	07/19/02
Eh Yang	Social Worker	07/29/02
John Zaffiro	Teacher	08/23/02

Correction to June 2002 Resignation Report

Name	Position	Effective Date
Mary R. Ward	Teacher	07/01/02

Rescinded Resignation

Name	Position	Effective Date
Scott A. Nehring	Teacher	07/22/02

Affirmative Action Report

The Affirmative Action Report for the month of August 2002 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, teacher appointments, and leaves of absence as listed.

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

				Salary		
Codes	Name	Position	Location	Sched	Range	Amount
4, r	Ada Rivera	Director	Department of Special Services	III	16A	$105,247.35
5, r	Susan Saller	Administrative Coordinator	Office of the Superintendent	III	10A	$80,194.00
5, r	Paul Geib	Performance Audit Supervisor	Audit Services	III	8A	$64,894.50
4, r	Carlos Tomas De Arteaga	Auditor	Audit Services	III	4A	$48,100.00

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

*Position created by Board action after budget approved.

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

Codes:

2	African American
4	Hispanic
5	White
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 Committees' reports.

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(Item 4) Action on a Recommended Annual Plan of Audits

Background

Annually, the Board of School Directors adopts an Annual Plan of Audits. The audit plan identifies audit activities that the Office of Audit Services will conduct during the fiscal year.

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.

The FY03 Annual Plan of Audits has been completed and is being submitted for review and approval. The plan includes continuing and required audits and proposed audit topics, as well as those audit topics submitted along with a summary of available resources which identifies estimated resource requirements for each audit and shows how available resources will be used to support the audit plan.

Committee's Recommendation

Your Committee recommends that the Board approve the following FY03 Annual Plan of Audits.

Proposed FY03 Annual Audit Plan
Summary of Resource Allocation

	Est. Days	Totals
Total Resource Days Available		1,752
Audit Projects for FY03		
Continuing and Required Audits		
A) General-Purpose Financial Statements	305	
B) Alternative/Early Childhood Partnership Schools	127	
C) Community Learning Centers	40	
D) Special Audits and Projects	146	
E) Charter School Audits	236	
F) WYMS — Radio Station Operations	65	
G) Review of Facilities and Maintenance Operations	125	
Total Continuing and Required Audits		1,044
Resources Available for FY03 Proposed Audits		708
Proposed Projects to be Completed with Available Resources		
H) Hospital and Surgical Insurance	92	
I) Review of Neighborhood Schools Initiative	90	
J) School Performance/Financial Reviews (12 Schools)	360	
Plus Carryovers from FY02 (18 Schools)	60	
K) Grade 8 Transitional Program	80	
L) School Food and Beverage Sales	30	
Total FY03 Proposed Audit Requirement		712
Resource Days Available		(4)
Audit Projects To Be Completed, Should Additional Resources Become Available (Ranked in Order of Priority)		
M) Performance Measurement System		90
N) Student Data Control Review		90

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 5) Action on a Request for Authorization to Enter Contracts Related to the District's Marketing and Communications Activities

Administration's Analysis

1. The district conducted an aggressive community outreach campaign over a 10-month period during the development of the Neighborhood Schools Plan. This extensive outreach effort, which was of great value in finalizing the district's recommended Neighborhood Schools Plan, set the stage for continuing to promote the district's schools and programs throughout the Milwaukee community.

2. During the 2001-2002 school year, the Milwaukee Board of School Directors expressed an interest in expanding the district's marketing and communications efforts. In response, the Administration initiated a number of district-wide promotional campaigns during that school year, particularly in the areas of school selection and teacher recruitment.

3. During the budget development process for the 2002-2003 school year, funding was included in the budget to continue to expand the district's marketing and communications campaigns aimed at promoting our students, staff, schools, and programs.

4. The effective use of advertising is an important component of the district's marketing and communications activities planned for the 2002-2003 school year. The advertising vehicles planned include radio and television spots, billboards, bus signs, theater ads, community newspapers, and MPS publications. By bringing the MPS message to families in their homes, at theaters, in their cars and on buses and streets, the district helps grow community awareness and support for its schools and programs.

5. MPS's marketing and promotional efforts have been successful in reaching the district's target audiences, i.e, students, parents, staff, teacher candidates, and the community at large. The district's publications, the MTG television show, and MPS Proud have received awards of excellence from the Milwaukee Press Club and the 2002 Aurora Awards. The district has also been recognized in national publications as a leader in school district marketing and promotional efforts. The Administration is excited about the activities planned for the 2002-2003 school year to showcase our students, staff, schools, and programs to parents and the broader community.

6. The district solicited pricing for media services based on an initial media campaign. Major radio and television stations were asked to submit proposals for advertising packages. Minority-owned stations were included and asked to respond. The proposals were evaluated and ranked by the Office of Communications and Public Affairs; an independent media consultant, Mercury Communications Partners; and a panel consisting of seven MPS department heads.

7. MPS has been successful in negotiating discounted advertising packages with radio and television stations in the community. Stations aggressively competed for a share of the total MPS advertising budget by offering specially discounted media schedules as well as significant merchandising at no additional cost. Merchandising can include such items as live remote broadcasts, free commercial time, promotional partnerships, web site links, sports marketing opportunities, and more.

8. The summary below outlines the total actual value of the advertising schedules, including merchandising value, and the MPS planned expenditures for each station for the school year. Each station confirmed that the discounted prices apply. The amounts are not to exceed figures. The actual campaigns may result in lower figures. The administration is requesting authorization to enter into contracts with the firms listed below, at the not to exceed amounts indicated.

2002-2003 MPS Planned Advertising Contracts

Media	Value			MPS Planned Expenditure
	Advertising	Merchandising	Total	
Radio				
WMCS-AM	$56,000	$48,100	$104,100	$26,039
WJMR-AM	$64,000	$69,000	$133,000	$27,177
WKTI-FM	$38,400	$16,500	$54,900	$25,439
WTMJ-AM	$15,400	$2,400	$17,800	$10,376
WXSS-FM	$72,400	$58,400	$130,800	$38,990
WNOV-AM	$37,150	$23,575	$60,725	$19,514
Metro Networks	$206,700	$89,335	$296,035	$120,989
Total Radio			*$797,360*	*$268,524*
TV				
WTMJ-TV	$155,200	$43,450	$198,650	$100,506
WITI-TV	$267,208	$284,792	$552,000	$199,611
WISN-TV	$206,750	$35,000	$241,750	$118,582
WVTV/WCGV	$105,000	$28,000	$133,000	$55,829
WDJT-TV	$135,000	$169,000	$304,000	$102,519
WPXE-TV	$30,700	$21,850	$52,550	$19,287
Time Warner Cable	$305,000	$28,000	$333,000	$132,670
Fox Sports Net	$70,500	$24,000	$94,500	$40,028
Total TV			*$1,909,450*	*$769,032*
Total Radio & TV			$2,706,810*	$1,037,556
*This total amount is based on independent figures provided by each corresponding station.				

9. At this time, the total expenditure for television and radio advertising is projected at $1,037,556 for the campaigns listed in Section 9, Implementation and Administration. The Administration anticipated a 15% contingency when negotiating rates with the vendors. The Office of Communications and Public Affairs, as well as the budgets of various departments that have requested specific promotional campaigns, will fund the cost of the advertising campaigns. The entire list is provided in the fiscal note attached to the minutes of your Committee's meeting.

Strategic Plan Compatibility Statement

10. The recommendation supports the MPS Strategic Plan Goal #3 Family Satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, and Board Rules Statement

11. Implementation of these contracts complies with statutes, administrative policies, and board rules.

Fiscal Impact Statement

12. The total expenditures for radio and television advertising is projected at $1,037,556. The actual media purchases may vary, depending on the media campaign. The following departments, divisions, and programs may fund the campaigns at the amounts listed. The written authorization of the appropriate department heads will be required for any expenditures made from these departmental accounts.

$ 176,400	GearUp	1-14-4-543-600-351-110800
$ 87,000	Summer School	1-10-4-721-600-351-110000
$ 95,000	Recreation	3-80-4-943-532-351-300000
$ 95,000	CLC	3-13-4-539-532-351-110000
$ 50,000	Teacher Recruitment	1-10-4-762-565-351-264000
$ 75,000	NSI	1-10-4-860-536-351-255000
$ 48,400	School Selection	1-10-4-755-537-351-263000
$ 410,756	Public Affairs	1-10-4-755-537-351-263000
$ 1,037,556	Total	

Implementation and Assessment Plan

13. The following is a brief summary of the marketing campaigns for the 2002-2003 school year.

Timeline	Campaign
July-August 2002	School Selection — Fall enrollment campaign
July-August 2002	MTG — Making the Grade Television Show — KISS-FM audition promotion.
August-Sept. 2002	Recreation Programs — Fall program enrollment campaign
Sept.-Oct. 2002 Dec. 2002-Jan. 2003 March-April 2003 May-June 2003	MPS Proud Television Show — Half-hour show which features successful MPS graduates
Sept.-Oct. 2002 Feb.-March 2003	Gear-Up-Do College — Recruitment campaign for middle- and high-school students for Gear-Up pre-college program
Oct. 2002-June 2003	MPS Minute — Ongoing MPS promotional spots featuring students, staff, and schools
Oct.-Nov. 2002	MPS Proud — Recruiting — Promotional spots urging MPS alumni or people who know of them to participate in MPS Proud.
Oct. 2002-June 2003	MTG — Making the Grade Television Show — A 30-minute television show that focuses on issues that affect Milwaukee teens most.
Dec. 2002	Community Learning Centers — Campaign urging parents to send their children to Community Learning Centers which explains benefits of after-school activities.
Dec. 2002-Jan. 2003	School Selection — School-enrollment selection campaign
Jan.-Feb. 2003	Our Lights Are On — School-enrollment selection campaign — school open houses
Feb.-March 2003	Neighborhood Schools — School-enrollment selection campaign
March-April 2003 May-June 2003	Teacher-recruitment campaign
May-June 2003	Summer School — Enrollment campaign

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts with the firms listed below at the prices indicated.

Media	Value			MPS Planned Expenditure
	Advertising	Merchandising	Total	
Radio				
WMCS-AM	$56,000	$48,100	$104,100	$26,039
WJMR-AM	$64,000	$69,000	$133,000	$27,177
WKTI-FM	$38,400	$16,500	$54,900	$25,439
WTMJ-AM	$15,400	$2,400	$17,800	$10,376
WXSS-FM	$72,400	$58,400	$130,800	$38,990
WNOV-AM	$37,150	$23,575	$60,725	$19,514
Metro Networks	$206,700	$89,335	$296,035	$120,989
Total Radio			*$797,360*	*$268,524*
TV				
WTMJ-TV	$155,200	$43,450	$198,650	$100,506
WITI-TV	$267,208	$284,792	$552,000	$199,611
WISN-TV	$206,750	$35,000	$241,750	$118,582
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Time Warner Cable	$305,000	$28,000	$333,000	$132,670
Fox Sports Net	$70,500	$24,000	$94,500	$40,028
Total TV			*$1,909,450*	*$769,032*
Total Radio & TV			$2,706,810*	$1,037,556
*This total amount is based on independent figures provided by each corresponding station.				

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 6) Action on a Request to Authorize the Administration to Enter into a Pre-development Agreement with Community Baptist Church

Background

At its meeting of August 24, 2000, the Board adopted the plan for the Neighborhood Schools Initiative (NSI). The Neighborhood Schools Plan identified Community Baptist Church as a community partner with Hi-Mount Elementary School.

At its meeting of November 28, 2000, the Board authorized the Administration to pursue the partnership with Community Baptist to build a new facility within the Hi-Mount attendance area that would include space for 298 seats — 243 seats for grades 6 through 8, and 55 additional seats for grades K4 and K5.

The Pre-development Agreement enables the community partners to develop architectural designs, project development strategies, fund visuals and implement parameters for the project. Due to the lack of financial resources, the cost for these activities are from the MPS contributions to the project.

Administration's Analysis

1. The Pre-development Agreement would allow Community Baptist Church to complete the following pre-development service as follows:

- establishment of an overall schedule for each project in Neighborhood Partner's phased development plan, identifying all major activities and key decision points for the development and construction/design periods;
- evaluation of potential sites and buildings both from a design and a development perspective;

- development of acquisition strategy, evaluation of co-tenancy options, evaluation of contract options, preparation of project *pro formas,* and development of preliminary financing structures;
- quantification of costs for all major building systems (e.g., structure, exterior, mechanical, etc.) and interior partitions and finishes on basis of existing space program;
- provision of architectural services as necessary to produce documents required to facilitate Development Document; and
- provision of a survey as necessary to facilitate Development Document.

Community Baptist Church will contract with Community Developer for the services highlighted above.

2. The Pre-development Agreement will specify the deliverables expected under the agreement.

3. A sum of $60,000 will be advanced to Community Baptist Church to accomplish the professional services identified in the Pre-development Agreement. The advance will come from the funds previously allocated for the project.

4. The proposed Pre-development Agreement will be the second pre-development for this project. The first agreement, which was with Community Village, created a development plan, preliminary cost estimate, and proposed building design (rendering). These materials serviced as the basis for subsequent discussions by Community Village to secure funds for its portion of the project cost. The cost for the first Pre-development Agreement was $50,000.

5. The development proposed for the Hi-Mount project, which resulted from the first Pre-development Agreement, was not financially feasible for Community Village.

Strategic Plan Compatibility Statement

6. The implementation of the Neighborhood Schools Plan is one of the strategic initiatives of the District.

Statute, Administrative Policy, or Board Rule Statement

7. The State Legislature, through 1999 Wisconsin Act 9, enacted the Neighborhood Schools Initiative. On August 24, 2000 the Board approved the Neighborhood School Plan. Administrative Policy 3.09, Purchasing and Bidding Requirements, requires the Board's approval for expenditures over $49,999.

Fiscal Impact Statement

8. Funding in the amount of $60,000 for the Pre-development Agreement is available within the Neighborhood Schools budget, account code 1-10-4-861-000-398-255000.

Implementation and Assessment Plan

9. Upon approval by the Board, the Administration will finalize the Pre-development Agreement with Community Baptist Church. The Office of Neighborhood Schools will review expenditures per procedures in the Pre-development Agreement and receive copies of deliverables under the agreement.

Committee's Recommendation

Your Committee recommends that authorization be given to the Administration to enter into a Pre-development Agreement with Community Baptist Church for pre-development services for the Hi-Mount School project, with an allocation not to exceed $60,000.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 7) Action on a Development Agreement between Longfellow Elementary School and Journey House

Administration's Analysis

1. At its meeting of March 28, 2000, (Proc. pp. 677-678) the Board approved, in concept, the development of a joint-use school/community center with Journey House at Longfellow School. Approval permitted planning activities to proceed on the project.

2. At its meeting of August 24, 2000, (Proc. pp. 183-187) the Board adopted the plan for the Neighborhood Schools Initiative (NSI). The plan was subsequently adopted by the State Legislature's Joint Finance Committee on September 26, 2000. Contained in the plan was a recommendation to pursue the proposed partnership with Journey House to remodel Longfellow School and to construct a new shared classroom and recreational facility.

3. The Administration, Journey House, and the staff at Longfellow School have worked collaboratively to identify the program needs for the new facility. Planning has progressed sufficiently so that the pre-development phase is completed, including a preliminary schematic design estimate of cost and proposed rendering of the new facility. Due to the progress of the fundraising activities by Journey House, additional planning activities will be necessary to refine the preliminary schematic concept and estimate to permit phased construction. The remaining design work will be completed as fundraising activities warrant.

4. The Administration and the City Attorney's office have been in discussions with Journey House's officials and their counsel relative to the creation of the joint development agreement for the project. This agreement, which was modeled after the one utilized for the construction of the Ralph H. Metcalfe School, is necessary since the construction of the addition and renovations will be completed by Journey House. Upon completion of the project, the new facilities will become property of the Board, with Journey House occupying a portion of the building on a long-term leased basis. Negotiations on the joint-development agreement are now complete, and the completed document is being brought to the Board for its approval. (A copy of the joint-development agreement has been transmitted under separate cover.)

Strategic Plan Compatibility Statement

5. The recommendation is consistent with the practice of fiscal responsibility and making informed decisions about allocation of district resources, and supports the MPs Strategic Plan, Goal 3, Family Satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rule Statement

6. Approval of the joint-development agreement will authorize expenditures of funds for the project, and as such, approval by the Board is required.

Fiscal impact statement

7. Funds for this project are included in the $98.4 million bonding authority for the Neighborhood Schools Initiative. Total district funds to be expended on the project are $3,113,438, with the remaining funds to be furnished by Journey House. Funds are allocated in account number 1-40-4-861-256-327-255000. Estimated total project costs equals $13.1 million.

8. The joint-development agreement contains dates for provision of funds from Journey House. It is anticipated that funds from the project account in the amount of $30,000 will be required to complete the additional schematic design activities. No additional expenditures for design or construction will be expended unless fundraising efforts are progressing satisfactorily.

Implementation and Assessment Plan

9. Upon approval by the Board, the appropriate signatures will be obtained, and the document will be executed. Assuming that the fundraising efforts by Journey House are progressing on schedule, design-development drawings and contract documents will be completed. At the present time, the project is expected to be completed by August 2004.

Committee's Recommendation

Your Committee recommends that the Board approve the joint-development agreement for the Longfellow School/Journey House project and that authorization be given to complete additional schematic design and budget activities at a cost of $30,000.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 8) Action to Create Administrative Policy and Administrative Procedure 8.46, Accommodations of Religious Belief

Administration's Analysis

1. In reference to religion non-discrimination, Administrative Policy 8.01, Accommodations of Religious Beliefs under Sections 118.13 and P.19, Wisconsin Administrative Code, states, in part, that no person may be denied admission to any public school in the district or be denied participation in, or the benefits of, or be discriminated against in, any curriculum, extracurricular, student services, recreational or other programs or activity because of his or her religious beliefs.

2. Wisconsin State Statutes, §115.28(31), requires the state superintendent to establish rules providing for the reasonable accommodation of a pupil's sincerely held religious beliefs with regard to all examinations and other academic requirements. The rules established by the state superintendent are contained in PI 41 of the Wisconsin Administrative Code.

3. The rules require each school board to do the following:
   a. Develop policies providing for the reasonable accommodations of a pupil's sincerely held religious beliefs in regard to all examinations and other academic requirements;
   b. Annually notify all pupils, the parents or guardians of any minor pupil, and staff of the policy and the complaint process developed by the Board.

4. The creation of Administrative Policy and Administrative Procedure 8.46, Accommodation of Religious Beliefs, is intended to bring the District in compliance with chapter PI 41, Wisconsin Administrative Code.

5. The proposed Administrative Policy 8.46, Accommodation of Religious Beliefs, and its accompanying procedure have been reviewed and approved by the City Attorney's office. This policy reflects the intent of the Board to provide reasonable accommodations of a pupil's sincerely held religious beliefs with regard to all examinations and other academic requirements. This intent is supported by the following statements:

- MPS will reasonably accommodate any pupil whose sincerely held religious beliefs interfere with any examination or other academic requirements.
- Any pupil, or the parent or guardian of any minor pupil, may inform the building principal or his or her designee of potential conflicts and request accommodation under this policy. All requests made shall be treated confidentially.
- Any pupil requiring accommodation under this policy shall be permitted to make up any examinations or other academic requirements as soon as practicable and such accommodations shall have no prejudicial effect on the pupil.
- A pupil, or the parent or guardian of a minor pupil, who believes that the pupil's sincerely held religious beliefs have not been reasonably accommodated with regard to examination or other academic requirements may file a written complaint with MPS, Director of the Division of Student Services

6. The proposed Administrative Procedure 8.46, Accommodation of Religious Beliefs prescribes that any complaint regarding the interpretation or application of the district's religious accommodation policy shall be processed in accordance with the following procedures:

- MPS will reasonably accommodate any pupil whose sincerely held religious beliefs interfere with any examinations or other academic requirements.
- Any pupil, or the parent or guardian of any minor pupil, may inform the building principal or his or her designee of potential conflicts and request accommodation under this policy. All requests made shall be treated confidentially.

- Any pupil requiring accommodation under this policy shall be permitted to make up any examinations or other academic requirements as soon as practicable, and such accommodations shall have no prejudicial effect on the pupil.
- A pupil, or the parent or guardian of a minor pupil, who believes that the pupil's sincerely held religious beliefs have not been reasonably accommodated with regard to examinations or other academic requirements may file a written complaint with the MPS Director of the Division of Student Services.
- The MPS Director of the Division of Student Services shall acknowledge all written complaints in writing within 45 days of receipt. The Board shall issue a written determination within 90 days of receipt of the written complaint by the MPS Director of the Division of Student Services, unless the parties agree otherwise. The complainant may file a complaint with, or appeal directly to, the state superintendent if the provisions in this paragraph are not complied with.
- The written determination of the Board shall notify the complainant of the right to appeal a negative determination of the Board to the state superintendent under chapter PI 9, Wisconsin Administrative Code. A copy of chapter PI 9, Wisconsin Administrative Code, shall be sent to the complainant with the written determination.

Strategic Plan Compatibility Statement

7. The recommendations support the MPS Strategic Plan's goals and student achievement.

Statute, Administrative Policy, or Board Rule Statement

9. The recommendations are consistent with State Statutes and MPS policies and rules.

Fiscal Impact Statement

10. There is no immediate fiscal impact related to the proposed creation of Administrative Policy and Procedure 8.46, Accommodations of Religious Beliefs, under Section 118.13 and P.19, Wisconsin Administrative Code.

Implementation and Assessment Plan

11. Upon approval by the Board, the Administration will inform school principals via the Administrator's Bulletin and at the principals' meeting. Parents and guardians will be informed of the religious accommodations policy and complaint procedure by way of the *Parent/Student Handbook on Rights, Responsibilities and Discipline.*

Administration's Recommendations

The Administration recommended that the Board:

1. approve the creation of Administrative Policy 8.46, Accommodations of Religious Beliefs, as follows:

Administrative Policy 8.46
ACCOMMODATION OF RELIGIOUS BELIEFS

1. It is the policy of the Board to provide from the reasonable accommodation of a pupil's sincerely held religious beliefs with regard to all examinations and other academic requirements.

2. Any pupil, or the parent or guardian of any minor pupil, may inform the building principal or his or her designee of potential conflicts and may request accommodation under this policy. All requests made shall be treated confidentially.

3. Any pupil requiring accommodation under this policy shall be permitted to make up any examinations or other academic requirements as soon as practicable, or by an alternative means, and such accommodations shall have no prejudicial effect on the pupil.

4. A pupil, or the parent or guardian of a minor pupil, who believes that the pupil's sincerely held religious beliefs have not been reasonably accommodated with regard to examinations or other academic requirements may file a written complaint with the MPS Director of the Division of Student Services. A procedure for receiving and resolving complaints shall be included in the MPS Administrative Procedures.

2. pprove the creation of Administrative Procedure 8.46, Accommodations of Religious Beliefs, as follows:

Administrative Procedure 8.46:
ACCOMMODATION OF STUDENT RELIGIOUS BELIEFS

1. MPS schools shall provide for the reasonable accommodation of a pupil's sincerely held religious beliefs with regard to all examinations and other academic requirements. Any pupil, or the parent or guardian of any minor pupil, may inform the building principal or his or her designee of potential conflicts and may request accommodation under this policy. MPS staff shall treat all such requests confidentially at all stages of this procedure.

2. Any pupil requiring accommodation under this policy shall be permitted to make up any examinations or other academic requirements as soon as practicable, or by an alternative means, and such accommodations shall have no prejudicial effect on the pupil.

3. A pupil, or the parent or guardian of a minor pupil, who believes that the pupil's sincerely held religious beliefs have not been reasonably accommodated with regard to examinations or other academic requirements, may file a written complaint with the MPS Director of the Division of Student Services, 5225 West Vliet Street, Milwaukee, Wisconsin 53208.

4. The MPS Director of the Division of Student Services shall acknowledge all written complaints in writing within 45 days of receipt. The Director shall issue a written determination within 90 days of receipt of the written complaint, unless the parties agree to an extension of time.

5. The complainant (pupil, or parent or guardian of a minor pupil) has the right to appeal a negative determination to the state superintendent of public instruction. The written determination of the director shall include notification to the complainant of the right to appeal a negative determination to the state superintendent under Chapter PI 41, Wisconsin Administrative Code. A copy of Chapter PI 41, Wisconsin Administrative Code, shall be sent to the complainant with the written determination.

6. The complainant may file a complaint with, or appeal directly to, the state superintendent if the Board has not complied with the provisions of Chapter PI 41.05(1)(b), Wisconsin Administrative Code.

Committee's Recommendation

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

Director Morales moved to adopt the Administration's recommendations.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

(Item 9) Annual Report on Student Attendance

Administration's Report

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 2001-2002 school year, compared with the attendance percentage for the 2000-2001 school year for grades K-12. The Administration compiles the monthly attendance report from pupil-attendance information recorded by the schools.

3. The attendance report is presented by grade level rather than by school. This format accurately reflects the diverse grade-level configurations in our schools.

Percent Attendance Summary — 2001-2002 School Year			
	2001-2002	2000-2001	Difference
Grades 9-12	78.52%	77.74%	+0.78

Percent Attendance Summary — 2001-2002 School Year			
	2001-2002	2000-2001	Difference
Grade 8 at the High Schools	59.43%	54.20%	+5.23
Grades 6-8	87.29%	86.90%	+0.39
Grades 1-5	93.40%	92.96%	+0.44
Kindergarten	92.07%	94.34%	- 2.27
Other Schools	86.46%	87.08%	-0.62
TOTAL	88.08%	88.01%	-0.07

4. "Grade 8ight at the High Schools" refers to those students that did not pass the eighth-grade proficiencies. Attendance information for individual schools is provided in the attachment to the minutes of your Committee's meeting.

5. The classification of "Other Schools" includes those schools not currently on the computerized attendance-reporting system. These schools are either alternative schools or schools with non-traditional school calendars.

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Interim Board Clerk, presented seven 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 9, 10, 13, 23, 24, and 25, 2002.

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

Ayes — Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — Director Hardin — 1.

* * * * *

RESOLUTIONS

Resolution 0203R-026

By Director Hardin:

WHEREAS, Discipline is a major concern in school districts across the nation; and
WHEREAS, An important constituent of strong discipline is a sense of community and belonging; and
WHEREAS, Clothing is often taken as a sign of economic and social standing, especially among the young; and
WHEREAS, Such perceptions can and do lead to competition, even conflict, among students; and
WHEREAS, A uniform dress code can:

- simplify the daily preparation and maintenance of school attire;
- Reduce clothing costs;
- Reduce unhealthful competition among students over values extraneous to academic success, while increasing healthful competition in academic areas;
- Promote safety by avoiding conflicts over name-brand clothing; and
- Promote discipline by instilling a sense of community, belonging, and school spirit; and

WHEREAS, The current Administrative Policy 8.20, Student Dress Code, authorizes the superintendent or his/her designee to approve the "establishment of a voluntary [uniform] dress code in a school," but stresses the voluntary nature of the dress code and applies only on a school-by-school basis; and

WHEREAS, In order for the district and its children to be able to reap the full benefits of a uniform dress code, it is necessary that the code be applied in a consistent and universal manner; now, therefore, be it

RESOLVED, That the Administration consult with the city attorney's office to determine the legal implications and requirements of instituting a mandatory uniform dress code in all elementary and K8 schools in the district; and be it

FURTHER RESOLVED, That Administration investigate the financial and fiscal implications of instituting such a mandatory policy, including the possibility of issuing an RFP for suppliers of uniforms to the district and of establishing budgetary allocations to subsidize or compensate families who cannot bear the full cost of purchasing uniforms; and be it

FURTHER RESOLVED, That the Administration report back to the Board no later than December 2002. with its findings and recommendations regarding the institution of a mandatory uniform dress code for elementary and K8 schools in the district.

Referred to the Committee on Finance/Personnel.

Resolution 0203R-027

By Director Hardin:

WHEREAS, Board members are entitled to in-city round-trip automobile allowances for traveling to and from Board and Committee meetings or approved Board-related events; and

WHEREAS, Board and committee meetings account for only a small portion of the travel which Board members do on Board business; and

WHEREAS, The majority of Board travel is to and from schools widely dispersed throughout the district , as well as to and from meetings with other governmental and community organizations across the city; and

WHEREAS, The current reimbursement rate of $3.00 per round trip is a flat rate that does not take into account actual mileage covered or number of destinations involved; and

WHEREAS, The current reimbursement rate has not changed in over six years, although fuel prices and the cost of vehicle maintenance are rising; now, therefore, be it

RESOLVED, That the Board direct the Office of Board Governance, in consultation with the Department of Finance, to conduct an evaluation of the current method and rate of reimbursement for in-city travel on Board-related business; and be it

FURTHER RESOLVED, That the said evaluation include an investigation into how to determine a fair and equitable rate of reimbursement based on such factors as, but not limited to, the average mileage traveled by MPS Board members on Board business over a set period of time (e.g., the previous one or two years) and the average cost of routine maintenance of an automobile both over that time period and in relation to the mileage covered; and be it

FURTHER RESOLVED, That the Office of Board Governance be instructed to report back to the Board no later than January 2003 with the results of its study and with recommendations for revising the method of reimbursement and/or adjusting the rate of reimbursement for in-city travel on Board-related business.

Referred to the Committee on Finance/Personnel

Resolution 0203R-028

By Director Johnson:

WHEREAS, The Neighborhood School Initiative has been in effect for over two years, since the Fall of 2000; and

WHEREAS, The approved Neighborhood School Plan called for Edison Middle School to be converted from an attendance-area middle school to a three-section attendance-area K-8 school, with a capacity of approximately 815 seats, 572 of which were to be used for kindergarten through the fifth grade, and the remainder to be used for grades six through eight; and

WHEREAS, Under the Neighborhood Schools Initiative, in addition to its existing grade levels, Edison was to admit K4, K5, and first-grade students beginning in the Fall of 2002, with the full K-8 program to be in effect by 2006; and

WHEREAS, The demand for the elementary-level seats at the Edison K-8 school has been much lower than anticipated and Edison still remains a middle school; 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 explore the feasibility of expanding the planned Edison K-8 program to include grades 9 through 12; and be it

FURTHER RESOLVED, That this study include an analysis of the need for additional secondary-level seats in the attendance area served by Edison; and be it

FURTHER RESOLVED, That the Administration be instructed to return to the Board no later than February of 2003 with the results of its study, along with recommendations and a process and timeline for implementing an expanded program at Edison.

Referred to the Committee on Innovation/School Reform.

Resolution 0203R-029

By Director O"Neil:

WHEREAS, The Milwaukee Board of School Directors is the policymaking body for the school system, within the framework provided by law, the will of the local citizenry, and the ethics of the education profession; and

WHEREAS, The Rules of the Milwaukee Board of School Directors dictate the rules under which meetings of the Board of School Directors, as well as those of its standing committees, are held; and

WHEREAS, In addition to the regularly scheduled monthly meeting of the full Board and special Board meetings that may be called by the Board president, there are five permanent standing committees of the Board, of which at least two meet on a monthly basis; and

WHEREAS, The agendas of the various Board and committee meetings include numerous items that require lengthy discussion among Board members and the Administration, as well as sufficient time for public comment when noticed as such; and

WHEREAS, All meeting items that are brought to the Board of Directors require significant concentration and thoughtful consideration by Board members, by representatives of the Administration, and by members of the public who are in attendance or listening to the proceeding via television or radio; and

WHEREAS, Board and Board committee meetings are usually called for 6:30 P.M., unless otherwise noticed by the Board president or committee chair, and frequently are not adjourned until late in the evening or in the early hours of the following morning; and

WHEREAS, Meetings of such length are not conducive to ensuring that the Board, the Administration, and the public are able to give maximum attention, discussion, and careful consideration of each agenda item; now, therefore, be it

RESOLVED, That the Rules of the Board of School Directors be amended to read that no item on the agenda may be introduced for consideration after 10:00 P.M. during any regularly scheduled Board or committee meeting, and that all meetings with items remaining on the agenda after 10:00 P.M. shall be adjourned and scheduled to be reconvened on the earliest possible date following.

Referred to the Legislation, Rules and Policies Committee.

Resolution 0203R-030

By Director Morales:

WHEREAS, The Milwaukee Public Schools has faced an ongoing funding crisis in the past decade; and

WHEREAS, The Wisconsin Alliance for Excellent Schools (WAES) is a diverse, statewide coalition that is working to include comprehensive school funding reform in the 2003-05 state biennial budget; and

WHEREAS, The legislation being written by WAES ensures that resources are sufficient to guarantee that all children — regardless of where they live or their special circumstances — have the opportunity to meet Wisconsin's rigorous academic standards; and

WHEREAS, WAES has developed the following list of Core Principles for statewide school finance reform:

Core Principles

1. More resources —
Wisconsin's public schools need additional resources — not just improved efficiencies — to educate all young people. Funding should be adequate for current needs while growing to meet future needs.
2. Foundation system (adjusted for local circumstances) —
Districts should be guaranteed funds based on a statewide per-pupil foundation level. Funding levels should be adjusted for individual district characteristics, including:
   - Special needs populations (special education, children in poverty, students with limited English skills)
   - Rural status
   - Declining enrollment
   - Regional wage variations
3. State tax reform —
Additional revenue should come from some form of state taxes—not local property taxes.
4. Local control —
Individual school districts should control how their additional funding is utilized and be accountable, over time, for improved student performance.
5. New school finance system in 2003-05 budget —
School-funding-reform legislation, based on the preceding principles, should be enacted as part of the 2003-05 state budget; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors endorses the core principles of the Wisconsin Alliance for Excellent Schools (WAES) and agrees to work as a member of WAES for a new PK-12 public School finance system based on those principles.

Referred to the Legislation, Rules and Policies Committee.

* * * * *

COMMUNICATION FROM THE ACTING DIRECTOR, OFFICE OF BOARD GOVERNANCE/INTERIM BOARD CLERK

The Board next took up the communication from the Acting Director, Office of Board Governance/Interim Board Clerk, set aside earlier in the meeting.

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(c), for the purpose of considering the filling of the position of Director, Office of Board Governance/Board Clerk.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Hortin, Johnson, Morales, O'Neil and Preisdent Spence — 9.
Noes — None.

The Board retired to executive session at 7:53 PM.

The Board reconvened in open session at 8:15 PM.

Director Hardin moved that the Board appoint Lynne A. Sobczak the Director, Office of Board Governance/Board Clerk and authorize the President to negotiate an employment agreement with Lynne A. Sobczak.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Hortin, Johnson, Morales, O'Neil and Preisdent Spence — 9.
Noes — None.

The Board adjourned at 8:20 PM.

LYNNE A. SOBCZAK
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 30, 2002

Special meeting of the Board of School Directors called to order by President Spence at 6:06 PM.

Present — Directors Blewett, Dannecker, Gardner, 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:

September 27, 2002

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 PM on Monday, September 30, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of receiving an update on, and considering and possibly taking action on collective bargaining negotiations strategy with respect to, contract negotiations with the Administrators and Supervisors Council (ASC).

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 unit mentioned above. The Board may reconvene in open session to take action on matters discussed in executive session.

LYNNE A. SOBCZAK
Board Clerk

Director Dannecker 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 the Administrators and Supervisors Council (ASC).

The motion prevailed, the vote being as follows:

Present — Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

The Board retired to executive session at 6:09 PM.

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

LYNNE A. SOBCZAK
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 8, 2002

Special meeting of the Board of School Directors called to order by President Spence at 9:00 PM.

Present — Directors Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 7.
Absent and excused — Directors Blewett and Hardin — 2.

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

October 7, 2002

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 following the Committee on Innovation/School Reform meeting scheduled to start at 6:30 PM) on Tuesday, October 8, 2002, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of taking action on an agreement with the Housing Authority of the City of Milwaukee regarding a facility for the new Browning Elementary School.

The Board, pursuant to the provisions of Wisconsin Statutes, §19.85(1)(e), may retire to executive session to deliberate or negotiate the purchasing of public properties or the investing of public funds, or to conduct other specified public business and may reconvene in open session to take action on matters discussed in executive session.

LYNNE A. SOBCZAK
Board Clerk

The Superintendent presented the following item:

(Item 1) Action on a Request to Authorize the Administration to Enter into a Disbursing Agreement with the Housing Authority of the City of Milwaukee and Chicago Title Insurance Company

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 Silver Spring Neighborhood Center (SSNC) as a community partner with Browning School.

2. At the MPS Board meeting of Nov. 28, 2000, (proc. pp. 378-383) 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 (classes per grade) K-5 elementary school (572 seats). Expenditures were not authorized by this Board item.

3. Parties in the new shared facility at the Westlawn site and their roles:
   - U.S. Dept. of Housing and Urban Development (HUD) — Federal agency which, by virtue of its funding grants to HACM under an annual Contribution Contract and its funding of capital improvements to the Westlawn complex under a HOPE VI Grant Agreement, retained the right to approve any conveyance from HACM to MPS;
   - Housing Authority City of Milwaukee (HACM) — Owner of building and land at Westlawn that is used for a neighborhood center; additions will be attached to it for a school and neighborhood center;
   - Silver Spring Neighborhood Center (SSNC) — Lessee of HACM building at Westlawn and operator of the Silver Spring Neighborhood Center;

- Chicago Title Insurance Company, Inc. (Title Co.) — Supervisor and administrator of construction payments for this construction project;
- Milwaukee Public Schools Neighborhood Schools Initiative (MPS) — Will pay for 57.286% of construction and obtain 572 seats of space.

4. Negotiations for a conveyance to MPS of the HACM Westlawn property led to a preliminary agreement in a letter dated February 18, 2002. Within the letter, MPS committed to reimburse HACM for 2nd-phase architectural drawings that would be used for construction purposes. At that time, MPS and HACM recognized the need to break ground by May 1, 2002, in order to have the new school facility available for student use by Fall 2003. The MPS commitment to repay HACM for architecture fees was for a maximum of $637,000.

5. By letter agreement dated March 5, 2002, between MPS and SSNC, SSNC committed to reimburse MPS for its share of architecture fees, up to $227,628.

6. In order to stay on the timeline for school opening in Fall 2003, by letter agreement dated April 22, 2002, MPS and HACM confirmed an understanding that: (i) HACM would let the property to MPS for a term of not less than fifty years, renewable for five consecutive terms of ten years each, and (ii) HACM would, as MPS's developer, contract for construction of the improvements to the Westlawn site that would become the new school facility. HACM also agreed by this letter to award one or more construction contracts, provided that MPS would make timely payment of amounts owing under such construction contracts, up to a maximum of $5,862,750.

7. HUD reviewed an outline of the stated lease terms and by letter to HACM dated April 22, 2002, indicated that a lease on such terms would be favorably considered by HUD. HUD asked that the lease be documented in a specific form familiar to HUD.

8. MPS, HACM, and SSNC reviewed the documents in the bid specifications and approved them for the new shared facility at the Westlawn site. The bids were received and reviewed. and, on April 24, 2002, the HACM Board approved entering into a construction contract for the shared facility. On May 8, 2002, HACM entered into a construction contract with Reichl Construction. Construction is currently underway.

Administration's Analysis

9. The Disbursing Agreement between MPS, HACM, and Chicago Title Insurance Company, Inc., (Title Co.) authorizes MPS to pay Title Co. for disbursement against approved draw requests, up to $5,862,750 toward the $10,234,178 total cost of the project. All construction payments to contractors will reduce the amount of prepaid rent owed to HACM.

10. The Title Co. will supervise the combined disbursement of the MPS and the HACM contributions during the course of the project. The Title Co. will notify MPS and HACM of amounts due and receive the MPS and HACM payments. The Title Co. will then verify that all conditions have been satisfied and make disbursements to the contractors. The Title Co. will receive a fee of $125 for each payment distributed.

11. When a Ground Lease memorializing the terms and conditions of MPS's occupancy on the site has been finalized with HACM, the Administration will present the Ground Lease to the Board for approval.

Strategic Plan Compatibility Statement

12. The recommendation supports MPS Strategic Goal 3, Family Satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rule Statement

13. The recommendations are compatible with the Neighborhood Schools Plan as approved by the Board on August 24, 2000, and by the Wisconsin Legislature on September 26, 2000.

Fiscal Impact Statement

14. The Disbursing Agreement is for construction expenditures only. This recommendation authorizes expenditure of up to $5,862,750. The original $98.4 million budgeted for the Neighborhood Schools Initiative estimated $5,189,063 for this project. The project is now estimated to cost $7,100,000 in total. The variance of $1,910,937 is caused by higher-than-expected construction bids and by a smaller

amount of common areas in the building that can be shared. Reallocation of funds among the other projects will be required to accommodate this change.

Implementation and Assessment

15. Upon approval by the Board, the Administration will disburse funds to the Title Co., which will supervise the combined disbursement of the MPS and HACM contributions during the course of the project.

Recommendation

That the Board direct 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 constructing the new school at the Westlawn facility.

Director O'Neil moved that the Board retire to executive session, pursuant to the provisions of Wisconsin Statutes, §19.85(1)(e) , to deliberate or negotiate the purchasing of public properties or the investing of public funds,

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 7.
Noes — None.

The Board retired to executive session at 9:03 PM.

The Board reconvened in open session at 9:22 PM.

Director Johnson moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 7.
Noes — None.

The Board adjourned at 9:23 PM.

LYNNE A. SOBCZAK
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 14, 2002

Special meeting of the Board of School Directors called to order by President Spence at 5:46 PM.

Present — Directors Dannecker (6:28 PM), Gardner, Hardin, Horton, Johnson, Morales, O'Neil (6:21 PM), and President Spence — 8.
Absent and excused — Director Blewett — 1.

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

October 11, 2002

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 PM on Monday, October 14, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of:

1) considering and taking action with respect to a personnel matter; and
2) considering litigation with respect to the lawsuit against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy.

With respect to Item 1, above, pursuant to Wisconsin Statutes, Section 19.85(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice concerning litigation the Board is involved in with respect to a personnel matter. The Board may reconvene in open session to take action on matters considered in executive session.

With respect to Item 2, above, pursuant to Wisconsin Statutes, Section 19.85(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice regarding litigation in the matter of the lawsuit against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy.

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 concerning litigation the Board is involved in with respect to a personnel matter and, pursuant to Wisconsin Statutes, Section 19.85(1)(g), to confer with its legal counsel regarding litigation in the matter of 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:

Ayes — Directors Gardner, Hardin, Horton, Johnson, Morales, and President Spence — 6.
Noes — None.

The Board retired to executive session at 5:49 PM.

The Board adjourned from executive session at 6:30 PM.

LYNNE A. SOBCZAK
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 15, 2002

Special meeting of the Board of School Directors called to order by President Spence at 7:36 PM.

Present — Directors Dannecker, Gardner, Hardin, Horton, Johnson, O'Neil, and President Spence — 7.
Absent and excused — Directors Blewett and Morales — 2.

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

October 11, 2002

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 Special Education Committee meeting (scheduled for 6:30 PM) on Tuesday, October 15, 2002, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of

1) suspending Board Rule 1.02(1) and rescheduling the regular October Board meeting, currently scheduled for Thursday, October 31, to a date to be determined at the meeting; and
2) considering employment, compensation, and performance-evulation data and the terms of an employment contract for the Superintendent of Schools.

With respect to Item 2, above, 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-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may retire to executive session to consider employment, compensation, and performance-evulation data and the terms of an employment contract for the Superintendent of Schools.

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

LYNNE A. SOBCZAK
Board Clerk

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

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, O'Neil and President Spence — 7.
Noes — None.

Director Dannecker moved to reschedule the regular October Board meeting from October 31 to Tuesday, October 29, 2002.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, O'Neil and President Spence — 7.
Noes — None.

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes, §19.85(1)(c), to consider employment, compensation, and performance-evulation data and the terms of an employment contract for the Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, O'Neil and President Spence — 7.
Noes — None.

The Board retired to executive session at 7:45 PM.

The Board adjourned from executive session at 8:21 PM.

LYNNE A. SOBCZAK
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 29, 2002

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

Present — Directors Blewett, Dannecker, Gardner, 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, Larry Bennett, a sophomore at North Division High School, who died on October 24 of gunshot wounds he received in an apparent road-rage incident.

AWARDS AND COMMENDATIONS

Excellence in Education Awards

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, parent, or community member for a display of excellence, achievement, and innovation that may serve as an example to our school district and the entire Milwaukee community.

This month, the Milwaukee Board of School Directors presents the Excellence in Education Award to two recipients.

Sheila Kerley, Music Specialist, Neeskara Elementary School

Sheila Kerley has taught in Milwaukee Public Schools for 26 years, 14 of those as a music teacher at Neeskara Elementary School. She epitomizes the qualities of a distinguished music educator by continually meeting and surpassing the highest expectations. Though her professional attributes are many, most unique is her ability to capture the interest of all students. Her creative methods, contagious enthusiasm, and strong belief in the benefits that music has to offer work collectively to inspire children to develop a love of music.

Through Ms. Kerley's efforts, additional funding to support music education has been obtained for Neeskara. She recently attended the American Orff-Schulwerk Association Music Conference and subsequently wrote and received a $6,200 grant that has provided Orff instruments for our students. This is only one example of the many things she does to promote a lifelong appreciation of music within students of the Milwaukee Public Schools.

The Neeskara school community has benefited greatly from the integral role which music and the arts have played under Ms. Kerley's direction. Always one to expand her own breadth and depth of knowledge and professional experience, she attended a university workshop for folkdance, submitted a commercial video involving first- and second-grade students, and has directed two schoolwide theatre productions as well as numerous programs throughout the year. These varied programs include patriotic programs for our Zablocki Veterans Administration community partners, a talent show, and sing-alongs.

In addition to her exemplary work with the students and her effective promotion of music education, Ms. Kerley is an active and contributing member of the school community. She has served as a member of Neeskara's School Governance Council and Budget Committee and integrates the arts in Neeskara's annual showcase evening.

The Milwaukee Board of School Directors and the entire school community recognize Sheila Kerley 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 Director Jeff Spence.

(Posthumous) Kathleen Prince-Neuman, Citizens' Advocate for Special Education

On September 24, special-needs children and their families in Milwaukee lost a strong and dedicated voice when Kathleen Price-Neuman died at the age of 51. Diagnosed with a congenital heart defect when she was a child, Ms. Price-Neuman did not let her own health problems prevent her from adopting and raising three children with special needs, nor from devoting her life to helping other families with disabled children. She was a driving force in founding Nica Moms, a support group for adoptive parents of special-needs children from Nicaragua, and a co-chair of the Broadly Based Task Force on Special Education.

In addition, at the time of her death, Ms. Price-Neuman was a part-time parent coordinator at 21st Street School, where two of her children had attended school. She established Camp 21, the 21st Street School's before- and after-school childcare program. The income generated from this project has funded $30,000 in education grants awarded to teachers at the school.

The Milwaukee Public Schools salutes Kathleen Price-Neuman for the selfless love she showered on the special-needs children of Milwaukee and for the tireless effort she expended on their behalf. We extend our heartfelt condolences to the many friends and family she has left behind.

Other Awards and Commendations

Schools

Gaenslen Elementary schools held a Special Education Forum on October 12. The event, which was open to all parents, advocates, teachers, and principals, focused on assistive technology. The keynote address was presented by Dr. Penny Reed, Director of the Wisconsin Assistive Technology Initiative, funded by the Department of Public Instruction. She provided an overview of assistive technology for children with various learning differences and the impact of change of the selection, acquisition, and use of assistive technology.

Fairview Elementary School was the only Milwaukee school visited by the U.S. Math Literacy tour bus. Students and Teachers were able to board the multimedia bus for hands-on activities and information sessions. This tour is an extension of the work we do to help students build the strong mathematics foundation necessary to move on to more abstract mathematical reasoning.

Cooper Elementary School was the only MPS school chosen to feature "National Walk to School Day." Students, teachers, and other community safety promoters highlighted pedestrian safety and walked to school with the neighborhood parade. Included in the activities were Mayor John Norquist, Ronald McDonald, McGruff the crime dog, Bugs Bunny, City Council members, State Senators, and the Milwaukee Safety Commission. Students and teacher also experienced in-service programs presented by representatives of the Health Education Center of Children's Hospital.

Congress Extended Year Round School hosted a book donation sponsored by Kohl's Department Stores. As part of its 40th anniversary celebration, Kohl's donated nearly 40,000 copies of *Shamu and the Adventurous Seal Pup* to every kindergarten student in Milwaukee and surrounding southeastern Wisconsin counties.

Kosciuszko Middle School students learned how to conduct their own future court proceedings during a mock trail conducted by Municipal Court Judge Derek C. Mosley. He instructed the students on the proper procedures for upcoming student court sessions. Students had the opportunity to act as defense attorneys, prosecuting attorneys, bailiffs, and jurors. The student court was sponsored by the University of Wisconsin-Milwaukee's GEAR UP program.

Hi-Mount Community School, Metcalfe Park, Thirty-seventh Street Elementary School, Westside Academy, and Washington High Schools participated in the Making Connections Community Schools parade and rally held on October 23. This parade and rally showed the commitment these schools and community partners have to making the neighborhood a better place to live and learn.

Staff

Edward Kovochich, principal of the Harry and Lynde Bradley Technology and Trade High School, was named the recipient of the Award of Excellence at the National Association of School Safety and Law Enforcement Officers. He was recognized for his outstanding leadership, with special emphasis on his proactive and aggressive stance regarding school safety.

Departments

The Milwaukee Public Schools' Recreation Department's Rec 'n Roll Mobile has been selected to receive a 2002 Silver Star Award sponsored by the Wisconsin Park and Recreation Association. The Rec 'n Roll Mobile is a playground-on-the-move that brings recreational activities to youth ages 5 through 15 who are living in areas with limited access to recreational facilities and services. It provides fun and positive programs to youth in homeless shelters, family housing developments, rental-assistance complexes, community agencies, and unsupervised playgrounds. Award recipients will be honored at a special luncheon in November.

The Department of Communications and Public Affairs has again produced and started airing a half-hour television program featuring five MPS graduates and their unique stories. The program, "MPS Proud," explores individual accomplishments that these graduates have had both professionally and personally. The program allows us to recognize their individual accomplishments while showing the community the positive impact that MPS and its alumni are having on Milwaukee. The show reached more than 340,000 Milwaukee households and was a ratings success.

The MPS television show *Making The Grade (MTG),* which is produced for and by teenagers, received three Emmy nominations from the Chicago/Midwest Chapter of the National Academy of Television Arts and Sciences. The categories and nominees are:

- Outstanding achievement for announcements/campaign in non-news promotion single announcement or campaign — co-producers Kimberly Schwandt, Erick West
- Outstanding achievement for individual craft achievements off camera-animation, scenic design, graphic design — Erik West
- Outstanding achievement for individual craft achievements off camera in videography/non-news — Erik West

Board

School Board Director Charlene Hardin has been honored with the addition of her name to the Wall of Tolerance, to be located in Montgomery, AL. The Wall of Tolerance is part of the Tolerance Movement launched by the National Campaign for Tolerance. Ms. Rosa Parks, famed civil rights crusader, is one of the co-chairs of the Campaign, along with Mr. Morris Dees.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of August 28, and September 9, 12, 17, 26, and 30, 2002, were approved as corrected.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on the Recommended Approval of Negotiated Labor Contracts with the MTEA (Teachers), MTEA (Educational Assistants), and Local 1053 (Clerical-Technical)

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

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

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

MTEA (Educational Assistants)
Two-year contract (January 1, 2002, through December 31, 2003)

Local 1053 (Clerical-Technical) —
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 contracts as highlighted on the summary documents below.

It is also recommended that changes in salaries and benefits as reflected in the Local 1053 document be extended to clerical-technical personnel excluded from membership in Local 1053.

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

Highlights of Contract Resolution Between
the Milwaukee Board of School Directors and
Milwaukee Teachers' Education Association
(Teachers)

July 1, 2001, through June 30, 2003

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

2. A wage increase of 4.49% over two years, achieved through a series of staggered raises:

   Salaries: 7/01/01 1.25%
   Beginning of second semester 2001-02 — 1.0%

   7/01/02 1.12%
   Beginning of second semester 2002-03 — 1.12%

3. Modification of teacher day for K-8 schools

4. Language that requires emergency (permit) -licensed teachers to achieve full certification and licensing in two years or become frozen on the salary schedule until they achieve full licensure

5. A penalty for teachers who quit their employment with the district without giving prior notice or without good cause

6. Establishment of a joint labor-management committee to address special education issues

7. Continuation of the work begun by the committee established as part of the collaborative bargaining process

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

Highlights of a Contract Resolution between
the Milwaukee Board of School Directors and
Milwaukee Teachers' Education Association
(Educational Assistants)

January 1, 2002, Through December 31, 2003

1. Two (2) -year contract (January 1, 2002, through December 31, 2003)
2. Salaries: 1/01/02 3.0%
   1/01/03 2.5%
3. Increase educational assistant class coverage compensation rate to $4/hour beginning on day two of the coverage
4. Increase auto vandalism deductible paid by employee
5. Childcare workers incorporated into the contract
6. Greater flexibility in layoff and recall procedures.
7. Refined reassignment procedure.

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

Highlights of a Contract Resolution between
the Milwaukee Board of School Directors and Local 1053

July 1, 2002, Through June 30, 2004

1. Two (2) -year contract (July 1, 2002, through June 30, 2004)
2. Salaries: 7/01/02 3.0%
   7/01/03 2.5%
3. Increase dollar amount of error before paycheck adjustments by supplemental check must be made.
4. Increase auto vandalism deductible from $25 to $50
5. Provide the right to select from top five instead of top three candidates when filling a position by transfer.

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

Director Johnson moved to approve the contracts.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

(Item B) Action on a Recommendation to Authorize the Administration to Make Expenditures out of the District's Common School Fund Library Aid Allocation

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

The Common School Fund loans monies to school districts and municipalities for capitol improvement projects. The interest on these loans is what is used to pay out to districts as library aid.

In accordance with Chapter 43.70(3) of Wisconsin Statutes, Common School Fund Library Aid is a reimbursement for money spent on library books and other instructional materials for libraries. This includes such items as audiovisual materials, books, newspapers, periodicals, and instructional software. No other types of expenditures are eligible for reimbursement. In order to take advantage of the reimbursement, eligible items must be bought and paid for during the school year in which the allocation is distributed.

The District receives allocations based on the number of children between the ages of 4 and 20 years who reside in the District. The amount of money available for distribution has been steadily rising. Since 1993, the estimated per-pupil amount has been distributed to schools to spend as part of their local budgets according to a resolution passed by the MPS Board of School Directors.

The approved expenditures in the last two years have produced much enthusiasm from the schools. Thousands of staff members have been trained on one or more of these resources. With more and more schools able to access the internet via the Milwaukee Public Schools WAN (Wide Area Network), interest in these resources continues to grow. Knowing that these resources will be dependably available for years to come has a positive impact. All curricular areas are turning to these resources as an important adjunct to projects.

An MPS committee of the K-12 Library Media Council, along with a host of other individuals working directly with grant implementation and the Division of School Technology Support, served to coordinate development of a plan to stagger renewal of several of the most popular resources and add one new one, World Book Online. The plan supports academic needs and enhances access to informational resources in an electronic format. The plan provides resources to all schools and takes care of the details without overburdening them.

The committee recommends renewing online access to the following databases and sites for the schools as indicated. These resources would also be available to students and staff from home. The online resources being recommended are as follows:

Resources	Subscription	Total Costs
Sirs	1 year	73,500.00
Newsbank	3 years	462,140.00
World Book	3 years	101,914.00
ABC-Clio	2 years	37,737.00
Totals		675,291.00

Costs

Principals have authorized these expenditures to be made from Common School Fund allocations to their sites. Funds will be encumbered from accounts within the appropriate schools' budgets.

Implementation and Assessment Plan

With the Board's approval, the Administration will proceed to renew the online resources indicated and purchase the three-year subscription to World Book Online and recommended library materials, up to the approved estimated allocation amount.

Recommendation

The Administration recommends that the Board give authority to spend a portion of the Common School Fund Library Aid allocation as outlined above. This is consistent with Wisconsin State Statute, §43.70(3), Common School Fund Library Aid, which limits the expenditure of funds for the purchase of library books and other instructional materials for school libraries.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Hardin moved to approve the Administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

(Item C) Report on 2001-02 District Incident Data

Office of the
Superintendent of Schools

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

Re: District Incident Data

At its meeting on June 27, 2000, the Board adopted a resolution by 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. The following is a report for the 2001-2002 school year based on the revised system.

The Incident Report was designed to reduce the number of general categories from 34 (which include minor classroom disruptions such as "use of profanity" and "failure to have school supplies") to 16 serious safety-related categories. In order to provide a report that is informative, yet concise and readable, some categories have been combined. When the report is finalized and incorporated into the new Student Management System, each school will be capable of downloading the data at the school. The new system is expected to be fully implemented in the late fall of 2002.

The Incident Report includes incident data in two categories: incidents involving weapons, and incidents related to personal/physical safety. 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 2001-2002 school year. It is also organized by quarters.

Incident Report For 2001-2002
First and Second Quarters

	Weapons						
	First Quarter			Second Quarter			
Offense	August	September	Total	October	November	December	Total
Possession	4	34	38	48	43	24	115
Threat/Weapon	2	17	19	11	23	8	42
Gun	0	11	11	12	16	8	36

Possession = the simple possession of any items that can be viewed as a weapon
Threat = the threat to use any item that can be viewed as a weapon
Gun = includes all categories to include firearms, pellet guns, BB guns, etc.

	Personal/Physical Safety						
	First Quarter			Second Quarter			
Offense	August	September	Total	October	November	December	Total
Assault	24	157	181	247	324	165	736
Sexual-Assault	2	36	38	46	45	20	111
Battery	5	41	46	67	43	40	150
Robbery	0	6	6	2	2	4	8
Personal Threat	29	208	237	269	299	150	718
Fighting	63	788	851	981	912	455	2348
Gang Activity	1	18	19	19	33	14	66
Arson	0	1	1	4	3	9	16
Bomb Threat	0	4	4	3	1	0	4
Larceny	1	34	35	101	98	52	251
Vandalism	2	46	48	87	87	62	236
Drug & Alcohol	14	72	86	69	65	15	149
Disorderly Conduct	7	171	178	125	161	119	405

Sexual Assault = all criminal-code-related offenses
Personal Threats = to staff, students, harassment, and extortion
Arson = which includes false fire alarms, etc.
Larceny = which includes gambling, theft, other property items, etc.
Vandalism = of school and personal property
Possession of Drugs/Alcohol = which includes possession, use, or sale
Disorderly Conduct = which includes only the most serious matters

Appropriate disciplinary actions were followed for each reported violation of the School/Classroom Code of Conduct. In accordance with the Code of Conduct, all incidents involving weapons and distribution of illegal drugs and alcohol are referred for an expulsion recommendation. Depending on the seriousness of each case, disciplinary action for other incidents could involve a conference or intervention strategies, a suspension from school, a referral to the Division of Student Services, or an expulsion recommendation.

The Board established two study committees in October 2000 related to school safety and discipline issues:

- In response to a resolution sponsored by Director Werra, the Board established a Research and Advisory Committee on School Safety. The committee comprises representatives from MPS schools, the community, and government officials. The Administration is continuing to work with the group to address school safety and security issues.
- The second committee was established in response to a resolution sponsored by Director Hardin. The committee reviewed *the Parent/Student Handbook on Rights, Responsibilities and Discipline* and made recommendations to revise the publication to make it more parent- and student-friendly. A report on the work of the committee was submitted to the Board in March 2001. This committee was reconvened during the 2001-2002 school year to make recommendations regarding disciplinary action for drug and alcohol offenses. Modifications were made to Board policy in May 2002.

SMS (eSIS), the new system being implemented, will record all significant incidents that occur in the District and enable the District to maintain an accurate and consistent record of safety-related incidents and crimes. Currently, all schools are collecting and reporting incident data using the new eSIS. Elementary and secondary school staff, which are being trained on the new procedures during October and November 2002, recently began collecting and recording data using the revised procedures.

eSIS collects and reports 34 separate infractions of the School/Classroom Code of Conduct, as reported by the teachers or administrators via the Incident Referral, or "72 card." The data are entered at the school, and reports will be made available to schools and district personnel.

The Division of School Safety is continuing its efforts to enhance safety and reduce the number of incidents in our schools. If you have any questions, please feel free to call Mr. Kenneth C. Holt, Director of the Division of Student Services, at 475-8027, or me.

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

Received and ordered placed on file.

* * * * *

COMMUNICATIONS FROM THE DIRECTOR, OFFICE OF BOARD GOVERNANCE/BOARD CLERK

(Item A) Suspension of Board Rule 1.02(1) and Rescheduling of the Regular November and December 2002 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 2002 Board meeting would take place on Thanksgiving, November 28, and the regular December 2002 Board meeting would take place during the Winter Break, on December 26 (the day after Christmas).

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
Director/Board Clerk

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

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

Director Blewett moved to reschedule the regular November Board meeting from November 28 to Thursday, November 21, 2002, and the regular December Board meeting from December 26 to Thursday, December 19, 2002.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

(Item B) Approval of and/or Authorization to Execute an Employment Contract with the Superintendent of Schools

Office of
Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

At the request of President Spence, the matter of the approval of, and authorization to execute, an employment contract for the Superintendent of Schools, William G. Andrekopoulos, has been noticed and scheduled for action at the regular October 2002 Board meeting.

The proposed terms for an employment agreement with Mr. Andrekopoulos have been provided to the Board under separate cover.

If it so wishes, the Board may approve the proposed terms of the employment agreement with Mr. William G. Andrekopoulos and authorize the Board President to execute the employment agreement on behalf of the Board.

Lynne A. Sobczak
Director/Board Clerk

Ordered held for consideration later in the meeting.

* * * * *

(Item C) Approval of and/or Authorization to Execute an Employment Contract with the Board Clerk/Director, Office of Board Governance

Office of
Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

At the request of President Spence, the matter of the approval of, and authorization to execute, an employment contract for the Board Clerk/Director, Office of Board Governance, Lynne A Sobczak, has been noticed and scheduled for action at the regular October 2002 Board meeting.

The proposed terms for an employment agreement with Ms. Sobczak have been provided to the Board under separate cover.

If it so wishes, the Board may approve the proposed terms of the employment agreement with Ms. Lynne A. Sobczak and authorize the Board President to execute the employment agreement on behalf of the Board.

Lynne A. Sobczak
Director/Board Clerk

Ordered held for consideration later in the meeting.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

- Committee on Innovation/School Reform, Item 5, a strategy to increase reading scores for students;
- Committee on Finance/Personnel, Item 5, carryover requests; and
- Committee on Finance/Personnel, Item 6, amendments to the adopted annual budget.

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

Ayes — Directors Blewett, Dannecker, Gardner, 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 Charter School Contracts for Northern Star, Malcolm X Academy, and Afro Urban Institute

Analysis

1. On December 4, 2001, the Committee on Innovation/School Reform held a public hearing to consider the charter school proposal for Northern Star. On December 19, 2001, the Board approved the concept of the Northern Star charter school proposal for possible implementation as an MPS instrumentality charter school during the 2002-2003 school year. Northern Star was approved with specific contingencies. Board action directed that the Office of Board Governance, in consultation with representatives from the Administration and the Office of the City Attorney, negotiate a contract for this entity once all specified contingencies had been satisfied.

2. On December 4, 2001, the Committee on Innovation/School Reform held a public hearing to consider the charter school petition for Malcolm X Academy. On December 19, 2001, the Board approved the concept of the Malcolm X Academy charter school petition for possible implementation as an MPS instrumentality charter school during the 2002-2003 school year. Malcolm X Academy was approved with specific contingencies. Board action directed that the Office of Board Governance, in consultation with representatives from the Administration and the Office of the City Attorney, negotiate a contract for this entity once all specified contingencies had been satisfied.

3. On April 10**,** 2002, the Committee on Innovation/School Reform held a public hearing to consider the charter school proposal for Afro Urban Institute. On April 25, 2002, the Board approved the concept of the Afro Urban Institute charter school proposal for possible implementation as an MPS non-instrumentality charter school during the 2002-2003 school year. Afro Urban Institute was approved with specific contingencies. Board action directed that the Office of Board Governance, in consultation with representatives from the Administration and the Office of the City Attorney, negotiate a contract for this entity once all specified contingencies had been satisfied.

4. At this time, all specified contingencies have been satisfied, and representatives from Northern Star, Malcolm X Academy, Afro Urban Institute, the Office of Board Governance, the Administration, and the Office of the City Attorney have negotiated terms for MPS charter school contracts as follows:

Agency	Term	Maximum FTE
Northern Star Academy	2002-2005	150
Malcolm X Academy	2002-2005	600
Afro Urban Institute	2002-2003	90
	2003-2004	210
	2004-2005	240

5. Northern Star, Malcolm X Academy, and Afro Urban Institute are currently open and serving MPS students.

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

Strategic Plan Compatibility Statement

7. These programs 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.

Statute, Administrative Policy, or Board Rules Statement

8. These contracts are being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools

Fiscal Impact Statement

9. The funds for these charter school contract were budgeted and approved in the FY03 Board adopted budget. The FY03 allocations for these contracts for the 20020-2003 school year are as follows:

Northern Star	$ 253,320
Malcolm X Academy	$ 4,626,952
Afro Urban Institute	$ 625,919

10. In addition to the Board-approved budget allocations, each of these charter schools has been awarded a $ 50,000 DPI Charter School Planning Grant and each has applied for a DPI Implementation Grant.

Implementation and Assessment Plan

11. These contracts will become effective upon the Board's 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 these charter school contracts with Northern Star as an instrumentality charter school, Malcolm X Academy as an instrumentality charter school, and Afro Urban Institute as a non-instrumentality charter school.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 2) Action on a Request to Amend the Previously Approved Charter School Contract between the Milwaukee Public Schools and Audubon Communication and Technology Center to Increase the Number of Students Authorized for Audubon Communication and Technology Center

Analysis

1. Charter school contracts and policies require that requests for amendments to an existing contract be approved by the Board.

2. On January 30, 2001, the Milwaukee Board of School Directors directed the MPS Office of Board Governance, in consultation with the MPS superintendent's designees and the Milwaukee city attorney's office, to attempt to negotiate and draft a contract with Audubon Communication and Technology Center to create Audubon Communication and Technology Center Charter School.

3. On April 25, 2002, the Board approved a charter school contract, thereby creating Audubon Communication and Technology Center Charter School.

4. Audubon Communication and Technology Center opened as a charter school for the 2001-2002 school year.

5. In a letter to the Office of Board Governance, Audubon Communication and Technology Center has requested an amendment to its contract, to add 10 FTEs, which would increase the number of its contracted student seats from 940 to 950 for the remainder of the contract, beginning with the 2002-2003 school year.

6. The amendment (attached to the minutes of your Committee's meeting) states that the total costs of the contract would be based on the charter school's FTE count of up to a maximum of 940 pupils in the 2001-02 school year, and up to a maximum of 950 pupils for the 2002-03, 2003-04, 2004-05, and 2005-06 school years.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

8. This contract amendment is being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

9. The actual fiscal impact would depend on September Third-Friday counts. If approved, and the Third-Friday FTE count for Audubon is 950, the allocation for Audubon Communication and Technology Center would increase by $63,330. The funding will have to be determined as part off the Fall budget adjustments.

Implementation and Assessment Plan

8. This amendment will become effective upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the increase in FTE allocations for Audubon Communication and Technology Center, contingent upon funding to be determined as part of the Third-Friday budget adjustments.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 3) Action on a Recommendation to Extend the Charter School Contract for Fritsche Middle School

Analysis

1. On August 24, 1999, the Board approved a three-year charter school contract creating Fritsche Middle School as an instrumentality charter school. The school opened as a charter school in during the 1999--2000 school year. The contract for Fritsche Middle School expired at the end of the 2001-2002 school year. Fritsche Middle School has asked the Office of Board Governance for a one-year extension of the charter school contract, to include the 2002-2003 school year.

2. The Office of Board Governance, in collaboration with the Administration and the City Attorney's office, is continuing to develop an appropriate contract renewal process for charter school contracts. It is anticipated that the process will be in place and implemented during the Spring of 2003 for consideration of the renewal contract commence with the 2003-2004 school year.

3. The office of Board Governance has not received a complete set of documents for the Fritsche charter school. These documents, which include the FY02 financial and performance audit, are important in ensuring a thorough review and a comprehensive renewal process.

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

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

6. This contract extension request is being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools

Fiscal Impact Statement

7. The funds for this one-year contract extension were approved in the FY03 Budget.

Implementation and Assessment Plan

8. This amendment will become effective upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the extension of the Fritsche Middle School charter school contract for one year, to include the 2002-2003 school year.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 4) Action to Extend and to Amend the Charter School Contracts for Walker International Charter School and Bruce Guadalupe Charter School

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 2000-01 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.

3. The contracts for Walker International Middle School and Bruce Guadalupe Community School expired at the end of the 2001-2002 school year.

4. Walker International Middle School and Bruce Guadalupe Community School have contacted the Office of Board Governance to request one-year extensions of the charter school contracts to include the 2002-2003 school year.

5. The Office of Board Governance, in collaboration with the Administration and the city attorney's office, is continuing to develop an appropriate contract renewal process for charter school contracts. The renewal process has not yet been finalized. It is anticipated that the process will be in place and implemented during the Spring of 2003 for consideration of renewal contracts to commence with the 2003-2004 school year.

6. In addition, the Office of Board Governance has not yet received a complete set of documents for the charter schools, including the financial, and performance audits and the academic achievement reports for FY02, which will provide important information needed to ensure a thorough review and a comprehensive renewal process.

7. Walker International Middle School is also requesting to amend its current contract to increase its pupil enrollment for the 2002-2003 school year from 740 to 756 FTE and to amend the accountability methods to reflect the current district charter school contract accountability terms.

8. Bruce Guadalupe Community School is requesting to amend its current contract to increase its pupil enrollment for the 2002-2003 school year from 550 to 600 FTE. and to amend the accountability methods to reflect the current district charter school contract accountability terms.

Strategic Plan Compatibility Statement

9. These programs 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.

Statute, Administrative Policy, or Board Rules Statement

10. These amendments are being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools

Fiscal Impact Statement

11. All approved MPS charter schools are paid in accordance with Administrative Policy 9.12 and the Board-adopted budget. The actual fiscal impact for Walker International Middle School and Bruce Guadalupe Community School will depend on the Third-Friday counts. If approved, and the Third-Friday FTE count for Walker is 756, the allocation would increase by $101,328. If approved. and the- Third-Friday FTE count for Bruce Guadalupe Community School is 600, the allocation for Bruce Guadalupe Community School would increase by $347,733. The funding sources will have to be determined as part of the Fall budget adjustments.

Implementation and Assessment Plan

12. These extensions and amendments will become effective upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve:

1. the one-year contract extensions, and the amendments relative to the accountability requirements for Walker International Middle School and Bruce Guadalupe Community School; and
2. the increase in FTE allocations for Walker International Middle School and Bruce Guadalupe Community School, contingent upon funding sources to be determined as part of the Third-Friday budget adjustments.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 5) Follow-up Report and Possible Action on a Proposed Strategy to Increase Reading Scores for Students

Background

At its meeting on June 20, 2002, the Committee on Innovation/School Reform gave hearing to Dolores Mishelow and other interested parties in response to Ms. Mishelow's communication requesting an opportunity to present a proposed strategy to increase reading scores for students attending MPS schools which had been "added to the latest DPI Schools in Need of Improvement List.."

Following that Committee's recommendation, the Board, at its June 27, 2002, meeting, instructed the Administration to report the following to the Committee on Innovation/School Reform:

1. the availability of funds in both school and Central Services budgets to support Direct Instruction and other authorized and proven literacy curricula;
2. the costs of start-up and ongoing materials, texts, and support for Direct Instruction and other authorized and proven literacy curricula; and
3. possible sources and application of funds and strategies for securing funds and reducing costs to cover Direct Instruction and other authorized and proven literacy curricula.

Administration's Response

1. The Direct Instruction method was developed by Siegfredd Engelmann for K-12 level reading, language arts. and math. According to the American Institutes for Research (AIR), there is "strong" (their highest-ranking) evidence of positive effects on student achievement. The method is described as "highly scripted" and requiring extensive training.

2. Since 1996, 39 MPS schools have used the DI method in various degrees (attached). An evaluation of the impact on student achievement is currently in process and will be presented at the time of the meeting.

3. Costs of implementing the method include materials, consultant fees, and training for teachers.
   - In 1999, AIR estimated the 1st-year cost to be $244,000. Of 23 methods they reviewed, DI was fourth in cost and well above the average of $139,000.
   - Comparison of a sample classroom cost for reading materials is summarized as follows:

- — the per-pupil cost of MPS-adopted textbook and materials is approximately $49;
- — the per-pupil cost of Direct Instruction materials for a 3rd-grade class of 25 is approximately $104, plus literature costs.

- Costs are clearly variable by the number of academic areas and grade levels at which DI is implemented. Teacher turnover would also increase costs, unless the replacement teacher was already trained in DI.

4. Four MPS schools using DI received first-year Comprehensive School Reform grants (CSR) in FY 2001 and FY 2002. The grants, ranging in amount from $78,000 to $100,000, can help to offset the cost of DI. Twenty MPS schools applied for 2002-03 Comprehensive School Grants. As only 10 of those schools received the grants, CSR is a potential, but not guaranteed, funding source.

5. One option for funding would be for the MBSD to allocate extra funds to schools incurring substantial DI implementation costs. This would, however, contradict the allocation method of recent years, which emphasizes equity in per-pupil funding. In addition, principals at numerous non-DI schools have pointed out that the approaches which their schools take are also more expensive than average.

To emphasize results, DI schools could contract with the MBSD to exceed district averages in student achievement gains. An allocation method that rewards achievement, however, would be more efficient if it retrospectively awarded dollars based on results, rather than on a particular methodology.

6. An MPS Project Loan Acquisition Network (PLAN) is under development. Participating schools would be able apply for access to a school-surplus fund for such projects as the implementation of the DI method. Repayment would then occur over multiple years.

7. Approximately 80% of the 39 schools implementing any DI programs have surplus balances, averaging $100,000, from FY 2002, which potentially could be used to defray at least a portion of the cost of DI.

8. Textbook adoptions are funded through a chargeback to schools. Subject areas and grade levels vary from year-to-year. In the year that a school would be receiving the district adoption, such school has the option of receiving the budget authority ("cash equivalent") rather than the textbooks. The next planned elementary reading adoption is scheduled for FY 2007.

Committee's Recommendation

Your Committee recommends that:

1. the Board recognize MIDIS (Milwaukee Initiative of Direct Instructions Schools) as a collaborative representing Milwaukee schools that voluntarily participate and join;
2. MIDIS and other schools be authorized to appeal for buy-back authority for textbook funds now charged back to school budgets to increase discretionary funds for literacy texts and materials they choose, pending an acceptable presentation of alternatives managed and administered by the participating schools; and
3. MIDIS and other schools be encouraged to allocate existing funds, including carry-over funds, Title I grants, Comprehensive School Reform Grants, and additional buy-back authority as instrumentality charter schools, to develop and improve autonomy and accountability for academic achievement.

Director Johnson moved to adopt the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes — Directors Blewett and Hardin — 2.

* * * * *

(Item 6) Action on a Report in Response to Resolution 0102R-048 By Director Blewett to Establish a Writer-In-Residence Program

Background

At its meeting on April 25, 2002, the Board adopted the following resolution by Director Blewett and instructed the Administration to submit to the Committee on Innovation/School Reform a recommended plan for a writer-in-residence program:

> 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, Components of the Balanced Literacy Framework, including elements of shared writing, interactive writing, and guided writing/writers' workshops, were discussed earlier this month at the Milwaukee Partnership Academy's work session; and
> WHEREAS, An example of the educational program designed to promote student writing skills is the writing-in-residence program developed by a neighboring school district; and
> WHEREAS, One goal of the Balanced Literacy initiative is to develop educational programs that will focus on improving achievement in literacy, now therefore be it
> RESOLVED, That the Administration be directed to research, develop, and present a plan to the Board for a writer-in-residence program or similar program, to be implemented in the Milwaukee Public Schools for the 2002-2003 school year.

Administration's Analysis

1. Writers-in-Residence is a program designed to give students hands-on experience with professional writers. The writer-in-residence program would support the district's balanced literacy goals, specifically that of every student's being at or above grade level in reading and writing. Some of the possibilities for writers-in-residence programs include the following:

   a. a writer-in-residence program that includes the physical presence of professional writers who have direct contact with students;
   b. a virtual, online writer-in-residence program, national or international, which provides students with the expertise of a professional writer via the Internet or distance learning;
   c. s writer-in-residence program developed within the framework of the community-based learning centers, where students, parents, community members, and educators would meet to discuss writing, attend workshops designed to improve writing, and advance through the writing process using technology;
   d. the creation of a district-wide writers' center to support the community-based learning centers. Participants could share writing, engage in writers' workshop, and use the writing process to create writing of their own.

Strategic Plan Compatibility Statement

2. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement.

Statute, Administrative Policy, or Board Rule Statement

3. The Administration's recommendation is consistent with Administrative Policy 7.01, Teaching and Learning Goals.

Fiscal Impact Statement

4. This item does not authorize expenditures.

Implementation and Assessment Plan

5. The Administration has researched a variety of writer-in-residence programs. The Administration is prepared to assist interested schools in seeking/obtaining grant funds to pursue a writers-in-residence program.

Committee's Recommendation

Your Committee recommends that the Board accept the information presented by the Administration and encourage schools that would like to engage in a writer-in-residence program to do so.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 7) Report on School-Based Learning Team Training

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

Administration's Report

1. The Division of Professional Development has designed a comprehensive training model for the Milwaukee Public Schools balanced literacy learning agenda. This training model includes proven professional development activities for the school. The school learning team is led by the principal and the literacy coach. The Milwaukee Partnership Academy distributed a draft copy of learning team guidelines at the 2002 summer Principals' Institute. That document has been used successfully as a template to guide the formulation of learning teams.

2. To date, the Division of Professional Development has offered three days of training to the learning teams. During the two days of training offered in August, the following objectives were addressed:

- establishing the mission statement,
- installing the Self-Directed Improvement System™ as an operational framework for all balanced literacy components, and
- building an effective school-based learning team to promote student learning with an emphasis on literacy.

3. To further define the role of learning teams to lead and support teacher teams in a system of self-directed improvement, the third day of the training is being offered September 30 through October 8, 2002. The objectives are to provide the tools needed to:

- prepare staff and students for the fall assessment schedule,
- implement routine use of the data/feedback/strategy method in the school culture to sustain continuous improvement throughout the academic year and ultimately toward year-end balanced assessment system targets, and
- monitor and refine implementation of the data/feedback/strategy method among grade-level/subject-area teacher teams.

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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) Report to the Board Relative to Resolution 0203R-005 by Director Hardin to Establish a Board Standing Committee on Special Education

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

Background

1. On its meeting on June 27, 2002, the Board adopted Resolution 0203R-005, by Director Hardin, to create a Committee on Special Education, a standing committee of the Board, whose charge is to:

1) monitor and assess district and school progress in meeting state and federal mandates as well as the Board's goals and standards in all matters relating to serving students with special needs;
2) consider, evaluate, and monitor district and school compliance with legal responsibilities, reform initiatives, parent and advocacy group recommendations, and policy development in the area of its focus;
3) have oversight responsibility relative to the monitoring of organizational performance for all departments, functions, initiatives, schools, and district services and activities pertaining to students with special needs; and
(3) review all special education related reports issued to ensure that departments, divisions, and schools implement internal control, compliance, and program-effectiveness recommendations so that the Board can assure the public that all special education programs and operations are effectively serving students with special needs.

Administration's Report

2. The district, in its efforts to address parents' rights and concerns as they relate to the needs of special education students has produced and will be distributing to all parents of students with disabilities the guide "How to Resolve Complaints and Disagreements between Parent and MPS." This guide, written in parent-friendly English and Spanish, explains informal strategies for dispute resolution, how to resolve disputes through the IEP process, and how to file an MPS complaint. It also identifies persons responsible in each school for accepting and processing parental MPS complaints. The guide also links parents to outside resources and other mechanisms provided in law for resolving disputes with the school district and to advocacy support in the community.

* * * * *

(Item 2) Action on Response to Item C of Resolution 0203R-017 by Director Dannecker Regarding the Improvement of Special Education

Background

At its meeting on June 27, 2002, the Board approved the following Resolution 0203R-017, by Director Dannecker, regarding the improvement of special education services:

WHEREAS, The Board and the Superintendent have the statutory obligation to identify yearly objectives and priorities for education, and to assess annually progress of pupils; and
WHEREAS, Under the direction of the Board, the Superintendent has general supervision of the manner of conducting the schools; and
WHEREAS, The Superintendent has identified reorganization of the Division of Special Services and improving service delivery as a strategic priority, and has introduced a number of initiatives to achieve this end; and
WHEREAS, The District faces numerous challenges to improve continuously all elements of service delivery in Exceptional Education; and
WHEREAS, The District must move expeditiously to implement programs it has identified as improving both organization and service delivery; and
WHEREAS, Implementing and demonstrating the effectiveness of programs in continually improving compliance and service delivery is the best means of avoiding future discontent with district services; and
WHEREAS, The District can improve its relationships with stakeholders by making visible aggressive efforts to implement and expand program initiatives, while gathering stakeholder input for continuous improvement, in an effort to improve exceptional education services as quickly as reasonably possible; and
WHEREAS, The District has developed initiatives to improve compliance assurance and service delivery, and to identify and meet changing legal requirements; and
WHEREAS, The Department of Public Instruction ("DPI") has proposed measures for implementing continuous improvement reorganization efforts designed to improve service delivery and assure compliance (the "SOAP"); and

WHEREAS, The Board desires to implement changes desired by DPI subject to constant refinement through continuous assessment and improvement in order to make MPS the national leader in both legal compliance and delivery of exceptional education services; now, therefore, be it

RESOLVED, That:

A. By June 30, 2002, the Administration shall present to the Board a plan for a seminar to be held before the end of September and made available to all parents, advocates, teachers and principals, explaining in understandable language IDEA; the obligations and roles of parents and school personnel in implementing IDEA; the District's approach to IDEA and how it is based upon best practices and continuous improvement; the parental dispute resolution process; and other pertinent issues. This plan should include a proposal for low-cost but EFFECTIVE dissemination of invitations to parents and school personnel to attend this seminar, as well as a proposed schedule for future sessions.

B. By July 30, 2002, the Administration shall present to the Board a plan for soliciting, on a regular basis, input from stakeholders, including ALL parents, ALL advocates, ALL teachers and ALL principals in order to:

- identify issues;
- develop goals and strategies that are appropriate for improving services based on this input;
- develop goals and strategies for these issues as appropriate upon evaluation of these issues;
- develop data systems to monitor progress in meeting goals and strategies as they are developed and implemented;
- and develop a plan for identifying related training needs.

Commencing in June, monthly reporting by the director of Special Services to the Board shall include update on the process of soliciting and evaluating or responding to stakeholder input, measures taken to gather input, whether they are effective, and steps to be taken for improvement.

C. By August 30, 2002, present to the Board a plan for [the development of] the following:

1. A plan with a timeline for making the problem-solving model available to parents in every school. Monthly reporting by the DSS to the Board shall include a report on deployment of the problem-solving model and status of implementation in each school. The plan described in this paragraph shall include strategies for obtaining understanding and acceptance of the problem-solving model in all schools.
2. A clearly articulated philosophy and best-practices approach to exceptional education, reflecting use of the problem-solving model in some schools and understandable to laypersons; and a strategy for implementing this approach in every school, including development of benchmarks for areas in need of improvement and use of data and measurable information for assessing progress in service improvement.

D. By September 30, 2002, the Administration shall present to the Board:

1. An identification of areas in which services have been questioned or can be improved (including, but not limited to, issues related to student transfers, transfer of records, enrollment and responsiveness to parents and advocates); a description of benchmarks to be used in measuring progress in such areas, and a proposed schedule for meeting specific goals.
2. A plan for communicating to parents, schools, and the public regarding the above subject areas on an ongoing basis.

Administration's Analysis

1. *Optimizing Success Through Problem Solving* is an initiative that supports early and effective interventions using a four-step, data-based decision-making process. Currently the initiative is involved with 31 schools, representing the first of four waves of implementation. *Optimizing Success Through Problem Solving* is being fully implemented in phases over time, with expansion to 56 schools targeted for the 2002-2003 school year. Forty additional schools will be added in each of the following years until all Milwaukee Public Schools have had an opportunity for training and support. Priority throughout implementation will be given to schools in need of improvement and schools that have Community Learning Centers so as to coordinate efforts to improve overall student achievement.

2. District-wide problem-solving facilitators provide the necessary support and professional development directly to the schools. Most activities are tailored to the specific needs of the school and are offered at the building level. The team of problem-solving facilitators consists of regular-education teachers, special-education teachers, speech pathologists, psychologists, and social workers. Facilitators are assigned to schools at a ratio of one FTE facilitator per five schools. Over time, schools are expected to achieve independence in the process, not needing active facilitation from a member of the facilitation team.

3. Five general areas of in-service, modeling, and implementation support are available to schools through the district problem-solving facilitator team:

- *dsata-based decision* making using the four-step process is the foundation for all problem-solving activities and training at the school;
- *ecological perspective* supports the awareness of interacting variables among the curriculum, the instruction, the environment, and the learner;
- *continuous progress monitoring* informs instruction and keeps stakeholders focused on a common target;
- *evidence-based interventions* are required to support teachers and children; and
- *non-categorical special education eligibility* determines the IEP Team process.

4. At each school, problem solving is applied at prevention, early-intervention, and focused-intervention levels. A core team consisting of administration, representative staff, the learning team, parents, and community representatives guides the implementation process. As part of the initial training, the core team completes the Strategic Map for Allocating Resources for Teaching (SMART), a school-improvement analysis that forms the basis for initial prevention-level planning at the school. The core team then collaborates with a district problem-solving facilitator to plan prevention and early intervention support, as well as professional development opportunities for staff, students, and the larger school community. Key teams are targeted for support and professional development.

5. Although the Board had originally suggested monthly reporting, the Administration is recommending quarterly reports, as the data collection necessary for completion of such reports draws resources away from schools. In order to minimize such adverse impact, each school's progress on school performance indicators would be reported in November, March, and June, and quarterly thereafter. In addition, an annual, year-end report will be published in July.

Strategic Plan Compatibility Statement

6. The recommendation supports the 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.

Statute, Administrative Policy, or Board Rule Statement

7. This proposal is consistent with Board policies.

Fiscal Impact Statement

8. There is no fiscal impact.

Committee's Recommendation

Your Committee recommends that the Board accept this informational report and adopt a plan for a quarterly reporting schedule beginning in November 2002 on the initiative *Optimizing Success Through Problem Solving.*

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 3) Report on Response to Items D of Resolution 0203R-017 by Director Dannecker Regarding the Improvement of Special Education Services

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

Background

At its meeting on June 27, 2002, the Board approved the following Resolution 0203R-017, by Director Dannecker, regarding the improvement of special education services:

WHEREAS, The Board and the Superintendent have the statutory obligation to identify yearly objectives and priorities for education, and to assess annually progress of pupils; and

WHEREAS, Under the direction of the Board, the Superintendent has general supervision of the manner of conducting the schools; and

WHEREAS, The Superintendent has identified reorganization of the Division of Special Services and improving service delivery as a strategic priority, and has introduced a number of initiatives to achieve this end; and

WHEREAS, The District faces numerous challenges to improve continuously all elements of service delivery in Exceptional Education; and

WHEREAS, The District must move expeditiously to implement programs it has identified as improving both organization and service delivery; and

WHEREAS, Implementing and demonstrating the effectiveness of programs in continually improving compliance and service delivery is the best means of avoiding future discontent with district services; and

WHEREAS, The District can improve its relationships with stakeholders by making visible aggressive efforts to implement and expand program initiatives, while gathering stakeholder input for continuous improvement, in an effort to improve exceptional education services as quickly as reasonably possible; and

WHEREAS, The District has developed initiatives to improve compliance assurance and service delivery, and to identify and meet changing legal requirements; and

WHEREAS, The Department of Public Instruction ("DPI") has proposed measures for implementing continuous improvement reorganization efforts designed to improve service delivery and assure compliance (the "SOAP"); and

WHEREAS, The Board desires to implement changes desired by DPI subject to constant refinement through continuous assessment and improvement in order to make MPS the national leader in both legal compliance and delivery of exceptional education services; now, therefore, be it

RESOLVED, That:

A. By June 30, 2002, the Administration shall present to the Board a plan for a seminar to be held before the end of September and made available to all parents, advocates, teachers and principals, explaining in understandable language IDEA; the obligations and roles of parents and school personnel in implementing IDEA; the District's approach to IDEA and how it is based upon best practices and continuous improvement; the parental dispute resolution process; and other pertinent issues. This plan should include a proposal for low-cost but EFFECTIVE dissemination of invitations to parents and school personnel to attend this seminar, as well as a proposed schedule for future sessions.

B. By July 30, 2002, the Administration shall present to the Board a plan for soliciting, on a regular basis, input from stakeholders, including ALL parents, ALL advocates, ALL teachers and ALL principals in order to:

- identify issues;
- develop goals and strategies that are appropriate for improving services based on this input;
- develop goals and strategies for these issues as appropriate upon evaluation of these issues;
- develop data systems to monitor progress in meeting goals and strategies as they are developed and implemented;
- and develop a plan for identifying related training needs.

Commencing in June, monthly reporting by the director of Special Services to the Board shall include update on the process of soliciting and evaluating or responding to stakeholder input, measures taken to gather input, whether they are effective, and steps to be taken for improvement.

C. By August 30, 2002, present to the Board a plan for [the development of] the following:

1. A plan with a timeline for making the problem-solving model available to parents in every school. Monthly reporting by the DSS to the Board shall include a report on deployment of the problem-solving model and status of implementation in each school. The plan described in this paragraph shall include strategies for obtaining understanding and acceptance of the problem-solving model in all schools.
2. A clearly articulated philosophy and best-practices approach to exceptional education, reflecting use of the problem-solving model in some schools and understandable to laypersons; and a strategy for implementing this approach in every school, including development of benchmarks for areas in need of improvement and use of data and measurable information for assessing progress in service improvement.

D. By September 30, 2002, the Administration shall present to the Board:
1. An identification of areas in which services have been questioned or can be improved (including, but not limited to, issues related to student transfers, transfer of records, enrollment and responsiveness to parents and advocates); a description of benchmarks to be used in measuring progress in such areas, and a proposed schedule for meeting specific goals.
2. A plan for communicating to parents, schools, and the public regarding the above subject areas on an ongoing basis.

Administration's Report

1. On October 12, 2002, the Special Education Forum for Parents, Advocates, Teachers and principals was held at Gaenslen. Numerous committee meetings took place in an effort to involve stakeholders in the development and finalization of the planning process. The forum included a keynote speaker, six workshops in the a.m. session, and six workshops in the p.m. session. One of the sessions held involved the topic of *Individuals with Disabilities Education Act: The Basics you need to know about Special Education* (presenters were two special education supervisors and one parent). Another one offered related to *How to Resolve Disputes: What you can do if you have a Problem with the Special Education Process* (presenters were one special education administrator and one parent advocate). In addition, we will have a help desk for parents, staff, principals, and advocates to address specific questions.

2. A Steering Committee met on October 2, 2002, to discuss several ways to make seminar/informational meetings available to teachers, principals, and advocates. The predominant ideas included videotapes to be made available to schools to share with staff and parent; joining presentations that are currently scheduled by advocacy groups; sponsoring seminars held at various community sites; setting up "help desk" sites and times for parents to ask questions and receive information; and sending brochures/newsletters home to teachers and parents.

3. The Steering committee is scheduled to meet on October 23, 2002, to continue discussing various formats, resources, and ways to notify staff and parents. Planning activities will include methods to ensure that communication with parents and other stakeholders is on a regular basis in order to ensure that parents are kept well informed.

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(Item 4) Report on Resolution 0203R-006 by Director Dannecker to Identify, to Develop, to Assess, and to Implement Proposals and Models for Instituting Continuous Improvement in Quality Service

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

Background

At its meeting on April 29, 2002, the Board referred the following Resolution 0203R-006, by Director Dannecker, to the Committee on Innovation/School Reform.

WHEREAS, The Board of School Directors desires to continuously improve quality of educational services while ensuring compliance with legal obligations governing delivery of exceptional education services; and

WHEREAS, Enforcement entities define service delivery in terms of compliance while the Board desires to define service delivery in terms of strict compliance and mutually desirable service delivery outcomes; and

WHEREAS, The Board wishes to begin implementing a district-wide continuous improvement model as rapidly as possible, while working with stakeholders, DPI and the administration to develop process improvements and a model based upon best practices and a clearly articulated District Philosophy, now, therefore, be it

RESOLVED, That the District and the Board begin immediately working to identify, develop, assess and implement proposals and models for instituting continuous improvement in quality service delivery while ensuring legal compliance.

Administration's Report

1. As a result of the district's Special Education Oversight Action Plan (SOAP), and to ensure that areas noted as needing improvement are addressed, the Continuous Accountability Process for Special Education Oversight Action Plan (SOAP) was developed, distributed, and presented to principals, Central Services personnel, and other staff members associated with the delivery of special education services. Four (4) training sessions were held, of which principals were mandated to attend one.

2. This action plan addressed Section 11, an additional component of MPS's 2001-2004 Educational Plan, which, along with other components of the Continuous Accountability Process for Special Education Oversight Action Plan, serves as a vehicle to assist the district in ensuring the accountability and monitoring of the following areas:

- IEP procedure
- assessment
- suspension and expulsion
- least restrictive environment, parent participating
- promotion/graduation/transition

By implementing procedures included in this document, the district will be able to continuously monitor progress and improve the quality of educational services rendered to students at individual schools, as well as in the district as a whole.

3. The district has produced and will be distributing to all parents of students with disabilities the guide "How to Resolve Complaints and Disagreements between Parent and MPS." This guide, written in parent-friendly English and Spanish, explains informal strategies for dispute resolution, how to resolve disputes through the IEP process, and how to file an MPS complaint. It also identifies persons responsible in each school for accepting and processing parent MPS complaints. The guide also links parents to outside resources and other mechanisms provided by law for resolving disputes with the school district and to advocacy support in the community.

* * * * *

(Item 5) Bimonthly Report on Special Education Services Provided to Students in Private/Parochial Schools

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

Background

1. At its meeting on August 2, 2001, the Board referred Communication 0102C-002, regarding delivery of services to students with special needs enrolled in private schools, to the Committee on Innovation/School Reform. A copy of this communication is attached to the minutes of your Committee's meeting.

2. At its meeting on October 9, 2001, after giving hearing to the Archdiocese of Milwaukee and other interested parties, the Committee on Innovation/School Reform directed that the Superintendent report back to the Committee no later than November 30, 2001 — with bimonthly updates thereafter until October 31, 2002 — about the amount, quality, and kinds of special education services available to students in the

City of Milwaukee who qualify for special educational services and who are enrolled in non-MPS schools. This report was to include:

- The plan to identify qualifying students in non-MPS schools for the 2002-2003 school year; and
- A history and plan of collaboration with non-MPS schools to provide effective service with the greatest feasible equity within funding and personnel constraints.

3. The Administration presented reports to the Innovative/School Reform Committee at its meetings on November 13, 2001; January 15, 2002; and March 12, 2002. The reports included updates on special education services to students in the City of Milwaukee who qualify for special education and who are enrolled in private schools.

Administration's Report

4. IDEA (1997) requires that every local education agency must arrange for parentally placed private-school children with disabilities to participate in special education services. In addition, IDEA requires that, annually, each district spend a certain minimum amount of funds on special education services for private-school children; however, no private school child with a disability has an individual right to receive some or all of the services that the child would receive if enrolled in a public school.

5. While, in the past, MPS has offered speech and language services to private-school children via a direct-service-delivery model, for the 2000-2001 school year, MPS was using consultation as the service-delivery model for such services.

6. On November 8, 2001, a meeting was held with private-school administrators. A portion of this meeting gave private schools the opportunity to select the type of service delivery model for speech and language services preferred — either the direct-service model or the current plan of consultation. The private schools submitted their responses to the Administration. In addition, the Administration mailed a questionnaire to those schools not in attendance at this meeting so that they had an opportunity to respond.

7. After reviewing the private schools' preferences of service delivery, we met again on December 6, 2001, to discuss how MPS would proceed within the financial responsibility of the district, which amounts to approximately $400,000. After the Administration and the private-school representatives reviewed and discussed the impact of the preferences, they decided to expand the service plan to include direct speech/language services for those students who currently have a service plan.

8. Since January 3, 2002, each individual service plan team has been reconvening to decide, based on the needs of each individual student, which service delivery model for speech/language therapy is most appropriate for the student. This will ultimately involve approximately 150 meetings.

9. Services will be provided at an MPS site as close as possible to the private school that the child attends. Transportation will be assessed per MPS policies.

10. On January 10, 2002, representatives from the Division of Special Services met with administrators from the private schools to consult regarding services for the 2002-03 school year. At this meeting, a professional development opportunity was offered regarding new special education criteria, evaluation, and identification of students with disabilities and the IEP process. This professional development session was provided based on the private school's request for these specific topics. Administrators from 57 private schools attended this informative meeting.

11. The Archdiocese of Milwaukee sent a letter dated January 16, 2002, to Jacqueline Patterson, then deputy superintendent. In the letter, Mr. John Norris, Director of Administrative Services, expressed appreciation for the efforts the district is making regarding the delivery of services through IDEA. A copy of the letter is included in the attachments to the minutes of your Committee's meeting.

12. On February 7, 2002, representatives from the Division of Special Services met with 58 private school administrators to continue with the consultation process regarding services for the 2002-03 school year. The process focused on the following questions:

- Which parentally placed private school children with disabilities should receive services?
- What services could be provided?
- How and where could the services could be provided, including time and location of services?
- How will the services being provided be evaluated?

13. It was decided at the February meeting that a survey will be distributed to the private-school building principals to evaluate the services provided for the 2001-02 school year. These were mailed out the week of April 29, 2002.

14. Most of the private-school administrators prefer to continue with the present service plan (direct speech/language services or consultation speech services) for next year; however, there are a significant number of schools that are requesting services for students with specific learning disabilities through direct or consultation services.

15. On April 11, 2002, a meeting was held with private school administrators. At that time, the MPS Service Plan for 2002-2003 was discussed. We will continue to provide speech and language services (direct speech/language or consultation speech language services) at the current enrollment level. In addition, we will provide direct or consultation services for approximately 15-30 elementary students with specific learning disabilities. Top priority will be given to those students in the lower grades.

16. Speech/language services will continue to be provided in the public school; however, services for those students with specific learning disabilities will be provided in the private school that the student attends.

17. A posting for the itinerant LD teacher position for service plan was posted, without response. The position will be reposted in August 2002.

18. An itinerant Specific Learning Disabilities teacher has been employed to provide services for students with a service plan. Services will be provided within the private schools the students attend.

* * * * *

(Item 6) Action to the Amend Quarterly Report on Special Education Compliance

Background

1. At its meeting on September 25, 2001, the Board approved the addition of five special education leadership liaison positions to the Department of Leadership Services (for a total of six positions). The leadership liaison positions were created to support the leadership specialists in ensuring implementation and compliance with the Individuals With Disabilities Education Act (IDEA) and other laws that apply to the district's students with disabilities. As a follow-up to the creation of the additional liaison positions, the Board requested a quarterly report on special education compliance.

Administration's Analysis

2. During the meeting on September 26, 2002, and as part of the Quarterly Report on Special Education Compliance, the Administration indicated that, once the Board's Committee on Special Education begins to meet, the Administration would seek the Board's approval to make the Quarterly Reports on Special Education Compliance a component of the monthly report that will be submitted to that Committee.

Strategic Plan Compatibility Statement

3. The recommendation supports the MPS Strategic Plan, Goal 1, to improve student achievement

Statute, Administrative Policy, or Board Rule Statement

4. At the present time, the Administration seeks the Board's approval to make the Quarterly Report on Special Education Compliance a component of the monthly report that will be submitted to the Board's Committee on Special Education.

Fiscal Impact Statement

5. There is no fiscal impact.

Committee's Recommendation

Your Committee recommends that the Board accept this request and adopt a plan that allows for the reporting of the Quarterly Report on Special Education Compliance as a part of the monthly report submitted to the Board's Committee on Special Education.

Adopted with the roll call vote on the balance of the Committees' reports.

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COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Report of Contracts Awarded Between $25,000 and $50,000; Report of the Independent Monitor on Participation Performance in the Neighborhood Schools Initiative; and Acceptance of Donations

Award of Contracts

Roof Replacement

O.W. Holmes School

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

Low Bidder, Base Bid of.....$273,703.00

D/M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	139	38	5	Corporation	1

Funds have been committed for this project from Facilities and Maintenance account code 1-14-4-243-218-327-255000 (W.O. 2-546431).

Construction Contracts

Total construction contract dollars awarded.....$273,703.00
Total dollars HUB participation $27,370.30
% of DBE participation 00.00
% of MBE participation.....10.00
% of WBE participation 0.00
% of M/WBE participation.....0.00
% Minority employees within company.....27.00
% Women employees within company 4.00

Architectural Services — NSI

Request is being made for authorization to enter into contracts for architectural services for the following Neighborhood Schools Initiative projects:

Sixty-fifth Street School — Addition

Firm Name
BHS Architects, Inc.
6789 North Green Bay Avenue
Milwaukee, WI 53209

For a cost not to exceed.....$164,146.00

D/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	13	0	1	Corporation	5

Funds have been committed for this project from Facilities and Maintenance account code 1-40-4-861-331-327-255000 (W.O. 2-545502).

Grantosa Drive School — Addition

Firm Name
Tavarez & Associates Architects, Inc.
4465 North Oakland Avenue
Shorewood, WI 53211

For a cost not to exceed $101,330.00

D/M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	30% MBE 5% WBE	100% MBE 5% WBE	6	3	2	Corporation	2

Funds have been committed for this project from Facilities and Maintenance account code 1-40-4-861-196-327-255000 (W.O. 2-545496).

Construction and Construction Management Services — NSI

Request is being made for authorization to enter into contracts to provide the construction and construction management services for the following Neighborhood Schools Initiative projects:

Sherman Multicultural Arts & Clarke Street Schools

Firm Name
J.P. Cullen & Sons, Inc.
12805 West Burleigh Street
Brookfield, WI 53005

A contract for construction and construction management services at a cost, including $503,787 for the project management fee, not to exceed $4,357,330

D/M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	31% MBE 14% WBR	51	7	3	Corporation	3

Funds have been committed for this project from Facilities and Maintenance account codes 1-40-4-861-319-327-255000 (W.O. 2-545417 — $2,392,168) and 1-40-4-861-110-327-255000 (W.O. 545400 — $1,965,162).

McNair Academy, Thurston Woods Campus & U. S. Grant Schools

Firm Name
VJS/ACM LLC
2000 Bluemound Road
Waukesha, WI 53187

A contract for the construction and construction management services at a cost, including $699,255 for the project management fee, not to exceed $6,098,750

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	30% MBE 17% WBE	169	21	22	Corporation	3

Funds have been committed for this project from Facilities and Maintenance account codes:

1-40-4-861-380-327-255000 (W.O. 2-545410 — $2,399,338),
1-40-4-861-154-327-255000 (W.O. 2-545418 — $1,842,844), and
1-40-861-193-327-255000 (W.O. 2-545404 — $1,856,568).

Professional Service Contracts

Total professional service contract dollars awarded	$1,468,518.00
Total dollars HUB participation	$719,201.60
% of DBE participation	0.00
% of MBE participation	35.17
% of WBE participation	13.80
% Minority employees within company	13.97
% Women employees within company	10.64

The above numbers are only for the professional service portions of the contracts.

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-5306 Dual-Wheel Pickup Truck

Recommend award to low bidder, Hiller Ford, Inc., meeting all specifications. The total purchase price is $34,149.00.

Bidder	Bid	Terms
Hiller Ford, Inc.	$34,149.00	net
Ewald's Hartford Ford	$35,380.00	net-10
Bob Fish Buick Pontiac	$36,000.00	net-30
Badger Truck Center, Inc.*	$36,196.00	net
Hall Chevrolet Co., Inc.*	$36,958.00	net

* These vendors did not return two copies of their bids w/descriptive literature, as specified in the bid, and thus were judged as non-responsive. Two HUB vendors were solicited, but did not reply. In addition, ten minority-clearinghouse organizations were also solicited.

Budget Code: 2-10-4-909-000-562-254000 $34,149.00

B-5308 Storage Cabinets (F&M for Bradley Tech)

Recommend authorization to purchase 80 Storage Cabinets, total award valued at $47,467.20, with terms, net 30 days, from the low bidder.

Bidder	Bid	Terms
KI (1)	$47,467.20	Net 30
KI (2)	$48,264.00	Net 30
School Specialty	$50,956.00	0%
Henricksen	$52,800.00	0%
Corporate Express	$54,438.40	0%
Bern Office	$56,000.00	2%-10

Integrated Office (1).....$58,446.40 ..... 0%
Integrated Office (2).....$62,647.00 ..... 0%
Wynn O. Jones .....$66,880.00 ..... Net 30
ADI, Inc.....$74,754.40 ..... Net 30

Funds were automatically encumbered when the purchase requisition was issued.

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	0%	0%	NA	NA

RFP-362 Authorization to Enter into a Contract with tempsPlus Staffing Services to Provide Temporary Food Service Staff

The Administration is requesting authorization to enter into an agreement with tempsPlus Staffing Services to provide temporary help services to MPS school cafeterias on an as-needed basis for the current 2002-2003 school year. The contract includes the possibility of two annual renewals, for a total potential contract period of three years. The annual value of the contract is estimated at $130,000.

The district received proposals from five vendors. Members of the review team used a worksheet to record a numerical score for each bid proposal received. The scoring is listed below.

Company Total Points
tempsPLUS Staffing.....286
PA Staffing.....282
Staff One Personnel.....242
Food Team.....237
SITE Staffing.....174

Budget Code: FY03 = 1-50-4-830-517-150-257220

HUB-certified Prime?	Prime Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
YES	18	4	15	10% MBE 5%WBE	100% MBE	$130,000	Temp Service	Temp Service

SS-768 Authorization to Enter into a Contract with the Next Door Foundation to Implement the FAST program at 16 Schools

Recommend authorization to enter into a contract with the Next Door Foundation, Inc. to implement the FAST (Families and Schools Together) program at 13 elementary and three middle schools. The Next Door Foundation, which has over 30 years of experience providing supportive services to families in our school community. has developed close collaborative relationships with the Social Development Commission, Children's Health Network, and Cardinal Stritch University.

The contract is for an amount not to exceed $65,000.

Budget Code: FY02: 1-14-4-217-600-311-141730 .....$65,000

HUB-certified	Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	N/A	N/A	$		

The Next Door Foundation is non-profit organization not eligible for HUB certification. The HUB Office will gather employee data and any applicable HUB statistics.

SS-737 Authorization to Expand a Contract with Celeritas, Inc., to Design and to Implement an Online Teacher-application System

At its meeting on June 27, 2002, the Board authorized the Administration to enter into a contract with Cleritas, Inc., to design, to build, and to implement an online teacher-application system which will interface with the district's HR Management System (PeopleSoft). The district must implement such a system to support the national and international recruitment of certified teachers.

The contract originally was for a fixed fee of $80,000. The business-requirements process, however, has identified that additional work is required to install the web-input functions and features; therefore, the Administration is requesting that the contract be increased by $20,000, to $100,000. Project completion is projected in FY03.

Budget Code: FY02: 1-10-4-812-600-312-266000

	Prime Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	NA	NA	NA	NA	NA	0	NA	NA

SS-762 Authorization to Enter into a Lease-Purchase Agreement for 94 Apple Microcomputers (Townsend)

The Administration is requesting authorization to enter into a lease/purchase agreement for 94 eMac computers and related items totaling $127,210.26. Since the eMac is the current standard MPS Apple model, the TAC's approval was not needed. This is a sole-source since the computers are bought directly from the manufacturer. The Board granted authorization to enter into lease/purchase agreements at its meeting on May 30, 2002.

Budget Codes:

FY03: 1-14-4-143-365-551-110000	$ 42,403.42
FY04: 1-13-4-143-365-551-110000	42,403.42
FY05: 1-14-4-143-365-551-110000	8,735.00
FY05: 1-10-4-818-518-551-266400	33,668.42
Total	$ 127,210.26

	Prime Employee Information			HUB Participation				
HUB-certified Prime?	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	NA	NA	NA	NA	0	0	NA	NA

The HUB Program Office will contact the lease/purchase agent, GE Capital, to determine the level of 1st- and 2nd-tier HUB participation within the company.

SS-769 Authorization to Purchase Two Voice/IP Systems from AE Business Solutions, Inc., at Milwaukee School of Entrepreneurship and Eighth Street School

Recommend authorization to purchase software, computer hardware, and related items totaling 84,579 to install Voice-over-the-Internet (Voice/IP) systems at Milwaukee School of Entrepreneurship and Eighth Street School. The Voice/IP system is a pilot demonstration of new technology that could significantly reduce the telecommunication costs over the next five years. AE Business Solutions was awarded a state contract for some of the components; thus the sole-source designation.

Funds were committed when the purchase requisitions were issued.

Budget Codes: 1-10-4-813-000-355-263300 ($44,902)
1-10-4-694-600-312-129000 ($39,677)

	Prime Employee Information			HUB Participation				
HUB-certified Prime?	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	NA	NA	NA	NA	NA	0	NA	NA

SS-720 Authorization to Extend a Contract with Interactive Business Systems (IBS) to Provide Programming Services to Support the MPA Reports and the MPS Report Card

Recommend extension of the IBS contract to complete programming necessary to support production of the MPA Reports and the MPS Report Card. The contract extension will be on a time-and-materials basis in an amount not to exceed $40,000.

Budget Code: FYO3: 1-14-4-120-566-311-262000.....$40,000

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 — October 2002

The HUB Program Coordinator is currently reviewing each abovementioned recommendation for valid HUB participation, consistent with the Board's action taken on March 26, 2002, which increased HUB goals to 30% MBE and 5% WBE on all contracting efforts throughout the district.

Total contract dollars to be awarded.....$548,405.46
Total dollars eligible for HUB participation.....$389,256.46
Total HUB dollars $130,000
Total % of HUB vendor participation 33.4
% of MBE participation.....100
% of WBE participation 0

Report of Revenues and Expenses and the Expenditure Control Report

The Report of Reveunues and Expenses and the Expenditure Control Reports for June and September 2002 are attached to the minutes of your Committee's meeting.

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 4.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

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

1st-Quarter Report of Contracts

Month	School or Department	Project	Contractor	HUB Participation	Amount
July 2002	Special Services		Elise Frattura	WBE	$25,000
	Office of Board Governance	Perform Criminal Background Checks Verifications and Checks of Credentials Relevant to the MPS Superintendent Search Process	Wisconsin Association of School Boards	NA	$25,000
	Curriculum & Instruction	Delivery of Monthly Learning Session for Parents and Youths	YMCA Southtown Center	NA	$34,500
	Special Services	Special Education Lawsuit	Creative Employment Opportunities	NA	$35,000
	Recreation	Concept through Creative Supervision of Recreation Campaign	Mercury Commission Partners	WBE	$41,500
	Public Affairs	Extracurricular Journalism Program	Urban Marketing Group	NA	$45,000

Month	School or Department	Project	Contractor	HUB Participation	Amount
	Public Affairs	Extracurricular Journalism Program	Urban Marketing Group		$45,000
	Fritsche	Staff Development	ASC Roundtable	NA	$49,000
	Office of Board Goverance	Evaluate the Cost and Level of Service for Two Additional Transportation Service Systems	Elliott Sclar	NA	$49,000
	Finance	Assist Implementation of the Neighborhood Schools Plan	Friends of Housing	NA	$49,000
	Educational Services	Educational Services Strategic Planning and Restructuring Sessions	Leotis Swopes	NA	$49,999
August 2002	Humboldt Park	Direct Instruction Coaching, Training for Math, Reading and Writing Curriculum Design Assistant	Medallion Education Inc.	WBE	$30,000
	Public Affairs	MPS Promotions and Advertising Campaigns	Erik West	NA	$25,000
Sept 2002	Hartford Avenue	Provide Mentoring Services	Clarence Thomas, Jr.	NA	$32,000
Total					$534,999

FY02-03 1st-Quarter Report of Contracts (Supplemental)					
Month	School or Department	Project	Contractor	HUB Participation	Amount
July	Ins. & Risk Mgt.	Actuarial Consulting	Milliman USA	0%	$45,000
August	School Safety	Employee Uniforms	Lark, Inc.	0%	$41,976
September					
Total					$86,976

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

This report for July through August 2002 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Allen-Field	Allen-Field School P.T.O.	$377	Reading is Fundamental
Allen-Field	Target	$531	General Funds
Audubon	Anonymous	$1,000	Student Incentives
Bell	Target	$147	"Take Charge of Education Initiative"
Clarke St.	Lebanese Syrian American Ladies Club	$250	Student Council
Congress	Richard Welton Bequest	$500	Young Authors Conference
Congress	Congress School P.T.O.	$2,000	School Incentives
Congress	Pick' N Save "We Care Program"	$50	Congress P.T.O.
Curtin	Target	$93	"Take Charge of Education Initiative"
Fernwood	Jeff Emberts	$300	Window Room Air Conditioner for office
Garfield	Ruth Collopy O'Toole	$500	Arts and Music Program
Hawthorne	Target "Take Charge of Education Initiative"	$63	Student Activities
Humboldt Park	Target	$214	"Take Charge of Education Initiative"

School	Donor	Amount	Gift or Purpose
Humboldt Park	QSP, Inc.	$40	Magazine Fundraiser "Family Reading Program"
IDEAL	Dorthea Schlidt	$100	Books, etc.
IDEAL	Dorthea Zanvanske	$100	Books, etc.
Milwaukee High School of the Arts	Aurora Health Care	$300	Fund Jazz Activities and Needs
Milwaukee High School of the Arts	Northwestern Mutual Club Association	$300	Fund Jazz Activities and Needs
Milwaukee High School of the Arts	Youth Foundation, Inc.	$3,000	Field Trip to France
Milwaukee Spanish Immersion	Target	$343	School Incentives
Neeskara	C & H Furniture Essentials	$450	1 folding table, 8 chairs, 1 chair dolly/Multi-use School
Neeskara	Ms. M. Sokolowski	$10	Cost of Fieldtrips
Neeskara	Ms. Elizabeth Halloran	$20	Cost of Fieldtrips
Stuart	Dell Corp.	$2,000	Dell Computer/Library use
Wheatley	SEIU/Education & Support Fund	$500	Wheatley Students Education
Wheatley	COSBE (Metropolitan Milwaukee Association of Commerce)	$2,450	To purchase RIF books for Wheatley students
Whittier	Randon Corp.	$500	Help Fund Room 5 Poetry Play

Committee's Recommendation

Your Committee recommends that the Board:

1. award the contracts as listed;
2. authorize the purchases as listed;
3. accept the Report of Revenues and Expenses; and
4. 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 Committees' reports.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Resignations; and Affirmative Action Report

Classified Personnel Transactions

Name	Position	Assignment	Date	Salary
Appointments				
Debra Hawkins	School Secretary I	Grand	10-07-02	$18,415.78
Kevin McGrorty	Electrician	Fac. & Maintenance Services	10-14-02	$51,460.00
Sylvia Murphy	School Nurse Associate	Special Services	10-11-02	$20,370.71
Steven Schnelz	Programmer Analyst	Technology	09-23-02	$43,600.00
Promotions				
William Ackland	School Engineer III	MEC	09-16-02	$43,512.56
Howard Hopgood	Network Coordinator	Sarah Scott	10-14-02	$27,399.11
Catherine Kablau	Food Service Manager Trainee	School Nutrition	08-30-02	$16,532.96
Nick Lucht	Electrician Chargeman	Fac. & Maintenance Services	09-16-02	$52,460.00
Lorelei Skeff	School Secretary II	Douglas Academy	09-03-02	$25,743.64
Reinstatements				
Vissia Johnson	School Secretary I	Starms Early Childhood	09-16-02	$21,556.12
Returns from Leave				
Jeanene Ashley-Torrence	School Secretary I	Garden Homes	09-16-02	$24,696.83
Debra Burton	School Secretary I	Lowell	09-20-02	$24,787.33

Name	Position	Assignment	Date	Salary
Changes in Status				
Carl Allen	Building Service Helper II	Edison	09-16-02	$31,904.89
Tanya Gray	Handicapped Children's Assistant	Webster	09-03-02	$14,114.35
Diane Hardy	School Secretary I	Hamilton	09-30-02	$24,787.33
Erica Jackson	Handicapped Children's Assistant	Lowell	09-23-02	$14,609.70
Anita Lewis	Handicapped Children's Assistant	Victory	10-01-02	$14,609.70
Joyce Plautz	School Secretary I	Congress	09-23-02	$29,846.70
Lynette Rout	Handicapped Children's Assistant	Milw. German Immersion	09-23-02	$14,609.70
Anthony Smith	Handicapped Children's Assistant	Muir	09-23-02	$14,609.70

Certificated Appointments

Teachers, Schedule 01

Codes	Yrs. Exp Credit	Name	Position	Division	Salary	Start Date
r	4	Richard B. Aaron	Elementary Education	B	$32,578	09/02/02
r	0	Angela M. Adkins	Elementary Education	B	$27,948	09/02/02
r,b	16	Sherrie K. Akinsanya	Mathematics	E	$58,638	09/02/02
nr	0	Kathleen M. Anderson	Occupational Therapist	B	$27,948	09/09/02
r	1	Jessica L. Anderson	L.D.	B	$28,611	09/02/02
r	2	Nancy J. Annaromao	Exceptional Education	B	$32,440	07/31/02
r	0	Alissa M. Arient	K-8	B	$27,948	09/02/02
nr	0	Eric H. Arndt	Physical Education	B	$27,948	09/02/02
r	0	Juan A. Baez	Upper Elementary/Bilingual	B	$27,948	09/02/02
r	0	Gregory C. Banks	C.D.	B	$27,948	09/02/02
nr	0	Sana J. Bauman	Upper Elementary	B	$27,948	09/02/02
r,b	4	Demetri A. Beekman	Elementary Education	BB	$34,164	09/02/02
r	0	Mary E. Bell-McGhee	Speech Pathologist	B	$27,948	09/02/02
nr	0	Cynthia A. Blaser	Science/Chemistry/Biology	B	$27,948	09/02/02
nr	1	Teresa L. Bleskey	Upper Elementary	B	$28,611	09/02/02
r,b	4	Leysa J. Blitz	PreK-6	BB	$34,164	09/03/02
r	1	Antoinette Blunt	Music	B	$28,611	09/02/02
nr	0	Sara M. Boeck	C.D.	B	$27,948	09/02/02
r	3	Robert A. Boeing	Music	B	$31,256	09/02/02
r	0	Heather L. Borszich	Elementary Education	B	$27,948	09/02/02
r	0	Thomas E. Brown	Upper Elementary	B	$27,948	09/02/02
r	0	Anna K. Brownfield	Grades 1-9	B	$27,948	09/02/02
r	0	Jacqueline K. Brucker	Science/Biology/Chemistry	B	$27,948	09/02/02
r	0	Nicholas D. Cardarella	Physical Education	B	$27,948	09/02/02
r	0	Tanya R. Cattell	L.D./E.D.	B	$27,948	09/02/02
r	4	Stephen R. Christensen	Mathematics	B	$32,578	09/03/02
r,b	12	Jose F. Christians	Spanish	D	$51,095	09/02/02
r	0	Sandra L. Clark	Elementary Education	B	$27,948	09/02/02
r	7	Jane M. Collins	Elementary Education	B	$36,545	07/31/02
nr	0	Emily J. Cording	Upper Elementary	B	$27,948	09/02/02
r	0	Annie Cross	Elementary Education	B	$27,948	09/02/02
r	0	Joan M. Cunningham	Elementary Education	B	$27,948	09/02/02
r,b	8	Ibha Das	Mathematics/Physics	E	$46,386	09/02/02
r	0	Bryan N. Davis	E.D.	B	$27,948	09/02/02
r	0	Ryan E. DeLaney	Upper Elementary	B	$27,948	09/02/02
r	0	Anne DiCamelli	Science	B	$27,948	09/02/02
r	0	William J. Dicks	Upper Elementary/Social Studies	B	$27,948	09/02/02
nr	0	Sarah L. Doble	PreK-6/German	B	$27,948	09/02/02
nr	0	Renee A. Dobson	Upper Elementary	B	$27,948	09/02/02
r,b	3	Molly J. Dretzka	Elementary Education	BB	$32,775	09/02/02
r	0	Jennifer M. Dykes	L.D.	B	$27,948	09/02/02
nr	0	Mark W. Edwards	Physical Education	B	$27,948	09/02/02
r,a	0.5	Jennifer A. Felsing	Elementary Education	BB	$29,305	09/02/02
nr	0	Lisa S. Foreman	Exceptional Education	B	$27,948	09/02/02
r	0	Jose R. Frias	History	B	$27,948	09/02/02

Codes	Yrs. Exp Credit	Name	Position	Division	Salary	Start Date
nr,b	16	Carolyn A. Fulton	Upper Elementary	E	$58,638	09/02/02
r	1	Donnie G. Galloway	Business Education	B	$28,611	09/02/02
r	0	Marcela Garcia	K5	B	$27,948	09/02/02
nr	0	Lisa M. Gavros	C.D.	B	$27,948	09/02/02
r	0	Sarah B. Glodoski	Elementary Education	B	$27,948	09/02/02
r	0	Jeannine D. Goetsch	Exceptional Education	B	$27,948	09/02/02
r	0	Maria I. Gomez	Elementary Education/Bilingual	B	$27,948	09/02/02
r	0	Marion P. Goodrum	L.D.	B	$27,948	09/02/02
r	0	Calary M. Gordon	Elementary Education	B	$27,948	09/02/02
r	0	Dawn M. Gorski	Library Media	B	$27,948	09/02/02
r	0	Shawn Graham	Business	B	$27,948	09/02/02
r	0	Montel Green	Grades 6-7	B	$27,948	09/02/02
nr	0	Annie L. Greenberg	Library Media	B	$27,948	09/02/02
nr	0	Ryan A. Gregoire	PreK-3	B	$27,948	09/02/02
nr	0	Erin L. Groe	Elementary Education/Bilingual	B	$27,948	09/12/02
nr	0	Heather A. Gunn	Upper Elementary	B	$27,948	09/02/02
r	0	Kimberly L. Guy	Elementary Education	B	$27,948	09/12/02
r	0	Aruna M. Halala	Elementary Education	B	$27,948	09/02/02
r	0	Melissa A. Harper	PreK-8	B	$27,948	09/02/02
r,b	11	Ijoister Harris	Music	BB	$43,885	09/09/02
r	0	Kristen R. Haukeness	K-6	B	$27,948	09/02/02
r	0	Charles M. Haycock	Library Media	B	$27,948	09/02/02
r	3	Cheryl A. Hayes	E.D./L.D.	B	$31,256	09/02/02
nr	0	Kristin E. Heintz	Elementary Education	B	$27,948	09/02/02
nr,b	7	Jean C. Heller	C.D.	BB	$38,330	09/02/02
r	0	Tasha D. Henderson	Elementary Education	B	$27,948	09/02/02
nr	0	Kelly M. Hicks	Elementary Education	B	$27,948	09/02/02
r	0	Carlynn N. Higbie	Occupational Therapist	B	$27,948	09/09/02
nr	0	James A. Hikade	Mathematics	B	$27,948	09/02/02
r	0	Angela M. Hinderaker	Elementary Education	B	$27,948	09/02/02
r	0	Larina L. Hightower	Exceptional Education	B	$27,948	09/02/02
nr	0	Steve J. Hoagland	C.D.	B	$27,948	09/02/02
r	0	Cynthia Howard	C.D.	B	$27,948	09/02/02
r	0	Kyleta D. Hurse	Elementary Education	B	$27,948	07/31/02
r	3	Joy N. Ikanih	L.D.	B	$31,256	09/02/02
nr	0	Michael R. Irwin	Upper Elementary	B	$27,948	09/02/02
r,a	3	Koren J. Jackson	L.D./E.D.	B	$31,256	09/02/02
r	0	Paula V. Jackson	Upper Elementary	B	$27,948	09/02/02
nr	0	Loreve A. Jackson-Burnett	EC:EEN	B	$27,948	09/02/02
nr	0	Ryan V. Jacobson	Upper Elementary	B	$27,948	09/02/02
r	0	Bozica Jevtic	Upper Elementary/Mathematics	B	$27,948	09/02/02
r,b	11	Joseph Jones	Upper Elementary	BB	$43,885	09/02/02
r	0	Latasha M. Jones	Elementary Education	B	$30,290	07/31/02
nr	0	Mark G. Keehan	Physics/Chemistry	B	$27,948	09/02/02
r	0	Sally J. Kiekhaefer	Communications Information Technology	B	$27,948	09/02/02
r	0	Cecilia L. King	Elementary Education	B	$27,948	09/02/02
r	1	John P. Klein	L.D./E.D.	B	$28,611	09/02/02
nr	0	Jennifer A. Knapp	Speech Pathologist	B	$27,948	09/02/02
nr	0	Diana L. Knight	Library Media	B	$27,948	09/02/02
r	0	Marcus R. Knox	Elementary Education	B	$27,948	09/02/02
r	0	Valerie A. Koniar	L.D.	B	$27,948	09/02/02
nr	1	Jered J. Kotarak	Alternative Education	B	$28,611	09/02/02
r,b	12	Charles A. Kramer	Mathematics	E	$52,892	09/02/02
r	0	Lacey L. Kreitzman	Elementary Education	B	$27,948	09/02/02
nr	0	Joseph T. Kukuk	Physical Education	B	$27,948	09/02/02
r	7	Wesley J. LaCount	L.D.	B	$36,545	09/02/02
r	0	Angela L. Laudon	Mathematics	B	$27,948	09/02/02

Codes	Yrs. Exp Credit	Name	Position	Division	Salary	Start Date
nr	0	Alain R. Levenstein	Science	B	$27,948	09/02/02
nr	0	Lynn Lewis	K5	B	$27,948	09/02/02
nr	0	Amy F. Lex	Elementary Education	B	$27,948	09/02/02
r	0	Marney D. Logan	Speech Pathologist	B	$27,948	08/21/02
r	0	Jane Lonning	Elementary Education	B	$27,948	09/03/02
r	0	Lynette J. Lopez	Elementary Education	B	$27,948	09/02/02
r	0	Rosa Lopez	Upper Elementary/Bilingual	B	$27,948	09/02/02
r	0	Clare V. Maas	L.D.	B	$27,948	09/02/02
r	0	John F. Madlock	Elementary Education	B	$27,948	09/03/02
r	1	Douglas W. Maierhafer	Library	B	$28,611	09/02/02
r	0	Regina R. Manns	Elementary Education	B	$27,948	07/31/02
nr,a	0.5	Joseph E. Marincic	Exceptional Education	BB	$29,305	09/02/02
r	0	Laura R. Martin	PreK-6	C	$31,473	09/02/02
r	0	Anne L. Martin	Elementary Education	B	$27,948	09/02/02
nr	0	Stephanie K. Martorano	Upper Elementary	B	$27,948	09/02/02
nr	0	Eva K. Mason	PreK-6	B	$27,948	09/02/02
4,r	0	Mary L. Maxey	Upper Elementary	B	$27,948	09/02/02
r	0	Joe A. McCoy	Exceptional Education	B	$27,948	09/02/02
r	0	Nelly K. McDaniels	Elementary Education	B	$27,948	09/02/02
r	0	Joel T. McElrone	Art	B	$27,948	09/02/02
nr	2	Roosevelt McKinney	Tech Ed/Auto	B	$29,932	09/02/02
r	0	Jineen R. McLemore-Torres	Upper Elementary	B	$27,948	09/02/02
r,a	2	Erin A. McNulty	Exceptional Education	B	$29,932	09/02/02
nr	0	Tracy A. Meeks	Mathematics	C	$31,473	09/03/02
r	0	Jennifer L. Meier	Art	B	$27,948	09/02/02
r	0	Fabiola Melendez	Elementary Education	B	$27,948	09/02/02
nr	0	Pamela K. Melton	EC:EEN	B	$27,948	09/02/02
r	7	Susan E. Messmer	E.D.	B	$36,545	09/02/02
r	2	Cheryl V. Michaels	EC:EEN	B	$29,932	09/02/02
r	1	Barbara J. Miller	Business Education	B	$28,611	09/16/02
nr	0	Donna J. Miller	Broad Field Science/Biology/Life Science	B	$27,948	09/02/02
nr	0	Christopher J. Molnar	Upper Elementary	B	$27,948	09/02/02
r	0	Elizabeth H. Monato	Elementary Education	B	$27,948	09/02/02
r	1	Melissa Mooney	Library Media	B	$28,611	09/02/02
nr	7	Donald J. Moser	E.D.	B	$36,545	09/02/02
nr	0	Nicholas J. Nadolny	Library Media	B	$27,948	09/12/02
r	0	Jessica A. Navratil	Speech Pathologist	C	$31,473	09/02/02
nr	0	Barbara L. Nelson	Elementary Education	B	$27,948	09/02/02
nr	1	Robert W. Nichols	Physical Education	B	$28,611	09/13/02
nr	0	Robert B. Noe	Science	B	$27,948	09/02/02
nr	0	James R. Nowak	L.D.	B	$27,948	09/02/02
nr,a	1	Robert J. Nusbaum	Elementary Education	BB	$29,998	09/02/02
r	1	Shanna M. O'Connor	Elementary Education/German	B	$28,611	09/02/02
r	0	James E. Oelerich	E.D.	B	$27,948	09/02/02
r	0	Caroline E. Ortega	Library Media	B	$27,948	09/02/02
nr	7	Jill M. Page	Hearing Impaired	C	$41,186	09/02/02
nr	0	Mary J. Papp	Upper Elementary	B	$27,948	09/02/02
r	1	Catherine M. Parent	Elementary Education	B	$28,611	09/02/02
r	0	Ernestina Parrales	K4	B	$27,948	09/02/02
r,a	0.5	Titus O. Peck	Music	B	$27,948	09/09/02
r	0	Marta S. Pinon	Elementary Education/Bilingual	B	$27,948	09/02/02
r	0	Anne V. Piojka	Library Specialist	C	$31,473	09/02/02
nr	0	Stephen C. Polasky	Upper Elementary	B	$27,948	09/02/02
r	0	Brenda K. Pullen-O'Donnell	Library Media	B	$27,948	09/02/02
r	0	Timothy J. Pyzyk	Elementary Education	B	$27,948	09/02/02
r	0	Miguel A. Quiros	Physical Education	B	$27,948	09/02/02

Codes	Yrs. Exp Credit	Name	Position	Division	Salary	Start Date
r	0	Christina M. Ratatori	Upper Elementary	B	$27,948	09/02/02
r	0	Sarah R. Ray	PreK-3	B	$27,948	09/02/02
r	0	Nora E. Ready	PreK-3	B	$27,948	08/28/02
r	1	Kate L. Reavey	Exceptional Education	B	$28,611	09/02/02
nr	0	Jennifer L. Reed	Speech Pathologist	B	$27,948	09/02/02
r	0	Jennifer L. Robinson	EC:EEN	BB	$29,305	09/02/02
r	0	Ernice A. Robinson	Library Media	B	$27,948	07/31/02
r	0	Marta Rodriguez	Elementary Education/Bilingual	B	$27,948	09/02/02
r	0	Yadira Z. Rodriguez	PreK-3/Bililngual	B	$27,948	09/02/02
r	0	Pamela K. Sadler	Elementary Education	B	$27,948	09/02/02
r	0	Maria D. Santos	Elementary Education/Bilingual	B	$27,948	09/02/02
nr	0	Staci J. Savaiano	K-6	B	$27,948	09/02/02
r	0	Vongdeuane Sayavong	Elementary Education	B	$27,948	09/02/02
nr	0	Annemarie L. Schaff	Elementary Education/Bilingual/PreK-8	B	$27,948	09/02/02
r,a	2	Amy L. Scherff	Exceptional Education	B	$29,932	09/02/02
r,a	0.5	Kevin J. Schofield	Speech Pathologist	E	$34,184	09/02/02
nr	0	Timothy R. Schuelke	Video/Media	B	$27,948	09/02/02
r,a	7	Richard M. Severin	L.D./C.D.	B	$36,545	09/02/02
r	0	Lisbeth A. Shady	EC:EEN	B	$27,948	09/11/02
r	2	Zoe E. Shreffler	Elementary Education	B	$29,932	09/02/02
r	0	Ryan L. Sims	Technology Education	A	$26,592	09/02/02
r	0	Nicole M. Smith	Elementary Education	B	$27,948	09/02/02
r	0	Katina T. Snorek	Elementary Education	B	$27,948	09/02/02
r	1	Kelly M. Sobek	Communications/Reading	B	$28,611	09/02/02
nr	0	Kellie L. Sommer	PreK-3	B	$27,948	09/02/02
r	0	David A. Sosa	Elementary Education/Bilingual	B	$27,948	09/02/02
r	0	Chris W. Spiers	Science	B	$27,948	09/02/02
r	5	Garrett E. Stangel	Science/Biology	B	$33,900	09/02/02
r	0	Jessica M. Stefanich	EC:EEN	B	$27,948	09/02/02
r	0	Michelle L. Steffer	PreK-6	B	$27,948	09/02/02
r	0	ReShunda L. Stephens	Exceptional Education	B	$27,948	09/02/02
nr	0	Jennifer A. Straub	ESL/English	B	$27,948	09/02/02
nr	0	Andrea L. Strehlow	Speech Pathologist	C	$31,473	09/02/02
r,a	1	Jason A. Termaat	L.D.	B	$28,611	09/02/02
r	0	Amy D. Thompson	Art	B	$27,948	09/02/02
r	1	Deborah D. Thompson	Upper Elementary	B	$28,611	09/02/02
r	0	Christopher P. Traxler	L.D.	B	$27,948	09/02/02
nr	0	Ted M. Trewyn	Mathematics	B	$27,948	09/02/02
r	2	Damon M. Tyler	Elementary Education	B	$29,932	09/02/02
nr	0	Jamie L. Urban	PreK-6	B	$27,948	09/02/02
r	0	Kimberly A. VanDuser	Elementary Education	B	$27,948	09/02/02
r	0	Brett R. Vraney	Physical Education	B	$27,948	09/02/02
r	2	Denise Waddy-Perine	Upper Elementary	B	$29,932	09/02/02
r	0	Myesha L. Washington	PreK-6	B	$27,948	09/02/02
nr	0	James S. Waugh	Music	C	$31,473	09/09/02
r	0	Effie M. Wells	Elementary Education	B	$27,948	09/02/02
nr	0	Suzanna M. Wells	EC:EEN	B	$27,948	09/02/02
r	0	Audrey J. White	Upper Elementary	B	$27,948	09/02/02
r	0	Sadiqua K. White-Harper	Orientation & Mobility	B	$27,948	09/02/02
r	0	Ada Whitehurst	Elementary Education	B	$27,948	09/02/02
r	0	Deborah D. Williams	Exceptional Education	B	$27,948	09/02/02
r	0	Leif C. Williams	Biology/Science	B	$27,948	09/02/02
r	0	Keushum R. Willingham	PreK-6	B	$27,948	09/02/02
nr	0	Jennifer M. Wills	PreK-3	B	$27,948	09/02/02
nr	1	Patricia L. Wisniewski	ESL	B	$28,611	09/16/02
r	5	Zena J. Witherspoon	Upper Elementary	B	$33,900	09/02/02
r	0	Melinda R. Wyant-Jansen	K-8/Counselor	B	$27,948	09/02/02
r	2	Renee M. Zanow	Reading	B	$29,932	09/02/02

School Social Workers, Schedule 02

Name	Yrs Exp Credit	Salary	Start Date
Bennett A. Blatt	7	$52,535	09/09/02
Jam es J. Metz	0	$39,382	09/16/02
Cathleen L. Pollock	1.5	$41,261	08/26/02
Nancy M. Reuter	6	$50,656	09/05/02

Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to January 31, 2003:		
Judithann LaMarre	Thurston Woods	December 3, 2002
Illness Leave, to June 20, 2003:		
Dimas Epifanio Jr.	Fratney/Hayes	September 3, 2002
Personal Leave, to January 31, 2003:		
Jennifer Griepentrog	Manitoba	September 30, 2002
Study Leave, to January 31, 2003:		
Corpella Christopher	Franklin	October 1, 2002
Extension of Illness Leave, to June 20, 2003:		
Brenadette Cooks	Leave	September 3, 2002
Heather Hjortnaes	Leave	September 3, 2002
Gloria Jones	Leave	September 3, 2002
Daron Smith	Leave	September 3, 2002
Extension of Maternity Leave, to June 20, 2003:		
Ann Marie Flynn	Leave	September 3, 2002
Kristi Giese	Leave	September 3, 2002
Extension of Study Leave, to June 20, 2003:		
Barbara Bowden	Leave	September 3, 2002

Curtailment of Leaves

Katrina Edmond	Rescinded her childrearing leave of absence, which was granted from September 3, 2002, through June 20, 2003.
Kathleen Phillipson	Rescinded her personal leave of absence, which was granted from September 2, 2002, through January 31, 2003.
Maria Pinzon	Rescinded her personal leave of absence, which was granted from September 3, 2002, through June 20, 2003.

Resignations

Name	Position	Effective Date
Robert Alcorta	Teacher	09/27/02
Karen Andersen	Teacher	08/12/02
Daniel Aussem	Teacher	10/01/02
Jodi Behmke	Teacher	08/06/02
Joy Behrend	Teacher	06/05/02
Donald Bennett	Supervisor	09/27/02
Jennifer Berry	Teacher	08/28/02
Marina Berry	Teacher	09/03/02
Mary A. Bloedow	Teacher	09/20/02
George Bradford Jr.	Teacher	06/07/02
Carol Ann Braovac	Teacher	08/28/02
Andrea Brugger	Teacher	08/26/02
Cynthia Brunette	Teacher	08/30/02
Lynn Bushmiller	Teacher	08/27/02
Michelle Chiusolo	Teacher	08/23/02
Kirsten Christopherson-Clark	Teacher	09/26/02
Ezell Conner	Principal	09/06/02
Halligan M. Czarnecki	Teacher	06/08/02
Patrick Delacenserie	Teacher	09/24/02
Jill Due	Teacher	09/21/02
Donald Ernest	Teacher	08/30/02
Susan Esty	Teacher	10/04/02
Elizabeth Fix	Teacher	10/11/02
James Forgy	Teacher	09/16/02
Cynthia Gallant	Director	09/20/02
Jeannette Halverson	Teacher	09/27/02
Stacy A. Herbst	Supervisor	10/04/02
Jerome J. Holzbauer	Teacher	06/07/02

Name	Position	Effective Date
Roby Jackson	Teacher	06/07/02
Elizabeth Jankowski	Teacher	08/28/02
Michelle Jenkins	Teacher	08/29/02
Brian Kendl	Teacher	08/30/02
Michelle Klabunde	Teacher	09/19/02
Doris Kroll	Teacher	08/28/02
Mechelle M. Lynner	Teacher	08/28/02
Karen Martens	Teacher	06/08/02
Valerie J. Mazola	Teacher	09/22/02
Nayra Mercado-Bentancourt	Teacher	08/27/02
Nicole G. McKinley	Teacher	08/20/02
Kenneth A. Miller	Teacher	09/13/02
Jane Mlenar	Teacher	08/23/02
Kenneth A. Mosley	Teacher	09/20/02
Jere D. Newman	Teacher	08/27/02
Wilford L. Newman	Teacher	08/26/02
Carrie M. Olinger	Teacher	09/30/02
Linda Perez	Teacher	08/25/02
Kara C. Pickerell	Teacher	09/24/02
Annie Pierce	Teacher	10/02/02
Kay A. Pleyte	Teacher	08/30/02
Mary Pohlman	Teacher	08/29/02
Heidemarie Reitzenstein	Teacher	08/28/02
Karen M. Ruid	Teacher	08/28/02
Jill Schindhelm	Teacher	08/31/02
Jennifer Sprague	Teacher	08/26/02
Daniel Swarthout	Teacher	08/27/02
Betty Threats	Teacher	11/29/02
Shauna Tomlinson	Teacher	09/09/02
Angela L. Vey	Teacher	09/30/02
Christopher Weisgram	Teacher	08/25/02
Joann M. Wellmuth	Teacher	07/01/02
R. Tamara Wesenberg	Teacher	08/30/02
Cherigale White	Teacher	08/31/02
Valerie L. Wiebeck	Teacher	01/17/03
Mary P. Winfield	Teacher	06/07/02

Affirmative Action Report

This report for September 2002 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, teacher appointments, and leaves of absence as listed.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Recommendation

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

Codes	Name	Position	Location	Salary Sched	Salary Range	Salary Amount
5, r	James Wisniewski	Assistant Principal	Bay View High School	III	12Y	$72,510.70
5, r	Martin Lexmond	Assistant Principal	Vincent High School	III	12Y	$61,995.46
2, r	Victor Brazil	Leadership Specialist — High School		III	15A	$101,348.80
2, r	Kathy Swope	Director	Division of Curriculum and Instruction	IIIE	14A	$92,621.10
5, r	Eugene Jones	Assistant Director/Assistant Board Clerk	Office of Board Governance	III	11A	$57,947.00

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 Committees' reports.

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(Item 4) Report on the District's Year-end Financial Position

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

Administration's Report

Chart 1 below shows the position of the District's various funds at June 30, 2002. For comparison purposes, June 30, 2001, year-end numbers are also provided. Charts 2 and 3, in the attachments to the minutes of your Committee's meeting, show the June 30, 2001, year-end position of schools and departments, respectively.

Chart 1

	Revenues	Expenditures	Surplus (Deficit)	Fund Balance Beginning	Fund Balance End
FY02					
Capital Projects	53,422,047	16,654,338	36,767,709	(8,379,124)	28,388,585
School Operations	807,145,030	817,501,468	(10,356,438)	110,254,941	99,898,503
Construction	36,255,968	24,249,266	12,006,702	3,764,852	15,771,554
Extension	7,669,292	10,838,523	(3,169,232)	7,208,457	4,039,225
School Nutrition	28,243,121	28,546,929	(303,808)	(546,221)	(850,029)
Categorical Prog	148,668,386	148,305,015	363,371	(5,996,073)	(5,632,702)
Total	1,081,403,844	1,046,095,540	35,308,304	106,306,828	141,158,438
FY01					
Capital Projects	7,000,000	9,433,965	(2,433,965)	(5,945,158)	(8,379,124)
Operations	799,250,789	788,825,842	10,424,947	99,829,990	110,254,941
Construction	27,973,439	18,088,444	9,884,996	(6,120,144)	3,764,852
Extension	7,610,117	6,749,217	860,900	6,347,557	7,208,457
School Nutrition	26,557,773	27,820,135	1,242,363	239,444	(546,221)
Categorical Programs	131,113,422	131,760,756	(647,334)	(5,348,740)	(5,996,073)
Total	999,525,540	982,678,360	16,847,180	89,002,949	106,306,828

Chart 2

FY02 Year-end Position
Schools and School Programs

	FY02 Budget	Remaining Balance
High Schools		
Marshall	12,804,565	30,881
Bay View	13,666,975	458,203
Trade & Tech	12,890,745	231,500
Custer	9,959,396	(156,821)
Hamilton	16,119,248	228,487
Rufus King	10,744,274	89,436
Madison	11,999,420	(149,358)
Entrepreneurship	1,447,010	215,602
North Division	8,285,418	(60,358)
Pulaski	13,877,429	211,077
Community Service	1,076,330	101,487
Metro	1,946,476	(22,724)
Riverside	12,416,467	(26,861)
South Division	13,760,814	(25,011)
Vincent	13,332,727	15,572
Washington	13,967,913	187,381
H.S. for the Arts	8,031,617	(100,565)
Total High Schools	176,326,824	1,227,928
Middle Schools		
Lincoln Center	6,753,005	68,304
Global Learning	1,086,344	(3,154)
Bell	7,748,223	193,065
Burroughs	7,745,727	52,892
Edison	6,289,295	93,317
Malcolm X	5,306,636	(5,707)

	FY02 Budget	Remaining Balance
Kosciuszko	6,323,546	311,895
Grand Avenue	6,159,742	28,965
Morse	8,660,311	152,708
Muir	7,419,944	54,191
Milw. Village	1,051,827	(30,836)
Douglas	5,327,314	(1,454)
Robinson	4,114,468	22,922
Roosevelt	5,892,871	85,685
Sholes	6,864,165	120,673
Scott	6,085,443	(60,488)
Steuben	6,864,857	281,965
Webster	7,541,538	252,993
Milw. Education Ctr.	8,318,875	320,185
School of Languages	7,780,324	78,317
Total Middle Schools	123,334,455	2,016,438
K-8 Schools		
Burdick	4,368,313	23,970
Cass Street	4,300,758	49,399
Fernwood	3,352,738	8,143
Gaenslen	8,177,986	22,734
Hartford Ave.	4,832,942	34,086
MacDowell	4,386,764	(31,009)
Maryland Ave.	2,683,754	5,319
Story	3,932,240	14,373
Victory	3,485,017	1,790
Vieau	5,177,351	292,588
W.C.L.L.	5,434,473	(62,736)
Total K-8 Schools	50,132,336	358,657
Charter Schools		
Juneau H.S.	7,288,234	152,835
Phoenix H.S.	1,155,366	28,481
Audubon M.S.	7,854,644	88,285
Fritsche M.S.	8,048,049	(59,399)
Walker M.S.	6,212,568	141,203
Fairview	5,361,009	55,439
I.D.E.A.L. K-8	1,233,986	17,132
Siefert	3,850,633	197,149
Westside	6,655,155	602,501
Whittier	1,360,851	69,802
Total Charter Schools	49,020,495	1,293,428
Elementary Schools		
Allen-Field	6,414,851	37,853
Alcott	2,189,046	(4,634)
Auer Avenue	3,987,632	(71,221)
Barton	3,410,694	(14,195)
M.L. King, Jr.	3,573,267	61,964
Brown Street	5,323,479	277,144
Browning	3,690,854	65,569
Bruce	3,063,378	(10,634)
Bryant	3,647,569	380,341
Burbank	3,567,025	22,697
Carleton	3,413,216	23,606
Clarke Street	3,533,877	(17,300)
Clement Avenue	3,061,844	12,150
Clemens	2,963,853	69,921
Congress	5,055,967	(51,247)
Cooper	2,036,323	(31,509)
Craig Montessori	3,322,660	27,898
Curtin	2,074,682	10,171
Doerfler	4,028,941	306,331

	FY02 Budget	Remaining Balance
Douglass	1,821,768	(116,563)
Dover Street	2,795,150	(73,740)
French Immersion	2,667,275	78,431
Eighty-first Street	3,402,316	250,880
German Immersion	4,433,346	262,400
Elm	4,359,383	5,011
Starms Early Childhood	3,794,194	23,431
Emerson	2,196,772	(57,955)
Engleburg	4,056,308	37,225
Thurston Woods	2,566,436	95,643
Spanish Immersion	3,997,085	(14,008)
Fifty-third Street	2,964,611	101,393
Forest Home Ave.	6,499,227	426,202
Golda Meir	2,029,147	69,427
Franklin	3,681,552	(48,832)
Fratney Street	3,045,442	65,503
Garden Homes	3,217,072	110,918
Garfield Avenue	3,263,488	43,688
Garland	2,347,675	36,221
Goodrich	2,928,572	124,202
Grant	3,836,268	175,837
River Trail	2,711,131	23,616
Grantosa Drive	4,612,059	121,217
Granville	2,556,840	46,657
Green Bay Ave.	3,607,125	(10,161)
Greenfield	3,313,123	105,931
Hampton	3,386,821	43,745
Happy Hill	2,896,827	116,531
Hawley Road	2,463,611	72,058
Hawthorne	2,680,146	15,732
Hayes Bilingual	2,865,616	41,092
Hi-Mount	4,221,618	224,248
Holmes	4,887,825	52,868
Hopkins Street	4,262,818	111,795
Humboldt Park	4,187,026	41,058
Sign Language	5,395,716	17,983
Kagel	2,603,022	29,844
Keefe Avenue	3,803,473	72,390
Kilbourn	2,582,572	(33,016)
LaFollette	3,743,208	(6,055)
Lancaster	3,647,690	121,636
Lee	3,881,504	9,806
Lincoln Avenue	3,888,863	13,076
Lloyd Street	4,065,595	118,023
Longfellow	4,445,251	577,154
Lowell	1,442,507	(16,361)
Manitoba	4,328,534	231,405
Maple Tree	2,862,010	15,691
Metcalfe	2,944,860	17,017
Mitchell	4,461,629	(30,628)
Morgandale	3,748,980	(2,857)
Neeskara	3,739,829	35,548
Ninety-fifth Street	2,336,359	29,293
Zablocki	3,964,026	12,316
Palmer	3,585,770	161,926
Parkview	2,824,101	101,575
Philipp	2,420,263	1,169
Pierce	4,325,949	62,655
Carson	3,728,571	91,617
Starms Discovery	2,619,941	74,882

	FY02 Budget	Remaining Balance
Riley	4,711,014	49,127
Accelerated Learning	4,857,483	(17,926)
Sherman	3,728,789	140,890
Silver Spring	2,063,285	71,700
Sixty-eighth Street	1,941,101	(40,643)
Sixty-fifth Street	2,866,427	120,010
Honey Creek	3,061,516	58,124
Kluge	4,041,015	68,112
Stuart	2,728,153	22,312
Thirty-eighth Street	3,148,416	12,811
Thirty-fifth Street	2,001,700	164,009
Thirty-seventh St.	3,096,606	122,812
Thoreau	4,635,051	155,954
Tippecanoe	1,856,125	61,552
Townsend Street	3,706,549	(12,527)
Trowbridge Street	2,177,822	(19,390)
Wheatley	4,277,506	90,543
Twenty-first Street	4,140,468	45,732
McNair	2,458,111	154,376
Urban Waldorf	2,739,451	202,768
Whitman	3,156,049	123,470
Wisconsin Avenue	4,404,819	12,538
Total Elementary Schools	346,102,510	6,989,049
Other School Programs	49,911,621	1,789,094
GRAND TOTALS	794,828,241	13,674,594

*Includes summer school, contracted kindergarten, alternative schools, agency programs, school-age parents, special school funds, and school-to-work.

Chart 3

FY02 Year-end Position
General Fund
Departments/Programs

Department/Program	Revised Budget	Remaining Balance
Board & Governance	3,299,249	218,345
Superintendent	6,043,454	114,730
Leadership	11,777,785	(32,464)
Educational Services	28,965,526	998,708
Human Resources	5,963,037	226,488
Business Services	60,836,371	(1,545,923)
Finance	4,085,030	(5,869)
Technology	20,979,642	(314,966)
School and Community Services	49,822,000	(2,001,457)
Other	49,552,004	(5,774,571)
Total Departments/Programs	241,324,098	(8,116,979)

* Includes NSI, debt service, special & Contingent Funds, employee benefits, insurance, and textbook adoptions.

School Operations Fund

The School Operations Fund includes both a General Fund and a Capital Projects Fund. The Capital Projects Fund has historically been used to record deferred maintenance. In FY02, however, the Capital Projects Fund was also used to track transactions related to the Neighborhood School Initiative (NSI), the Qualified Zone Academy Bond (QZAB) program, the Financial Management System, and the Special Education Tracking System. With tens of millions of dollars in special-purpose funds flowing through the Capital Projects Fund, the combination of funds no longer provides a true picture of the District's operating budget.

The Capital Projects data, therefore, were broken out of the School Operations Fund and are shown separately above. The School Operations Fund, then, includes only the General Fund data. This approach allows the School Operations Fund to more accurately reflect the revenues and expenditures associated with the day-to-day operations of the District. For comparability, the Capital Projects Fund data were also broken out for FY01.

The School Operations Fund ended FY02 with a $10,356,438 deficit. When the Board approved the revised FY02 budget, it appropriated $9,523,896 of the School Operations fund balance for the purpose of financing non-recurring expenses. As a result, the School Operations deficit is only $832,542 greater than what the Board had approved. This variance is one tenth of one percent of total School Operations expenditures. For all practical purposes, FY02 School Operations came in on budget.

Schools ended the year with a remaining balance of $13,674,594. Departments and Programs ended with a negative balance of $8,116,979. 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, while *deficits* carried forward have the effect of increasing fund balance.

Although the School Operations Fund ended the year with a deficit, it is important to note the permanent level of the fund balance changes only through Board action. That is, fund balance can increase or decrease only when the Board authorizes a change either through the budget process, through the year-end carryover process, or through a separate Board action, all of which require a two-thirds vote of the Board.

As a result, the School Operations year-end fund balance shown above is temporary. If the Board authorizes the requested carryovers, and taking into account the automatic carry-forward of surpluses and deficits under Board policy, the beginning FY03 fund balance will decrease $13,865,643 to $86,032,860. In addition, $18,466,330 of fund balance is *reserved* for commitments and encumbrances made in FY02, leaving an *unreserved* School Operations fund balance of $67,566,530.

Construction Fund

The Construction Fund ended FY02 with a $12,006,702 surplus. The year-end position of the Construction Fund is largely the result of timing differences: Construction Fund revenues are usually one-time events such as the receipt of tax levies or bond proceeds. Construction Fund expenditures, on the other hand, occur over extended periods of time and often span two fiscal years. Over time, project expenditures should approximate project revenues. If project surpluses occur, they are typically applied to other capital projects. Project deficits are absorbed by future Construction Fund surpluses.

Extension Fund

The Extension Fund had a deficit of $3,169,232. In approving the FY02 Extension Fund's budget, the Board appropriated $2,679,330 from the Extension Fund's balance for the purpose of financing Extension Fund operations. Consequently, the deficit is only $489,902 greater than what was budgeted.

School Nutrition Fund

The School Nutrition Fund ended FY02 with a $303,808 deficit. School Nutrition revenues were $1.5 million over budget. This positive result stemmed from a combination of increased local revenues ($0.5 million) and increased federal reimbursements ($1.0 million), both of which resulted from increased participation in the School Nutrition breakfast and lunch programs.

FY02 expenditures were $1.8 million over budget. The majority of the variance ($1.5 million) was attributable to an overrun in salaries and benefits. The remainder was due to a $300,000 overrun in purchased services.

Categorical Programs

Categorical Programs ended FY02 with an operating surplus of $363,371. This year-end position reflects the fact that, unlike most funds, categorical programs do not close out at June 30.

Categorical programs typically have a 30- to 90-day *clean-up* period following year-end. During this clean-up period, the District continues to submit reimbursement claims for goods and services purchased but not received prior to year-end. As a result, categorical revenues and expenditures continue to be recorded during the clean-up period.

When these programs do close-out, revenues will equal expenditures, resulting in a zero fund balance. Similar to the Construction Fund, the year-end position in Categorical Programs is the result of timing differences.

Summary

In summary, the School Operations Fund ended FY02 on budget. The Construction Fund and Categorical Programs had year-end surpluses resulting from timing differences that are expected to ultimately have a zero impact on fund balance. The Extension and School Nutrition Funds had deficits of $3,169,232 and $303,808 respectively.

The surplus in the Capital Projects Fund reflects the fact that borrowed proceeds from the Neighborhood School Initiative, the Qualified Zone Academy Bond program, the Financial Management System, and the Special Education Tracking System have exceeded the expenditures incurred on these projects. This surplus will decrease as implementation of these projects proceeds.

* * * * *

(Item 5) Approval of Carryover Requests

Background

Administrative policy provides for the automatic carryover of school and departmental deficits in full; however, automatic carryovers of surpluses are limited to school balances only, and these carryovers are limited to a single-year surplus of 1.5% of a school's budget, with a maximum multi-year accumulation of 3%. Greater carryovers for schools may be executed only with the Board's approval. Also, any carryovers of departmental surpluses, regardless of size, must have the Board's approval. Since the carryover draws from fund balance, a two thirds majority is required for the Board's approval.

Administration's Analysis

The chart below summarizes the surplus/deficit positions of traditional and instrumentality charter schools. Section one shows the year-end positions on a cumulative basis (i.e., includes the beginning-of-the-year fiscal condition). Section two summarizes the financial activity of the FY02 year without respect to the year-end balance.

	FY01	FY02
Number of Schools in Deficit Position	46	37
Average Deficit	(22,691)	(40,483)
Number of Schools in Surplus Position	112	122
Average Surplus	52,775	109,700
Number of Schools That Decreased General Fund Balance During Year	50	59
Number of Schools That Increased General Fund Balance During Year	108	100

Surpluses in 51 schools exceeded the automatic carryover levels; all have requested that the excess, totaling $4,603,464 over the automatic limits, be carried over to FY03.

The Administration proposes to work with the 14 schools "in need of improvement," as identified by the Department of Public Instruction, to ensure that these excess funds are targeted appropriately. Specifically, the Administration 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.

On the following chart, schools in need of improvement show "Plan to be developed" in the description column.

School	Excess Amount	Description
Bay View	$166,012	Plan to be developed
Entrepreneurship	172,192	Curriculum development, technology equipment, supplies
New School for Community Service	69,197	Part-time certificated, technology, pupil tuition, contracted services, staff development, consultants, other expenses
Kosciuszko	122,516	Plan to be developed
Milwaukee Education Center	70,619	Plan to be developed
Morse	21,967	Upgrade security system
Steuben	76,019	Plan to be developed
Webster	139,870	Computer upgrades, upgrade security system, equipment
Brown Street	197,292	Building modifications, air conditioning
Bryant	270,914	Plan to be developed
Doerfler	185,463	Auditorium seating upgrade, technology, staff development, books/programs to support literacy
Eighty-first Street	166,885	Plan to be developed
Fifty-third Street	14,706	Plan to be developed
Forest Home Avenue	231,225	Plan to be developed
Garden Homes	14,971	Plan to be developed
Garland	1,006	Staff development, educational supplies
Goodrich	36,345	Plan to be developed
Grant	118,293	Supplies, furniture, & technology for 6th grade expansion
Grantosa Drive	35,765	Curriculum materials, technology upgrades, incentives for staff, parents, & students

School	Excess Amount	Description
Greenfield	6,537	Educational supplies, field trips
Happy Hill	29,626	Plan to be developed
Hawley	13,580	Staff Development, educational supplies, field trips
Hi-Mount Boulevard	97,599	Educational supplies
Hopkins Street	43,575	Apply to deficit due to lower enrollment
Lancaster	12,205	Technology equipment, textbooks, educational supplies
Lloyd Street	46,561	Plan to be developed
Longfellow	443,796	Curriculum enhancement, building modifications, technology upgrade
Manitoba	101,549	Building modifications
McNair	100,930	Staff development, educational supplies, textbooks, technology upgrade, substitute teachers, field trips
Meir	9,031	Computer lab upgrades
Milwaukee French Immersion	32,237	Substitute teachers, noon/bus supervision, educational supplies, telephones, overtime clerical
Milwaukee German Immersion	129,400	Staff development, translations, computer upgrades, office equipment
Palmer	82,778	Staff development, technology upgrades, educational supplies
Parkview	16,852	Educational supplies
Sherman	29,026	Technology upgrades & supplies, staff development, building modifications
Silver Spring	11,525	Plan to be developed
Sixty-fifth Street	34,017	Teacher substitutes, staff development, educational supplies
Starms Discovery	35,583	Plan to be developed
Thirty-fifth Street	103,958	Supplies, library furniture, field trips, substitute teachers, noon supervision
Thirty-seventh Street	37,112	Library/media center upgrade, substitute teachers, educational supplies
Thoreau	16,902	Computer upgrades
Thurston Woods	57,146	Staff development, consultants, substitute teachers, educational supplies, textbooks
Tippecanoe	33,710	K-8 expansion, furniture, supplies, computer/science equipment, building modifications
Urban Waldorf	161,676	Building modifications, staff development, equipment
Vieau	190,462	Educational supplies, tutoring, building modifications, technology
Whitman	28,789	Library/media center completion, computer upgrades
Instrumentality Charters		
Juneau	2,953	Enhanced security system
Phoenix	11,151	Building modifications
Siefert	129,768	Building modifications, library expansion, upgrade technology
Westside Academy	413,197	Air conditioning
Whittier	28,976	Computer upgrades, building modifications
TOTAL	$4,603,464	

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 have explained these parameters to the principals and have reviewed requests for carryover to validate that administrative policy is being met. As the list demonstrates, the carryovers are being set aside for numerous projects that are above the typical operating costs of the schools.

The Administration also requests carryover for the following items which continue intended purposes into FY03:

Amount	Purpose
$436,000	Funding for Special Education needs as they arise at various schools
1,092,000	Funding the district textbook adoptions
693,975	Additional 95 Partnership Seats (Board action June 27, 2002)
304,567	Summer School
67,000	Building Modifications — Charter School (Board action of June 27, 2002)

Amount	Purpose
2,981,280	Internally-funded NSI project costs
306,000	Co-curricular Initiative
$5,880,822	Total — Special Project Carryover

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 3.05.4.b requires the Board's approval of the carryover of any departmental surpluses. Administrative Policy 3.05.4.c requires approval of carryovers of school surpluses in excess of the limits of 1.5% for single-year surplus accumulations and 3% for total surplus accumulations. This policy also prohibits the use of carryovers for position salaries.

Administrative Policy 3.03.2 stipulates that use of unreserved fund balance shall require two-thirds majority vote of the Board.

Fiscal Impact Statement

Approval of these carryovers would use $10,484,286 of the FY02 School Operations Fund's balance of $99,898,503.

Implementation and Assessment Plan

Funds will be carried forward to FY03 budgets upon the Board's approval. The Administration will work with schools in need of improvement, which have excess carryover, to ensure that this resource is aligned to address the student-achievement issues which most clearly need additional attention.

Committee's Recommendation

Your Committee recommends that the Board approve the carryovers of FY02 school and departmental surpluses to FY03, as requested above, and direct the Administration to work with the schools in need of improvement to ensure that this resource is aligned to address the student-achievement issues which most clearly need additional attention.

Director Johnson moved to adopt the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, and President Spence — 8.
Noes — None.
Temporarily absent — Director O'Neil — 1.

* * * * *

(Item 6) Amendments to the Adopted Annual Budget for the School Operations Fund

Background

Since the institution of revenue limits, it has been routine to amend the annual budget at this point in the fiscal year. This is due to the fact that the permissible tax levy is affected by actual fall enrollments and by state aid amounts, neither of which are typically available before mid-October.

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

1. Total enrollment for fall 2002 is slightly lower overall than projected. Public school open enrollment exceeded projections, while all other major categories of enrollment fell below their projected levels. (Final refinements in counts are being completed, but are not expected to significantly affect expenditure needs or revenue limits.) These enrollment estimates, which are used in revision of revenue limits, revenues, and expenses, are as follows:

Enrollment Category	Original 3rd-Friday Projection	Final 3rd-Friday Estimate	Change from Projection
MPS Elementary/K8/Middle/High	92,316	92,180	-136
Alternative/Partnerships/Other Contracted Sites	3,762	3,748	-14
Non- Instrumentality Charters	1,409	1,376	-33
Chapter 220 in Suburbs	4,100	4,044	-56
Open Enrollment in Suburbs	1,800	1,928	+128
TOTALS	103,387	103,276	-111

The fact that these estimated enrollments vary from the projections affects the district's revenue limits. The following changes in the FY03 budget as adopted in May 2002 have been identified:

Technical Adjustments

These technical adjustments represent budget amendments in which expenditures and revenue sources have already been authorized for projects, 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 construction project costs ($15,468,768) and capitalized interest deposits into escrow ($1,455,637). These increases are funded by borrowing that was executed in FY02; therefore, they are covered by an equal amount of fund balance created by that borrowing. This amendment will more accurately identify the multi-year cost of the Neighborhood Schools Initiative.*	$16,924,405	$16,924,405*
b. Management Compensation Study *This study was authorized in the October 2001 adoption of the FY02 budget, but will be initiated in FY03. Fund balance therefore includes the amount of the FY02 appropriation ($150,000). This amendment uses that fund balance.*	$150,000	$150,000*
c. Longitudinal Assessment Contract *This contract, with CTB/McGraw-Hill, was authorized in June 2002, with a portion of its funding to be provided by any FY02 surplus in the Superintendent's Office area. This amendment uses fund balance represented by that surplus.*	$114,730	$114,730*
d. Refund of Excess Property Taxes to City *Represents an amount in fund balance equal to taxes credited to MPS by the City, but which subsequently had to be refunded to property owners by the City upon successful appeal of their assessments. Represents amounts over-collected for 1989-2001.*	$1,212,441	$1,212,441*
e. Library Materials *State aid from the common school fund (library aid) received in FY02 was in excess of eligible expenses. The District is obliged to match spending to the amount of aid received. It is proposed that FY03 spending in this area be increased to satisfy aid requirements, using fund balance that has accumulated due to aid received being in excess of eligible expenses.*	$1,303,083	$1,303,083*
f. Special Education (4GL) Information System *Fund the second year of a three-year implementation of a special education information/student tracking system. Project authorization and approval to borrow were given in FY02.*	$2,136,342	$2,136,342**
SUB-TOTAL — SCHOOL OPERATIONS FUND TECHNICAL AMENDMENTS	$21,841,001	$21,841,001

*Funding source is fund balance.
**Funding source is previously approved borrowing.

Construction Fund

Item/Description	Expenditures	Revenue
a. NSI/Fratney QZAB Projects *Since the May budget adoption, the amount of QZAB authority available for FY03 borrowing has been determined. This funding will support NSI and Fratney School projects.*	$7,185,000	$7,185,000**
b. LAN Technology *LAN technology projects supported by E-rate ($2,439,533) and TEACH loan ($3,790,914) funding are being fully reflected in the FY03 budget. (In past years, due to timing issues, full reflection of costs had not always been possible.)*	$6,230,447	$6,230,447***
c. Fratney Project using Current Revenue *Further supporting the Fratney project is the use of current revenues from the sale of site #15.*	$1,306,175	$1,306,175****
SUB-TOTAL–CONSTRUCTION FUND TECHNICAL AMENDMENTS	$14,721,622	$14,721,622

**Funding source is previously approved borrowing.
***Funding sources are previously approved borrowing and grant income.
****Funding source is the proceeds from the sale of board-owned property.

Other Amendments

School Operations Fund

Expenditure Amendments	Amount
a. MPS School Enrollment *Fall enrollments at MPS traditional and instrumentality-charter schools fell below projections by a net of 136. Because of how the variances were distributed among school levels and in charter schools (which have contractual funding ceilings), less funding is required to maintain the per-pupil allocations used in the May adopted budget. This decrease also corrects for an overestimate in funding due to using a past methodology which did not recognize the FY03 change in allocation practice for instrumentality charter schools. (Beginning in FY03, per Board policy 9.12, the funding basis for instrumentality charters follows the same methodology as traditional schools, i.e., per-pupil funding is based on the average of September and projected January enrollments, using historical retention patterns, rather than on September alone.)*	($1,346,776)
b. Non-Instrumentality Charter Schools *Lower allocations due to lower-than-expected enrollment is partially offset by the reserving of $100,000 to reimburse schools for amounts equivalent to state special education aids based on their eligible costs. State law requires MPS to pay these amounts in FY03, although MPS will not receive the actual aid until FY04. This decrease preserves funding at the May budgeted level for second semester.*	($227,728)
c. Increases in Charter Contractual Enrollment Ceilings *Currently before the Board are proposals to increase the enrollment maximums to be contracted for Audubon, Walker, and Bruce Guadalupe schools. If approved, these proposals would add $453,144 to the FY03 budget.*	$453,144
d. Open Enrollment *Actual enrollment, being higher than projected, requires additional funding.*	$335,000

Expenditure Amendments		Amount
e.	Contracts — Kindergartens/Elementary *Lower-than-planned enrollment reduces the estimate of needed funding. Leaves $30,000 unallotted to allow for any possible adjustments to reported enrollments.*	($130,849)
f.	Special Education School Allocations *The cost of actual staffing levels of special education classroom units this fall slightly exceeded the amounts allocated in the May adopted budget.*	$2,905
g.	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. The size of this fund, budgeted at $750,000 in the May adopted budget, is revised downward to reflect the $436,000 unspent for this purpose in FY02 and carried over to FY03.*	($436,000)
h.	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 at $1,866,350. This adjustment reserves $53,500 to meet the cost of related staff development activities for FY03.*	($278,550)
i.	Summer School *Re-estimate of costs based upon year-to-date expenses for special education costs. While ESEA Title I largely supports regular education summer school funding, special education programs are funded through the School Operations Fund.*	$500,000
j.	Central Service Income from Schools *Enrollments lower than projected have generated $308,000 less in chargeback income to fund central services. As a result, central budgets for income and expenditures will be reduced by the same amount, for no net impact on the School Operations Fund.*	$0
k.	Indirect Expenses *Lower ESEA Title I funding than anticipated has reduced the indirect expense funding for support of grants administration.*	($81,600)
l.	Special Education Central Service Accounts *A review of needs has resulted in the shifting of four occupational therapist positions to IDEA funding and the elimination of 1.62 paraprofessional positions in order to fund a needed increase of 6 school nurse associates and 0.5 social worker. There is no net cost impact on the School Operations Fund.*	$0
m.	Safety Assistants *Add 8 safety assistant positions to restore staffing authority to FY02 levels. An increase in the estimated FY03 savings for vacancies and turnover permit this to occur within the existing School Safety budget.*	$0
n.	Neighborhood School Initiative Administrative Costs *Funding originally budgeted for wrap-around services ($400,000) will be reduced and covered instead within the Extension Fund budget. Purchased services will be increased by $262,500 for consultant services.*	($137,500)
o.	Central Office Vacancies *Eliminate 1 vacant position of computer program analyst (-$69,952) in Facilities and Maintenance. Also, reduce funding where vacancies year–to-date have lowered FY03 costs for Special Education supervisors (-$110,000).*	($179,952)
p.	Rubbish-Hauling Contracts *Re-estimate of need based on bid responses.*	($80,000)

Expenditure Amendments		Amount
q.	School Nutrition *Re-estimate of costs of staff incorporating increases in recent contract settlements. These additional costs are covered by an equal increase in the estimate of School Nutrition fund revenues.*	$800,000
r.	Debt Service *Later borrowing than originally anticipated for TEACH and QZAB projects has reduced debt repayment required in FY03.*	($704,218)
s.	Technology Projects *Re-estimate of funding needs for the MPA report card.*	$500,000
t.	Pension Staff and Study *Fund a pension analyst position beginning in January ($54,000) and business analyst consultant services ($130,000) to determine long-range needs and efficiencies to support the pension management area.*	$184,000
u.	District Insurances *Re-estimate of premiums for liability insurance (+$203,000), fire and storm insurance (+$93,000), and fleet insurance (-$43,000).*	$253,000
v.	Instructional Leadership Program *Establish 14 principal-in-residence situations, requiring additional costs for substitutes for 14 teachers (who will serve as acting assistant principals in the place of 14 assistant principals) to be mentored in the principalship by the principals-in-residence. The program will begin in November 2002.*	$480,000
w.	MTEC Interns *Success in filling teacher positions this fall has resulted in 67 teacher interns' not having regular teaching assignments. To deal with this issue, schools have been offered the opportunity to bring an intern on staff for $30,000 — less than the full cost of approximately $42,000. 47 interns are being placed in 41 schools on this basis. The remaining interns will be used in substitute teacher service, allowing their future cost to be absorbed through school substitute teacher budgets until long-term assignments become available. Serving as a substitute does not satisfy the certification requirements, so, as substitutes, these individuals will not be considered interns.* *This amendment covers the central cost of the remaining $12,000 per intern for those 47 interns, as well as the full cost for September and October for the remaining 20 interns. This collaboration of schools and Central Services allows schools to augment their staffs while helping the District maintain the commitment made to the interns it has hired.*	$732,000
x.	Contingent Fund *A reduction of one-fourth of the Contingent Fund's total, as nearly one-fourth of the school year is over at the end of this month.*	($250,000)
SUB-TOTAL-SCHOOL OPERATIONS OTHER EXPENDITURE AMENDMENTS		$386,876

Revenue Amendments		Amount
a.	Property Tax Levy *The combination of increases in general aid (+$5,586,537), a decrease in computer aid (-$687,627), and the updated revenue limit estimate (+$288,476) has reduced the maximum legal tax levy from the May 2002 estimate.*	($4,610,434)
b.	State Equalization and Integration Aids *The principal reason for this increase in funding is higher FY02 expenditures than used in the May adopted budget projections. Because these aids, combined with computer aid and the tax levy, are subject to a single revenue limit, the increase in state aids results in a reduction in tax levy.*	$5,586,537

Revenue Amendments		Amount
c.	Computer Aid *This aid represents state funding in lieu of property taxes on tax-exempt computer equipment. The value of such equipment has not increased as rapidly as overall equalized valuation and general aids, producing a decline.*	($687,627)
d.	Bilingual Aids *Re-estimate based on FY02 reimbursement levels.*	($200,000)
e.	Medicaid Reimbursement *Re-estimate based on FY02 reimbursement levels.*	($800,000)
f.	Indirect Aid *Lower ESEA Title I funding than anticipated has reduced the indirect aid which funds Central Services activities supporting grant administration.*	($81,600)
G.	Use of Fund Balance *Fund balance will be used for the one-time costs to develop the MPA report card ($250,000) and to analyze the long-term needs and possible efficiencies of the pension management area ($130,000).*	$380,000
h.	School Nutrition Revenues *Increases in projected federal assistance (+$400,000) and meal receipts (+$450,000) have more than offset a slight decrease (-$50,000) in projected state aid.*	$800,000
SUB-TOTAL-SCHOOL OPERATIONS OTHER REVENUE AMENDMENTS		$386,876

Extension Fund

Revenue Amendments		Amount
a.	WYMS *This annual donation by the Friends of WYMS is no longer anticipated.*	($100,000)
b.	Fund Balance *This use of fund balance replaces the decrease in WYMS revenue.*	$100,000
SUB-TOTAL — EXTENSION FUND OTHER REVENUE AMENDMENTS		$0

Recapitulation of Net Amendment Amounts

	Operations	Construction	Extension	Total
Technical	$21,841,001	$14,721,622	$0	$36,562,623
Other	$386,876	$0	$0	$386,876
Total	$22,227,877	$14,721,622	$0	$36,949,499

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:

	Pay Grade	Positions	Board Funds	Other Funds
Office of Pupil Services				
Special Services (positions working in schools)				
School Nurse Associate		+6.00	$272,280	
Social Worker-Social Work Services		+0.50	44,808	
Occupational Therapist(to IDEA)		-4.00	(301,564)	
Occupational Therapist(from Board funds)		+4.00		$301,564
Paraprofessional Assistant		-1.62	(44,808)	

(Positions working in Central Office)	Pay Grade	Positions	Board Funds	Other Funds
Office of Academic Excellence				
Professional Development				
Staff Development Specialist	308A	-2.50	(215,238)	
Professional Development Specialist	311A	+2.50	215,238	
Office of Administrative Services				
Human Resources				
Pension Analyst (six months' cost)		+1.00	54,000	
Office of Finance and Operations				
Facilities and Maintenance				
Program Analyst		-1.00	(69,952)	
TOTALS		+4.88	($45,236)	$301,564
Central Office Positions		0	($15,952)	0
School Positions		4.88	($29.284)	$301,564

Strategic Plan Compatibility Statement

The recommendations are consistent with the practice of fiscal responsibility to make informed decisions about allocation of resources for district programs, functions, and operations.

Statute, Administrative Policy, or Board Rule Statement

The recommendations have been developed consistent with Administrative Policy 3.0, Fiscal Management.

Per Administrative Policy 3.03, a two-thirds majority vote of the Board is required for the use of fund balance; therefore this item requires two-thirds approval.

Fiscal Impact Statement

Approval of these proposed amendments will result in a total budget, including estimated categorical grants, of $1,112,875,503. Excluding categorical grants, the three statutory funds will total $959,077,084. This represents an increase of $60,901,655 from the FY2002 total of $898,175,429.

The property tax levy increases by $6,311,558, from $174,734,593 in FY2002 to $181,046,151 in FY03. State aids and other non-property tax revenue increased $54,590,097, from $723,440,836 to $778,030,933. The estimated tax rate decreases $0.76, from $10.08 to $9.32, or –7.5%, as city properties were subject to a general re-assessment in 2002. A tax rate decrease of $0.76 generates a tax decrease of $76 for the owner of a $100,000 home.

Implementation and Assessment Plan

Upon adoption by the Board, the Administration will notify departments and schools of the revised budget appropriations and position changes and direct the implementation of all resulting adjustments.

The resolutions adopted by the Board will be transmitted to the Common Council of the City of Milwaukee for adoption, as prescribed by State Statutes, §§ 119.46, 119.47, and 119.48, prior to the adoption of the City Budget scheduled for November 8, 2002.

Committee's Recommendation

Your Committee recommends that the Board amend the FY03 School Operations Fund, the Construction Fund, and the Extension Fund budgets and positions for the changes described above and that the annual budgetary resolution be amended as follows:

SCHOOL OPERATIONS FUND

RESOLVED, That, pursuant to the provisions of Section 119.46, Wisconsin Statutes, relating to the School Operations Fund, the Board of School Directors hereby advises the Common Council that the amount of ~~$886,802,301~~ $909,030,178 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 2003 Fiscal Year; and that ~~$167,307,301~~ $162,696,867 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 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 ~~$23,520,829~~ $38,242,451 will be required for the 2003 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, $10,346,829 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 $11,804,455 will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2003 Fiscal Year, and that $8,002,455 thereof is to be raised by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 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 Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, and President Spence — 8.
Noes — None.
Temporarily absent — Director O'Neil — 1.

* * * * *

(Item 7) Action on Guidelines and Request for Transfer of Funds for the Establishment of the Project Loan Acquisition Network (P.L.A.N.)

Background

1. At the meeting of the Committee on Finance/Personnel on April 16, 2002, the Department of Finance outlined the concept behind a new fiscal-management program known as the Project Loan Acquisition Network, or PLAN. As explained at the meeting in April, PLAN would create a centralized fund into which participating schools would voluntarily deposit a portion of their carryover balances for a period of one to three years. Schools would then apply to the PLAN Board of Directors to secure low-interest loans from the centralized fund to complete higher-priced projects such as the equipping of a science classroom, a large purchase of computer equipment, or the upgrading of a security system. Those schools borrowing funds would then make repayment over the course of one to three years.

2. By using the PLAN-management tool, the Department of Finance 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 low-interest loans for essential school projects, schools will be 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 surpluses due to teacher vacancies or other factors and that choose to make a deposit to the PLAN fund will get a small return on their investments and will 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. At the conclusion of the April meeting of the Committee on Finance/Personnel, the Committee asked the Department of Finance to address a number of concerns about PLAN and to complete a survey of principals to determine the level of interest in the Project Loan Acquisition Network. The Committee also asked that the Department of Finance and those interested principals submit procedural guidelines for the PLAN program.

Update

4. Following are the answers to concerns expressed by the Committee at its April meeting:
   1) Several committee members expressed concerns about the District's overall liability connected to the program and the potential for schools to default on loans or recall their deposits before an agreed-upon date.
   PLAN funds will not be mixed with any other fund account, and the total loan amount will not exceed the total deposit amount. In this way, the District will not incur any liability for the fund. Loan repayments will be withheld from a borrower's yearly school allocation in order to protect the fund from default. Depositors who make a commitment of one to three years will not be allowed to withdraw funds early.
   2) Committee members wanted assurances that PLAN membership would occur on a volunteer basis only.
   PLAN participation will be voluntary.
   3) Committee members asked for assurances that the PLAN fund would not become complicated to administer and would not develop difficulties similar to those associated with the Special Needs Fund.
   PLAN participation will be voluntary, and deposited funds will be placed in one-, two- and three-year accounts, depending on the depositor's length of commitment. In this way, the fund will be easier to manage and will ensure timely payment and repayment.
   4) Committee on Finance/Personnel members expressed concern that the MPS Board of Directors may in some way interfere with the PLAN process and disrupt the program by attempting to access PLAN funds.
   The purpose of PLAN is to pool carryover funds and to make those funds available for investment in educational projects. Given the fact that PLAN funds will be invested and will therefore not be readily available to reallocate, the risk for disruption caused by the unanticipated action of the Milwaukee Board of School Directors may be diminished.
   Adoption of this item would signal the Board's official endorsement of the Project Loan Acquisition Network. It would also signal that the funds invested in PLAN are to be protected. Nothing short of extreme emergency would cause the Board to dissolve the account.

PLAN Survey Results and Principal Participation

5. During the late spring and summer of 2002, the Department of Finance conducted informational sessions and surveyed school principals to determine the level of interest in the Project Loan Acquisition Network. A total of 56 surveys were returned to the department: of that total, 14 principals indicated a high level of interest, 13 principals stated that they would need additional information, and 29 indicated that they were not interested, although a number of those individuals stated that they would like to revisit the project at a later date.

6. The 14 principals who indicated a high level of interest were recently invited to a planning meeting to assist in the development of a number of procedural guidelines for the PLAN fund. A five-member PLAN Board of Directors made up of volunteers was established, and preliminary guidelines for a formal planning committee were put in place. PLAN Committee by-laws will be established at subsequent meetings. The estimate of total initial deposits available for the PLAN fund is $505,000.

Procedural Guidelines for the Project Loan Acquisition Network:

7. The following are the procedural guidelines for participation in PLAN:
   a. Participation in PLAN will be voluntary.
   b. Schools that deposit carryover balances to the PLAN fund will make a one-, two- or three-year commitment.

c. Schools will not be allowed to make early withdrawals of their deposits under any circumstances.
d. The PLAN's Board of Directors shall not make loans that exceed the total deposit amount in the PLAN fund.
e. Depositors will earn different rates of return, depending upon the length of time they commit their deposits to the fund: The longer the term of the deposit, the higher the interest rate, which will be pegged to the lease-purchase-agreement market rate. The rate of return will be adjusted as changes in the broader market occur.
f. For accounting purposes, three separate accounts — for the deposit commitments of one, two, and three years, respectively — will be established to help ensure clean management of PLAN funds.
g. Those applicants that wish to borrow from the PLAN fund will make a commitment to pay back their loans over the course of one to three years.
h. The Department of Finance will withhold the specified loan repayment amount from the borrowing school's allocation, thereby helping to ensure that no school will be able to default against the PLAN fund. Repayment amounts will be withheld in much the same way that charge-back fees are withheld.
i The only way a school might default against the fund is if the borrowing school closes. It will be the responsibility of the PLAN Board of Directors and the planning committee to avoid making high-risk loans.
j. The PLAN Board of Directors, along with a planning committee made up of participating principals, will manage the fund with technical assistance from the Department of Finance.
k. The PLAN Board of Directors will include five participating principals. The inaugural board directors are Melanie Moore (Juneau), Linda Robinson (Brown St.), Santa Consiglia (Honey Creek), Ronald Price (Mitchell), and Phillip Dosmann (Craig Montessori).
l. Participating members will select a board chairperson, and the planning committee will put by-laws for participation on the PLAN Board of Directors in place.

Administration's Analysis

8. 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 carryover funds from year to year and target those funds for future projects such as science rooms or computer labs. While benefits may eventually be reaped for future students, children currently attending those schools miss out on important educational opportunities. Through the use of PLAN, valuable projects would be completed quickly and provide immediate benefit to students while schools pay off low-interest loans.

9. The appointed loan committee will determine if loan requests fit predetermined criteria and will 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.

10. 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

11. The Project Loan Acquisition Network would be created to directly respond to the MPS strategic plan goal of "maintain[ing] financial stability while decentralizing decision-making authority" (MPS Strategic Plan, 2000, p. 9).

Statute, Administrative Policy, or Board Rule Statement

12. According to Administrative Policy 3.04, Fund Transfer Authority, the Board's approval is needed for fund transfers exceeding $100,000 between departments, programs, schools, or special accounts.

Fiscal Impact Statement

13. 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.

14. Funds for educational projects will be used in a manner that will maximize efficiencies related to the District's share of state aid.

15. 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.

Implementation and Assessment Plan

16. Upon approval by the Milwaukee Board of School Directors, the Department of Finance, in conjunction with PLAN participants, will work to develop the required infrastructure for the Project Loan Acquisition Network.

17. The total amount available for the PLAN fund will be determined, and approval will be sought to transfer those funds to the central accounts. This action is scheduled to take place take in November.

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 creation of PLAN, the Project Loan Acquisition Network.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 8) Action on a Request for Authorization to Enter into an Intergovernmental Cooperation Agreement with the Redevelopment Authority of the City of Milwaukee

Background

1. In 1990, bonds totaling $47,730,866.30 were issued by the Redevelopment Authority of the City of Milwaukee (RACM) to fund renovations to the MEC and Grand Avenue facilities. The MEC and Grand Avenue operating leases are structured to set their annual lease payments equal to the annual debt service on the bonds.

2. In 1993, $39,415,000 in bonds were issued for the purpose of refunding the MEC and Grand Avenue bonds in order to take advantage of favorable interest rates. In September 2000, the proceeds from the refunding issue were used to pay down the original bonds.

3. Currently, $34,735,000 in refunding bonds remains outstanding. The FY03 debt service on these bonds will total $4,372,705.

4. Interest rates today are at historically low levels. As a result, the Administration wishes to enter into an intergovernmental cooperation agreement with RACM to determine whether or not the remaining bonds could be refinanced at a rate which materially lowers the cost of the MEC and Grand Avenue lease payments, after allowing for the cost of refunding the existing bonds and issuing new bonds.

5. The Agreement authorizes RACM to hire a financial advisor to develop and distribute a request for proposal soliciting refinancing proposals from interested financial institutions.

6. The Administration requests that the Board authorize it to enter into an intergovernmental cooperation agreement with RACM for the above purpose.

Strategic Plan Compatibility Statement

7. The recommendation is consistent with the practice of fiscal responsibility and informed decision-making concerning the allocation of District resources.

Statute, Administrative Policy, or Board Rule Statement

8. The recommendation is consistent with Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

9. RACM estimates that the cost to hire a financial advisor to solicit refinancing bids would not exceed $40,000.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into an intergovernmental cooperation agreement with the Redevelopment Authority of the City of Milwaukee for the purpose of determining whether or not MPS can materially lower the cost of its MEC and Grand Avenue lease payments by refinancing the outstanding debt.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 9) Action on a Request to Extend the Contract with Quarles and Brady for $60,000 to Provide Technical Assistance to MPS in Support of the Implementation of IDEA

Background

1. In the 2001-2002 fiscal year, the Department of Public Instruction awarded a Discretionary Grant to the Milwaukee Public Schools for technical assistance in the implementation of Individuals with Disabilities Act (IDEA). The objectives of the grant were to:

   a. provide a full-time special education information officer in the Parent Information Center;
   b. create and sustain a Parent Support Committee;
   c. provide training, education, and information to parents on IDEA and related disability issues: and
   d. provide technical assistance and staff development to the Milwaukee Public Schools for implementation of IDEA.

2. At its meeting of January 31, 2002, the Board authorized the Administration to enter into a contract with Quarles and Brady for $96,134 to provide technical assistance in the implementation of IDEA, with a minority business contracting requirement of 10%. This had been brought to the Board as a sole-source contract due to the specialized expertise required in the area of special education law. The following services were to be provided as a part of this contract:

   a. the professional development of school teams who are responsible for the implementation of IDEA;
   b. creation and dissemination of placement and descriptive procedural guidelines; and
   c. creation of a revised special education handbook.

   The remaining $53,866 of the grant was designated to fund the special education parent information officer, who, in turn, would meet other objectives specified in the grant.

3. As a result of the grant, staff members were trained in special education law. The Special Education Policy and Procedures Manual was revised. The Department of Public Instruction has reviewed and approved the manual, and three thousand copies have been prepared for distribution to building administrators and special-education staff. Quarles and Brady has provided technical expertise and assistance to staff on a variety of matters related to the implementation of IDEA.

4. At this time, the Administration is requesting that the Board authorize the Administration to enter into a contract with Quarles and Brady, for $60,000 (with a minority business contracting requirement of 10%) to provide additional technical support in the implementation of IDEA.

5. The grant designated for the Quarles and Brady contract will provide Milwaukee Public Schools with the following services:

a. Advice on matters arising in connection MPS's efforts to develop and revise its special education procedures and forms, including the training of staff, parents, and community members; and
b. Preparation of documents and advisory memoranda regarding the implementation of the Individuals with Disabilities Act, 20 U.S.C., § 1401 *et. seq.,* and the underlying Wisconsin Statutes under the direction of the director of the Division of Special Services.

Strategic Plan Compatibility Statement

6. Authorization would support the MPS strategic plan and further the goals of the Department of Special Services with respect to meeting the needs of children and parents.

Statute, Administrative Policy, or Board Rule Statement

7. This authorization is being requested of the Board in accordance with Administrative Policy 3.09, Purchasing and Bidding Requirements, as it relates to professional services.

Fiscal Impact Statement

8. The cost of the contract with Quarles and Brady ($60,000) will be funded through a federal IDEA flow-through grant awarded to MPS for the fiscal year 2003. Funds are available under budget code 1-25-4-310-600-312-223300.

Implementation and Assessment Plan

9. The contract will be executed upon approval of the Board. The Administration will monitor the monthly activities.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract with Quarles and Brady for $60,000 (with a minority business contracting requirement of 10%) to provide technical support and expertise in the implementation of IDEA.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 10) Action on Request for Authorization to Enter into Contract(s) with Higher Dimensions In LeaRning, Inc., to Provide Direct Instruction Training Programs at MPS Schools

Administration's Analysis

1. The Administration is requesting authorization to enter into contracts with Higher Dimensions in Learning, Inc. (HDL) to provide consulting and training in Direct Instruction for the following schools:

- Garfield Elementary
- Lafollette Elementary
- Malcolm X Middle School
- Mitchell Elementary
- Thurston Woods Elementary

The services provided by HDL will be to collect, analyze, and use data to enhance the academic achievement of students in reading, writing, language, and math. Ongoing training, modeling for teachers, observations, feedback, and recommendations for improving instruction will be provided. Groups and individual students will be placement-tested, periodically assessed, and grouped accordingly on the basis of in-program assessments.

2. The total amount of contracts with HDL is $92,600. Cost by school ranges from $12,000 to $24,000, depending on the time and magnitude of the training. Each school has allocated funds, as described in the fiscal note.

3. HDL was selected due to the expertise in Direct Instruction and availability. HDL has over 25 years in teaching and consulting in Direct Instruction.

Strategic Plan Compatibility Statement

4. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement.

Statute, Administrative Policy, or Board Rule Statement

5. The recommendation conforms to Administrative Policy 3.09 for authorization of a sole-source contract. The expertise, availability, and fees of the contractor were grounds for granting sole-source status.

Fiscal Impact Statement

6. The funds for these services are already provided within the individual schools' budgets, as follows:

Garfield Elementary	$19,200	1-14-4-287-190-311-221300
Lafollette Elementary	$24,000	1-14-4-143-238-311-110000
Malcolm X Middle School	$21,600	1-10-4-611-048-311-110000
Mitchell Elementary	$12,000	1-14-4-143-274-311-221900
Thurston Woods Elementary	$16,000	1-14-4-287-154-311-110000

Implementation and Assessment Plan

7. Direct Instruction implementations have historically shown that 3-5 years are needed to improve the school's performance on a large and enduring scale. Schools are expected to see improvement in reading in math across the grades implemented. Schools will also see an improvement in the behavior of students.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts with Higher Dimensions in Learning, Inc., for the schools listed, at a cost not to exceed $92,600.

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 11) Action on a Request for Authorization to Enter into Contracts for Early Childhood Education Services

Administration's Analysis

1. The Milwaukee Public Schools, in partnership with the Milwaukee County Early Childhood Council and Milwaukee Area Technical College, was awarded a $4.5 million federal childcare block grant to improve access to and the quality of childcare for children from birth to age twelve. The objectives of this federal grant are the following:

- to assist the early childhood community with school partnerships that address continuity of care across funding sources;
- to provide childcare providers with quality development plans and a "map" to obtain resources to implement their respective plans;
- to focus on staff development, with emphasis on staff and director qualification enhancements;
- to provide additional ongoing assistance and support to providers to achieve accreditation by the National Association for the Education of Young Children (NAEYC) within three years.

This grant represents the third year in which the District has received funding from the federal childcare block grant program. Funds must be spent by September 30, 2003.

2. The Administration has been working with the Milwaukee County Early Childhood Council over the last two years to develop and implement this comprehensive program, which focuses on childcare accessibility and quality. This project has been evaluated and re-engineered based on input from the project participants. In addition, the Department of Workforce Development Office of Child Care has favorably reviewed this project.

3. Childcare advocates understand 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 wellbeing and his or her future academic success. Unfortunately, the level of quality care throughout the city is uneven.

4. 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.

5. The Administration is requesting authorization to enter into contracts with 11 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 outlined below. Most of the services and activities delineated below represent a continuation of previous years' project activities:

a. The United Way of Greater Milwaukee
- The completion of pre- and post-assessment agency and provider profiles of childcare centers, identified as potential partners with MPS schools and with MPS's Safe Place sites;
- 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;
- The completion of career assessments and professional development plans with the directors and lead teachers in partnering childcare centers;
- The provision of quality-improvement consultation and technical assistance to partnering childcare centers and Safe Place sites;
- The administration and distribution of the discretionary funds that are granted to each partnering childcare center upon the execution of a formal contract with MPS;
- Training for assessors and consultants;
- Implementation of a childcare-related business development program;
- Support for a sub-pool which provides substitute teachers for childcare staff when they are participating in career assessment sessions.
- Continuation of the expansion of the Career Alliance program, which provides a comprehensive program of training and technical assistance for family childcare providers throughout the county
- A complementary quality development model for family child care providers

b. Milwaukee Area Technical College
- Provision of on-site observation and support for students in the Infant Toddler Credential Program;
- Provision of the Infant/Toddler Credential course in Spanish**;**
- Provision of a customized record-keeping course for family childcare providers;
- Continued provision of laptop computers and related technical support for on-line MATC childcare courses for use on-site at community-based organizations;
- Professional development for MATC childcare faculty, with a special emphasis on diversity issues;
- Continued funding for the instructional services faculty and academic support services staff for MATC's childcare 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.

c. The Planning Council for Health and Human Services
- The continuation of the formal evaluation of this county-wide initiative.

d. Wisconsin Early Childhood Association
- The expansion of the state's REWARD program to offer bonuses to childcare workers in Milwaukee County who are registered with the Registry, a state-wide system for classifying — according to education, training, and experience (Levels 1 through 10) — childcare workers who have been at their current places of employment for at least two years and whose education, training, and experience meet the criteria for the lowest level of the Registry. (State funding provides bonuses for those at levels 2 through 10.)

e. Community Coordinated Child Care (4-Cs)
- In collaboration with the Milwaukee County Early Childhood Council, planning and implementation of a community-wide conference and leadership institute for childcare professionals dealing with developmentally appropriate practices in a cultural context;

f. Children's Outing Association (COA)
- COA will continue to provide the Home Instruction Program for Preschool Youngsters (HIPPY);
- HIPPY will be provided to the parents, guardians, or other responsible adult relatives of a total of 100 three-, four-, and five-year-old children enrolled in the first-year partner schools (Gaenslen, Palmer, LaFollette, La Escuela Fratney, Pierce);
- COA will expand the HIPPY program to 100 three-, four-, or five-year-olds in 5 new partner schools to be determined;

g. The following subcontracts to enhance the quality of school-age childcare in the Community Learning Centers:

Boys & Girls Clubs	$ 100,000.00	Fratney, Pierce, Gaenslen, Riley & Vieau Schools
Big Brothers/Big Sisters	$ 20,000.00	Westside Academy
Northcott Neighborhd House	$ 20,000.00	35th Street School
YMCA	$ 20,000.00	Wheatley School

h. Milwaukee County Department of Human Services
- To provide two economic support specialists to facilitate and to expedite the process of receiving, reviewing, and authorizing applications for child care, medical assistance, and food stamps for parents enrolling their children in Milwaukee Public School before- and after-school programs.

6. The Planning and Operations committee of the Milwaukee County Early Childhood Council has formally endorsed the foregoing contracts.

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. Quality childcare leads to future academic achievement, and parents have quality choices as they access childcare resources, partnerships, four-year-old kindergarten, and neighborhood schools.

Statute, Administrative Policy, or Board Rule Statement

8. No administrative policy or board rule would require modification.

Fiscal Impact Statement

9. The District was awarded a $4.5 million federal childcare block grant to improve the access to, and quality of, childcare for children from birth to age five. Total cost of these contracts is $3,000,000. Funds for these contracts are allocated in account BC 1-14-4-258-532-312-110000.

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's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into one-year contracts 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
United Way of Greater Milwaukee	$ 1,875,000
Milwaukee Area Technical College	400,000
Planning Council for Health and Human Services	50,000
Wisconsin Early Childhood Association	50,000
Community Coordinated Childcare	200,000
Children's Outing Association	200,000
Boys & Girls Club	100,000
Big Brothers/Big Sisters	20,000
Northcott Neighborhood House	20,000
YMCA	20,000
Milwaukee County	65,000
TOTAL	$ 3,000,000

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 12) Action on a Recommendation to Enter Into a Sole-source Contract with National Health Promotion Associates, Inc., and Princeton Health, Inc., for Life Skills Training Curriculum

Administration's Analysis

1. Life Skills Training (LST) is a research-based curriculum that has proven to be effective. It is an alcohol-, drug- and tobacco-prevention program that uses skill-training and problem-solving exercises to help students strengthen social and self-management skills, develop ways to set goals, promote assertiveness, and resist peer pressure. Life Skills Training has successfully been used in the district since the 1999-2000 school year. The core Life Skills Training program is designed for sixth-graders, with additional lessons in the seventh and eighth grades.

2. Among the organizations that recognize LST are:

- The Center for Disease Control (CDC), which recognizes LST as a "Program that works";
- The National Institute of Drug Abuse, which selected LST as a program with proven effectiveness;
- The American Medical Association, which rated LST "highly effective" with the Award for Prevention Excellence.

3. To date, 74 MPS schools are participating in LST Level 1. More than 8,100 sixth-grade students and 266 MPS staff members have been trained at Level 1. Fifty-three schools are involved in Level-2 LST, with over 7,500 seventh-graders and 125 MPS staff receiving training. Over 7,000 eighth-graders and 180 MPS staff have received training in Level 3.

4. MPS has received funding in the amount of $543,479 from the Phillip Morris Youth Prevention Smoking Program to provide for staff, teacher training, and the purchase of materials to implement the fourth year of the program.

5. National Health Promotions Associates, Inc., is the leading provider of training and assessment tools for Life Skills Training curriculum. Princeton Health, Inc., provides the curriculum and training materials. The Administration is recommending approval of contracts with National Health Promotion Associates, Inc., for $341,084 and with Princeton Health, Inc., for $111,596.

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, Administrative Policy, or Board Rule Statement

7. Life Skills training is consistent with Administrative Policy 7.08, Teaching About Drugs, Alcohol and Tobacco.

Fiscal Impact Statement

8. MPS has received funding in the amount of $543,479 from the Phillip Morris Youth Prevention Smoking Program. Both proposed contracts total $543,479. Funds will be from account #1-14-4- 489-576-411-221300.

Implementation and Assessment Plan

9. An outside evaluator will assess the program. Each school has developed an implementation plan for its site.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts for Life Skills Training Curriculum with:

1. National Health Promotion Associates, Inc., for an amount not to exceed $341,084; and
2. Princeton Health, Inc., for an amount not to exceed $111,596.

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 13) Action on a Request to Enter Into a Sole-source Contract Related to a Comprehensive School Reform Grant at Kosciuszko Middle School

Administration's Analysis

1. In Spring 2002, Kosciuszko Middle School wrote for, and received approval for, a three-year Comprehensive School Reform (CSR) grant from the Wisconsin Department of Public Instruction in the amount of $125,000 per year.

2. The CSR program is intended to foster coherent school-wide improvements that cover virtually all aspects of a school's operations. To qualify for the DPI funds through this competitive process, a school must identify and use "high-quality" external support and assistance from a comprehensive-school-reform entity with experience or expertise in school-wide reform and improvement.

3. Staff support for comprehensive school reform occurred through a deliberate process. The decision to adopt a model, write a grant, and form a steering team began in early 2001. Parents and community members were consulted and recruited for the steering team. Staff researched and agreed to a reform model, the More Effective Schools Model, developed by the Association for Effective Schools, Inc.

4. The More Effective Schools Model is designed to develop and support the leadership and local capacity of school staff, better enabling them to improve the achievement of all students, regardless of socio-economic background, and to ensure that every student meets or exceeds state and local standards defining

student success. The More Effective Schools Process has undergone extensive review by the National Diffusion Network (NDN), the US Department of Education, and the New York State Education Department's Sharing Success Program as part of their individual validation processes. Key components of the More Effective Schools Process model are in direct alignment with the Milwaukee Public Schools' goals for curriculum and standards alignment.

5. To contract with the Association for Effective School's, Inc., for year one of a three-year agreement, Kosciuszko budgeted $71,906 of the $125,000 Comprehensive School Reform grant. This contract includes local and regional technical assistance, standards alignment, staff development and training, needs assessment, and development of a school leadership team. Estimated costs for years 2 and 3 are $74,526 and $65,038, respectively.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

7. The implementation of this contract complies with state statutes and administrative policies and board rules.

Fiscal Impact Statement

8. Funds from the grant, in the amount of $71,906, to be paid to The Association for Effective Schools, Inc., will cover training and materials including:

- effective schools awareness;
- standards alignment;
- standards: classroom application;
- technical assistance;
- resource and support services;
- needs assessment; and
- leadership team development.

Funds will be from account code 1-14-4-405-050-312-221300

Implementation and Assessment Plan

9. Implementation of this model is scheduled to begin in October 2002 and will include the development of a common language to improve communication around school reform, an alignment of standards to the curriculum through a mapping process, and the training of teachers to apply standards to ensure student learning. Performance assessments will be developed for each content area, and technical assistance will be provided through web-based tools specifically designed to help teachers align instruction with standards, plan lessons, and write assessments that accurately depict student learning. Assessment of results will be measured by gains on the WKCE (Wisconsin Knowledge and Concepts Exam), surveys, observations, and the removal of Kosciuszko Middle School from the Wisconsin Department of Instruction's Schools in Need of Improvement list.

Committee's Recommendation

Your Committee recommends that the Board approve this request for a sole-source contract in the amount of $71,906 with the Association for Effective Schools, Inc.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 14) Action on a Recommendation to Enter into Sole-source Contracts With Dr. V. Scott Solberg to Continue the Achieving Success Identity Pathways Program at South Division High School

Administration's Analysis

1. The Achieving Success Identity Pathways (ASIP) program, which was introduced at South Division High School five years ago, has continued to demonstrate success in helping our youth make an effective transition into high school. As the creator and director of ASIP, Dr. V. Scott Solberg has carefully worked with the school to improve the success of all students. Evaluation reports and other supporting documents are available upon request.

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 in 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 conduct the project; however, as those funds are coming to an end, the Leadership Committee has 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. Last year a total of 2,908 contacts were recorded. A total of 89.4% of the 499 9th- and 10th-grade students received at least one classroom contact, and 75% of the youth received 3 or more contacts.

5. The Administration is seeking authorization to continue the contract with Dr. V. Scott Solberg to continue to implement the ASIP program, for an amount not to exceed $100,000.

Strategic Plan Compatibility Statement

6. The recommendation supports the South Division Education Plan. South Division has integrated the ASIP curricula into nearly every action-plan area of our education plan, including literacy, mathematics, literacy across the curriculum, promotion and graduation, and school climate.

Statute, Administrative Policy, or Board Rule Statement

7. 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

8. Approval of this item authorizes expenditures. The total cost of the contract will not exceed $100,000. Funds are allocated in the FY03 Title I Budget, Account Code 1-14-4-143-032-311-221900

Implementation and Assessment Plan

9. The project provides for two FTE (80 hours per week) and Dr. Solberg's expertise and time throughout the FY03 Budget period. Under the direction of Dr. Solberg, Dr. Kimberly Howard, Laura Westergaard, and Katia Heurta- Garcia will conduct the classroom activities. Dr. Howard, who received her doctorate in counseling psychology, will serve as the ASIP Coordinator. Ms. Westergaard, who has worked with ASIP for two years, will continue to implement ASIP with special education students. Ms. Heurta-Garcia, who joined ASIP this year and is completing her master's degree in counseling, will be working to implement ASIP directly in the bilingual classrooms.

10. Consistent with the school 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 work closely with teachers and guidance staff in standardizing standardized-test-taking strategies.

11. 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 FY03 report will be included in this Fall FY04 report.

Committee's 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 Committees' reports.

* * * * *

(Item 15) Adoption of a Resolution to Request an Educational Technology Block Grant from the Technology Educational Achievement in Wisconsin Board

Background

1. The 2001-2003 adopted biennial budget approved the continuation of the TEACH Wisconsin Educational Technology Block Grant Program. The Board of School Directors adopted a resolution in January 2001 to meet the requirements of the grant application submitted for 2000-2001. The Milwaukee Public Schools received $5.9 million in 2000-2001. This resolution is being submitted for approval for the 2001-2002 block grant application, through which MPS is estimated to receive approximately $5 million.

2. The grants may be used to pay the District's share of costs associated with technology writing and equipment, instructional technology, technology operating costs, and debt service on technology loans related to the TEACH initiative. The grants are outside school district revenue limits and are treated like categorical aid.

3. State Statutes, Section 44.72(2)(c), requires school districts to adopt a resolution in order to qualify for grant funds.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution:

Resolution to Request
an Educational Technology Block Grant from the
Technology for Educational Achievement in Wisconsin Board
for 2002-2003

WHEREAS, 1997 Wisconsin Act 27 created the Technology for Educational Achievement in Wisconsin Board (TEACH Board) under section 15.105(25) of the Wisconsin Statutes; and

WHEREAS, Section 44.71(2), of the Wisconsin Statutes directs the TEACH Board, in cooperation with school districts, cooperative educational service agencies, the technical college system Board, the UW Board of Regents, and the Department of Administration, to promote the efficient, cost-effective procurement, installation, and maintenance of educational technology by school districts, CESAs, technical college districts, and the UW System; and

WHEREAS, Section 44.72(2) of the Wisconsin Statutes provides that the TEACH Board distribute Educational Technology Block Grant moneys appropriated by the Wisconsin Legislature annually to eligible school districts; and

WHEREAS, Section 44.72(2)(c), of the Wisconsin Statutes provides that a school district is eligible for an Educational Technology Block Grant only if the annual meeting in a common school district, or the school board in a unified school district or in a school district operating under Chapter 119 of the Wisconsin Statutes, adopts a resolution requesting the grant; and

WHEREAS, The Milwaukee School Public Schools desires to be eligible to receive an educational technology block grant under Section 44.72(2) of the Wisconsin Statutes, which shall not be used to replace available funding from any other source for the purposes stated herein; now, therefore be it

RESOLVED, That the Milwaukee Public Schools hereby requests an Educational Technology Block Grant under Section 44.72(2) of the Wisconsin Statutes; and be it

FURTHER RESOLVED, That all educational technology block grant funds received from the TEACH Board shall be used for any purpose related to educational technology, except that the moneys shall not be used to pay the salary or benefits of any school district employee.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 16) Report from the Superintendent's Transition Team

Your Committee reports having received a report from the Superintendent's Transition Team.

* * * * *

(Item 17) Action on a Proposed Reorganization of the District's Central Services Administrations Analysis

1. The Superintendent and the Director of Board Governance hereby submit to the Milwaukee Board of School Directors a proposal to reorganize Central Services into the following four major functional areas: The Office of Pupil Services, Office of Academic Excellence, Office of Administrative Services, and the Office of Finance and Operations. The Office of the Superintendent and the Office of Board Governance are also reorganized.

2. The reorganization downsizes Central Services and reduces the layers of bureaucracy between the superintendent and the school principal. It improves service to classrooms by aligning functions with similar service missions and operating environments. It is the first step in a multi-year plan to develop a fair and objective accountability model for all district operations. The current and proposed Central Services and Board Governance organizational charts are attached to the minutes of your Committee's meeting.

3. The Office of the Superintendent is reorganized to emphasize the re-commitment of all central services to serve the classroom and to allow the superintendent to focus on the District's strategic goals and core functions. Services that will report directly to the superintendent include the Neighborhood Schools Initiative and the newly created Office of Strategic Planning and Community Outreach. In addition to the District's strategic planning function being placed directly under the superintendent, district communications takes on an expanded role, becoming responsible for both district public and community relations and the very important role of district-school communications.

4. The Office of Trade and Technical Education is transferred to the Office of Academic Excellence. Functions performed by the former Office of Research and Assessment are transferred to the Office of Administrative Services.

5. The Office of Board Governance is reorganized to better address the needs of the Milwaukee Board of School Directors in its efforts to serve its constituency.

   a. Funding and positions associated with the Division of Small Community Schools is transferred to the Office of Academic Excellence, and the Parent Service Center is transferred to the Office of Pupil Services.
   b. Charter School educational support and compliance-monitoring functions will be assumed by the Office of Academic Excellence (Diversified Community Schools). The Office of Board Governance, however, will continue to staff the Independent Review Panel and provide audit services.
   c. The functions of the Records and Forms Specialist position will move to the Office of Pupil Services.
   d. The remaining services are aligned and consolidated into four functional areas: Clerk Services, Information and Coordination Services, Board Member Services, and Audit and Program Review Services. The Office of Board Governance will continue to work collaboratively with the superintendent and district staff to achieve the goals of the Board of School Directors.

6. The Office of Pupil Services, which will be headed by the director of Pupil Services, will include all special education and monitoring functions that were formerly under the Department of Educational Services. This Office will also be responsible for the Parent Information Center, transferred from the Board of Governance, and assumes responsibility for Student Services, formerly under the Department

of Leadership. This office will focus on communication and collaboration with the Office of the Board Governance, the Office of Academic Excellence, the Office of Administrative Services, and the Office of Finance and Operations. This collaboration is extremely crucial in the District's efforts to ensure that the Special Education Oversight Plan is successful.

The records management function for Special Education is transferred from Board Governance to this new Office.

7. The Department of Educational Services is eliminated, and the Department of Academic Excellence is created. Under the direction of the chief academic officer, this department will provide guidance, leadership, service, and support for instructional delivery. To ensure that no child in Milwaukee Public Schools is left behind, it will assist all schools in developing and implementing effective educational plans based on continuous improvement, on alignment of curriculum to standards, and on identifying and facilitating implementation of best teaching practices in our classrooms.

The office is formed by combining all teaching and learning functions formerly offered by the Department of Educational Services, support functions formerly provided by Leadership Services including School Safety Services and Athletics, Trade and Technical Education, Multi-Cultural/Bilingual Program Support, Diversified Community Schools (formerly the Office of Small Community Schools), Professional Development and Recreation and Community Services.

8. Grant-compliance functions are transferred to the Office of Administrative Services. Grant development is transferred to the Office of Finance and Operations.

9. It is imperative that all parts of the district create a professional environment for work and learning. Under the direction of the chief administrative officer, the Office of Administrative Services expands the District's current human resource role to include the evaluation of all district functions and employees. In addition to existing divisions and functions within the former Department of Human Resources, the new office includes an Educational Accountability function to monitor school employee performance and an Office of Assessment and Accountability to monitor pupil learning and school and department performance. This office will take on the responsibility of monitoring the District's ESEA compliance.

10. To maximize the district's fiscal stability, all district infrastructure services are organized into the Office of Finance and Operations, headed by the chief finance and operations officer. Departments under this office include the Facilities and Maintenance Department, which has been "unbundled" from Business Services, and Technology.

a. The Finance Department is reorganized into two divisions, Budget and Accounting, and becomes responsible for grant development
b. Legislative Policy, formerly a division under Finance, becomes a separate office and will report directly to the chief finance and operating officer
c. Also under this group, the Department of Business Services is reorganized and renamed the Department of School Business Services.
d. The school census function is transferred from Facilities and Maintenance to Business Services.
e. The procurement function is moved from Business Services to become a separate operation under the Finance and Operations Office. The separation places a greater emphasis on contract development and monitoring and purchasing and warehouse functions, as well as the District's HUB program.

Strategic Plan Compatibility Statement

11. 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, Administrative Policy, or Board Rule Statement

12. Upon approval of the Central Services organizational structure, Administrative Policies 2.03, Administrative Organization Plan, and 2.04, Superintendent's Cabinet, will have to be modified to reflect the changes.

Fiscal Impact Statement

13. Adoption of this reorganization will result in the following positions' being eliminated or created.

			Salary & Benefits	
	Pay Grade	Positions	Board Funds	Other Funds
Office of the Superintendent				
Deputy Superintendent	318A	-2	-$370,983	
Community Partnership Development Liaison	TBD	-1	-$128,350	
Administrative Assistant to Deputy Superintendent	AE08	-2	-$148,912	
Administrative Support Specialist	AE08	+2	$148,912	
Secretary I	AE02	-1	-$46,830	
Secretary III	A-6A	+1	$46,830	
Neighborhood Schools				
Construction Manager	115	+1	$138,419	
Strategic Planning & Community Outreach				
Director Strategic Planning & Community Outreach	TBD	+1	$154,545	
Office of Board Governance				
Records and Forms Specialist (IDEA)	TBD	-1		-$84,560
Board/Board Member Services				
Charter School Program Manager/Staff Assistant	310A	-1	-$127,148	
Board Staff Assistant	308A	+1	$108,981	
Information/Coordination Services				
Board Information/Charter Administration Officer	311A	-1	-$130,322	
Board Information Officer	310A	+1	$121,093	
Department of Leadership				
Director (other functions distributed between Pupil Services, Academic Excellence and Accountability offices)	318A	-1	-$165,923	
Office of Pupil Services				
Director of Special Services	314A	-1	-$151,604	
Director of Pupil Services	316A	+1	$162,272	
Director of Compliance and Monitoring (IDEA)	314A	+1		$139,863
Equitable Educational Opportunities Liaison (IDEA)	TBD	+1		$84,560
Office of Academic Excellence				
Director of Educational Services	316A	-1	-$162,272	
Chief Academic Officer	316A	+1	$162,272	
Diversified Community Schools				
Secretary I (50% funded through TANF)	A-3C	-1	-$27,109	-$27,109
Secretary I	A-3C	-0.50	-$27,109	
Guidance Counselor	1	-1	-$83,050	
Assistant Principal (50%funded through TANF)	312C	-1	-$54,713	-$54,713
Compliance Officer	310A	+2	$171,876	$81,822
Office of Administrative Services				
Director of Human Resources	316A	-1	-$162,272	
Chief Administrative Officer	316A	+1	$162,272	
Office of Finance and Operations				
Director of Finance	316A	-1	-$162,272	
Assistant Director of Finance	312A	-1	-$136,509	
Chief Financial & Operating Officer	316A	+1	$162,272	

	Pay Grade	Positions	Salary & Benefits Board Funds	Salary & Benefits Other Funds
Procurement				
Procurement Manager	312A	+1	$136,509	
Grants				
Grants Specialist (Formerly Ed. Services)	307A	-1	-$100,667	

a. Positions that are transferred between divisions or departments and not changed functionally are not reflected in this chart.

b No reclassifications are anticipated in this item. A management study of positions assuming different duties as a result of the reorganization will be performed at a later date. Departments will be responsible for absorbing any increased costs as a result of that study into their FY03 allocations.

c. There is a net impact of –3.50 positions and -$509,792 (Board Funds).

Implementation and Assessment Plan

14. The reorganization will be implemented upon adoption by the Board.

Committee's Recommendation

Your Committee recommends that the Board adopt the recommended reorganization, including the primary areas and functions as listed above, and approve the creation and elimination of positions listed under the Fiscal Impact Statement above, including the budget adjustments.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 15 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Johnson moved to accept the reports of the Independent Hearing Panel of September 30, October 4, 7, 8, 9, 10, 11, 14, 15, and October 16, 2002.

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

Ayes — Directors Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 7.
Noes — None.
Voting "present" — Directors Blewett and Hardin — 2.

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communication:

(Item A) Communication 0203C-002 from The Hunger Task Force of Milwaukee Requesting a Hearing Regarding a Proposed Agricultural Program

Referred to the Committee on Innovation/School Reform.

* * * * *

RESOLUTIONS

Resolution 0203R-031

By Director Johnson

WHEREAS, Rufus King International Baccalaureate High School has been certified to offer the International Baccalaureate diploma program since 1979; and

WHEREAS, The International Baccalaureate examinations are given worldwide on set dates during the first three weeks of May; and

WHEREAS, Wisconsin law mandates a school start date no earlier than September 1 unless the Wisconsin Department of Public Instruction grants a waiver citing "extraordinary reasons"; and

WHEREAS, The September 1 start date allows for insufficient class time before the mandated examination dates, placing Rufus King in violation of International Baccalaureate rules and placing an extraordinary burden on its students; and

WHEREAS, The September 1 start date requires students to remain in school up to one month past the examination date in order to meet the Wisconsin-mandated minimum number of school days; now therefore, be it

RESOLVED, That the Milwaukee Board of School Directors request the Department of Public Instruction to allow Rufus King to start classes prior to September 1 for the extraordinary reasons cited above; and be it

FURTHER RESOLVED, That the MPS legislative package be expanded to include:

(1) Amendment to Chapter 118.045 to exempt cities of the first class;

(2) Amendment to Chapter 118.045 to exempt schools certified to offer the International Baccalaureate diploma program; and

(3) Modification of DPI administrative Chapter PI 27, to specifically list International Baccalaureate diploma programs among the extraordinary reasons calling for an earlier start date.

Referred to the Legislation, Rules and Policies Committee.

* * * * *

Resolution 0203R-032

By Director Johnson

WHEREAS, Federal regulations require that all students under the jurisdiction of an LEA (Local Education Agency) have access to the educational resources which that LEA has funded out of federal monies; and

WHEREAS, The Milwaukee Public Schools is the LEA for all children in the City of Milwaukee, including those not attending a public school within the District; now, therefore, be it

RESOLVED, That all persons authorized by parents living within the city of Milwaukee to serve as educators of their children be granted the same levels of access — and be held to the same requirements, responsibilities, and conditions thereof — to educational resources (textbooks and other educational materials) housed in the District's Professional Development Center at the Milwaukee Education Center (MEC) as are the educators working within the Milwaukee Public Schools.

Referred to the Committee on Innovation/School Reform

COMMUNICATIONS FROM THE DIRECTOR, OFFICE OF BOARD GOVERNANCE/BOARD CLERK

The Board took up the two communications from the Director, Office of Board Governance/Board Clerk, set aside earlier in the meeting.

(Item B) Approval of and/or Authorization to Execute an Employment Contract with the Superintendent of Schools

Director Hardin moved that the Board retire to executive session, pursuant to the provisions of Wisconsin Statutes ,§19.85(1)(c), to consider personnel matters relative to the employment contract with Superintendent.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

The Board retired to executive session at 8:05 PM.

The Board reconvened in open session at 9:08 PM.

Director Johnson moved to approve the contract as presented in executive session.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — Director Hardin — 1.

* * * * *

(Item C) Approval of and/or Authorization to Execute an Employment Contract with the Board Clerk/Director, Office of Board Governance

Director Johnson moved that the Board retire to executive session, pursuant to the provisions of Wisconsin Statutes, §19.85(1)(c), to consider personnel matters relative to the employment contract with Board Clerk/Director, Office of Board Governance.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

The Board retired to executive session at 9:16 PM.

The Board reconvened in open session at 9:31 PM.

Director Johnson moved to approve the contract as amended in executive session. The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

The Board adjourned at 9:34 PM

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 21, 2002

Regular meeting of the Board of School Directors called to order by President Spence at 6:47 PM.

Present — Directors Blewett (7:00 PM), Dannecker, Gardner, Horton, Johnson (6:50 PM), Morales, O'Neil, and President Spence — 8.
Absent and excused — Director Hardin — 1

AWARDS AND COMMENDATIONS

Excellence in Education Award

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, 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 presents the Excellence in Education Award to two recipients.

Consuelo Grass, Guidance Counselor, Kosciuszko Middle School

During her nine years in education, Mrs. Consuelo Grass has served as a bilingual teacher and is currently a bilingual guidance counselor at Kosciuszko Middle School. Mrs. Grass left a successful career as a graphic artist to pursue her lifelong dream of bringing the gift of knowledge to young people. Her unique and tireless dedication to the field of education has allowed her to effectively integrate her technology and graphic arts background into teaching.

As an individual inherently motivated by the rewards of learning, Mrs. Grass is living proof that when adults continue to learn and seek knowledge, so do children. She has earned a Master's of Science Degree in Educational Psychology and most important, continually engages in cutting- edge professional development that positively affects the lives of many students. In addition, Mrs. Grass is involved in many professional organizations, including the Milwaukee Educational Computing Association (MECA) and the Wisconsin Association of Bilingual Education (WABE).

Described by her colleagues as an educator who always puts the needs of children first, Mrs. Grass believes that all students can learn and that students learn not only from textbooks, but also through cultural exchange. She works with students to provide them with the necessary tools and decision-making skills that will allow them to creatively solve their problems so they can focus on their education. Through her work with testing, she is responsible for determining testing specifications for all students. In doing this, she balances what is best for the child while making sure all guidelines are being met.

Mrs. Grass has been instrumental in the implementation of many research-based programs at her school, including Family and School Together (FAST) and Teens Against Tobacco Use (TATU). She is especially dedicated to Life Skills Training, being one of 20 Life Skills Trainer of Trainers (TOT) for the district , and Alcohol and Other Drug Abuse (AODA) prevention program for middle school students. Mrs. Grass is currently completing the Spanish translation of the Life Skills student manuals.

Evelyn Johnson, Teacher, Audubon Middle School

Evelyn Johnson has been a teacher with Milwaukee Public Schools for thirty-four years. Audubon Technology and Communication Center has been lucky enough to count her among its staff for the past eighteen years. Mrs. Johnson is an outstanding educator who always puts the needs of children above all else. She demonstrates the flexibility necessary to be an effective teacher, developing creative and challenging assignments for her students.

Those who have worked with Mrs. Johnson know that teaching is not just a job to her — it is a passion. She believes that all children can succeed when they are cared for and loved. She treats children without judgment, always ready to be their advocate. Her calm, direct and forceful manner enables her to deal effectively with all students regardless of the situation. She maintains open lines of communication with her students and shows a sincere interest in their academic endeavors.

Mrs. Johnson is supportive, gracious and a true leader among her peers. She is always willing to lend a hand to her coworkers. If a job needs to be done for her children or for the school community, Mrs. Johnson can always be counted upon to volunteer. She was featured in the MPS recruitment television commercials that were broadcast in the spring and summer of 2002.

Mrs. Johnson has participated in numerous inservices regarding technology use in the classroom. She pioneered wireless laptop use at Audubon and successfully integrates technology in her curriculum. Under Mrs. Johnson's direction, her students have been able to further develop their technological literacy that is so important in today's society.

The Milwaukee Board of School Directors and the entire school community recognize Consuelo Grass and Evelyn Johnson for their 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 Director Jeff Spence.

Other Awards and Commendations

Students

Chenequa Higgins, a sixth-grade student at Samuel Morse Middle School, received first place in a Biblical Spelling Bee, "People, Places, and Things," sponsored by Big Brothers and Big Sisters for Public Education. She was awarded a $50 prize.

Schools

Bell Middle School students recently conducted a Walk-a-Thon to raise money for Thanksgiving meals for the needy. Seventy-eight students participated in the Walk-a-Thon and were able to raise $1,300 for the Milwaukee Rescue Mission. The students visited the mission and presented it with the check last week.

Clarke Street Elementary School kicked off their Parent and Child Book Club in October. The club provides parents with practical ways to promote their children's reading, writing, and language skills. Parents will also be introduced to a new book and a new reading resource strategy on a monthly basis.

Sixth-grade students from Humboldt Park Elementary School who participate in the FAVE program have collaborated with artist and puppeteer Max Samson to create puppets and props for a play they performed for parents, staff, and students. The play, based on an old African fable of Ananse the Spider, contains a moral that transcends any age.

Solomon Juneau Business High School's Student Council hosted its third annual Boo Fest in October. Approximately 200 first-grade students from Hawley Road and Burbank Elementary Schools played games and competed in fun contests. The students also trick-or-treated to about 20 classrooms and toured a haunted house constructed on the school's stage.

Milwaukee German Immersion School recently held a *Laternennacht*, or German Festival of Light. This event, which highlights community service, was held to celebrate the culmination of the school's food drive for Hope House. Students constructed lanterns in the shapes of animals and planetary objects for this event. They also gathered in the gymnasium and performed several songs in German about their lanterns.

Milwaukee School of Languages hosted an International Bazaar to celebrate the diversity of the community as well as the language immersion program of MSL. They had exhibits highlighting the cultures of more than 12 countries and ethnic groups, including Native Americans, France, Greece, Spain, West Africa, China, Italy, Jamaica, and Mexico.

Neeskara Elementary Schools held its annual Family Literacy Night on November 14. Families experienced a variety of reading activities, such as Hmong storytelling, music, cooking, children's book activities, Mark-it and Take-it, and much more.

Townsend Elementary School students visited The Lutheran Home-Nursing Home as part of an intergenerational pilot program promoting awareness and respect across age boundaries. The third- and fourth grade students interacted and communicated with residents in order to gain increased awareness of the roles and responsibilities involved in human relationships in the home, school, and community.

Students at Vieau Elementary School, Riley Elementary School, and Lincoln Avenue Elementary School met members of the Milwaukee Bucks. Four of the team's players — Tim Thomas, Ervin Johnson, Dan Gadzuric, and Jamal Sampson — distributed school supplies to the students and encouraged them to stay in school. Each year, the Milwaukee Bucks provide tangible evidence of their commitment to MPS.

Departments

The Milwaukee Teacher Education Center (MTEC) celebrated its five-year anniversary in November at the Lynde and Harry Bradley Technology and Trade High School. The celebration highlighted the 585 MTEC teachers in 120 Milwaukee Public Schools. MTEC is a unique partnership of MPS, Milwaukee Teachers' Education Association, the Administrators and Supervisors Council, the University of Wisconsin system, the Metropolitan Milwaukee Association of Black Schools Educators, Cardinal Stritch University, and the business community.

The Milwaukee Public Schools' Neighborhood Schools Initiative and the Milwaukee Police Athletic League (PAL) have formed a partnership and marked it with the grand opening and dedication of the PAL Todd Wehr Community Center. It provides a centralized office for the Milwaukee PAL, and houses a multi-functional community center and state-of-the-art classrooms for the sixth through eighth grades of the Auer Avenue School. The Center also provides community services, including sports activities, adult education, youth mentoring, tutoring, and life-skills education.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of October 8, 13, 15, and 29, 2002, were approved as printed.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Approval of a Negotiated Labor Agreement with Local 950 (Operating Engineers)

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 950 (Operating Engineers) —
Two-year contract (January 1, 2001, through December 31, 2002)

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

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

Highlights of Contract Resolution Between
the Milwaukee Board of School Directors and Local 950
January 1, 2001, trough December 31, 2002

1. Two-year contract (January 1, 2001, through December 31, 2002)
2. Salaries: 1/01/01 3.0%
   1/01/02 3.0%
3. Limitation on the use of paid union time
4. Auto vandalism deductible increased to $35 per incident
5. Tuition reimbursement per individual increased to $1,500. No change in overall allocation for unit
6. Additional flexibility in the assignment of bargaining unit members in the absence of the engineer
7. Clarification of eligibility for on-site differential pay in schools

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

Director Johnson moved that the Board approve and adopt the contract.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 7.
Noes — None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of Item 3 of the Report of the Legislation, Rules and Policies Committee, regarding school starting date rules for cities of the first class.

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

Ayes — Directors Blewett, Dannecker, Gardner, 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) Report on a Grade-level Change from K-6 to K-5 for Samuel Clemens Elementary School

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

Administration's Report

Samuel Clemens Elementary School has requested that its grade-six program be moved to middle schools or to K-8 schools commencing with the 2003-2004 school year.

The movement of elementary school grade-six students to middle schools or to K-8 schools is consistent with Administrative Policy 5.01(2): "The system shall be organized on a K-5, 6-8, 9-12 basis with compatible K-8, 9-12 systems." This change will increase the number of all-day K4 classes in the school.

The discontinuation of grade six at Clemens Elementary School will afford present grade-five students opportunities to access a greater number of school choices at the middle school entry level — students entering middle school after grade six have fewer school selection choices.

The movement of grade-six students to middle schools or to K-8 schools will provide grade-six students opportunities to engage in a school-wide teacher/student focus where specific proficiencies are addressed at each middle school or K-8 grade level.

Clemens School currently has one grade-six class and two grade-five classes. This change will allow Clemens to offer an additional all-day K4 class. The school governance council, staff, and parents have been involved in the recommendation to discontinue grade six at Clemens.

This change reflects the elimination of 27 grade-six seats at the elementary school level. The Administration will work with individual middle schools and K-8 schools to ensure an adequate number of grade-six seats are available to parents.

Parents of current grade-five students will be notified so that they may select middle schools or K-8 schools for their children. Appropriate information about the grade levels at the school will be published as part of the school selection materials.

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(Item 2) Action to Approve 2003-2004 Implementation of a 180-Day Year-Round School Calendar and Program at Phillis Wheatley Elementary School

Administration's Analysis

1. Beginning with the 2003-2004 school year, Phillis Wheatley Elementary School proposes to implement a 180-day year-round school calendar and program. Staff and parents have been involved in the development of this proposal. Surveys have been conducted to document their support. The respective school council has also endorsed the plan.

2. Year-round education is a reorganization of the school calendar into several instructional blocks, interspersed with shorter and more frequent vacation breaks than is true of the traditional calendar. Advocates of year-round education believe it fosters continuous learning and is a desirable option for many families. Research relative to year-round education has found that:

- in academic achievement, students do as well as, or better than, those learning in traditional schedules;
- teachers report greater stress, but less burn-out, over the course of the year;
- a strong majority of parents supports a well implemented program, but only half or slightly less support a poorly implemented program;
- single-tract programs cost about the same as, or more than, traditional programs.

3. Three specific advantages that are evidenced in successful year-round education programs are:

- given the shorter summer break, less time is needed for review following vacation, thereby allowing more time to cover new material;
- there are more intervention opportunities throughout the year for students requiring remedial assistance;
- students achieve higher test scores, engage in lower absenteeism, commit fewer acts of vandalism, and develop stronger self-esteem.

4. The calendar for Phillis Wheatley Elementary School will coincide with the schedule of all schools on the 180-day year-round calendar. The number and the length of the school days will be consistent with those of schools using the traditional calendar; however, the 180 days will be more evenly distributed throughout the year. Three intersessions will be scheduled, during which extended-year remedial and enrichment programs can be offered. The school will have the option of participating in the district's banking-time program. Summer vacation will span from late June to early August.

5. A proposed 2003-2004 year-round school calendar will be agreed upon by all the schools on the 180-day year-round calendar. The calendar will be coordinated with the approved traditional school calendar. Necessary negotiations will have to take place with the Milwaukee Teachers' Education Association and, where required, with other bargaining units.

6. No supplemental operating funds are necessary for Phillis Wheatley Elementary School. No capital improvements are necessary at the school.

7. Phillis Wheatley Elementary School will welcome and recruit students who are diverse in educational needs, race, language, and economics. The before- and after-school program at the school offers safe environments for any student interested in participating.

8. Planning meetings will be held with district representatives regarding database record keeping, transportation, school nutrition services, facilities, finance, human resources, labor relations, and special services. Ongoing planning meetings to resolve specific concerns will be held.

Strategic Plan Compatibility Statement

9. The year-round education proposal is consistent with the MPS Strategic Plan, Goal 1, Student Achievement, and Goal 3, Family Satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rule Statement

10. This proposal is consistent with State of Wisconsin statutes and administrative policies.

Fiscal Impact Statement

11. Any additional costs associated with the year-round calendar must be absorbed within the school's current allocations. The school will use local school funding to support any costs associated with the intersessions. Some nominal additional costs in the area of food services and transportation may occur. The Administration will work with the school to ensure that any additional costs are covered within the school's budget.

Implementation and Assessment Plan

12. Implementation is scheduled for August 2003. The district's accountability measures, in addition to parent surveys, will be used to monitor the effectiveness of the year-round calendar and program.

Committee's Recommendation

Your Committee recommends that the Board approve the implementation of a 180-day year-round school calendar and program at Phillis Wheatley Elementary School.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 3) Action on a Recommendation to Approve Grade Changes from K-5 to K-8 at Cooper and Trowbridge Elementary Schools

Administration's Analysis

1. The Neighborhood Schools Plan significantly increased the number of schools offering K-8 programs. Prior to the Neighborhood Schools Plan, 11 schools were K-8. The Plan identified 37 new sites for K-8. Three additional schools have become K-8 by separate Board action.

2. The Third-Friday enrollment count for Cooper was 272 in September 2002 and 283 in September 2001. The school presently has larger enrollments at grades 3, 4, and 5 than at other grades. This change to K-8 will enable Cooper to have a uniform 27-30 enrollment at each level.

3. The Third-Friday enrollment count for Trowbridge was 210 in September 2002 and 238 in September 2001. The school presently has larger grade-4 and grade-5 enrollments than other grades. This change to K-8 will enable Trowbridge to have a uniform 27-30 enrollment at each level.

4. Approximately 70% of the Cooper parents who completed a written survey asking for their input on the direction and future of Cooper were in favor of expanding Cooper's program to include the sixth,

seventh, and eighth grades. The survey results were presented to staff members, which led to a discussion on a K4-through-8th-grade program. Fifty-two percent of staff responding chose to pursue the sixth-, seventh-, and eighth-grade expansions. The school's governance council also endorsed the proposal. Members voted to submit a proposal to expand the existing program to include grades 6-8.

5. Approximately 85% of Trowbridge parents who completed a written survey asking for their input on this issue were in favor of expanding Trowbridge's program to include sixth, seventh and eighth grades. Seventy-one percent of staff responding favored pursuing this expansion. Students were also surveyed, and 74% of those responding favored this change. The school's governance council also endorsed the proposal. Members voted to submit the proposal to expand the existing program to include grades 6-8.

6. The educational program at Cooper would extend its evolving curriculum, which provides experiences through the eighth grade in traditional basic skills, appreciating citizenship, understanding both individual differences and the interdependence of people in our multicultural society, and the constantly changing technological world. Cooper's operating budget will finance the program.

7. The educational program at Trowbridge would extend the mission of preparing its diverse student population with meaningful opportunities to become life-long learners in the 21st century by focusing on discovery and technology through teaching mathematics, science, and critical-thinking skills through the eighth grade. Trowbridge's operating budget will finance the program.

8. The proposal anticipates that Cooper and Trowbridge, in extending to grade eight, will increase enrollment from the surrounding areas and decrease transportation costs.

9. Total enrollment at Cooper will increase by 12 students as a result of this proposal. This addition will begin with the 2003-2004 school year. No additional enrollment is planned.

10. The total enrollment at Trowbridge will increase by 54 students as a result of this proposal. An increase of 27 students would occur in the 2004-2005 school year. Another increase of 27 students would occur in the 2005-2006 school year.

11. The limited required capital improvements will be financed through the schools' operating budgets.

12. The proposal strongly indicates that the schools will welcome and recruit a student body diverse in special education, race, language, and economics.

13. The proposals demonstrate a sound understanding of the likely effect on student safety and identify steps to address safety concerns that may arise. Any safety measures that evolve would be funded out of the schools' operating budgets.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

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

Fiscal Impact Statement

16. Cooper and Trowbridge would be limited to the same pattern or adjustment to their per-pupil allocations as are the schools becoming K-8 under the Neighborhood Schools Plan. They would progress 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; therefore, the schools would not receive the full effect of the school allocation formula until the 2008-09 school year. The resulting costs or savings each year would be very slight.

17. At the Board's planning session on November 11, 2000, the Board and the Administration discussed the implementation of the Neighborhood Schools Plan. As a 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.

18. In accordance with the criteria established, Cooper and Trowbridge will have responsibility for all start-up costs. They would have to shift necessary funds from within their school budget allocations to cover any start-up costs.

Implementation and Assessment Plan

19. These proposals identify the following timeline for implementation:
    - Grade 6.....2003-2004
    - Grade 7.....2004-2005
    - Grade 8.....2005-2006
20. Assessments will follow the district's assessment program..

Committee's Recommendation

Your Committee recommends that the Board approve the change in Cooper and Trowbridge Schools from K-5 to K-8 schools.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 4) Action on Resolution 0203R-016 by Director Johnson Regarding the Development of Strong Building-based Educational Leaders

Background

At its meeting on May 30, 2002, the Board referred the following resolution by Director Johnson to the Committee on Innovation/School Reform:

WHEREAS, The Milwaukee Board of School directors and the Administration have identified that strong leadership is essential to the success of each school; and

WHEREAS, Building-based educational leaders who are well-informed with strong backgrounds in effective leadership strategies, strong people skills and administrative skills, and expertise in state-of-the-art teaching and learning strategies are well-prepared to provide the necessary support and guidance to insure building-wide academic success; and

WHEREAS, The Board and the Administration have made a commitment to insure that all educational leaders have the opportunity to further develop their leadership skills through the activities of the MPS Leadership Academy; and

WHEREAS, The educational leadership of each school must actively participate in a district-wide communication system that keeps them informed of the day-today operational aspects of the district, changes on policies and procedures and district-wide initiatives that impact their schools, as well as keeps them abreast of state and federal legislation and its impact on education; and

WHEREAS, Participation in a cohort group for the purpose of learning through the experiences of others is a well documented means for successful teacher and educational leader training; and

WHEREAS, The Milwaukee Public School District is responsible for the successful education of all MPS students which includes MPS students who attend traditional MPS schools, instrumentality and non-instrumentality MPS charter schools, and MPS partnership, and MPS alternative schools, and any other programs contracted to serve MPS students; now, therefore, be it

RESOLVED, That beginning fall 2002, all principals, assistant principals in charge (APIC) and educational leaders of teacher-run schools for traditional MPS schools, instrumentality and non-instrumentality MPS charter schools, and MPS partnership, and MPS alternative schools and any other programs contracted to serve MPS students be invited to participate in all district-wide principal meetings, principal breakout sessions, and training sessions offered through the Leadership Academy and other district-wide leadership training activities; and, be it

FURTHER RESOLVED, That the cost of participation in such activities be determined either as part of the in-kind services provided to alternative and partnership schools, part of the administrative fees or buy-back charges assessed to charter schools (the cost of each training or meeting is calculated by dividing the total cost of the event by the number of participants) or through the charge back assessment for traditional schools, and no fees shall be assessed for any activity funded through grants or entitlement funds; and be it

FURTHER RESOLVED, That, beginning with the 2002-2003 school year, a strong and effective communication link be developed and maintained to insure that educational leaders for all traditional MPS schools, instrumentality and non-instrumentality MPS charter schools, and MPS partnership, and MPS alternative schools receive district-wide information that is critical to the success of our children.

Administration's Analysis

1. During the 2001-02 school year, it was realized that not all schools were receiving MPS mail service. Some schools received information via e-mail or wizard mail. The complete mailing list was not being utilized by all sites.

2. During the summer of 2002, mailboxes for all charter schools were established, and mail service for all schools as part of the inter-office mail delivery system was established.

3. All schools with e-mail access will be added to the MPS listserv.

4. The Office of Diversified Schools was established as part of the Central Services reorganization. This will increase communication to MPS instrumentality and non-instrumentality charter schools, partnership and alternative schools, and any other programs contracted to serve MPS students.

5. For the past two years, MPS instrumentality charter schools have been using the model for costing out meetings whereby the cost of each training or meeting is calculated by dividing the total cost of the event by the number of participants. No fees have been assessed for any activity funded through grants or entitlement funds.

Strategic Plan/Compatibility Statement

6. Student success in further education and employment, this supports the MPS Strategic Plan, Goal 1, Student Achievement.

Statute, Administrative Policy, and Board Rules Statement

7. No change in policy.

Fiscal Impact Statement

8. There is no district-wide fiscal impact.

Implementation and Assessment Plan

9. All MPS departments will contact schools via MPS inter-office mail delivery system and/or e-mail listserv.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution regarding developing strong building-based educational leaders, and all MPS departments will contact schools via MPS inter-office mail delivery system and/or e-mail listserv.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 5) Action on Communication 0203C-002 from The Hunger Task Force of Milwaukee Requesting a Hearing Regarding a Proposed Agricultural Program

At its regular meeting on October 29, 2002, the Board referred a communication from the Hunger Task Force of Milwaukee, regarding a proposed agricultural program for youth living in the Fond du Lac Avenue community, to the Committee on Innovation/School Reform:

Your Committee reports having given hearing to Mr. Saleem Hue Penny of the Hunger Task Force of Milwaukee and other interested parties.

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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:

(Item 1) Monthly Report on Special Education Compliance

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

Administration's Report

1. At the October 15, 2002, Board meeting, the Administration obtained approval from the Board to make the Quarterly Report on Special Education Compliance a component of the monthly report that will be submitted to the Board's Special Education Committee. As a result of this approval, the Administration is submitting the following compliance information, which is based on data reported as of October 28, 2002.

   a. 90-Day Timeline Compliance
      Initial Evaluations and Re-evaluations:
      Active 2644
      Overdue 52

Open initial referrals for evaluation and open re-evaluations must be completed within 90 days of initiation or activation. The open initial evaluations or reevaluations are either in the process of being completed within the 90-day timeline or are being completed with timeline extensions approved by the parents.

   b. Annual IEP Compliance
      Total 1728
      Overdue 296

2. At the Board's meeting on October 15, 2002, the Administration obtained the Board's approval to make the quarterly report on the initiative *Optimizing Success Though Problem Solving.* As a result of this approval, the Administration is submitting the following information relative to this initiative.

Implementation Plan

Optimizing Success Through Problem Solving, an initiative that supports data-based decision making and intervention development in the schools, is demonstrating positive outcomes early in its implementation. Currently the initiative has been implemented in 31 schools. Expansion of the initiative into all Milwaukee Public Schools requires careful, planned implementation. The importance of effective implementation of this initiative cannot be understated, as it contains the essential components of the President's "Leave No Child Behind Elementary and Secondary Education Act" (ESEA) and is consistent with what is believed to be the direction of the upcoming IDEA reauthorization. In order for this initiative to be successful, implementation must be done with integrity, be able to demonstrate positive outcomes for students, and be evaluated by continuous improvement on performance indicators.

Table 1 details the implementation plan from the 2002/2003 school year through 2005/2006. Keeping in mind that problem solving is a shift in the culture of the school and that it must be implemented with integrity, this timeline has been slowed down somewhat more than the Board originally desired. Also contributing to this are the difficulty in getting facilitators and the careful consideration of feedback from schools and staff, which have required program modifications/enhancements. The phased-in implementation process is diagramed with increased support of problem-solving facilitators through the 2004/2005 school

year, at which time it is anticipated that problem-solving facilitators will be phased out of the initial Wave schools. As problem-solving facilitators are phased out of early Wave schools, the facilitators will be able to support incoming schools, as well as be able to provide increased district-wide training and support.

School Core Team

The core team is instrumental in the success of problem solving at the school. The core team meets regularly with the problem-solving facilitator to design and implement a prevention-level intervention and direct the implementation of problem solving at the school. Many core teams elect to receive substantial problem-solving training as a part of the implementation process.

Beginning in Fall 2002 ,the core team will include the school's learning team. The problem-solving facilitator will work closely with the learning team throughout the school year. *Optimizing Success through Problem Solving* can offer schools strategies for effectively and efficiently monitoring the progress of student learning in the area of reading, as well as evidence-based interventions and screenings for students at risk for reading failure.

School Staff/Students/Parents

Full implementation of *Optimizing Success through Problem Solving* requires active involvement from the entire school community. Continuous use of the four-step problem-solving process by all allows data-based decision making to become a part of the school culture. In experienced schools, the four-step process becomes a natural way of thinking for students, their families, and staff. Meeting procedures, discipline procedures, instructional decision making, and student problem solving are examples of activities that use the four-step problem-solving process.

Prevention-level opportunities for professional development are available in areas of literacy screening and benchmarking, classroom management, and interventions using an ecological perspective. Early-intervention professional-development opportunities tend to center around evidenced-based interventions for students with academic or social competency needs.

Informational sessions for parents have begun to be held, starting with parents attending Title I sessions and the Parent Forum, to let them know which schools are using problem solving and its basic tenets. Parents find the basic four-step problem-solving process applicable to many issues surrounding parental decision making, useful for general decision making, and helpful in intervening for their students.

In addition to the benefits which problem solving provides students, schools offer parents informational sessions on topics related to problem solving. Parent groups, committees, and teams can elect to receive information on the four-step problem-solving process, as well as training on specific interventions and progress-monitoring techniques to use with their students at home.

Focused Intervention Teams (CST and IEP)

Students who are in need of targeted interventions in order to accommodate or remediate learning concerns are referred to a focused intervention team. Schools establish a problem-solving team, such as a collaborative support team (CST), to develop and monitor specific interventions for students in need. Problem-solving teams at all schools are trained in the four-step problem-solving process as it relates to focused interventions. The teams are provided intensive inservice and support in areas of problem-solving assessment, intervention development, and progress monitoring.

Schools participating in *Optimizing Success through Problem Solving* have the opportunity to apply problem-solving principles to the IEP process using a non-categorical approach to special-education eligibility determination. Each school develops a plan for implementation of the non-categorical, problem-solving process at the special-education level.

IEP teams will need to complete a structured training program in order to begin non-categorical IEP assessments. The core team will also need to articulate a professional staff development plan aimed at improving staff understanding of the relationship among curriculum, instruction, environment, and the learner.

Staff's understanding of ecological principles and the relationship of student achievement to best practice is key to the intervention-based assessment procedures used in the IEP process. Currently, 100% of IEPs done in a problem-solving manner use student response to intervention as part of the evaluation process.

Program Evaluation

Continuous program evaluation is an integral part of *Optimizing Success Through Problem Solving.* The initiative is evaluated in terms of effective implementation in the schools, with resulting positive outcome indicators for students. Performance indicators are used to help schools assess their progress in key areas of problem solving. Outcome indicators pulled from surveys, professional development activities, and facilitator report are used to rate the school at a minimal, basic, or advanced proficiency level on each of the following performance indicators:

- The school has a functioning core team that has a prevention-level action plan and guides implementation of problem solving at the school.
- *Optimizing Success Through Problem Solving* is coordinated with literacy efforts at the school.
- The staff is offered substantial professional development opportunities in problem solving.
- Staff use the four-step problem-solving process for daily decision making.
- Staff use data for instructional decision making.
- The four-step problem-solving process is taught to students.
- Parents receive training in the problem-solving process
- Effective problem-solving interventions are offered to students.
- Staff use progress monitoring to monitor the success of interventions.
- Staff use appropriate literacy benchmarking procedures in order to facilitate instructional decision making.
- The focused intervention teams (PST, IEP, and CST) are judged effective by parents and staff.
- The staff demonstrates understanding in ecological variables related to best practice.
- Special-education staff demonstrate proficiency in data-based decision making as it relates to IEP development.
- The IEP team demonstrates proficiency in intervention-based assessment and non-categorical special-education eligibility decision making.

Data are gathered routinely from schools to assess the effectiveness of problem-solving facilitation and professional staff-development activities at the school. Staff and problem-solving team surveys are administered in December and again in May. Team-process surveys are filled out by IEP and/or CST participants periodically during the year. Team reports and intervention data are analyzed for outcome effectiveness. These outcome data, survey results, and facilitator reports are combined with school-district MIS data for two overall program evaluation reports each year.

Extended School Year (ESY)

Extended School Year (ESY) is a portion of a student's Individualized Education Plan (IEP), which is a mandated service under the Individuals with Disabilities Education Act (IDEA). A person would be recommended for ESY if the IEP Team believed 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.

Extended School Year serviced a total of 834 students during the Summer 2002 session. This was an increase of 33 students from the previous year (Figure 1). The area of early childhood had the largest increase in enrollment. The second area that had a substantial increase from previous years was the Emotional/Behavioral Disabilities Program (see Figures 2 and 3).

Overall the population of exceptional education students who required ESY was younger than in previous years. The students also appeared to be more severely involved and therefore required specialized routes for transportation. Specialized transportation routes were necessary for students in wheelchairs, walkers, or strollers and those who required a nurse or aide to travel with them (Figure 7). There also appeared to be an increase in the need for related services that these students required (see Figures 4 and 5).

Special-education students whose IEP did not recommend Extended School Year, but whose parents or teachers believed they needed the additional academic support, were enrolled in the regular-education summer school session. A special-education teacher was assigned to the schools to assist in their education. The special-education teacher worked with the regular-education teacher to modify or adapt the curriculum, but the lessons were not driven by an IEP.

Of the 10,200 elementary level students who were enrolled in the 2002 Summer School session, 1078 were special-education students. Of that number, 414 students were enrolled in the regular-education summer school session. The number of special-education students who attended the middle- and high-school regular-education session is not available at this time, although it is known that 170 middle- and high-school students received ESY services.

Based on enrollment data from previous years, it can be anticipated that the need for Extended School Year will increase. It also appears that the need to staff non-ESY sites with special-education teachers will also increase.

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COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Dannecker presented the following report for the Committee on Legislation, Rules and Policies:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Legislation, Rules and Policies presents the following report:

(Item 1) Presentation by the School Board Youth Adult Steering Team Regarding Student Representation on the Milwaukee Board of School Directors (Follow-up to Resolution 0102R-050 by Director Morales)

Your Committee reports having received a presentation from the School Board Youth Adult Steering Team regarding student representation on the Milwaukee Board of School Directors.

* * * * *

(Item 2) Action on Resolution 0203R-030 by Director Morales Regarding an Endorsement of the Wisconsin Alliance for Excellent Schools's Core Principles for Statewide School Finance Reform

Background

At its meeting on September 26, 2002, the Board referred the following resolution by Director Morales to the Regular Board.

WHEREAS, The Milwaukee Public Schools has faced an ongoing funding crisis in the past decade; and

WHEREAS, The Wisconsin Alliance for Excellent Schools (WAES) is a diverse, statewide coalition that is working to include comprehensive school funding reform in the 2003-05 state biennial budget; and

WHEREAS, The legislation being written by WAES ensures that resources are sufficient to guarantee that all children — regardless of where they live or their special circumstances — have the opportunity to meet Wisconsin's rigorous academic standards; and

WHEREAS, WAES has developed the following list of Core Principles for statewide school finance reform:

Core Principles

1. More resources —

Wisconsin's public schools need additional resources — not just improved efficiencies — to educate all young people. Funding should be adequate for current needs while growing to meet future needs.

2. Foundation system (adjusted for local circumstances) —

Districts should be guaranteed funds based on a statewide per-pupil foundation level. Funding levels should be adjusted for individual district characteristics, including:

- special needs populations (special education, children in poverty, students with limited English skills)
- rural status
- declining enrollment
- regional wage variations

3. State tax reform —

Additional revenue should come from some form of state taxes —not local property taxes.

4. Local control —

Individual school districts should control how their additional funding is utilized and be accountable, over time, for improved student performance.

5. New school finance system in 2003-05 budget —

School-funding-reform legislation, based on the preceding principles, should be enacted as part of the 2003-05 state budget; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors endorses the core principles of the Wisconsin Alliance for Excellent Schools (WAES) and agrees to work as a member of WAES for a new PK-12 public School finance system based on those principles.

Administration's Analysis

1. WAES is a relatively new group, whose mission is to work for "…a sound, basic education for all of Wisconsin's school children." Employees of the Institute for Wisconsin's Future staff WEAS. There is no membership fee to join. While no school district is currently a member of WAES, its membership does include various state organizations with education agendas, such as: the West Central Education Association (Menominee area), North Tier Uniserve, Milwaukee City Council PTA, the West Allis-West Milwaukee PTA Council, the Wisconsin Organization for Asian Americans, the Kenosha Education Association, the Wisconsin PTA, Wisconsin FACETS, WISDOM, the Wisconsin Federation of Teachers and the Wisconsin Retired Teachers Association.

Strategic Plan Compatibility Statement

2. The recommendation supports the MPS Strategic Plan's Goal 1, Improve Student Achievement; Goal 2, Improve Student Success in further education and employment; and Goal 3, Improve Family Satisfaction.

Statute, Administrative Policy, or Board Rule Statement

3. This proposal is consistent with State of Wisconsin statutes andadministrative policies.

Fiscal Impact Statement

4. There is no fiscal impact to endorsing these principles.

Administration's Recommendation

As it appears that implementation of these core principles may have a significant benefit to Milwaukee Public Schools, the Administration recommends that the Board authorize staff to work with WAES in further development of legislation. At this time, however, we are not ready to make a recommendation for a full endorsement of WAES.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution:

RESOLVED, That the Milwaukee Board of School Directors endorse the core principles of the Wisconsin Alliance of Excellent Schools (WAES); and be it

FURTHER RESOLVED, That the Administration report to the Committee no later than December 15, 2002, regarding:

1) The correlation and consistency between MPS's legislative agenda and priorities and the WAES core principles; and

2) The advisability and implications of joining WAES as a member; and be it

FURTHER RESOLVED, That members of the MPS Board, and other interested parties within MPS, proactively engage in discussions and deliberations, with WAES and other interested parties, with under-funded Wisconsin districts to identify common interests and proposals for reforming the K-12 education financing in Wisconsin.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 3) Action on Resolution 0203R-031 by Director Johnson Regarding Requesting a Waiver from the State's September 1 School Start-Date Rules for Cities of the First Class

Background

At its meeting on October 29, the Board referred the following resolution by Director Johnson to the Legislation, Rules and Policies Committee:.

WHEREAS, Rufus King International Baccalaureate High School has been certified to offer the International Baccalaureate diploma program since 1979; and

WHEREAS, The International Baccalaureate examinations are given worldwide on set dates during the first three weeks of May; and

WHEREAS, Wisconsin law mandates a school start date no earlier than September 1 unless the Wisconsin Department of Public Instruction grants a waiver citing "extraordinary reasons"; and

WHEREAS, The September 1 start date allows for insufficient class time before the mandated examination dates, placing Rufus King in violation of International Baccalaureate rules and placing an extraordinary burden on its students; and

WHEREAS, The September 1 start date requires students to remain in school up to one month past the examination date in order to meet the Wisconsin-mandated minimum number of school days; now therefore, be it

RESOLVED, That the Milwaukee Board of School Directors request the Department of Public Instruction to allow Rufus King to start classes prior to September 1 for the extraordinary reasons cited above; and be it

FURTHER RESOLVED, That the MPS legislative package be expanded to include:

(1) Amendment to Chapter 118.045 to exempt cities of the first class;

(2) Amendment to Chapter 118.045 to exempt schools certified to offer the International Baccalaureate diploma program; and

(3) Modification of DPI administrative Chapter PI 27, to specifically list International Baccalaureate diploma programs among the extraordinary reasons calling for an earlier start date.

Administration's Analysis

1. With regard to item (1), Amendment to Chapter 118.045 to exempt cities of the first class, a waiver from the Sept. 1 school start day for cities of the first class would include all MPS International Baccalaureate Programs. The current Board and Administration recognize the need for schools in high-poverty areas to have the flexibility to start school at a date earlier than Sept. 1 to maximize learning opportunities and educational program choices for children and their families; therefore, if Item (1) is passed, then Item (2), Amendment to Chapter 118.045 to exempt schools certified to offer the International Baccalaureate diploma program, and Item (3), Modification of DPI administrative Chapter PI 27 to specifically list International Baccalaureate diploma programs among the extraordinary reasons calling for an earlier start date, would be adopted by inclusion.

Strategic Plan Compatibility Statement

2. The recommendation supports the MPS Strategic Plan's Goal 1, Improve Student Achievement; Goal 2, Improve Student Success in further education and employment; and Goal 3, Improve Family Satisfaction.

Statute, Administrative Policy, or Board Rule Statement

3. This proposal is consistent with State of Wisconsin statutes and administrative policies.

Fiscal Impact Statement

4. There is no fiscal impact in endorsing this legislation.

Committee's Recommendation

Your Committee recommends that the Board seek a waiver for school districts in cities of the first class from the state–mandated Sept. 1 school start date.

Director Johnson moved to adopt the Committee's recommendation, with John Marshall and Madison University High Schools to be added to the first Resolved of the resolution.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

* * * * *

(Item 4) Action With Respect to Positions To Be Taken Regarding Current Legislative Matters

Background

The Governor will release his proposed budget sometime in early February. After introduction, the budget bill will be forwarded to the Joint Committee on Finance to amend and revise. This item represents a proposed legislative agenda for the district that provides district officials with direction and guidance pertaining to the up-coming State budget process.

Administration's Analysis

1. In order to promote legislative action consistent with the short-term and long-term priorities for MPS, the district should focus on those items in the budget proposal that are of the most immediate concern for MPS. Provided below is a list of district legislative proposals, along with an analysis of their impact on the district.

2. 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 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 .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 $3million 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's 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;
    - supporting efforts to increase the sharing of information between local agencies, particularly regarding student demographic information.

Strategic Plan Compatibility Statement

13. The recommendation supports the MPS Strategic Plan's Goal 1, Improve Student Achievement; Goal 2, Improve Student Success in further education and employment; and Goal 3, Improve Family Satisfaction.

Statute, Administrative Policy, or Board Rule Statement

14. This proposal is consistent with State of Wisconsin statutes and administrative policies.

Fiscal Impact Statement

15. There is no direct fiscal impact of endorsing this agenda.

Committee's Recommendation

Your Committee recommends that the Board adopt the proposed Legislative Agenda as outlined in items 1 through 12 above.

Adopted with the roll call vote on the balance of the Committees' 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; Report of Revenues and Expenses; 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

New Tot Lot

Academy of Accelerated Learning

Prime Contractor
Gibraltar Construction LLC
2545 North 100th Street
Wauwatosa, WI 53226

Low Bidder, Base Bid of.....$62,294.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	6% DBE 5% MBE	6	5	0	Corporation	2

Funds have been committed for this project from Facilities and Maintenance account code 1-10-4-609-316-541-255310 (W.O. 2-532709).

Roof Replacement

Madison High School

Prime Contractor
Specialty Associates, Inc.
11122 West Rogers Street
West Allis, WI 53227

Low Bidder, Base Bid of.....$151,097.00

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 account code 1-14-4-243-022-327-255000 (W.O. 2-552781).

Construction Contracts

Total construction contract dollars awarded.....$213,391.00
Total dollars HUB participation $21,962.04
% of DBE participation 1.75
% of MBE participation.....8.54
% of WBE participation 0.00
% of M/WBE participation.....0.00
% Minority employees within company.....27.06
% Women employees within company 2.83

Report of Revenues and Expenses and the Expenditure Control Report

These reports for October will be presented at the Board's December meeting.

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 4.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

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

This report is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Bay View	Brawley Gilmore	$1,000	Golf Equipment for Golf Team
Bell	Larry Fournier	$150	HP Model 380 Printer Scanner/Copier
Bell	Larry Fournier	$50	HP Desk Jet 660se Printer
Congress	AMF Bowlero	$25	Certificate for Bowling Party/Incentives
Congress	American TV	$25	Gift Card/Door Prizes
Congress	Applebee's	$25	Gift Certificate/Incentives

School	Donor	Amount	Gift or Purpose
Congress	Associated Band	$50	Thermal Lunch Bags & Cups/Incentives
Congress	Congress PTO	$506	Purchase books for RIF Program
Congress	Milwaukee Public Museum	$40	Admission Passes/Incentives
Congress	Old Country Buffet	$25	Gift Certificates/Door Prizes
Congress	Omega Restaurant	$30	Gift Certificates/Student Incentives
Congress	Target	$165	Congress Literary Programs
Congress	Wal-Mart	$25	Teddy Bear Picnic/Incentives Books
Grant	Target	$183	Take Charge of Education Fundraising Program
Granville	Citgo Petroleum Corporation	$500	Never Be Absent T-Shirts (NBA)
Holmes	Target	$59	Birthday Books
Humboldt Park	Exxon Mobile Corp.	$500	Grant
Humboldt Park	James and Dorothy Bittner	$250	Student Incentives
I.D.E.A.L	Don and Janet Bolanowski	$25	In Memory of Wanda Padol
I.D.E.A.L	Patricia Haliburton	$20	In Memory of Wanda Padol
I.D.E.A.L	Neal and Barbara Hall	$50	In Memory of Wanda Padol
I.D.E.A.L	Carl and Barb Jachowicz	$30	In Memory of Wanda Padol
I.D.E.A.L	Edward and Bernice Padol	$100	In Memory of Wanda Padol
I.D.E.A.L	James and Dorothea Vansice	$100	In Memory of Wanda Padol
I.D.E.A.L	John and Kathleen Drobnik	$25	In Memory of Wanda Padol
I.D.E.A.L	Karleen Haberichter	$50	In Memory of Wanda Padol
I.D.E.A.L	Ron and Julie Rezash	$50	In Memory of Wanda Padol
I.D.E.A.L	Dorthea and Ronald Schlidt	$100	In Memory of Wanda Padol
Lee	Eisenhower Center	$90	For Field Trips
Milwaukee High School of the Arts	American Federation of Teachers, Local 212	$300	Fund Jazz Activities and Needs
Milwaukee High School of the Arts	Daniel and Jenice Burrell	$200	Fund Jazz Activities and Needs
Milwaukee High School of the Arts	5th Army Band	$200	Fund Jazz Activities and Needs
MPS Radio/TV	Polycom Via Video	$550	Video Door Prize
Neeskara	Deb Howell	$1,100	Offset the cost of field trips for economically disadvantaged students
Neeskara	Colonial Manor Restaurant	$60	Six (6) $10.00 gift certificates/Title I Parent Events Raffle
Thirty-fifth	Milwaukee Bucks	$663	Bucks Tickets/Student Incentives-
Twenty-first	Gerald Broderick	$338	K5 Student Incentives
Whittier	Whittier PTO	$1,200	Purchase classroom supplies

Committee's Recommendation

That the Board:

1. award the contracts as listed; and
2. 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 Committees' 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 Affirmative Action Report

Classified Personnel Transactions

Name	Position	Assignment	Date	Salary
Appointments				
Jessica Cruz	School Secretary I	Lincoln Avenue	11-04-02	$18,415.78
Edith Goodman	Food Service Manager Trainee	School Nutrition	10-03-02	$15,570.32

Name	Position	Assignment	Date	Salary
Sheba Lopez	School Nurse Associate	Special Services	10-14-02	$20,525.40
Barbara O'Conner	School Secretary I	Garfield	10-28-02	$18,415.78
Olaf Ritter	Food Service Manager Trainee	School Nutrition	10-14-02	$15,570.32
Widalys Rivera	School Secretary I	Kagel	10-14-02	$18,415.78
Janis Wilcox	School Secretary I	Kosciuszko	10-14-02	$24,787.33
Carol Yahn	School Secretary I	South Division	10-28-02	$24,787.33
Promotions				
Michael Bledsoe	School Engineer I	Building Operations	10-14-02	$34,197.28
Richard Eison	Boiler Attendant Trainee	MHSA	10-14-02	$25,815.40
Michael Frank II	School Engineer I	Building Operations	10-14-02	$32,768.84
Brian Grashen	School Engineer II	Westside Academy II	10-14-02	$38,579.32
Chandra Keith	School Secretary II	Webster	11-04-02	$30,976.40
Reinstatements				
Dahialys Suarez	School Secretary I	Vieau	10-28-02	$24,787.33
Changes in Status				
Darlene Allen	Handicapped Children's Assistant	Hamilton	10-28-02	$14,609.70
Cynthia Apollo	School Secretary I	Student Services	11-18-02	$29,846.70
Mary Cardosa	School Secretary I	MSL	10-14-02	$25,010.71
Patti Debow	School Secretary I	Riverside	10-21-02	$25,572.44
Christina Kranz	School Secretary I	81st	10-14-02	$18,415.78
Angela Monroe	School Secretary I	Student Services	12-05-02	$25,010.72
Lillian Rivera	Handicapped Children's Assistant	Greenfield	10-04-02	$14,609.70
Maria Rodriguez	School Secretary I	Bradley Techn & Trade	10-14-02	$28,792.19
Felicia Russell	Handicapped Children's Assistant	North Division	10-14-02	$14,609.70
Rita Switalski	Handicapped Children's Assistant	Humboldt Park	10-17-02	$14,609.70
VearLean Tatum	Handicapped Children's Assistant	North Division	10-04-02	$14,609.70
Linda Ziegler	Handicapped Children's Assistant	Hamilton	10-17-02	$14,609.70

Certificated Appointments

Teachers, Schedule 01

Codes	Yrs Exp Credit	Name	Position	Division	Salary	Date
r	0	Daniel V. Bearss	Science/Chemistry	B	$27,948	09/25/02
r,b	12	Amy L. Brantley	Speech Pathologist	D	$51,095	09/16/02
r	0	Halema N. Caldwell	Elementary Education	B	$27,948	09/02/02
nr	0	David P. Coyle	Social Studies	B	$27,948	10/03/02
nr	0	Martin H. Froelich	Physical Education	B	$27,948	10/24/02
r	1	Heidi A. Hoffeditz	ESL	B	$28,611	10/14/02
r	5	Lynnette L. Hyde	LD	B	$33,900	09/02/02
nr	0	Jodi A. Julius	PreK-6	B	$27,948	09/23/02
r	0	Jenell M. Klovas	Elementary Education	B	$27,948	09/02/02
r	0	Rhiana C. Kosterman	English	B	$27,948	10/01/02
nr	0	Amelia D. Kunst	Physical Education	B	$27,948	10/21/02
r	0	Fay E. Long	Elementary Education	B	$27,948	09/02/02
r	0	Merari Marquez	Upper Elementary/Bilingual	B	$27,948	10/21/02
nr	0	Christa M. Miller	Upper Elementary/Spanish	B	$27,948	10/14/02
nr	0	Rositta M. Pena	PreK-6	B	$27,948	09/17/02
nr	0	Scott C. Pionek	English	B	$27,948	09/25/02
r	0	Elias Santiago	Mathematics	B	$27,948	11/11/02
nr	7	Michael P. Schmidt	Mathematics	B	$36,545	09/24/02
nr	0	Paul E. Schneider	Hearing Impaired	B	$27,948	09/18/02
r	0	Margaret E. Soto	Business Education	B	$27,948	09/17/02
nr	0	Charles M. Starck	Mathematics	B	$27,948	10/18/02
nr	0	Derek J. Stich	Science/Chemistry/Biology/Physics	B	$27,948	09/26/02
r	0	Adam M. VanLin	Mathematics	B	$27,948	10/02/02
r	0	Andrew F. Wallus	Upper Elementary	B	$27,948	09/19/02

School Social Workers, Schedule 02

Yrs Exp Credit	Name	Salary	Date
3	Jacqueline M. Jansen	$45,019	09/23/02

Physical Therapists, Schedule 04

Code	Yrs Exp Credit	Name	Salary	Date
5	0	Mindy B. Semanko	$35,901	09/18/02
5	7	Annette M. Walters	$48,480	09/26/02

Codes

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

Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to January 31, 2003:		
John Bril	Doerfler	September 3, 2002
John Losiniecki	Madison	October 9, 2002
Maternity Leave, to June 20, 2003:		
Dona DePerry	Grant	January 24, 2003
Jennifer Haynor	37th Street	January 7, 2003
Lesley Scheibach	Webster	December 10, 2002

Curtailment of Leave

Sandra Dickerson	Rescinded her personal leave that was granted from April 1, 2002, through June 20, 2003.

Report on Resignations

Name	Position	Effective Date
Darlene A. Almandi	Teacher	05/09/03
Kathryn C. Bencriscutto	Teacher	10/28/02
Laura J. Birdsall	Teacher	10/01/02
Mark D. Birdsall	Teacher	10/01/02
Joseph T. Bisciglia Jr.	Teacher	12/20/02
James Russell Campion	Teacher	12/02/02
Patricia A. Casillo	Teacher	06/20/03
Terrence F. Falk	Teacher	01/06/03
Carrie Hoppe	Teacher	11/11/02
Steve V. Keppen	Teacher	01/31/03
Susan M. Koenigsberger	Teacher	01/24/03
Sandra L. Luedtke	Supervisor	11/08/02
Douglas R. Schultz	Teacher	10/01/02
Yasmine Sido	Teacher	09/02/02
Carol A. Sinenko	Teacher	10/07/02
Holly T. Steffes	Teacher	10/15/02
James A. Tabaska	Teacher	01/31/03
Lisa D. Thornton	Teacher	10/13/02
Jillian O. Tobin	Teacher	10/07/02
Jean R. Tohulka	Teacher	01/31/03
Dennis A. Uhlig	Teacher	10/04/02
Renae Verstegen	Teacher	11/15/02
James Wisniewski, Jr.	Teacher	09/01/02
Resignation Rescinded		
Betty Threats	Teacher	11/29/02

Affirmative Action Report

This report for October 2002 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, teacher appointments, and leaves of absence as listed.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Recommendation

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

				Salary		
Codes	Name	Position	Location	Sched	Range	Amount
5(r)	April Swick	Principal	Clement Avenue School	III	13Z	$65,590.64
5(r)	Christine Kadow	Principal	Fernwood Montessori School	III	13Z	$75,160.80
5(r)	David Freimark	Assistant Principal	Bradley Technical and Trade School	III	12Y	$63,819.30
2(r)	Jeffery Taylor	Assistant Principal	Vincent High School	III	12Y	$62,018.94
5(r)	Jerome Hardt	Assistant Principal	Washington High School	III	12Y	$59,811.21
2(r)	Andrea Carroll	Assistant Principal	Burroughs Middle School	III	11Z	$59,914.89
2(r)	Phyllis Anderson	Assistant Principal	Douglas Community Academy	III	11Z	$49,377.00
5(r)	Margaret Mueller	Leadership Specialist	Department of Leadership Services	III	14Z	$96,530.62
5(r)	Barbara Parisi	Coordinator	Office of School Social Work	III	12A	$80,011.80
2(r)	Brian Litzsey	Assistant Recreation Supervisor — Community Centers Recruitment	Dept of Recreation and Community Services	III	4A	$39,600.00
5(r)	Lauren Baker	Program Coordinator	Office of the Superintendent	III	12A	$75,763.06
2(r)	Jacqueline Mann	Board Staff Assistant	Office of Board Governance	III	8A	$50,058.00
5(r)	Paul Roberts	Building Operations Supervisor	Building Operations	III	7A	$60,117.73
5(r)	Marie Grudzina	Administrative Assistant III	Office of Board Governance	III	3A	$45,206.70

All positions are approved in the current budget unless the position is marked with an asterisk.
*Position created by the Board's 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 Committees' reports.

* * * * *

(Item 4) Report on Staffing for the 2002-2003 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 2002-2003 school year. Information relative to the status of specific staffing areas follows.

Certificated Staffing

School Administrative Positions

Fifteen (15) vacant principal positions for the 2002-2003 school year are in the process of being filled.

T/AP Positions

Since the start of the current school year, 28 teacher/assistant principal (T/AP) opportunities have been posted and filled.

Teacher Staffing

There were 1,183 teacher vacancies as of May 1, 2002. There were 680 fully-certified teachers hired as of August 22, 2002. The remaining 503 positions were staffed with interns (243) and permit teachers. On September 17, 2002, there were 84 regular education and 32 special education teacher vacancies.

Initiatives Used to Employ Teachers

A number of initiatives were used to employ teachers for the 2002-2003 school year:

Student teacher rallies were held in the auditorium of the Central Services Building on December 3, 2001, and March 11, 2002: One hundred forty-four (144) student teachers attended the rallies; 138 were hired.

Extended interview periods (i.e., 5:00 to 9:00 p.m.), which coincided with the "Our Lights Are On" campaign, were offered to prospective candidates. A total of 62 teacher applicants were interviewed during the evening hours.

An intense media blitz took place from June to August 2002. Billboards and bus signage were visible throughout Milwaukee County and beyond from June through August. Articles about the teacher shortage appeared in the *Milwaukee Journal Sentinel* and *Business Week.* The Office of Communications and Public Affairs was instrumental in securing these opportunities. Advertising was placed in local minority newspapers during this time. These efforts produced approximately 250 applications. While the majority of the applicants expressed an interest in substitute teaching, 57 certified teachers were secured as a result of these efforts.

The feasibility of overseas recruitment was explored. Initial steps were taken to secure sponsorship of an Exchange Visitor's Program through the Department of State. Such a program would permit MPS to issue J1 Visas to licensed teachers from abroad. This would give MPS the opportunity to select from the most qualified teachers from any foreign country.

In February 2002, a human resources representative was sent to the National Association of Bilingual Education's recruiting fair in an effort to expand our hiring opportunities in the area of bilingual education.

In May 2002, MPS held its first teacher-recruitment open house. The event was aimed at attracting certified teachers from the surrounding area to MPS. More than 90 teachers visited the open house. Special emphasis was placed on attracting bilingual teachers.

Technology was integrated into the recruitment effort. The Human Resources web page was enhanced to provide prospective candidates with information regarding the hiring process, school-based interviews, schools with vacant positions, specific descriptors about the vacancies, licensure requirements, etc. Teachers-Teachers.com is an example of a vehicle that was used to access potential applicants.

A recruitment specialist position was added to the Office of Certificated Staffing in April 2002 to expand our local and regional recruitment efforts. Additionally, through web-based recruitment, over 300 potential applicants were contacted. The office was able to follow-up with potential candidates and to do targeted recruitment for diversity.

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 2002-2003 school year between mid-May and July 31 (the period dedicated to the school-based interview process).

School-based Interview Process

Approximately 1,080 certified teachers accessed the school-based interview process from May through July 2002. Of these 1,080 teachers, approximately 400 were current MPS teachers, who obtained different school assignments via the interview process. There were 680 newly-hired teachers, who were able to interview for positions consistent with their interests and certifications at schools of their choice. The Office of Certificated Staffing assigned contracted teachers who required assignmenst, but had not secured 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 on October 11, 2002.

Classified Staffing

The Office of Classified Staffing is responsible for all of the Human Resource activities, including the related payroll changes, associated with over 6,000 support staff covered by ten (10) different labor contracts. 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, etc. The Human Resource activities administered by the Office of Classified Staffing include such things as:

- initiating and coordinating civil service procedures;
- conducting all of the district's criminal background checks (including volunteers and partnership schools);
- processing pre-employment physical examinations and drug screens;
- re-staffing schools each school year (excessing and reassignments);
- staffing summer school;
- processing requests for leaves of absence and transfer;
- implementing changes in status such as promotions, changes in work year or hours, etc.
- responding to grievances at the second step;
- processing recommendations for disciplinary action;
- processing reductions in force (layoffs) and recalls from layoff.

7. A numerical picture of *some* of the activities of the Office of Classified Staffing for the 12-month period from July 1, 2001, through June 30, 2002, is as follows:

Wisconsin Criminal Background Checks	6,603
Non-Wisconsin Criminal Background Checks	403
New Hires	686
Leaves of Absence Processed	214
Transfers/Promotions/Reassignments	361
Retirements/Resignations Processed	446
Layoffs	75
Positive Drug Screens	24
Physical Examinations	953
Summer School Positions Filled	512

* * * * *

(Item 5) Authorization to Enter Into Lease and Escrow Agreements for the Purpose of Obtaining $4,979,000 in QZAB funding

Background

1. The Qualified Zone Academy Bond (QZAB) program is sponsored by the Internal Revenue Service (IRS) and provides interest-free capital for the purpose of promoting special academic programs in partnership with the business community. Each year since 1998, the U.S. Department of Revenue has provided an allotment of QZAB funding authority to all 50 states. The states, in turn, have been directed to allocate QZAB funding authority to qualifying school districts.

2. The state of Wisconsin previously allocated $8.6 million of QZAB funding to MPS. At its December 2001 meeting, the Board authorized the Administration to borrow $8.6 million for the purpose of obtaining furniture and equipment for the new Bradley Technical School. These purchases are being made and will continue until the $8.6 million is exhausted.

3. The State has recently allocated an additional $4,979,000 million in QZAB financing to MPS for the purpose of funding QZAB-eligible renovation projects associated with the Neighborhood Schools Initiative.

4. At its August 2002 meeting, the Board authorized the Administration to enter into contracts with the bond counsel and placement agent for the $4,979,000 QZAB funding.

5. Under separate cover, Board members have been provided with copies of proposed lease and escrow agreements, as well as a preliminary placement memorandum and a copy of the resolution which the Board is being asked to approve at this time.

6. The Board is now being asked to approve the resolution entitled "Resolution Authorizing the Lease-Purchase of Equipment and Acquisition of Improvements at Certain Milwaukee Public Schools and Approving the Execution of Related Documents," which has been provided separately. The Administration is recommending that Foley & Lardner be retained as bond counsel.

Strategic Plan Compatibility Statement

7. The recommendation is consistent with the practice of fiscal responsibility and informed decision making concerning the allocation of district resources.

Statute, Administrative Policy, or Board Rule Statement

8. The recommendation is consistent with Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

9. This Board's action will authorize the Administration to enter into lease-purchase and escrow agreements, which allows the Administration to complete the $4,979,000 funding.

10. MPS will borrow $4,979,000 from the financial institution providing the most favorable terms. MPS will repay this amount over approximately 14 years. MPS will not pay interest expense on the borrowed funds; rather, the IRS "pays" the interest expense to the financial institution in the form of tax credits.

Accounts: Revenue: 1-40-3-000-000-875255
Expenditures: 1-40-4-875-600-255000

Implementation and Assessment Plan

11. Following the Board's approval, the Administration will identify the financial institution offering the most favorable terms and enter into a lease-purchase agreement to provide MPS with $4,979,000 in QZAB funding for use in the projects listed in Exhibit A., provided under separate cover.

Committee's Recommendation

Your Committee recommends that the Board approve the resolution entitled "Resolution Authorizing the Lease-Purchase of Equipment and Acquisition of Improvements at Certain Milwaukee Public Schools and Approving the Execution of Related Documents," which has been provided separately.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 6) Action on Recommendation to Revise Administrative Policy 8.13, Student Absences and Excuses

Administration's Analysis

1. The Board adopted Administrative Policy 8.13, Student Absences and Excuses, on June 30, 1975. This policy was revised on August 31, 1982; March 29, 1995; and June 21, 1995.

2. 1997 Wisconsin Act 239 created Compulsory School Attendance, WI. Stats., Section 118.15(3)(c), which allows for the absence of any child excused in writing by his or her parent or guardian before the absence. This paragraph prescribes that the school board shall require a child so excused to complete any coursework missed during the absence. A child may not be excused for more than 10 days in a school year under this paragraph.

3. The current policy represents the "written attendance policy" for the district as required in Wisconsin Statutes, §118.16(4)(a). The current policy does not include language that addresses parent-excused absences; the school's responsibility under MPS Administrative Policy 8.14, Truancy, (approved May 30, 2002) to notify the parent or guardian of a student's unexcused absence; or students who are excused because they are temporarily not in proper physical or mental condition to attend a school program, as written in Wisconsin Statutes, §118.15(3)(a).

4. The proposed revisions to Administrtive Policy 8.13 include a change of the policy title to include the word *attendance* and to delete *excuses* and to categorize and list the legal reasons to excuse student absence, as allowed in State Statutes, §118.15(3), including parent-excused absences, as allowed in §118.15(3)(c), and temporary medical absence, as allowed in §118.15(3)(a).

5. The proposed revisions include language that clearly details the responsibility of the parent or guardian to notify the school of a student's absence and the school's responsibility to notify the parent or guardian of a student's unexcused absence.

6. The proposed revisions include a well defined policy statement on make-up assignments and examinations for all excused absences, as allowed by State Statutes, §118.15.

7. The proposed revisions for Administrative Policy 8.13, Student Absences and Excuses, will address the issue of student safety by adding language that directs elementary and K-8 schools to daily notify parents or guardians of students who are absent from school without an excuse of the unexcused absence, by phone, within two hours after it is determined that the student is not in attendance at the start of each school day. Timely notification of student absence will alert parents/guardians that their children are not in school and may be missing.

Strategic Plan Compatibility Statement

8. The recommendations support the MPS mission statement that "[t]he Milwaukee Public Schools will ensure the maximum educational opportunities are provided for all students to reach their highest potential…"

Statute, Administrative Policy, or Board Rule Statement

9. The Administration's recommendations are consistent with State Statutes, §118.15, Compulsory School Attendance, and §118.16(4)(a), School Attendance Enforcement.

10. The Administration's recommendations are consistent with Resolution 0203R-013, by Director Hardin, regarding parental notification of student absences, which was referred to the Committee on Finance/Personnel on May 30, 2002.

Fiscal Impact Statement

11. On May 30, 2002, the Board allocated $300,000 for automated parental-notification phone technology as part of FY02 budget. The Board will be informed if additional funding is required.

Implementation and Assessment Plan

12. On approval by the Board, the Office of Board Governance will make appropriate changes to Administrative Policy 8.13. Changes in Administrative Policy 8.13 will be announced to MPS staff via the Administrators' Bulletin, school staff meetings, and meetings with principals.

13. 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's Recommendation

Your Committee recommends that the Board adopt the revisions to Administrative Policy 8.13, Student Absences and Excuses, as follows:

Administrative Policy 8.13: Student Attendance/Absences ~~and Excuses~~

1. Overview

a. 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. Regular school attendance is expected of all MPS students.

b. State law requires all children between the ages of six and eighteen years ~~as Milwaukee residents,~~ 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 (Section118.15(1)(a).

2. Legally Excused Absences

a. School-excused Absences. An absence by a student may be excused by the school principal when a written statement by the parent/guardian is submitted to the school. The written statement must be presented within 48 hours after the student's return to school or the absence is considered a truancy. The following reasons listed are considered by the school as legally excused absences. All other absences are regarded as truancies.

1) Personal Illness
2) Funerals
3) Required legal appearances
4) Designated religious holidays
5) Medical or dental appointments
6) Family emergencies — student absences which contribute to the health, safety or financial well being of the family.
7) Driver's examinations
8) Educationally beneficial activities approved by the school principal.
9) District Sponsored activities, approved by the school principal.
10) School suspensions up to fifteen days, only during the expulsion process.

b. Personal Illness — Temporary Medical Condition. 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.

1) The principal may request that the parent or guardian obtain a written statement from a licensed physician, dentist, chiropractor, optometrist, psychologist or Christian Science practitioner living and residing in this state, who is listed in the Christian Science Journal, as sufficient proof of the physical or mental condition of the student. The statement must be in writing and shall state the time period for which it is valid, not to exceed (30) thirty days.
2) When a medical statement is requested, school notification of the absence by the parent or guardian in person, in writing or by phone 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 excuse a student's absence 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. 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.

e. 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.

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. submit a written excuse when the student returns to school following an absence.

4. Parent 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 that 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. Makeup Assignments/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.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 7) Action on a Request to Adopt an Addition to Administrative Policy 8.36, Student Safety

Background

At its meeting on May 30, 2002, the Board referred the following resolution 0203R-013, by Director Hardin, to the Committee on Finance/Personnel:

WHEREAS, There is currently no Administrative Policy establishing a timeline for schools to notify parents of student absences; and

WHEREAS, Schools are currently required by Administrative directive to notify the parent or guardian of a student who is truant from school before the end of the second day of unexcused absence; and

WHEREAS, This directive was designed to deal with truancy, but does not take student safety issues into consideration, particularly at the elementary school level, where student safety is of greater concern than truancy; and

WHEREAS, The safety of all students, and especially elementary students is of concern to the Board; and

WHEREAS, Early notification of parents would serve to alert them that their child might possibly be missing; now, therefore, be it,

RESOLVED, That Administrative Policy 8.36: Student Safety, be amended by the insertion of the following language:

3. Prompt Notification of Elementary Student Absence

All elementary and K-8 schools shall attempt to notify a student's parent or guardian by phone as soon as is reasonably possible, but in any case, no longer than two hours, after it has been discovered that the student is absent without any notification to the school by the parent or guardian.

Strategic Plan Compatibility Statement

1. 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. Therefore, we must have strong and true partnerships with parents and all those in the community who influence and affect our students and families."

Statute, Administrative Policy, or Board Rule Statement

2. The Administration's recommendation is consistent with State Statutes, §118.15, Compulsory School Attendance, and §118.16(4)(a), School Attendance Enforcement.

3. The Administration's recommendation is consistent with Resolution 0203R-013 by Director Hardin regarding parental notification of student absences, referred to the Committee on Finance/Personnel on May 30, 2002.

Fiscal Impact Statement

4. On May 30, 2002, the Board allocated $300,000 for automated phone technology as part of the FY02 budget, which will allow schools to implement the mandates of this policy revision.

Implementation and Assessment Plan

5. Recommendations to revise Administrative Policy 8.13, Student Absence and Excuses, and Administrative Policy 8.13, Student Absence and Excuses, will be submitted in a separate board item to align the district's attendance policies and procedures with this policy change.

6. Changes in Administrative Policy 8.36, Student Safety, will be announced to MPS staff via school staff meetings and meetings with principals.

7. 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 revision in homerooms, at school assemblies, or at grade-level meeting with students. Publications developed by the school will include information on the policy revisions.

Committee's Recommendation

Your Committee recommends that the Board adopt the addition to Administrative Policy 8.36, Student Safety, as follows:

3. Prompt Notification of Elementary Student Absence

All elementary and K-8 schools shall attempt to notify a student's parent or guardian by phone as soon as is reasonably possible, but in any case, no longer than two hours, after it has been discovered that the student is absent without any notification to the school by the parent or guardian.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 8) Action on a Recommendation for Approval for the Reallocation of Funding and New Contracts for 21st Century Community Learning Centers (CLCs)

Administration's Analysis

1. In 2001, the Milwaukee Public Schools received four federal grants from the Department of Education, totaling $7,448,657, to operate Community Learning Centers (CLCs) at 46 schools. MPS contracted with 23 community-based organizations to develop and to operate these CLCs in participating schools.

CLC Grants #1 & #2

2. The funding for the first- and second-year grants expired on May 31 and August 31, 2002. The Administration has identified funding for Grants #1 & 2 as a part of a coordinated effort with its community-based-organization partners. The funding sources for these grants are the Wisconsin Department of Public Instruction ($1.8 Million), Department of Education, Federal Earmark ($400,000) and the Department of Workforce Development ($160,000). This funding will allow the CLC Grants #1 & #2 to continue for this FY03.

3. The Board awarded contracts for the third year of the three-year CLC contract for the following 13 new CLC sites in April 2002:

Agency	Sites	Amount
Boys & Girls Club	Allen-Field	$122,000
Boys & Girls Club	Fernwood	$122,000
Boys & Girls Club	Siefert	$122,000
COA	Riverside HS	$140,000
Journey House	Longfellow	$122,000
Latino Community Ctr	Kagel	$122,000
Marcus Ctr of Performing Arts	Lincoln MS of the Arts	$140,000
Midtown Neighborhood Assoc	MHSA	$140,000
Milwaukee Police Athletic League	Burroughs	$140,000
South Community Org	Hamilton HS	$140,000
Trinity Presbyterian	Townsend	$122,000
YWCA of Greater Milwaukee	Green Bay Avenue	$122,000
V.E. Carter Development	Holmes	$122,000
TOTAL		$1,676,000

4. The contract for South Community Organization and Hamilton HS ($140,000) was mutually terminated after the initial request for authorization was presented to the Board of Directors at the April 2002 meeting.

5. The Administration is requesting authorization to reallocate funding from a previously authorized contract South Community Organization and Hamilton HS ($140,000) to CESA1 and Humboldt Park ($122,000) and enter into a new contract with CESA1 and Humboldt Park ($122,000) for year three (June 2002-May 2003) of the 21st Century Community Learning Center Grant (#3).

CLC Grant #4

6. The Board awarded contracts for the second year of the three-year CLC contract for the following 14 sites in April 2002.

Agency	Sites	Amounts
New Concept Self Dev Ctr	Cass Street	$122,000
Bay View Community Center	Clement Avenue	$122,000
YMCA of Metro Milwaukee	Engleburg	$122,000
YMCA of Metro Milwaukee	Granville	$122,000
YMCA of Metro Milwaukee	LaFollette	$122,000
YMCA of Metro Milwaukee	Lloyd Street	$122,000
Bay View Area Redcats, Inc.	Fritsche MS/Humboldt Pk	$140,000
United Migrant Opp. Svcs (UMOS).	Kosciuszko MS	$140,000
Northcott Neighborhood House	Lee	$122,000
Boys & Girls Club	Lincoln Avenue	$122,000
Boys & Girls Club	Marshall H.S.	$140,000
Boys & Girls Club	Mitchell	$122,000
Boys & Girls Club	Palmer	$122,000
OIC	21st	$122,000
TOTAL		$1,762,000

7. The contract for Bay View Redcats and Fritsche/Humboldt Park ($140,000) was mutually terminated after the initial request for authorization was presented to the Board of Directors at the April 2002 meeting.

8. The Administration is requesting authorization to reallocate funding from a previously authorized contract Bay View Redcats and Fritsche /Humboldt Park ($140,000) to CESA1 and Fritsche ($140,000) and enter into a new contract with CESA1 and Fritsche ($140,000) for year two (June 2002-May 2003) of the 21st Century Community Learning Center Grant (#4).

9. Besides the core CLC programs and partnerships with CBOs and schools, the CLC grant proposals included the following support components: evaluation, organizational development, and technology support. The Board awarded contracts to the following agencies (April 2002) to provide these supports:

- *Cayen and Associates, LLC,* provided technology support to CLC sites, including data collection and analysis, hardware and software troubleshooting, and the upgrading and installation of new systems. (Contract: $100,000)
- *R.L. Consultants* provided technical assistance and support services to the CLC sites and administrative team. This included creating computer-generated tracking systems, monitoring contract compliances, developing e-mail databases, monitoring CLC cost expenditures, facilitating CLC meetings, and assisting the CLC director on special assignments. (Contract: $50,000)

Strategic Plan Compatibility Statement

10. 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, Administrative Policy, or Board Rule Statement

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

Fiscal Impact Statement

12. The 21st Century Community Learning Center grants awarded to the district from the U.S. Department of Education will fund the contracts.

a. The total cost of the third year of the three-year CLC Grant #3 (2000-2003) contracts is $1,676,000 and will be funded out of budget Code 3-14-4-555-XXX-312-110000

b, The total cost of the second year of the three-year CLC Grant #4 (2001-2004) contracts is $1,762,000 and will be funded out of the budget code 3-13-4-545-XXX-312-110000.

Implementation and Assessment Plan

13. 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 with their monthly cost reports.

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

14. A copy of the Department of Education's Annual Performance Report will be available for the Board's review upon its completion.

15. In addition to the Annual Performance Report, the Action Learning Team 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's Recommendation

Your Committee recommends that the Board:

1. authorize the Administration to reallocate funding from a previously authorized contract South Community Organization and Hamilton HS ($140,000) to CESA1 and Humboldt Park ($122,000);
2. enter into a new contract for year three (June 2002-May 2003) of the 21st Century Community Learning Center Grant (#3) with the following agency:

Agency	Site	Amount
CESA 1	Humboldt Park	$122,000

3. authorize the Administration to reallocate funding from a previously authorized contract Bay View Redcats and Fritsche/Humboldt Park ($140,000) to CESA1 and Fritsche ($140,000); and
4. enter into a new contract for year two (June 2002-May 2003) of the 21st Century Community Learning Center Grant (#4) with the following agency:

Agency	Site	Amount
CESA 1	Fritsche	$140,000

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 9) Action to Enter Into a Sole-source Contract with Interactive Business Systems to Support Programming Needs in the Office of Educational Accountability

background

1. The reauthorized Elementary and Secondary Education Act, also known as the No Child Left Behind Act (NCLB), contains provisions requiring state and local districts to annually produce a report card on student achievement.

2. States and districts must report two-year trend information, by grade tested, on absolute achievement (percent proficient/advanced) in reading/language arts and mathematics of their students, disaggregated by gender, ethnicity, migrant status, disability status, socioeconomic status, and English proficiency status. The percent of students tested must also be reported. In addition, districts must report disaggregated outcomes on graduation rates at the high school level and at least one other indicator at the middle and elementary level.

3. In the annual report cards, states and districts are required to compare results for each disaggregated subgroup to the established targets and to report which schools have been designated "in need of improvement."

4. In addition to the new federal requirements regarding annual report cards, the Milwaukee Board of School Directors adopted new policy relative to accountability (Administrative Policy 2.16) that requires the district to annually report value-added measures of student achievement as well as school climate measures for each school.

Administration's Analysis

5. The shift in federal policy toward high stakes accountability for performance increases the need to ensure that processes used to collect and report data are highly reliable. Currently, report card data is

maintained in a variety of separate systems, some of which are desktop-based. Documentation of processes used to create data sets is lacking, making it difficult to verify or reproduce any given result.

6. The Administration intends to pursue a unified approach to data collection and reporting, employing standard information-technology-project-management practices, so that a flexible, re-usable foundation of data can be created. This will ensure consistency and integrity of data between multiple delivery mechanisms — for example, data shown in a data warehouse query would match that displayed in the annual Report Card because they both acquire their data from the same source.

7. Interactive Business Systems (IBS) has a proven track record of providing programming support within both the Office of Research and Assessment and the Department of Technology. IBS, working with staff from ORA and Technology as well as with the MPA partners, developed the data system to support the MPA Family, Class, and School Reports. Their experience with reporting MPS student performance data in this way uniquely qualifies IBS as a sole-source vendor for the creation of a data foundation necessary for the annual Report Card.

Strategic Plan Compatibility Statement

8. The recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement and Goal 3, Family Satisfaction. This recommendation further supports the district's strategic initiatives in the areas of Student Achievement, Leadership Development, and Technology.

Statute, Administrative Policy, or Board Rule Statement

9. The Administration's recommendation is consistent with NCLB requirements relative to Local Educational Agency Report Cards, Title I, Sec. 1111(h)(2)(b).

Fiscal Impact Statement

10. The cost of the programming support necessary to create a unitary data-collection-and-reporting system for student achievement and other academic outcomes will be $275,000. Funds are available in the Office of Assessment and Accountability's budget, code 1-14-4-120-566-311-262000.

Implementation and Assessment

11. In the fall of each year, as required by district policy and by NCLB, the district will produce a Report Card.

Committee's Recommendation

Your Committee recommends that the Board approve entering into a sole-source contract with Interactive Business Systems in an amount not to exceed $275,000 to provide programming support necessary for the district's Report Card.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

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 Johnson moved to accept the reports of the Independent Hearing Panel of October 30 and November 1, 4, 5, 7, 11, and 13, 2002.

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

Ayes — Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

* * * * *

RESOLUTIONS

Resolution 0203R-033

by Director Johnson

WHEREAS, The Milwaukee Public Schools was established as the public school district for the City of Milwaukee in 1846; and

WHEREAS, The Milwaukee Public Schools has a rich and proud history as a leader and innovator in public education in the United States (e.g., having instituted the first kindergarten in the country); and

WHEREAS, The Milwaukee Public Schools can lay claim to many people who have made their marks in areas ranging from science (e.g., James Lovell) to entertainment (e.g., Gene Wilder, Al Jarreau) to history and politics (e.g., Rufus King, General Douglas MacArthur, Golda Meir, Senator Herb Kohl); and

WHEREAS, History is inherent and essential to education, as it is to the concept of community; and

WHEREAS, The Milwaukee Public Schools prides itself on being a primary force not only of education, but also of community in Milwaukee; and

WHEREAS, Due to considerations of time, money, and space, pieces of the history of the Milwaukee Public Schools (documents, pictures, etc.) are being lost every day; and

WHEREAS, The Milwaukee Public Schools does not have a mechanism in place to preserve artifacts of its history that yet survive; and

WHEREAS, In many respects, Mr. Neal Schowalter has served as *de facto* historian and conservator of the Milwaukee Public Schools; and

WHEREAS, Mr. Neal Schowalter has spoken and corresponded with many other people, both inside and outside of the Milwaukee Public Schools, who are willing to offer their voluntary efforts in helping to save its past; and

WHEREAS, The Milwaukee County Historical Society has generously and eagerly offered to Mr. Schowalter its expertise in helping these interested volunteers develop a plan for managing, preserving, exhibiting, and interpreting records and artifacts pertinent to the history of the Milwaukee Public Schools; and

WHEREAS, Many of those who have expressed interest in this project have also expressed a need to know, before they commit their time, money, and resources, that the Milwaukee Public Schools itself is willing to support their efforts; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors support and endorse the concept of preserving the history and heritage of the Milwaukee Public Schools; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors give its support and endorsement to Mr. Neal Schowalter in his efforts to organize a group of volunteers to explore the development of the Milwaukee Public Schools Historical Society as a not-for-profit entity, distinct from the Milwaukee Public Schools, whose purpose will be the preservation and promulgation of the history of the Milwaukee Public Schools; and be it

FURTHER RESOLVED, That this endorsement does not commit the Milwaukee Public Schools, or the Milwaukee Board of School Directors, to fund or otherwise financially support the development or functions of the Society, but merely acknowledges the Board's support of the concept; and be it

FURTHER RESOLVED, That the Board invite Mr. Neal Schowalter and his group of volunteers to present the results of their investigations and planning efforts in January 2003.

Referred to the Committee on Innovation/School Reform.

Resolution 0203R-034

by President Spence

WHEREAS, Detailed and long-term record keeping is a necessary and major task in the functioning of any public education system; and

WHEREAS, For legal reasons, many records and documents must be kept on file for specific minimums of time, some being required to be kept forever; and

WHEREAS, The storage, maintenance, and retrieval of paper records is a time-consuming, expensive, and cumbersome process; and

WHEREAS, Paper records take up enormous amounts of space, which is always at a premium, and are vulnerable to damage from any number of sources, including light, heat, humidity, insects, the acids in the paper itself, and constant handling; and

WHEREAS, Modern technology — such as digitization and photographic reduction (microfiche) — allows for greater ease, efficiency, speed, and security in storage, maintenance, retrieval, and distribution of documents; now, therefore, be it

RESOLVED, That the Board direct the Administration and the Office of Board Governance to work together to determine the records-management needs of the district and to develop the best technological solutions for managing those needs.

Referred to the Committee on Strategic Planning and Budget.

Resolution 0203R-035

by Directors Hardin and Gardner

WHEREAS, One of Milwaukee Public Schools' goals is to provide diversity in educational environments to ensure family satisfaction, as measured by their choices in the education marketplace; and

WHEREAS, One type of instruction recognized and practiced by Milwaukee Public Schools is Montessori instruction; and

WHEREAS, Montessori instruction allows the children to build on the natural human tendencies toward exploration, hard work, creativity and communication to create a learning environment which feeds the evolving passions of the children; and

WHEREAS, The Association Montessori Internationale (AMI) was founded in 1929 and still today monitors and supervises the training of Montessori teachers to maintain the highest standards for the education of children; and

WHEREAS, Montessori "guides" (teachers) undergo extensive training for certification and recognition by the AMI; and

WHEREAS, AMI teacher certification is recognized and available in many countries, including the United States; and

WHEREAS, Like teachers who receive certification in more traditional methods of education, Montessori-certified teachers must have obtained a bachelor's degree; and

WHEREAS, In addition to a bachelor's degree, traditional Montessori training requires a full year of graduate work for instruction in birth to three years, three to six years, and six to twelve years, plus an additional year of graduate work in an academic area to teach Montessori middle and high school; and

WHEREAS, Milwaukee Public Schools currently recognizes only the Department of Public Instruction licensure as certification for teaching, compensation, and benefit calculation purposes, now therefore be it

RESOLVED, That the Milwaukee Public Schools recognize AMI-certified Montessori teaching experience for the purpose of calculating years of teaching experience, for salary placement purposes; and be it

FURTHER RESOLVED, That, effective immediately upon The Board's approval and retroactive to January of fiscal year 2003, Milwaukee Public Schools recognize Montessori teachers accordingly and all Milwaukee Public Schools teachers with AMI certification as certificated staff; and be it

FURTHER RESOLVED, That the Administration be instructed to either enter into bargaining efforts or develop an MOU with the MTEA regarding this resolution for implementation in the 2003 –2004 school year.

Referred to the Committee on Finance/Personnel.

Resolution 0203R-036

by Director Morales

Whereas, Many Wisconsin students learning English have recently been classified as LEP (Levels 1-5) using the new DPI proficiency levels that have resulted from changes in state and federal educational policy; and

Whereas, Many of these LEP students are now required to take state- and federally mandated assessments in English before achieving proficiency in English; therefore, be it

Resolved, That no MPS student who has been classified as LEP using the new DPI proficiency levels shall be retained in grade level, denied admission to any MPS school or program, or denied graduation on the sole basis of state- or federally mandated assessments.

Referred to the Committee on Innovation/School Reform.

The Board adjourned at 7:16 PM

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 26, 2002

Special meeting of the Board of School Directors called to order by President Spence at 6:50 PM.

Present — Directors Blewett, Dannecker, Gardner, Johnson, Morales, O'Neil, and President Spence — 7.
Absent and excused — Directors Hardin and Horton — 2.

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

November 22, 2002

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 p.m., on Tuesday, November 26, 2oo2, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving hearing and taking action on an instrumentality charter school petition from the Professional Learning Institute.

LYNNE A. SOBCZAK
Board Clerk

The MPS Charter School Review Panel and the Superintendent's Charter School Review Team presented the following report:

Action on a Charter School Petition from The Professional Learning Institute

Background

On October 31, 2002, The Professional Learning Institute submitted a petition to become an MPS instrumentality charter school for the 2003-2004 school year. On Friday, November 15, 2002, 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 Professional Learning Institute's petition.

Analysis

1. Following the demonstration, both panel and team members decided to recommend the concept of the Professional Learning Institute's petition to become an MPS instrumentality charter school. Both panel and team members believe that the Professional Learning Institute's petition has the necessary components to establish a successful charter school. Some of the factors contributing to the endorsement are that the Professional Learning Institute:

   A. has a dedicated staff willing to take ownership for the Professional Learning Institute's school concept;
   B. has a small class size and personal environment that is very attractive to a number of Milwaukee parents and high-school-age students;
   C. offers a project-based learning model, with students participating in internship community experiences;
   D. encourages students to develop leadership and problem-solving skills through service-learning activities;
   E. has begun to develop 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 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, with the concurrence of the Superintendent's Charter School Review Team, recommends that the concept of the petition be approved at this time; however, clarification or modifications must be made in the following areas:

A. the development of a balanced budget that reflects the program requirements as outlined in the petition;

B. the identification of a suitable facility; and

C. assurance that the liability and insurance coverage is in place for the internship aspect of the program.

Strategic Plan Compatibility Statement

3 The recommendation is compatible with and supports the MPS Strategic Plan, Goal 2, Student Success in further education and employment, and Goal 3, Family Satisfaction as measured by their choices in the education marketplace.

Statute, Administrative, or Board Rule Statement

4. The recommendation is consistent with Wisconsin Statutes, §118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, FY 2004 budget will allocate funds to MPS instrumentality charters in the same manner as other non-contracted MPS schools.

Recommendations

The MPS Charter School Review Panel, with the concurrence of the Superintendent's Charter School Review Team, recommends that:

1. the concept of the Professional Learning Institute's petition be approved at this time, with the following contingencies to be met prior to contract negotiation:
   a. the school will develop a balanced budget that reflects the program requirements as outlined in the petition;
   b. the Administration will work with the school to locate a suitable facility; and
   c. the Office of Insurance and Risk Management will work with the school to ensure that the liability and insurance coverage is in place for the internship aspect of the program; and
2. the Board 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 Professional Learning Institute in anticipation of the establishment of an MPS instrumentality charter school for the 2003-2004 school year.

Director Dannecker moved that the Board resolve itself into a Committee of the Whole for the purpose of giving hearing on an instrumentality charter school petition from the Professional Learning Institute.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Johnson, Morales, O'Neil, and President Spence — 7.

Noes — None.

The Board resolved itself into a Committee of the Whole at 6:53 PM.

The Board rose from the Committee of the Whole at 7:33 PM.

Director Johnson, who chaired the Committee of the Whole, reported that the Committee had given hearing on an instrumentality charter school petition from the Professional Learning Institute.

Director Dannecker moved that the Board approve the instrumentality charter petition for the Professional Learning Institute with the additional contingency that the Board approve the location and facilities no later than the March 2003 Board meeting.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Johnson, Morales, O'Neil, and President Spence — 7.
Noes — None.

The Board adjourned at 7:38 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 14, 2002

Special meeting of the Board of School Directors called to order by President Spence at 9:13 AM.

Present — Directors Blewett (10:43 AM), Gardner, Horton, Johnson, Morales, O'Neil (9:16 AM), and President Spence — 7.
Absent and excused — Directors Dannecker and Hardin — 2.

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

December 12, 2002

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, the Milwaukee Board of School Directors will conduct a worksession from 8:30 a.m. to 12:00 noon on Saturday, December 14, 2002, in the Superintendent's Conference Room in Room 235 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 Morales moved that the Board retire to executive session for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units specified above.

The motion prevailed, the vote being as follows:

Ayes — Directors Gardner, Horton, Johnson, Morales, and President Spence — 5.
Noes — None.

The Board retired to executive session at 9:14 AM.

The Board recessed from 10:52 AM to 11:06 AM.

The Board adjourned from executive session at 1:45 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 16, 2002

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

Present — Directors Blewett (6:41 PM), Dannecker, Gardner, Hardin, Horton, Johnson (6:44 PM), 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:

December 12, 2002

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of School Directors Peter Blewett, Charlene Hardin, Jennifer Morales, and Lawrence O'Neil, a special Board meeting has been scheduled in the Auditorium of the Central Services building, 5225 W. Vliet Street, Milwaukee, WI, on Monday, December 16, 2002, at 6:30 PM, for the following purposes:

1. to receive information from the Administration regarding the development of a management plan for Potter's Forest;
2. to seek public input regarding the development of this management plan; and
3. to give hearing to the public's concerns regarding Potter's Forest.

LYNNE A. SOBCZAK
Board Clerk

Following a presentation by the Administration, the Board gave public hearing on the development of a management plan for and the public's concerns regarding Potter's Forest.

Director Gardner was excused at 6:45 PM.

The Board recessed from 8:05 to 8:20 PM.

The Board adjourned at 9:15 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 19, 2002

Regular meeting of the Board of School Directors called to order by President Spence at 6:44 PM.

Present — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

President Spence requested that a moment of silence be observed for the deaths of two MPS students in the preceding month:

- Nicholas Martinez, a first-grader at Greenfield Elementary, who was killed in an automobile accident on December 14, and
- Anthony Starszak, a third-grade student at Morgandale Elementary, who died from complications of strep on December 12, 2002.

AWARDS AND COMMENDATIONS

Excellence in Education Award

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, parent, or community member for a display of excellence, achievement, and innovation that may serve as an example to our school district and the entire Milwaukee community.

This month, the Milwaukee Board of School Directors presents the Excellence in Education Award to two recipients:

Arthur Mayberry, *In Memoriam*

On December 1, 2002, the children of the City of Milwaukee lost a devoted friend and advocate with the passing of Mr. Arthur Mayberry. In his capacity as a counselor recruiter in Marquette University's Educational Opportunity Program, he worked diligently to expand the opportunities and futures of minority students through his enrollment efforts at the University.

Mr. Mayberry also provided encouragement and leadership to the students of the Milwaukee Public Schools during his years as the golf coach at North Division High School.

The Milwaukee Public Schools extends its deepest and most sincere condolences and gratitude to the family and friends of Mr. Arthur Mayberry.

Carol Stein, Learning Coordinator, Barton Elementary School

Carol Stein has dedicated 22 years of her life to the profession of teaching, ten of those having been within the Milwaukee Public Schools. She is currently serving as the learning coordinator at Barton Elementary School. Some of the areas in which she has excelled are in bringing people to consensus to best serve the academic interests of all students, in working with the staff at Barton to significantly increase standardized test scores in the area of mathematics, in building an active and effective volunteer program at Barton, in working tirelessly to bring additional resources to Barton, and in her commitment to educating the "whole" child by assessing and meeting the students' needs on an individual basis.

Mrs. Stein has played an integral role in building a collegial atmosphere among the teachers at Barton. Her open and positive attitude, as well as her consistent follow-through on suggestions by staff members, parents, students and community members, has earned the respect of all who have had the privilege of working with her. She has played a critical role in working with the teachers to significantly increase standardized test scores in the area of mathematics during the last two years. The teachers at Barton have united under Mrs. Stein's leadership to ensure that the literacy initiative does not exclude mathematics. This approach to literacy is consistent with Mrs. Stein's belief that a good teacher is concerned with every aspect

of a child's education and that it is important to get to know each child on an individual basis in order to best meet his/her emotional and academic needs.

A large part of the academic success of the Barton students is linked to the successful volunteer program that Mrs. Stein has worked so hard to build. She is credited with building many cultural bridges within the Milwaukee community by first reaching out to the Milwaukee Jewish Council to request volunteers to work with students during the regular school day. Because of the program's positive reputation and because Mrs. Stein empowers the volunteers to truly make a difference in the lives of the students they tutor, word of mouth continues to bring many more volunteers from a variety of backgrounds, organizations, and congregations to Barton.

During her years in the field of education, Mrs. Stein has been tireless in securing additional resources to improve the educational experience for all of her students. The resources Mrs. Stein has been successful in garnering include donations of money, equipment, and supplies from local businesses, as well as substantial grants, including a $200,000 Teach Wisconsin Grant that allowed Barton to upgrade an entire computer lab with G3 computers. These additional resources have allowed the Barton staff to provide students with exposure to a variety of experiences that have the long-term potential to help build their futures.

The most important reason that Mrs. Stein is being recognized as an exemplary educator is that she puts the needs of children above all else and truly believes that all children can learn when given the appropriate support to build self-image and to set both long- and short-term goals. She gets to know all of the children and their backgrounds and often contacts their parents to reinforce their daily accomplishments. Mrs. Stein goes above and beyond to meet the academic, emotional, and safety needs of all students at Barton and has been effective in facilitating individual student growth.

The Milwaukee Board of School Directors and the entire school community recognize Carol Stein 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 Director Jeff Spence.

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Special Commendation

In addition, this month, the Milwaukee Board of School Directors is pleased to recognize the Making the Grade team with a special commendation.

Making the Grade (MTG) has had a very positive impact on the Milwaukee community in many ways. The groundbreaking 30-minute television show — produced by, for, and about teens — has covered a lot of territory. The show has proven to be a real voice for our students, giving teens an outlet to talk about what matters to them and providing valuable discussion and information. The show enables our teens to sparkle and shine — something we don't often see on Milwaukee television.

Under the guidance of executive producer, host, and MPS Director of Communications and Public Affairs Don Hoffman, teens have gained valuable and real-life experience in the television world. Milwaukee Public Schools' teens can be seen interviewing musical artists, covering Presidents, running cameras, writing and coming up with story ideas, and tackling the audio board. Students have read books as part of the MTG book club, reviewed movies, and provided the voices for loveable cartoon characters.

The television show has also teamed up with some large establishments in the city, including Barnes and Noble, Milwaukee Teachers Education Association, Milwaukee Public Library, Marcus Theatres, Cardinal Stritch University, McDonald's, Children's Hospital, KISS FM, Time Warner Cable, The Pettit National Ice Center, and Subway.

All of these efforts have not gone unnoticed. MTG is already the recipient of a Milwaukee Press Club Honorable Mention and an Aurora Gold award. Now MTG has added another prestigious award to that list — MTG has received three Emmy nominations from the Chicago/Midwest chapter of the National Academy of Television Arts and Sciences. Due to the efforts of the student team, Art Director Erik West, and the rest of the staff, MTG brought home a gold statuette in the videography category. This show, which reaches as many as 60,000 viewers each weekend on the WB/UPN, has truly become a powerhouse in Milwaukee television and has made a difference in the lives of many students and their families.

The following students are being recognized for their work with the MTG television program:

Interns

Nakia Gillispie-Bonner, Riverside High School
Breunka Jamerson, Milwaukee School of Entrepreneurship
Raymond McCurty-Smith, Milwaukee High School of the Arts
Chloe Smith, Riverside High School

Studio Crew

Mary Allen, Milwaukee High School of the Arts
RaKenya Downs, Riverside High School
Katie Keete, Riverside High School
Adam Santiago, Milwaukee High School of the Arts
Lyndsey Wurch, Riverside High School

Streeters:

Alicia Clausel, Rufus King High School
Nyssa Greatorex-Voith, Milwaukee High School of the Arts
John Swan, Milwaukee High School of the Arts
Jamie Sandoval, Riverside High School
Quentin Williams, Milwaukee High School of the Arts

Cover 2 Cover

Paul Feyertag, Marquette University High School
Dan Higgs, Wauwatosa West High School
Amari Renee Cole Jones, Roosevelt Middle School
DeAndre Taylor, Rufus King High School
Va Yang, Rufus King High School

Reel Critics

Destiny Chambers, Milwaukee High School of the Arts
Jake Daniels, Bay View High School

The following individuals are also being recognized for sharing their professional expertise in working hand-in-hand with students in the production of MTG:

Reporters/Producers/Interns

Ivory Black	Marion Caunter	Neph Estrada
Bruno Giglio	Becka McPherson	Carolina Pfister
Marcus Smith	Mick Trevey	Andy Vergolina
Bekki Yang		

Production Staff

Don Hoffman, Executive Producer and Host
Erik West, Art Director
Kimberly Schwandt, Senior Producer
Shannon Luckey, Special Projects Producer
Steven Radmer, Production Assistant
Cynthia Mellendorf, Communications Coordinator
Jeff Thomas, Photojournalist
Brendan Lawrence, Videographer
Bryan Pauls, Associate Producer
Molly Quirk, Graphic Designer
Michael Nagel, Website
Alan Ingram, Production

Other Awards and Commendations

Students

Ignacio Contreras, a fifth-grade student at Vieau Elementary School, has been chosen as the winner of the Milwaukee Brewer's Baseball Club annual holiday card contest. His artwork will grace the cover of

this year's holiday greeting card, which will be distributed by the Milwaukee Brewers. In addition, Ignacio received prizes and Brewers' paraphernalia.

Students from Honey Creek Elementary School recently staged their all-school winter holiday program, "December in Our Town," in which students showcased their talents. Performances offered students a unique learning experience about holiday traditions of many cultures. Students also conducted a food drive during this holiday event.

John Marshall International Baccalaureate High School students collected and donated money to help feed the homeless for the Thanksgiving holiday. Five English classes made donations to feed at least 100 people at the Milwaukee Rescue Mission.

Schools

Congress Extended Year-Round School was recently named the winner of the 2002 Milwaukee Idea Award presented by the University of Wisconsin-Milwaukee Alumni Association and its Emeritus Board of Trustees. This award recognizes achievement in sustained community-university partnership efforts, creative approaches to partnership building, and contributions to the vitality of the community. The Congress-UWM partnership brings UWM School of Education students to the school for field experiences, student teaching, and other on-site learning opportunities.

The Academy of Accelerated Learning celebrated the Hmong New Year on December 10. The celebration honored the Hmong culture while building self-esteem and cultural awareness in both Hmong and non-Hmong students. More than 200 students participated in an original play entitled, "From There to Here and Beyond: A History of the Hmong Coming to America."

Staff

Dr. Rosana Mateo-Benishek, principal at Riverside University High School, has been named woman of the year by the United Migrant Opportunity Services. She was honored for her contribution to the community and for being the fist Latina to become a principal of a Milwaukee public high school.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of November 21 and November 26, 2002, were approved as printed.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

- Committee on Innovation/School Reform, Item 1, a resolution regarding the development of an MPS historical society;
- Committee on Finance/Personnel, Item 9, a lease agreement for the NSI partnership project with Holy Redeemer; and
- Committee on Legislation, Rules and Policies, Item 2, the district's legislative agenda for the upcoming state budget process.

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

Ayes — Directors Blewett, Dannecker, Gardner, 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 Resolution 0203R-033 By Director Johnson Regarding the Development of an MPS Historical Society

Background

At its meeting on November 21, 2002, the Board referred the following resolution by Director Johnson to the Committee on Innovation/School Reform:

WHEREAS, The Milwaukee Public Schools was established as the public school district for the City of Milwaukee in 1846; and

WHEREAS, The Milwaukee Public Schools has a rich and proud history as a leader and innovator in public education in the United States (e.g., having instituted the first kindergarten in the country); and

WHEREAS, The Milwaukee Public Schools can lay claim to many people who have made their marks in areas ranging from science (e.g., James Lovell) to entertainment (e.g., Gene Wilder, Al Jarreau) to history and politics (e.g., Rufus King, General Douglas MacArthur, Golda Meir, Senator Herb Kohl); and

WHEREAS, History is inherent and essential to education, as it is to the concept of community; and

WHEREAS, The Milwaukee Public Schools prides itself on being a primary force not only of education, but also of community in Milwaukee; and

WHEREAS, Due to considerations of time, money, and space, pieces of the history of the Milwaukee Public Schools (documents, pictures, etc.) are being lost every day; and

WHEREAS, The Milwaukee Public Schools does not have a mechanism in place to preserve artifacts of its history that yet survive; and

WHEREAS, In many respects, Mr. Neal Schowalter has served as *de facto* historian and conservator of the Milwaukee Public Schools; and

WHEREAS, Mr. Neal Schowalter has spoken and corresponded with many other people, both inside and outside of the Milwaukee Public Schools, who are willing to offer their voluntary efforts in helping to save its past; and

WHEREAS, The Milwaukee County Historical Society has generously and eagerly offered to Mr. Schowalter its expertise in helping these interested volunteers develop a plan for managing, preserving, exhibiting, and interpreting records and artifacts pertinent to the history of the Milwaukee Public Schools; and

WHEREAS, Many of those who have expressed interest in this project have also expressed a need to know, before they commit their time, money, and resources, that the Milwaukee Public Schools itself is willing to support their efforts; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors support and endorse the concept of preserving the history and heritage of the Milwaukee Public Schools; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors give its support and endorsement to Mr. Neal Schowalter in his efforts to organize a group of volunteers to explore the development of the Milwaukee Public Schools Historical Society as a not-for-profit entity, distinct from the Milwaukee Public Schools, whose purpose will be the preservation and promulgation of the history of the Milwaukee Public Schools; and be it

FURTHER RESOLVED, That this endorsement does not commit the Milwaukee Public Schools, or the Milwaukee Board of School Directors, to fund or otherwise financially support the development or functions of the Society, but merely acknowledges the Board's support of the concept; and be it

FURTHER RESOLVED, That the Board invite Mr. Neal Schowalter and his group of volunteers to present the results of their investigations and planning efforts in January 2003.

Administration's Analysis

1. Although the Milwaukee Public Schools (MPS) has a long and proud history as one of this country's leading public school districts, MPS has made no real concerted effort to preserve and celebrate that history. As schools and other MPS facilities try to make space for their current needs, they often must consign the relics of their past to the hostile environment of musty basements or to oblivion in dumpsters or incinerators. In this way, many historical documents and artifacts have already been irretrievably lost. Those that are preserved are often forgotten, hidden away in old filing cabinets and crumbling cardboard boxes and left to the ravages of age, humidity, and insects.

2. Alumni or retired employees of MPS, or their heirs, periodically offer to donate mementos of their association with MPS (e.g., old class pictures, lesson plans, textbooks) to the district or one of its individual schools. Often these valuable resources must be refused because of lack of space or even of an appreciation of their value. However, when alumni or former employees of the district seek information regarding the history of the schools they attended or in which they worked, more often than not they are told that such information is not available or they are referred from one department to another in search of someone who might know where that information is buried.

3. Mr. Neal Schowalter, a retired employee of MPS who currently serves as a consultant for its Title I program, has long served as an unofficial, *de facto* archivist/historian for MPS. Not only has he, through his many years of service to MPS, been able to acquire personal knowledge of many of the people and events that have helped to shape the district, but Mr. Schowalter has also endeavored to rescue as many artifacts of its history as possible from the incinerators, dumpsters, and damp, musty basements to which they had been consigned. But neither Mr. Schowalter nor the others in the district who share his deep appreciation for the past possess the expertise or resources to properly store, conserve, catalogue, interpret, or make these items available to the general public to which they truly belong. Moreover, on their own, individuals such as Mr. Schowalter cannot hope to save but a minuscule portion of what is left of the tangible evidence of the district's history.

4. In his discussions and correspondence with the many persons who are interested in combining their resources and efforts to save MPS's history, Mr. Schowalter has found that one of their primary concerns is that such an enterprise cannot succeed without the explicit encouragement and endorsement of MPS itself. Therefore, Mr. Schowalter, as a private citizen, has asked that the Board support and endorse the concept of a society to collect, preserve, and promulgate the history of the Milwaukee Public Schools. This endorsement, however, would not apply to the establishment of a specific organization; rather, it is intended merely to show that the district leadership understands and acknowledges the importance of preserving the district's history. It would commit the Board and the district to nothing further than allowing Mr. Schowalter and his associates to report back to the Board in January regarding the results of their preliminary attempts to organize a society for the preservation of the district's past.

Strategic Plan Compatibility Statement

5. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement.

Statute, Administrative Policy, or Board Rule Statement

6. No change in policy is needed.

Fiscal Impact Statement

7. Approval of this item does not authorize expenditures.

Implementation and Assessment Plan

8. If the Board adopts the resolution, Mr. Schowalter and the people whom he has recruited so far will hold a public meeting to which they will invite all interested parties, the purposes of which may include all or part of the following:

a. gauging the interest within the community for such a project;

b. establishing a committee to begin laying the groundwork for such a society, including procedures to elect a board of directors, to develop bylaws, and to investigate the legal requirements for the establishment of such a not-for-profit, volunteer society;
c. beginning the development of a list of potential funding sources; and
d. initiating the development of strategies for acquiring, storing, cataloguing, researching, and preserving artifacts and documents.

9. At the meeting, a committee will be appointed to formulate a report, to be delivered to the Board in January, of these first few preliminary steps.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution and allow Mr. Schowalter to deliver his presentation in January.

Director Morales moved to adopt the Committee's recommendation, with the addition of the cataloging of artwork.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

(Item 2) Action on Resolution 0203R-028 by Director Johnson to Expand the Current Edison K-8 Program to Include Grades 9 Through 12

Background

At its meeting of September 26, 2002, the Board referred the following resolution by Director Johnson to the Committee on Innovation/School Reform:

WHEREAS, The Neighborhood Schools Initiative has been in effect for over two years, since the Fall of 2000; and
WHEREAS, The approved Neighborhood Schools Plan called for Edison Middle School to be converted from an attendance-area middle school to a three-section attendance-area K-8 school, with a capacity of approximately 815 seats, 572 of which were to be used for kindergarten through the fifth grade, and the remainder to be used for grades six through eight; and
WHEREAS, The demand for the elementary-level seats at the Edison K-8 school has been much 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 Edison K-8 program to include grades 9 through 12.

Administration's Analysis

1. At its meeting of August 24, 2000, the Board adopted the plan for the Neighborhood Schools Initiative (NSI). The plan was subsequently adopted by the State Legislature's Joint Finance Committee on September 26, 2000.

2. Contained in the plan were the following recommendations relative to Edison Middle School:

…Convert Edison Middle School from an attendance area middle school to a three-section attendance area K-8 school serving an identified portion of the Carleton attendance area, having a capacity of approximately 815 seats, of which 572 seats would be for Grades K-5 and the remainder for Grades 6-8; [and]

…to compensate for the 531 attendance area seats lost in the recommended conversion, offer the recommended new middle school seats at the McNair/Silver Spring (243 seats), Thurston Woods (162 seats), and Thirty-fifth Street (243 seats) Schools….

3. At its meeting of November 28, 2000, the Board 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 Edison and the reassignment of its former middle school attendance area were included in the approved changes.

4. The Office of Neighborhood Schools and the Division of Facilities and Maintenance Services have been diligently moving forward to implement the recommendations related to Edison in the NSI plan. Additions to Thurston Woods and McNair have progressed through the contract documents phase. Bids are currently being solicited for both projects. Construction has been scheduled to permit completion of both additions by September 2003. The addition to Thirty-fifth Street School is in the design phase, with construction scheduled to permit completion by September 2004. Finally, all of the attendance-area changes have been made in accordance with Board action of November 28, 2000, and the appropriate databases have been changed.

5. With respect to Edison, a contract for architectural services in the amount of $58,000 was awarded to Uihlein Wilson Architects by the Board at its meeting of February 28, 2002. Planning and design activities with the principal, staff, and school advisory committee have progressed to the 95% contract document stage. Completion of the contract documents and bidding have been suspended pending the determination of a program direction by the Office of Neighborhood Schools. Prior to the suspension of the project, the Division of Facilities and Maintenance Services had issued two contracts totaling $14,725 for asbestos-abatement activities associated with the project. These abatement activities were subsequently completed during the 2002 summer recess.

6. The suspension of design activities resulted from a request from the principal at Edison to the Office of Neighborhood Schools to remain a middle school and not implement the K-8 program. This request resulted from the poor response received during the FY03 student assignment process, in which only 17 responses were received for seats in Grades K4, K5, and Grade 1. As a result of the poor response, the Office of Neighborhood Schools has postponed the completion date for the project to September 2004.

7. The school has also indicated a desire to look at alternative grade structures such as Grades 6-12, as well as new program options. At the present time, the Administration is working with the school to examine all of these options and to determine the program needs and costs, implications of any change on the NSI, and any facility modifications required. Should the school decide to pursue any of these options, a detailed program proposal including program, modifications required, and estimated costs will be brought to the Board for its approval. Any such proposal will include a fiscal analysis and impact on the NSI plan and its financing.

8. The Administration has reviewed the resolution. Since its intent is to give the school options to pursue a variety of program or grade structures within a K-12 organization, it would appear that the current technical assistance which the Administration is providing to the school implements its intent. As such, the Administration would recommend placing the resolution on file and continue its efforts to support the planning at the school.

Strategic Plan Compatibility Statement

9. The recommendation, which is consistent with the practice of fiscal responsibility and making informed decisions about the allocation of district resources, also supports the goal of family satisfaction as measured by their choices in the educational marketplace.

Statute, Administrative Policy, or Board Rule Statement

10. The recommendation is consistent with Administrative Procedure 5.01(1), Facilities Planning, regarding involvement of community and staff in capital projects.

Fiscal Impact Statement

11. There is no immediate fiscal impact to the resolution, since only planning activities will continue. A full fiscal analysis, including the impact upon the overall financing of the Neighborhood Schools Initiative plan, will be brought to the Board with any program proposal.

Implementation and Assessment Plan

12. The Administration, which will continue to work with the principal, staff, and community to determine if a different program or grade organization direction is desired, will bring any proposal forward to the Board for its review and approval. Design activities on the recommendation contained in the NSI plan will remain suspended until a definite program direction has been determined.

Committee's Recommendation

Your Committee recommends that the Administration:

1. continue to work with the Edison principal, staff, and community to determine if a different program or grade organization is desired, with any proposal to be brought forward to the Board for its review and approval; and
2. report back to the Committee no later than the March 2003 regular Board meeting.

Adopted with the roll call vote on the balance of the Committees' 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 2001-2002 school year (provided under separate cover). School-by-school reports are presented along with a district overview.

2. New 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 (to be selected by the state) 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. Although the 2001-2002 Report Card is not yet fully compliant with new ESEA requirements, the attainment results are reported and disaggregated to a greater extent than in prior years. To align with the new requirements, the previously used system with "tiers" of measures is no longer used. To the extent practicable, results are reported in terms of all students enrolled and for all schools serving MPS students.

4. This year's Report Card presents, for the first time, value-added analyses of student achievement information to complement the attainment results required under ESEA. These measures level the playing field between schools serving diverse populations of students and help to improve our understanding of schools' achievement gains over time.

5. Administrators (school-based and Central Services) will utilize information in the 2001-2002 Report Card to inform instructional planning and program evaluation and to define future research needs.

* * * * *

COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Report on Technology Maintenance Contracts; and Acceptance of Donations

Award of Contracts

Elevator Replacement

Bay View High School

Prime Contractor
Saeflite Elevator Company, Inc.
8450 North 107th Street
Milwaukee, WI 53224

Sole Bidder, Base Bid of.....$84,586.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	6	0	1	Corporation	2

Funds have been committed for this project from Facilities and Maintenance account code 2-40-4-980-012-327-255000 (W.O. 2-511945).

Roof Replacement

Lee School

Prime Contractor
S & R Contracting, LLC
3850 North Holton Street
Milwaukee, WI 53209

Low Bidder, Base Bid of.....$130,109.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	77% DBE	8	3	1	Corporation	1

Funds have been committed for this project from Facilities and Maintenance account code 1-14-4-243-244-327-255000 (W.O. 2-546449).

Construction Contracts

Total construction contract dollars awarded.....$214,695.00
Total dollars HUB participation.....$100,183.93
% of DBE participation.....46.66
% of MBE participation.....0.00
% of WBE participation.....0.00
% of M/WBE participation.....0.00
% Minority employees within company.....23.03
% Women employees within company.....14.58

Authorization to Make Purchases

RFP-363 Authorization to Enter into a Contract with Parlant Technology, Inc., to provide an Interactive Voice Response (IVR) System to Support Student Attendance

The Administration is requesting authorization to enter into an agreement with Parlant Technology, Inc., to provide an IVR system to notify parents of student absences beginning within two hours of the start of the school day. The purchase price, including software, hardware, and implementation support, is not to exceed

$290,485. The maintenance contract after the first year will be $33,495 annually (15% of the cost of the software purchased). Annual telephone costs to support implementation are estimated to be $95,000.

Members of the review team used a worksheet to record a numerical score for each bid proposal received. Follow-up interviews were conducted with vendors of the top two proposals.

Company	Total Points
Parlant Technology, Inc. (Parent Link)	361
Reliance Communication (School Messenger)	327
SynreVoice (School Connects)	311
Strategem (Center Post)	228

Account Code: 1-10-4-814-518-312-266000

HUB-certified Prime?	Prime Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	17	1	1	10%	11%	$32,200	Technology	Hardware & Training

SS-780 Authorization to Extend a Contract with Friends of Housing Corporation (FHC) to Provide Assistance to the Neighborhood Schools Initiative and to Advise MPS Staff Regarding Various Communit-y and Legislative-relations Issues.

Recommend extension of the FHC contract to provide the services necessary to support implementation of the Neighborhood Schools Initiative and to advise MPS staff on various community- and legislative-relations issues. The contract extension will be on a time-and-materials basis in an amount not to exceed $10,000. The extension brings the total FY03 authorization for this service to $59,000. This contract extension is being brought to the Board in compliance with Administrative Policy 3.09, which requires the Board's approval of contracts in excess of $50,000.

Budget Code: FYO3: $10,000 1-10-4-860-536-311-255000

HUB-certified Prime?	Prime Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
Na	NA	NA	NA	NA	NA	0	NA	NA

Informational Item

SS-736 Computer Items (Bradley Technical High School)

In order to ensure delivery for the opening of the new Bradley Tech High School, the Administration has authorized the following purchases. The items, which were ordered under bid waivers defined in the current Administrative Policy 3.09 or previously approved Board items, do not require the Board's approval. Competitive bids were obtained where practical, including competition from various dealers holding State of Wisconsin contracts. The projects were reviewed and approved by the TAC (Technology Advisory Committee) over a series of months as the specifications were developed and requisitions submitted.

Order Totals

Amount	Vendor	Description
$56,127.00	Inacom	Software upgrades: MS Office XP
$11,675.06	Software One	Software for Graphic Arts
$67,802.06	*FY03 1-10-4-603-014-541-255310*	
$99,220.00	Apple Computer	121 iMac computers
$106,718.00	Apple Computer	32 Power Mac G4 computers 7 Power Book computers, 1 Apple file server
$15,668.81	Inacom	H-P printers, scanners, plotters etc. for Graphic Arts
$3,388.40	Z Tech	Additional computer memory for existing Gateway computers
$3,367.00	CDW-G	130 computer keyboards and mice
$4,915.18	Insight Corp.	1 Axonix Super CD-DVD
$775.91	Veritas	Software for file server
$2,945.00	(H) Vanguard Computers	Media readers, camera & film

Amount	Vendor	Description
$355,645.00	Dell Computer*	533 Dell computers
$592,643.30	*FY03 1-40-4-875-600-551-255000 QZAB*	
$660,445.36	Grand Total of Project for Computer Items	

*Note: The Dell project was issued as bid #SS-721. Quotes were received from nine firms holding various state contracts. The school selected the low alternate bid from Dell. Dell participation falls under RFP-356's 30% HUB participation agreement.

HUB-certified Prime?	Prime Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	N/A	4%+	$2,945+	Computer Hardware & Software	Media readers, camera & film

Report of Revenues and Expenses and the Expenditure Control Report

The Expenditure Control Report for October 2002 is attached to the minutes of your Committee's meeting. The reports for November will be presented at the January 2003 meeting .of the Committee.

A. Statement of Revenues as of October 31, 2002:

	Adopted Budget	Approved Transfers[1]	Revised Budget	Cur. Month. Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$859,452,301	$39,537,088	$898,989,389	$610,842	$97,542,773	$801,446,616	11%
Categorically Aided	152,835,139	29,926,656	182,761,795	8,614.749	14,761,924	167,999,871	8%
School Nutrition	27,350,000	11,819	27,361,819	1,394,609	1,994,583	25,367,236	7%
Construction	23,520,829	21,931,101	45,451,930	2,500	6,684,211	38,767,719	15%
Extension	11,804,455	246,615	12,051,070	206,142	827,569	11,223,501	7%
Total All Funds	$1,074,962,724	$91,653,279	$1,166,616,003	$10,828,842	$121,811,060	$1,044,804,943	10%

B. Statement of Expenditures as of October 31, 2002:

	Adopted Budget	Approved Transfers[1]	Revised Budget	Cur. Month. Expenditures	Year-to-Date Exp.&Encumb.	Unexpended Balance	Percent Expended
School Operations	$849,452,301	$39,537,088	$898,989,389	$70,919,408	$332,592,059	$566,397,330	37%
Categorically Aided	152,835,139	29,926,656	182,761,795	16,990,351	58,210,891	124,550,904	32%
School Nutrition	27,350,000	11,819	27,361,819	3,023,855	6,889,605	20,472,214	25%
Construction	23,520,829	21,931,101	45,451,930	2,515,787	40,678,383	4,773,547	89%
Extension	11,804,455	246,615	12,051,070	2,201,922	5,861,500	6,189,570	49%
Total All Funds	$1,074,962,724	$91,653,279	$1,166,616,003	$95,651,312	$444,232,438	$722,383,565	38%

[1]Represents Board-approved transfers during Fiscal Year 2003 and appropriations for purchases encumbered in Fiscal Year 2002.

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 4.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Report on Technology Maintenance Contracts

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.

The total cost of the maintenance agreements for FY03 is $1,791,845. Some of the agreements do not require the Board's approval per Administrative Policy 3.09, but the Administration is bringing those to the Board as informational items.

Department of Technology FY03 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	$3,860.00
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-Muliterm	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: Legacy Software	Mainframe	$9,000.00
Tuxedo	Payroll: Legacy Software	Mainframe	$2,500.00
Crystal	Payroll: Legacy Software	Mainframe	$2,500.00
Xerox	Printer Software Maint.	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 Aray	$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	$610,772.00
AAL	eSIS		$100,000.00
UWM Information Technology		Prometheus server	$18,500.00
Blackboard	Promethues On-line		$25,000.00
Iron Mountain Data Storage	District Data Storage(off-site)		$800.00
DB Artisian 5.1	Oracle DB Support		$800.00
Total			$1,791,845.00

Budget Code: 1-10-4-814-518-324-254400

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Carleton	Belinda Ross	$100	K4 Field Trip/Bus
Fairview	Northwestern Mutual Foundation	$500	General School Use

School	Donor	Amount	Gift or Purpose
Fernwood	Journal Broadcast Group-Milwaukee Radio Operations	$500	Monetary/Jewell Osco — "Hey Mom" winner
Fernwood	Pick'N Save	$169	Monetary/Pick'N Save — "We Care" Program donation
Fernwood	Pick'N Save	$179	Monetary/Pick'N Save — "We Care" Program donation
Hi-Mount	IBM	$2,149	3 Young Explorers Computers — To be used in Early Childhood classrooms
Kosciuszko	American Legion Ladies Auxiliary Unit 18	$1,238	Supplement RIF
LaFollette	Youth Foundation, Inc.	$2,000	Memory upgrades on 28 (Blue) Mac G3 computers and 25 PowerMac 5200s.
Meir	Badger Meter and Pamela Stokke-Ceci	$500	School Opportunities Fund
Tippecanoe	Copper Kitchen	$15	Monetary gift towards new playground equipment
Tippecanoe	Innovatia Ltd.	$100	Monetary gift towards new playground equipment
Tippecanoe	Timothy Schultz	$750	Monetary gift towards new playground equipment
Vincent	Dana Corp.	$2,000	Funds for Automotive Technology Program
Wisconsin Ave.	Education & Support Fund	$500	Support for "Vote for Children" program

Committee's Recommendation

Your Committee recommends that the Board:

1. award the contracts as listed;
2. Authorize the purchases as listed;
3. Accept the Report of Revenues and Expenses; and
4. 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 Committees' reports.

* * * * *

(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; Report on Deletion of Names from the List of Appointed Administrators and Teachers; and Affirmative Action Reports

Classified Personnel Transactions

Name	Position	Assignment	Salary	Date
Appointments				
Shirley Graves	School Secretary I	Emerson	$18,968.22	11-18-02
Susan Haim	School Nurse	Special Services	$41,000.00	01-06-03
Jackie Jones	School Secretary I	Goodrich	$18,415.78	11-11-02
James Love	Technology Support Analyst I	School Technology Support	$32,475.30	11-11-02
Margaret Nessmann	Secretary 3	Board Governance	$31,590.90	11-25-02
Ruth Zadel	School Secretary I	Maple Tree	$18,968.22	11-25-02
Promotions				
John Beard	School Engineer I	Building Operations	$34,197.28	11-25-02
David Drobnik	School Engineer II	Palmer	$37,150.88	11-25-02
Carol Erickson Will	School Bookkeeper	Custer	$34,160.62	01-06-03
Steven Lengyel	Groundskeeper	Building Operations	$34,626.54	11-25-02
Ann Mireles	School Kitchen Manager I	Browning	$19,947.62	11-01-02
Perry Nelson	School Engineer III	Lincoln Middle	$43,513.08	11-11-02
Carle Thompson	School Kitchen Manager I	Dr. King	$19,862.73	11-01-02
Brian Vila	School Engineer II	Green Bay	$37,150.88	12-09-02
Sandra Vukoje	School Secretary II	Kosciuszko Middle School	$30,976.38	11-11-02

Name	Position	Assignment	Salary	Date
Theresa Williams	School Kitchen Manager I	Hopkins	$19,285.48	11-01-02
Ronald Young	Boiler Attendant Trainee	Marshall	$25,815.40	11-25-02
Changes in Status				
Keren Gonzalez	School Secretary I	Alcott	$24,787.33	12-09-02
Augustine Hamilton	School Secretary I	Edison	$18,968.22	08-26-02
Mary Harris	Handicapped Children's Assistant	Milw School of Languages	$14,609.70	11-13-02
Maria Rodriguez	School Secretary I	Allen-Field	$23,911.57	11-11-02

Certificated Appointments

Teachers, Schedule 01

Code	Yrs Exp Credit	Name	Assignment	Division	Salary	Date
r	1	Juliana A. Awe	Elementary Education	B	$28,611	09/02/02
nr	0	Stephanie E. Bay	Upper Elementary/German	B	$27,948	02/03/03
r	0	Camille T. Bell	English/Social Studies	B	$27,948	11/07/02
r	0	Veronica E. Ibarra	Bilingual Elementary Education	B	$27,948	02/03/04
nr	0	Noel R. Niemi	Social Studies	B	$27,948	11/11/02
r	0	Joseph M. Shokatz	Social Studies	B	$27,948	11/06/02
r	0	Jason R. Wolfe	Science	B	$27,948	11/18/02

School Social Workers, Schedule 02

Yrs Exp Credit	Name	Salary	Date
0	Glorie A. Salas	$39,382	01/06/03

Codes

nr Non-Resident who must become a resident
r Resident who must remain a resident

Reappointment of Probationary Personnel

Teachers and Teacher Librarians

Completing One Semester)

Aaron, Richard B.
Ablutz, Christine 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.
Aranda, Awilda
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.
Bauman, Sana J.
Baumgardt, Amy R.
Bearss, Daniel V.
Beck, Melloney L.
Bedtka, Darcie M.
Beekman, Demetri A.
Beermann, Rindee J.
Beermann, Sandra R.
Behling, Sarah L.
Behringer, Lacy A.
Bell, Jada C.
Bellin, William G.
Bell-McGhee, Mary E.
Belott, Cheryl D.
Benedict, Tammi L.
Berge, Tricia L.
Bergholz, Amy L.
Bishop, Sandra R.
Bivins, Gwendolynn L.
Blade, Nikoll C.
Blaser, Cynthia A.
Blatt, Bennett A.
Bleskey, Teresa L.
Blitz, Leysa
Bloch, Steven J.
Blondet, Alfredo
Blunt, Antoinette
Boeck, Sara
Boeing, Robert A.
Boemmel, Jennifer M.
Borszich, Heather L.
Bowman, Jason S.
Boyle, Amy B.
Boyle, Janet L.
Brantley, Amy L.
Briceno II, Bert A.
Brieske, Jessica A.
Brimmer, Melanie M.
Brooks, Jennifer L.
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, Sarah K.
Carpenter, Shirley F.
Carter, Brian M.
Cassidy, Bridget M.
Cha, Kasana
Chang, Hong J.
Chapple, Marcia R.
Cheplowitz, Chana
Childs, Deon L.
Christensen, Jennie V.
Christensen, Stephan R.
Christians, Jose F.
Cobb, Tracy D.
Colby, Jacqueline D.
Collins, Chad S.
Collins, Jane M.
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.
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.
Felsing, Jennifer A.
Fisher, Darren H.
Fix, Paul L.
Foreman, Lisa S.
Foro, Elizabeth C.
Fowler, Alison B.
Fowler, Mary G.
Fox-Pinter, Elizabeth A.
Frank, Heather 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.
Gavros, Lisa M.
Gee, Antoine
Gentz, Sarah M.
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.
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, Kelly M.
Haderer, Rita A.
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.
Haynor, Jennifer T.
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.
Hikade, James A.
Hilbelink, Lori S.
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, Koren, J.
Jackson, Paula V.
Jackson-Burnett, Loreve A.
Jacobsen, Carol S.
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, Larina L.
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.
Kaur, Amrit P.
Keehan, Mark G.
Kelsey-Brown, Monica D.
Kern, Amy L.
Kettner, Melinda M.
Khalid, Nzinga Akili Enam
Kiekhofer, Sally
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.
Levenstein, Alain
Levy, Tamira S.
Lewis, Lynn
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.
Lueptow, Stephen R.
Lunz, Ruth
Luthi, Sara J.
Maas, Clare V.
MacEachern, Steven M.
Madlock, John F.
Magner, Jill M.
Maierhafer, Douglas W.
Maisonet, Shane L.
Malm, Sharon M.
Malone, Angelena
Malzer, Colleen R.
Mandel, Jennifer B.
Manders, Julie A.
Manns, Regina R.
Mareno, Carrie A.
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, Barbara J.
Miller, Christa M.
Miller, Donna J.
Miller, Melissa A.
Moll, Barbara L.
Molnar, Christopher J.
Monato, Elizabeth H.
Mooney, Melissa
Moreau, Leah M.
Morrell, Nola E.
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.

Neuharth, Shanna T.
Neumann, Joan M.
Newcomb, Jonathan E.
Nichols, Robert W.
Noe, Robert B.
Nolan, Ronda K.
Nowak, James R.
Nusbaum, Robert J.
O'Brien, William J.
O'Clary, Michael P.
O'Connell, Carolyn J.
O'Connor, Shanna M.
O'Gara, Stephanie A.
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.
Palkowski, Donna M.
Palmer, Zerda Q.
Palzewicz, Kenneth W.
Papp, Mary J.
Parent, Catherine M.
Paris, Elise N.
Parks, Monique P.
Parrales, Ernestina
Patterson, Tara L.
Pavlopoulos, Michelle K.
Peavy, Gale
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
Quiros, Miguel A.
Raasch, Kathleen A.
Ramirez, Amelia
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.
Revels, Tracy S.
Riley, Faye P.
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
Sayavong, Vongdeuane
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
Schneider, Paul E.
Schnuck, Jennifer L.
Schofield, Kevin
Schroeder, Casey A.
Schuelke, Timothy R.
Schuenemann, Theodore F.
Schultz, David R.
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.
Snorek, Katina T.
Sobek, Kelly M.
Solorzano, Marty M.
Sommer, Kellie L.
Sosa, David A.
Soto, Margaret E.
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.
Thao, MaySoua

Theel, Clifford S.
Thiel, Emily L.
Thimmesch, Katherine A.
Thomas, Ashley B.
Thomas, John M.
Thomas, Kerry L.
Thomas, Nicole M.
Thompson, Amy D.
Thompson, Deborah D.
Thompson, Kathleen A.
Thorpe, David G.
Thorpe, William D.
Tice, Cindi 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, Myesha L.
Washington, Sharnissa A.
Washington, Thalia M.
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.
White-Harper, Sadiqua K.
Whitehurst, Ada
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
Xiong, Lia
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.

Completing Two 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.
Berner, Kimberly I.
Bigalke, Tracy B.
Blair, Gretchian R.
Boehm, William E.
Bonin, Craig J.
Bostrom, Laura M.
Brady, Kacy Jo
Briesemeister, William A.
Brlecic, Catherine A.
Brock, Mark D.
Cannizzo, Lisa
Carini, Giovanna A.
Carter, Teresa L.
Christiansen, Michael S.
Clausz, Sharon E.
Coleman, Gregory M.
Conner, Erik R.
Czelatdko, Katherine M.
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
Ferreri, Alexis A.
Finner, Ramon T.
Floryance, Laura L.
Garner, Deadra P.
Geiger, Sylvia B.
Gilbert, Michelle L.
Gleesing, Jeffrey R.
Gonzalez, Maria A.
Green, Barbara A.
Gustafson-Anderson, Pamela
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.
Lahr, Danielle M.
Leren, Kathleen A.
Lindee, Matthew J.
Logan, Kristi A.
Lorch, Cynthia L.
Lucio, Antonio
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.
Pogue, Valierie J.
Pollen, Susanne M.
Prather, Franklin H.
Putman, Christina D.
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
Stoffregen, Laura J.
Stone, William C.
Stout, Joshua
Suttle, Kelly A.
Thoennes, Deborah R.
Thomas, Tiffany A.
Trawitzki, Joseph M.
Vanfelt, Michael R.
Vang, May
Villwock, Debra L.
Waldron, Pamela J.
Wellinghoff, Sarah M.
Willett, Janet I.
Willingham, Rashelia M.
Ziech, Angela L.

Completing Three Semesters

Acevedo, Madelyn
Adams, Anita K.
Ahmed-Yahia, Ahmed
Alexander, 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
Arends, Dana E.
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
Barrows, Brienne
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.
Bly, Rodney L.
Bohlen, Amy C.
Bonnetti, Carmen
Bordas-Murphy, Yesenia C.
Borowski, Amy
Boysen, Michelle M.
Braatz, Dawn N.
Brady, Jamie L.
Braggs, Eboni
Brandenburg, Julie
Brezeczkowski, Lynn M.
Brock, Shannon
Brown, Aretina
Brown, Jesse
Brusky, Bonnie
Brzezinski, Jodi M.
Brzezinski, Sandra L.
Buchholz, Lucille L.
Busch, Tracey R.
Cain, Matthew L.
Calero, Yadira
Calsbeek, Benjamin
Campbell, Gentry
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.
Coe, Helen M.
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.
Dominguez, Armando
Dominicci, Clariza
Dorow, Sheri
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.
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
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
Kranick, Aimee R.
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
Meloy, Catherine A.
Meyer, Laura I.
Meyer, Melissa J.
Meyer, Michael G.
Meyer, Timothy A.
Mielcarz, Leslie J.
Miller, Rachelle
Miller-Foley, Sara T.
Minash, Dedee B.
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.
Oldham, Donna L.
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, 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.
Schwartz, Barry
Schwede, Abby J.
Scott, Brent R.
Scott, Freeman
Scott-Walker, Grace
Seidel, Alicia K.
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.
Smolen, Katherine A.
Smudde, Robert J.
Stangel, Heather A.
Stanke, Deborah
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.
Trimble, Nancy J.
Trzcinko, Timothy P.
Turckes, Denise A.
Turner, Michael
Turza, Roxanna
Urbaniak, Michelle
Vande Zande, Steven M.
Vandehey, Sharri L.
Vanderhoof, Maureen
Vang, Lauj-Matthew W.
Vargas, Julio
Vaught, Kenneth R.
Veloz, Luis E.
Vento, Michele K.
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, Dianne
Williams, Ronald F.
Williams-Ashley, Alia T.
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.
Zieche, Erin M.
Zimmerman, Dawn M.
Zitzke, Erica
Zocher, Joella L.

Completing Four Semesters

Abresch, Sheri L.
Amann, Kathryn H.
Benner, Cynthia J.
Biava, Karen L.
Brankov, Vojislav D.
Broadwater, Jean M.
Brown, Cheryl V.
Bruseth, Kenneth T.
Brzezinski, Brian M.
Calloway, Lynda A.
Cappleman, James A.
Carini, Marie I.

Christopher, Carl A.
Cochrane, Cathleen R.
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.
Jefferson, Diane
Jorgensen, Clare
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.
Loewenstein, Susan K.
Long, Anthony T.
Lowery, Gina M.
Lucarelli, Krista M.
Maxwell, Carrie R.
McKenzie, Dana M.
Metzner, Lynn M.
Miller, Reg M.
Morales, Ruben
Murphy, Katie A.
Pangallo, David A.
Peltonen, Jessica L.
Peters, Tiffany J.
Reith, Marie A.
Richardson, Edith V.
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.

Completing Five Semesters

Adams, Gregory B.
Adkins, Ansleun
Allen, Glen A.
Amadi, Leona N.
Anderson, Amy 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.
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.
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, Jennifer C.
Crawford, Lena M.
Currie, Blondell E.
Dalpaos, Margaret
Daniels, Audrey L.
Dawson, Kelley A.
DeKeyser, Betty J.
Doepke, Wendy E.
Donohue, Maura R.
Dougherty, Michelle K.
Downs, Verinique D.
Drobac, Nadine
Duhacek, Heather
Durski, Misty Ellen
Dzurak, Jon J.
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.
Froehlich, Joanne M.
Games, Emanuel R.
Garcia, Tina
Gaumond, Kia M.
Gebhardt, Sarah A.
Genske, Margaret A.
Gilson, Angela L.
Gladney, Lisa D.
Gleesing, Shawn D.
Goedel, Jean M.
Goodman, Robert E.
Graham, Ruth A.
Gran, Eric J.
Gray, Charles L.
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 Jr., Curley
Harris, Alandra J.
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.
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.
McKay, Carol A.
McKnight, Brian T.
McLaughlin, Jennifer M.
McMurtrey, William S.
Means, Antionette L.
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.
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
Sorley, Kim M.
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.
Yanez, Marisa A.
Yang, Mayker
Yang, Nada
Yang, Yeng
Young, Michelle A.
Zabor, Ben C.
Zahn, Richard A.
Zak, Angela C.
Zimmer, April A.
Zimmerman, Mark A.
Zurawski, Elizabeth

Completing Six Semesters

Anderson, Danielle L.
Andrews, Kathleen M.
Bell, Shawntell R.
Birdeau, Paula M.
Borenstein, Irene R.
Burzynski, Sarah
Camuy, Prudence M.
Cinto, Margaret M.
Cole, LaKendra D.
Feiter, Todd L.
Fulbright, Danielle
Gehweiler, Grant J.
Grass, Consuelo
Haar, Lisa M.
Hall, Lindsay J.
Hancock, Dorothy D.
Hedges, Janine L.
Hendricks, Amy L.
Higgins, Renee L.
Hughes, Michael H.
Ingram, Lynn M.
Jones, Inger F.
Jones, Rakia
Kertscher, Brenda K.
Kolb, Patricia L.
Kornilowicz, Krystyna
Kubiak, Mary G.
Lacking, Laytoya
Mackay, Mary
Maholias, Lynn M.
Menard, David A.
Mudlaff, Amy A.
Ocasio, Jacqueline
Perry, Lacee L.
Plaire, Tiffanie B.
Quesada, Mary E.
Reading, Barbara J.
Rico, Norma L.
Rodriguez, Elizabeth
Salvat-Montoto, Sabrina M.
Serafin, Robert L.
Sgarlata, Sarah
Sibinski, Caroline M.
Tesch, Ann M.
Thoummavong, Kongsone
Todd, Minnie A.
Vanetten, Kristin K.
VanStechleman, Jon
Verdin, Brian M.
Watkins, Nicole
Watson, Roy C.
Wojcinski, Jason M.
Wood, Dorothy
Wozniak, Thomas E.

Principals*Completing One Semester*

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

Completing Two 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

Completing Three Semesters

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

Completing Four 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

Completing Five Semesters

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

Carey A. Rehm

Completing Six Semesters

Florence Beauchamp Harris
Deborah A. Bell
Edith M. Bivens
Hughes B. George
William B. Johnson
Doris F. Kennedy
Hillary R. Mayes
Keith P. Posley
Darrell L. Williams

Assistant Principals

Completing One Semester

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
Barbara M. Logan
Shannon E. Murray
Tyrone E. Nichols
Taimi L. Parey
Jesse J. Rodriguez
Wendell J. Smith
Maurice E. Turner
Eugene T. Vlies
Donna F. Walker

Completing Two Semesters

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

Completing Three 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

Completing Four Semesters

Richard A. Cohn
Cynthia R. Eastern
Connie R. Govani
Keona S. Jones
Virginia R. McFadden
David N. Nevaranta
Victor C. Nwagbaraocha
Denise L. Pitchford
Latish C. Reed
Maxine M. Rutowski
Floyd E. Williams, Jr.

Completing Five Semesters

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

Completing Six Semesters

Pamela K. Bell
Mark A. Carter
Portia D. Ewing
Kathleen M. Giebel Puck
Joel J. Koeper
James E. Lindsey
Darlene D. Liston
Daniel D. Murray
Gregory Y. Ogunbowale
Vonnie Orr
Debra A. Ortiz
Jose C. Pequeno
Marie W. Newby-Randle
Dawn Rice
Sandra J. Schroeder

Support Staff

Completing One Semester

Cedric Banks
Ann M. Terrell
James Zych

Completing Two Semesters

Candace L. Apple
Brian M. Hoffer
Cassandra K. Lanier
Jamie M. Maltbey
Jodie M. Theis

Completing Three Semesters

Katie Seitz

Completing Four Semesters

Sherlyn Brown
Kristi M. Cooley
Andrew J. Engel

Laura C. Mooney

Completing Five Semesters

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

Completing Six Semesters

Randal J. Kohl

Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to January 31, 2003:		
Linda Kincaid	Steuben	November 16, 2002
Maternity Leave, to June 20, 2003:		
Kara Davis	Lee	March 4, 2003
Stephanie Hartl	Fritsche	November 25, 2002
Maternity Leave, to June 26, 2003:		
Rae McClain	Hi-Mount	February 18, 2003
Personal Leave, to June 20, 2003:		
Janeen Rogers	Clarke	November 25, 2002
Extension of Personal Leave, to June 20, 2003:		
Susan Scaffidi	Leave	February 3, 2003

Curtailment of Leave:

Darlyn Harmon.....Rescinded her personal leave of absence, which was granted from September 3, 2002, through June 20, 2003.

Lisa Jones .....Rescinded her sabbatical leave which was granted from September 3, 2002, through January 31, 2003.

Report on Resignations

Name	Position	Effective Date
Julie A. Brandenburg	Teacher	01/31/03
Sandra Clark	Teacher	11/07/02
Fred T. Dawson	Teacher	11/05/02
Carolyn Fiandt	Teacher	12/06/02
Molly A. Johnson	Teacher	12/20/02
Lyle E. Krueger	Teacher	06/20/03
Rozanne Schmidtlein	Teacher	11/07/02
Rubena M. Smith	Teacher	11/15/02
Carol R. Topinka	Supervisor	11/16/02
Harry R. Yamashita	Teacher	12/20/02

Report on the Deletion of Names from the List of Appointed Teachers

On October 17, 2002, 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:

Paul Banks Heidi Brandt Marise Decker Colleen Mandella

On December 3, 2002, a letter was sent to Faye Ellen Thom, informing her that, as she had been absent without leave for more that 45 days and had exhausted her leave rights, her name will be deleted from the list of appointed teachers.

On August 22, 2002, a 15-day conference letter was sent to Offie Hobbs, stating that he should respond within 15 days, or his name would be deleted from the list of appointed administrators. As of this date, no response has been received nor has he informed the Administration of his status.

Affirmative Action Report

The Affirmative Action Report for the month of November 2002 is attached to the minutes of your committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, teacher appointments, reappointment of probationary personnel, and leaves of absence as listed.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

				Salary		
Codes	Name	Position	Location	Sched	Range	Amount
2, r	Katrice Cotton	Principal	Audubon Middle School	III	14Z	$67,684.78
5, r	Dawn Rice	Principal	Carson Academy of Science	III	13Z	$73,756.58
2, r	Floyd Williams, Jr.	Principal	Garfield Avenue School	III	13Z	$59,313.01
2, r	Patricia Cifax	Principal	Twenty-first Street School	III	13Z	$59,032.02
2, r	Michelle Morris	Assistant Principal	Cass Street School	III	10Z	$53,480.33
5, r	Rebecca Kassulke	Assistant Principal	Gaenslen School	III	10Z	$58,941.01
2, r	Trila Pitchford	Assistant Principal	Siefert School	III	10Z	$47,027.00
5, r	Daniel Donder, Jr.	Director, Community Outreach	Office of Strategic Planning and	III	15A	$102,348.00
5, r	Deborah Wegner	Budget and Policy Specialist	Department of Finance	III	11A	$83,401.76
2, r	Juanita Lee	Compliance Officer — Charter Schools	Diversified Community Schools	III	10A	$69,280.08
5, r	Cynthia Barton	Special Education Supervisor	Department of Special Services	III	8C	$62,302.00
5, r	Elaine Drinan	Special Education Supervisor	Department of Special Services	III	8C	$62,302.00
5, r	Jon Dzurak	Special Education Supervisor	Department of Special Services	III	8C	$61,292.49
2, r	Julia Hill	Special Education Supervisor	Department of Special Services	III	8C	$59,400.00
5, r	Peggy Petersen	Special Education Supervisor	Department of Special Services	III	8C	$61,292.49
2, r	Selestine Skipper	Special Education Supervisor	Department of Special Services	III	8C	$59,408.25
5, r	Mary Spidell	Special Education Supervisor	Department of Special Services	III	8C	$51,605.89
4, r	Rosa Torres Balderas	Special Education Supervisor	Department of Special Services	III	8C	$59,000.00
5, r	Anne Wallschlaeger	Special Education Supervisor	Department of Special Services	III	8C	$62,302.00
5, r	Gloria Remm	Administrative Assistant I, Charter School	Audubon Middle School	III	1A	$37,729.86

2. Your Committee recommends that the following individual nominated by the Fritsche School Governance Council be promoted or appointed to the classification indicated, effective upon assignment following approval by the Board:

				Salary		
Codes	Name	Position	Location	Sched	Range	Amount
5,r	Robin Kitzrow	Principal	Fritsche Middle School	III	14Z	$80,582.86

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 Committees' reports.

* * * * *

(Item 4) Action on Resolution 0102R-042 by Director Dannecker to Require that at Least One Parent on Each School Governance Council be a Parent of a Student with Special Needs

Background

At its meeting on February 28, 2002, the Board referred the following resolution by Director Dannecker to the Committee on Innovation/School Reform:

WHEREAS, Administrative Policy 9.11 establishes school governance councils, the purpose of which is to provide a forum for parents, teachers, community members, students, and principals to work together in providing continued analysis and improvement of school policies, curriculum, educational plan goals, and general student well-being; and

WHEREAS, School governance councils are required to include at least 51% parent representation; and

WHEREAS, The minimum size of a school governance council is nine members, at least five of whom, therefore, must be parents; and

WHEREAS, Although students with special needs make up a significant portion of the MPS student population, there is no provision to ensure that parents of children with special needs are represented on school governance councils; and

WHEREAS, It is appropriate to include at least one parent of a student with special needs on each school governance council; now, therefore, be it

RESOLVED, That Administrative Policy 9.11 be amended to require that at least one of the parents on each school governance council be a parent of a student with special needs.

Administration's Analysis

1. Administrative Policy 9.11, School Governance Councils, specifies that the membership of a school governance council "shall include at least 51% parent representation" and that "[t]he number of Council participants shall equal one percent (1%) of the total student enrolment." The policy, however, does not dictate the composition of the parental representation (special education, African American, Hispanic, etc.).

2. IDEA recognizes parents as critical partners in the educational process. Membership on a school governance council would serve as a vehicle to ensure a decision-making partnership between the schools and parents of students with disabilities.

Strategic Plan Compatibility Statement

3. Strategic Goal 1, Student Achievement — To continuously improve the achievement of all students to meet high standards.

4. Strategic Goal 3, High Standards and Accountability — To institute high standards and accountability for the Board of School Directors, superintendent, Central Services staff, principals and school leadership, teachers, support staff and parents.

Statute, Administrative Policy, or Board Rule Statement

5. No change in policy.

Fiscal Impact Statement

6. No fiscal impact.

Implementation and Assessment Plan

7. The Administration will direct the Parent Center to implement parent-development opportunities that will address parental participation in the area of educational plan development and in school governance council participation.

8. For purposes of the review of all educational plans, a rubric will be developed that will include a component that addresses the membership and participation of parents of special education students in governance councils.

Committee's Recommendation

Your Committee recommends no changes in policy; however, it does recommend that schools be encouraged to ensure that they seek out the participation of the parents of special needs students in their governance councils. Your Committee also recommends that schools increase parental participation in school governance councils and that schools ensure that parental membership is reflective of the school's diversity.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 5) Action on a Request for an Easement at Sarah A. Scott Middle School to Permit Installation of a Telecommunications Vault by Ameritech

Administration's Analysis

1. During the past several months, the Administration has been discussing with Ameritech the latter's request to install a communications vault at the Sarah A. Scott Middle School, located at 1017 North 12th Street. This installation will require that a permanent easement be granted to Ameritech. A plan of the proposed easement is attached to the minutes of your Committee's meeting.

2. Discussions with Ameritech have centered on the location of the vault and the compensation to be paid for the easement. Review by the Division of Facilities and Maintenance Services has found the proposed location on the northeast corner of the site to be satisfactory; however, the proposed level of compensation was unacceptable. After considerable discussion, Ameritech has agreed to compensate the Board in the amount of $22,000 for the parcel. The Division of Facilities and Maintenance Services has reviewed the overall plan and recommends its approval.

3. The appropriate departments at the City of Milwaukee have reviewed the proposed location and easement, and they concur in the location. Approval of the easement by the Common Council is tentatively scheduled at its December 2002 meeting.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

5. The Board's approval is required to authorize the City of Milwaukee to execute the easement.

Fiscal Impact Statement

6. Proceeds from this easement will be deposited in accordance with Wisconsin State Statutes, §119.60(1), which requires funds from the sale of school property to be deposited into the Construction Fund to be applied on the purchase of real property for school purposes.

Implementation and Assessment Plan

7. Upon approval, the City's real estate agent will be instructed to execute the easement documents.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve permanent easement at Sarah A. Scott Middle School to permit installation of a communications vault by Ameritech, with funds to be received to be placed in the Construction Fund; and
2. authorize the City's real estate agent to take all appropriate action to execute the easement.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 6) Action on a Recommendation to Authorize the Administration to Enter into a Three-Year Banking-services Contract

Background

1. On January 31, 2003, the District's three-year banking-services contract with Wells Fargo will expire. On October 16, 2002, the Administration issued a Request for Proposal (RFP) for banking services for the three-year period beginning February 1, 2003, and ending January 31, 2006.

2 Disbursement accounts are used to pay MPS employees and vendors. Prior to issuing checks, MPS requests the City to transfer funds from the City's checking account to the District's master account. As checks are presented to the bank for payment, the bank transfers funds from the District's master account to the disbursement accounts.

3. Because only the amount of the checks presented for payment is transferred to the disbursement accounts, this process results in the disbursement accounts always having a zero balance. Funding for checks that have not been cashed remains in the District's master account and continues to earn interest.

4. The RFP requested that responding banks provide:
   a. information about their service fees associated with the District's master checking account and its two disbursement accounts — payroll and accounts payable;
   b. nnual cost estimates for the District's three accounts; and
   c. the interest rate whichh they would pay on outstanding balances.

5. Respondents were given the option of offering MPS a money market account or an overnight repurchase agreement. With an overnight repurchase agreement, the bank invests outstanding balances in government securities each night and returns the funds the following day.

Administration's Analysis

6. The Administration has received four responses to the banking services RFP. The respondents are Wells Fargo, Bank One, U.S. Bank, and M&I.

7. An evaluation team was established consisting of the assistant director of finance, the banking relations manager, the cash manager, and an auditor from the Internal Audit Services organization. A matrix was developed for the purpose of evaluating the responses. Each RFP response was graded on the following criteria: responsiveness, qualifications, experience, cost, financial strength, references, and HUB participation.

8. U.S. Bank was unanimously selected as the winning bidder. Although U.S. Bank's service fees were not the lowest, it offered the highest interest rate on outstanding balances. The higher interest rate

resulted in U.S. Bank's net cost being substantially lower than that of the other three responding banks. Accordingly, the Administration is recommending that U.S. Bank be awarded a three-year banking-services contract beginning February 1, 2003, and ending January 31, 2006.

Strategic Plan Compatibility Statement

9. The recommendation is consistent with the practice of fiscal responsibility and the making of informed decisions concerning the allocation of district resources.

Statute, Administrative Policy, or Board Rule Statement

10. The recommendation is consistent with Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

11. The annual banking-service fees for the District's master account and two disbursement accounts are expected to be approximately $58,000. Annual interest earnings on the District's outstanding balances are projected to be $161,000 at current interest rate levels.

Budget Code: 1-10-4-820-509-941-252000

Implementation and Assessment

12. The banking-services contract will take effect on February 1, 2003. Bank charges and interest earnings will be monitored monthly to ensure that actual amounts are consistent with amounts stated in the banking-services contract.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a three-year banking-services contract with U.S. Bank at a projected annual cost of $58,000 and projected annual interest earnings of $161,000.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 7) Action on a Transfer of Designated Funds for PLAN, the Project Loan Acquisition Network

Background

1. At the Committee on Finance/Personnel's meeting on April 16, 2002, the Division of Finance outlined the concept behind a new fiscal-management program known as the Project Loan Acquisition Network, or PLAN. As explained at the meeting in April, PLAN would create a centralized fund into which participating schools would voluntarily deposit a portion of their carryover balances for periods of one to three years. Schools would then 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 would then make repayment over the course of one to three years.

2. By using the PLAN management tool, the Division of Finance 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 low-interest loans for essential school projects, schools will be 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 will get a small return on their investment and will 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.

Update

3. At the conclusion of the April meeting of the Committee on Finance/Personnel, Committee members asked the Division of Finance to address a number of concerns about PLAN and to complete a survey of principals to determine the level of interest in the Project Loan Acquisition Network. Those concerns were addressed, the Division of Finance estimated the potential for $505,000 in the PLAN fund, and on October 29, 2002, the Milwaukee Board of School Directors approved the continued implementation of PLAN. Participating principals met again on November 15, 2002, and on November 25, 2002, at which time final commitments for the inaugural year of the PLAN fund were made. The total commitment for the central PLAN fund will be $760,000.

Administration's Analysis

4. 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 would be completed quickly and provide immediate benefit to students while schools pay off low-interest loans.

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.

6. The appointed loan committee will determine if loan requests fit pre-determined criteria and will 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.

Strategic Plan Compatibility Statement

7. The Project Loan Acquisition Network would be created to directly respond to the MPS Strategic Plan's goal to "maintain financial stability while decentralizing decision-making authority" (MPS Strategic Plan, 2000, p. 9).

Statute, Administrative Policy, or Board Rule Statement

8. According to Administrative Policy 3.04, Fund Transfer Authority, the Board's approval is needed for fund transfers exceeding $100,000 between departments, programs, schools, or special accounts.

Fiscal Impact Statement

9. 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 1-10-4-615-600-971-110000.

13. The total of funds to be transferred at this time equal $760,000.

Brown Street Academy	$75,000
Doerfler Elementary	$200,000
Hi — Mount	$220,000
Honey Creek	$90,000
Juneau High School	$50,000
McNair Academy	$75,000
New School	$50,000

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 the Board endorse the transfer of designated funds for PLAN, the Project Loan Acquisition Network. Approval, which will ensure that maximum educational opportunities are provided for all students so that they may reach their highest potential, is in keeping with the MPS Strategic Plan goal of maintaining financial stability while decentralizing decision-making authority.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 8) Action on a Request for Designate the Helen Bader School of Social Welfare, University of Wisconsin-Milwaukee, as the Community Partner with Westside Academy II and to Begin Negotiating a Partnership Agreement between the Helen Bader School of Social Welfare, University of Wisconsin-Milwaukee, and Westside Academy I

Administration's Analysis

1. At its meeting of August 24, 2000, the Board adopted the plan for the Neighborhood Schools Initiative (NSI). The Neighborhood Schools Plan identified Lisbon Avenue Neighborhood Development (LAND) as a community partner with Westside Academy II.

2. At its meeting of November 28, 2000, the Board authorized the Administration to continue efforts to acquire space to meet playground and parking needs as recommended by an existing task force and continue to cultivate the partnership between Westside Academy II and LAND to seek partnership funding and program support from other community organizations. The Board also authorized the Administration to continue negotiations with LAND.

3. The proposed partnership between Westside Academy II and LAND would have resulted in the construction of a 256-seat addition to Westside Academy II, providing approximately 175 new seats for neighborhood students in elementary grades and three new classrooms, 81 seats total, for neighborhood middle school students. The total cost of the project would have been approximately $7.7 million, with MPS's cost budgeted at $4.7 million and the partner's at $3 million.

4. On April 23, 2002, the Office of Neighborhood Schools received a letter from LAND formally withdrawing as a NSI partner with Westside Academy II after LAND's board of directors had determined that raising the necessary funds for the partnership would place an undue financial and operating burden on their organization. As a result of that decision, the Administration and the leadership staff at Westside Academy II started searching for an alternative partnership. This search led to discussions with three community-based organizations.

5. As a result of discussions with the Office of Neighborhood Schools, the Helen Bader School of Social Welfare, located at the University of Wisconsin–Milwaukee, has expressed an interest in having a presence in the near west-side area and in developing a partnership with Westside Academy II. The proposed partnership would include the following:

   a. class space for evening programs;
   b. outreach activities for the community;
   c. health services for the residents.

6. The Administration is requesting permission to designate Helen Bader School of Social Welfare, University of Wisconsin–Milwaukee, as the new community partner for Westside Academy II and to begin negotiations to create a partnership agreement between them.

Strategic Plan Compatibility Statement

7. The implementation of the Neighborhood Schools Plan is one of the strategic initiatives of the District.

Statute, Administrative Policy, or Board Rule Statement

8. The State Legislature, through 1999 Wisconsin Act 9, enacted the Neighborhood Schools Initiative. On August 24, 2000, the Board approved the Neighborhood School Plan.

Fiscal Impact Statement

9. The total funding for this project is estimated at $7,721,462. The funding sources are as follows:

NSI	$4,021,462
Facilities & Maintenance Capital Budget	
ADA Compliance — New Building	300,000
Air-conditioning — Old Building	400,000
Partner Contribution (estimate)	3,000,000

10. The Partnership Agreement between Helen Bader School of Social Welfare and Westside Academy II will be brought to the Board for approval.

Implementation and Assessment Plan

11. Upon approval by the Board, the Administration will begin developing a Partnership Agreement between Helen Bader School of Social Welfare, University of Wisconsin–Milwaukee, and Westside Academy II for the development of the new facilities at Westside Academy II.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to:

1. designate Helen Bader School of Social Welfare, University of Wisconsin–Milwaukee, as the community partner for Westside Academy II; and
2. begin negotiations to enter a partnership agreement with the Helen Bader School of Social Welfare, University of Wisconsin–Milwaukee, and Westside Academy II for the development of the new facilities at Westside Academy II.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 9) Action on a Request for Authorization to Enter into a Lease Agreement for the NSI Partnership Project with Holy Redeemer (HR)

Administration's Analysis

1. On August 24, 2000, the Board approved the Neighborhood Schools Plan (NSP) and the proposed partnership between HR Academy and 35th Street School.

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

> Thirty-fifth Street: "[will c]ontinue to develop the desired partnership with an identified faith-based congregation for the cooperative development and shared use of an existing warehouse facility located in the Thirty-fifth Street attendance area, which development will accommodate approximately 550 new seats for students in grades K-8" (page 195).

3. The Plan calls for a partnership for the development of a three-section track of grades 4-8 (420 seats) at the HR Academy facility located at 3500 West Mother Daniels Way, with MPS to lease the space from HR.

4. The Administration has completed its negotiations with HR Academy 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. initial term of 25 years at a rental rate of ten dollars annually, with five 10-year extensions at a fair market rate to be determined at the time of extension;
b. maintenance of the facility (other than educational maintenance of leased spaces) to be the responsibility of HR Academy, with a prorated share of agreed maintenance and operating expenses to be reimbursed to HR Academy on an annual basis. It is estimated that this amount could be in the range of $300,000 per year, which would be funded from the District's operating budget;
c. delineation of times of use by both parties for spaces within the building;
d. payment of $6,859,919 for construction and build-out of the space as prepaid rent for the initial 25-year lease term.

5. Construction and build-out of the space will be performed by HR Academy as a turnkey project.

6. The lease, which was drafted by counsel from 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, the City Attorney's Office, and 35th Street 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, Administrative Policy, or Board Rule 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. Funds for the Milwaukee Public Schools' portion of this project are $6,859,919. There currently is $5,744,293 allocated for this project in the $98.4 million bonding authority for the Neighborhood Schools Initiative. The difference between the project's cost and the allocated cost will come from the reallocation of funds from other NSI projects.

10. Total cost for the project, including the partner's share, is estimated to be $12,906,604. In addition, up to $300,000 per year for operating and maintenance expenses will be required in the MPS operations and capital budget.

Implementation and Assessment Plan

11. Upon approval by the Board, the appropriate lease document will be executed along with a disbursement agreement for the payment of funds. The project is expected to begin construction immediately, with occupancy scheduled over winter break in December 2003.

12. Upon the completion of the construction of the HR Academy building, the 35th Street School staff and student population will be relocated and will occupy the HR Academy building until the remodeling of 35th Street School is complete.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a lease agreement with HR Academy as detailed in the attachment and to disburse funds up to $6,859,919 for the Milwaukee Public Schools' portion of the project, with up to $300,000 to be budgeted annually for operations and capital maintenance.

Director Horton moved to adopt the Committee's recommendation with the addition of the following language: "The Administration shall report any approved supplemental plans and specifications beyond an additional cost of $150,000 to the Board, noticed for possible action."

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

(Item 10) Action on a Recommendation to Enter into a Sole-source Contract with Homeboyz Interactive, Inc., for Additional Technology Services

Administration's Analysis

1. The Administration is seeking authorization to extend a contract with Homeboyz Interactive, Inc., (HBI) to provide design, development, and technology consulting services for the Professional Support Portal (PSP). This will be combined with network, systems evaluation, and business analysis that will allow the PSP to become a web-based enterprise tool for managing the District's future intranet development. A description of the PSP and the evaluations and analysis follows.

Professional Support Portal

2. The technical and workplace foundations for the Professional Support Portal at MPS are currently in place. This first phase of the development was completed in a timely manner and within budget through a contract with Homeboyz Interactive that was approved by the MBSD in May 2002. Portal workplace foundations allow teachers at MPS to communicate, share, and connect with one another in a virtual environment that does not require them to be physically together or available at the same time. These foundations are delivered on technologies that already exist within MPS: Oracle, Oracle Portal, CMS, CDA, TappedIn, and Teachscape.

3. With the Portal workplace foundations in place, a 200-member Teacher's Focus Group will begin working with the portal and contributing to the ongoing development of the portions of the portal devoted to induction, retention, and professional development for teachers. Features supporting the Focus Group include:

- Personalization Engine: Allows users to customize their desktop workspaces
- Database Work: Allows users to access relevant data
- Design Templates within the Portal Structure: Allows customization
- MPS Portal Main Page: Creates a uniform look and feel on the main page
- Content area for Living and Learning in Milwaukee: Provides relevant and specific information to users, such as Milwaukee FAQ, Milwaukee housing help, university connections, off-hours interest
- Content area • New Teachers Guide: Provides information useful to new teachers
- Content areas for MPS Topics: Provides an area for current MPS topics
- Content and formats for teachers' Interactive Community: Provides a vehicle for communication among teachers
- Tools for Teachers: Provides such things as CDA, professional development, effective-practices resources, ESIS, TAPPEDIN, member directory

4. As planned and described in the May 2002 contract request, Tools for Teachers includes

- MPS's Curriculum Design Assistant (CDA)
- Teachscape
- TappedIn.

5. Collaboration between the MPS Department of Technology and Homeboyz Interactive has produced a fully scaleable, production-ready Internet curriculum planning and archiving tool that allows teachers to enter lessons, units, or projects into a central database. All of the Wisconsin DPI Academic Standards and Learning Expectations, as well as Milwaukee Public Schools' standards, expectations, and district goals, have been put into databases for easy access and inclusion into instructional plans. Alignment with assessment and state-required assessments are also included.

6. Teachscape offers teachers access to exemplary classroom practice management techniques, making teacher training and professional development opportunities available wherever teachers are able to access the worldwide web and whenever teachers are able to focus on training and professional development.

7. TappedIn supports a virtual community of teachers both within MPS and extending throughout the nation. TappedIn provides chat rooms, seminars, shared project opportunities, and subject-specific information for teachers.

Professional Support Portal Phase 2 (Virtual Office for Teachers)

8. Phase Two of the Professional Support Portal adds virtual-office capabilities for teachers. Virtual office provides a virtual desk for teachers to organize their work and to engage in professional development. In addition, public and private document management capabilities and a planning format are added to the Professional Support Portal in this phase of development.

9. Desk attributes include class lists and student information, up-to-the-minute instructional plans, grade books and report card notes, journal, and white board. Public and private information capabilities include portfolios, work samples, in-services, institution-of-higher-education credits, advisory files, and professional development plans and timelines. Planning capabilities include a calendar, address book, to-do lists, and note pads.

Professional Support Portal Phase 3 (Virtual Office for Principals)

10. Combined experiences of first- and second-phase portal development with teachers extend in Phase 3 to provide professional support, educational leadership, and school-management capacities for MPS principals. To support a pilot for approximately 25 principals, the principals' portal prototype is projected to provide budget views; an IFIS link; small and large contract management; student-attendance views; teacher-attendance views; links between attendance and disaggregated test data; on-line course listings (and on-line courses if possible) for license and certification updates and ongoing professional development; views of teachers' professional development plans, course enrollment, and performance data; success drivers, including longitudinal study information and qualitative measures; and file sharing.

11. An extended plan for using the portal as the key management tool for the District, looking forward to systems integration that streamlines, customizes, and makes visible business processes, performance data, and outcomes reports, will be included in the development of the principals' portal prototype.

Systems and Networks Evaluation

12. Coordinating the District's information systems and networks to integrate and be accessible through the Professional Support Portal requires functional evaluation of all existing technologies and an integration plan that can guide ongoing technology decisions to stay on course for the implementation of the intranet.

Business Analysis

13. Successful deployment of the Professional Support Portal requires thorough definition of workflows, data capture, data transfer, and reporting processes across the District. Business analysis defines these efforts to ensure ease of use in the Professional Support Portal and to define user guidelines to ensure quality user response as the portal and intranet are implemented.

14. The Administration is seeking authorization to extend the existing contract with Homeboyz Interactive, Inc., to provide design, development, and technology consulting services for the Professional Support Portal (PSP), combined with network and systems evaluation and business analysis that allows the PSP to become the web-based tool for managing the District's IntraNet. The contract extension will be based on time and materials at an additional cost not to exceed $599,000.

HUB Participation/Student Employment

15. HBI is a 501(c)(3) tax-exempt non-profit organization founded in 1996 and incorporated in 1999 to carry out a mission of reducing neighborhood gang violence and training young people for IT careers. Because of its status as a non-profit organization, Homeboyz Interactive does not qualify for certification as a HUB vendor.

16. HBI's organizational objectives are fourfold:

a. to create sustainable economic development that builds equitable, productive, and participatory environments that increase the economic power of violence-ridden and impoverished communities;

b, to foster respect for the dignity of every person;

c. to educate and mobilize an association of brother/sisterhoods comprising rehabilitated youth, offering job- and life-skills training to young inner-city residents, and providing rational, peaceful alternatives to violent life; and

d. to maintain a business that provides a training platform for students while generating a sustainable revenue stream to support the training programs.

17. To accomplish the objectives identified above, HBI operates a web-technology training program and consulting business that advances its mission through project- and apprenticeship-based learning, revenue generation, and business partnerships that improve learning opportunities for disadvantaged youth. HBI's educational program/business in the digital media industry addresses the increasing gap between technological "haves" and "have-nots" by enabling young people who would not otherwise gain access to sophisticated technology training to develop the awareness and skills that will help them succeed in high-technology work situations.

18. HBI's Center of Mission Excellence training program, which combines trainee recruitment, orientation, project-based curriculum, apprenticeship, and job-placement strategies with proven technical expertise in the areas of education technology development, is designed precisely to meet the needs of employers in today's IT labor markets.

19. As a result of the growing partnership between MPS and Homeboyz Interactive, HBI has increased efforts to work with students enrolled, or recently graduated, from MPS high schools. Of the 20 young people currently participating in the Homeboyz Interactive training and apprenticeship programs, six are MPS students. Seven other program participants are MPS graduates. Many other MPS students are signed up on the waiting list for the training program. 13 of the 20 current trainees are minority or female.

20. HBI training-program apprentices are involved in each and every project supported through the contracts with MPS. All trainees and apprentices are afforded the opportunity to engage in learning projects based upon development work supported by contracts with MPS.

Strategic Plan Compatibility Statement

21. The recommendation supports the MPS Strategic Plan Goal 1, student achievement, and Goal 2:, student success in further education and employment.

Statute, Administrative Policy, or Board Rule Statement

22. No administrative policy or board rule would require modification.

Fiscal Impact Statement

23. The total cost of the contract extension will not exceed $599,000 ($427,000 for Phases 2 and 3 of Professional Support Portal, $131,000 for Network and Systems Evaluation, and $41,000 for Business Analysis). The extension of the contract is predicated on the re-allocation of funds in the FY03 budget.

Budget Code: FY03: 1-10-4-814-518-312-266000 .....$599,000.

24. Additional expenditures are anticipated that will support future ongoing maintenance and upgrade expenses. In addition, it is anticipated that additional costs will be incurred in the development of the District's intranet. At this time, the actual amount is unknown.

Implementation and Assessment Plan

25. Focus groups and on-line surveys will be used to collect user-satisfaction data. Data monitoring the use of the CDA and the Professional Support Portal will be collected systematically and reviewed. User-satisfaction data will be collected and analyzed. Teacher-vacancy data will be analyzed via the teacher-focused portions of the Professional Support Portal. Leadership evaluations and school improvement performance against plans will be analyzed via the principal-focused portions of the Professional Support Portal.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to extend the existing contract with Homeboyz Interactive, Inc., to accommodate an additional cost not to exceed $599,000 to provide technology services as outlined above.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 11) Authorization to Enter into an Intergovernmental Agreement with the Milwaukee Public Library to Provide Technical Training for Teachers, MPS Students, and Community Members to Support the Use of Computers

Administration's Analysis

1. The Milwaukee Public Schools has been awarded a TEACH grant to develop technical-assistance training in the use of Milwaukee Public Library (MPL) computers and to recruit MPS high-school students to work as MPL computer service aides. MPS will use the TEACH grant to enter into an intergovernmental agreement with the Milwaukee Public Library to provide technical training for community members and teachers.

2. MPL has developed a series of technology-related training courses for teachers and community members. MPS teachers will receive training in courses taught by MPL instructors, and teachers will work with Milwaukee public librarians to develop various curriculum projects. Students who have completed the Cisco Network Academy program will be placed at the MPL to provide technical support for library computers.

3. The agreement with the MPL will also secure the services of a library public training coordinator, who will assist in the promotion of classes, coordinate registration, and evaluate the training activities. The term of the agreement will be from January 1, 2003, through December 31, 2003, at a total cost not to exceed $40,000.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

5. No administrative policy or board rule would require modification.

Fiscal Impact Statement

6. The total cost of the agreement is $40,000. Funds are available in account 1-14-4-273-695-312-110000.

Implementation and Assessment Plan

7. MPL will maintain and provide records in accordance with the guidelines contained in the TEACH Wisconsin Board agreement with MPS.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into an intergovernmental agreement with the Milwaukee Public Library to provide technical assistance in accordance with the grant approved by the TEACH Wisconsin Board, at a cost not to exceed $40,000.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 12) Action on a Recommendation to Authorize Sole-source Contracts for Safe and Drug Free Programs

Administration's Analysis

1. The federal funding that is received for Safe and Drug Free Schools has four principles of effectiveness that all school districts are required to meet as a condition for funding: The district must
   1) conduct a needs assessment;
   2) establish measurable objectives and performance measures;
   3) implement effective scientifically based programs; and
   4) provide for program evaluation.

2. In order to meet these requirements, MPS has developed a menu from which school staff and principals can select programs and services. These programs and services meet the requirement for scientifically based or evidence-based programming.

3. The programs that meet these criteria are available from only certain vendors, which require a sole-source contract.

4. Every MPS school did a needs assessment using MPS Youth Risk Behavior Survey (YRBS) data and other data sources. After doing the needs assessment for 2002, school staff selected programs for their schools from the available menu of programs and services.

5. The combined values of some of the service agreements requested by the schools trigger competitive procurement and sole-source requirements under Administrative Policy 3.09, as the providers of the programs are the only vendors of the specific services requested The Administration is therefore requesting authorization to enter into sole-source contracts with the following organizations:

Program	Organization	Cost
TRAILS™	IMPACT	$9,400.00
Zink the Zebra™	Zink the Zebra Foundation	$4,500.00
DARE™	DARE	$30,000.00
CHEC Programs	CHEC	$25,577.00
Game Plan	Project Reality	$25,000.00
Milwaukee Public Theater	Milwaukee Public Theater	$7,120.00
Peacelab & other programs	Milwaukee Repertory Theater	$20,380.00
Adventure Education	Project Adventure	$4,000.00
	Goal Consultants	$2,000.00
FAST	Next Door Foundation	$65,000.00
Crossing Out Tobacco	Strive Media	$10,000.00
Second Step	Second Step	$7,058.99
Steps to Respect	Steps to Respect	$38,039.00
Multi Media Production Themes	Motivational Productions	$5,000.00

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, Administrative Policy, or Board Rule Statement

7. The above programs are consistent with Administrative Policy 7.08, Teaching About Drugs, Alcohol and Tobacco, and Administrative Policy 7.09, Human Growth and Development.

Fiscal Impact Statement

8. MPS has received funding from DPI. Funds will come from the $1.3 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.

Implementation and Assessment Plan

9. A rubric has been developed to assess the implementation of each program. Each school will assess its programming in the spring of 2003 using the needs assessment done in the fall of 2002 as a comparison. The results will be submitted to the Office of Prevention/Wellness for compilation for the MPS report to DPI Prevention/Wellness Team. In addition, the YRBS will be administered in the spring of 2003. This data will be analyzed for trends in student risk behaviors. In addition, the FAST program does pre- and post-tests each year.

Committee's Recommendation

Your Committee recommends that the Board approve authorization to enter into contracts with the following organizations in the amounts listed in number 5 above:

IMPACT.....1-14-4-510-576-411-141730

Zink the Zebra Foundation.....1-14-4-510-576-411-141730

CHEC.....1-14-4-510-576-341-256770

DARE.....1-14-4-217-576-411-141730

Project Reality.....1-14-4-510-576-311-141730 and
1-14-4-510-576-411-141730

Milwaukee Public Theater 1-14-4-510-576-311-141730

Milwaukee Repertory Theater.....1-14-4-510-576-311-141730

Project Adventure.....1-14-4-510-576-311-141730 and
1-14-4-510-576-411-141730

Goal Consultants 1-14-4-510-576-311-141730

Next Door Foundation.....1-14-4-217-576-311-141730

Strive Media.....1-14-4-510-576-311-141730

Second Step.....1-14-4-510-576-411-141730

Steps to Respect 1-14-4-510-576-411-141730

Motivational Productions 1-14-4-510-576-311-141730

The budget codes will come from Projects 510 and 217, Federal and State Drug Free Schools grants. The contracts being requested represent a portion of the total funding.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 13) Action on a Request for Authorization to Enter into Contracts Related to the District's Outdoor and Theatre Marketing and Communications Activities

Administration's Analysis

1. During the 2001-2002 school year, the Milwaukee Board of School Directors expressed an interest in expanding the district's marketing and communications efforts. In response, the Administration initiated a number of district-wide promotional campaigns during that school year, particularly in the areas of school selection and teacher recruitment. Funding was included in the FY03 budget to continue to expand the district's marketing and communications campaigns aimed at promoting our students, staff, schools, and programs.

2. At its meeting on September 26, 2002, the Board authorized contracts for television and radio ads. The Administration is requesting authorization to enter into contracts for out-of home advertisements (billboards, bus cards, and movie theaters.) By bringing the MPS message to families in their homes, at

theaters, in their cars and on buses and streets, the District helps grow community awareness and support for its schools and programs.

3. The effective use of advertising is an important component of the district's marketing and communications activities planned for the 2002-2003 school year, which comprise several different elements. By layering different elements (TV, radio, outdoor) into a campaign, MPS boosts the number of times the message is delivered and improves the chance that the audience will understand — and act on — the information presented. The out-of-home components provide consistent, daily exposure throughout the entire school year, acting as a base for the other marketing tools (i.e., TV and radio).

4. A consistent advertising presence throughout the school year enables MPS to build a positive, community-enhancing image. Multiple campaigns address the various messages of each MPS program, while supporting the overall objective of bringing more children (and their parents) into the MPS family.

5. The District has solicited pricing for out-of–home advertisements from the major vendors in the metro-Milwaukee area. MPS has been successful in negotiating discounted advertising packages as well as significant merchandising at no additional cost. Merchandising can include such items as free commercial time, promotional partnerships, web site links, sports marketing opportunities, and more.

6. The summary below outlines the total actual value of the advertising schedules, including merchandising value, and the MPS planned expenditures for each vendor for the school year. The amounts are not-to-exceed figures — the actual campaigns may result in lower figures. The Administration is requesting authorization to enter into contracts with the firms listed below, at the not-to-exceed amounts indicated.

2002-2003 MPS Planned Out-of-Home Advertising Contracts				
Radio Station	Advertising Value	Merchandising Value	Total Value*	MPS Planned Expenditures
Clear Channel	$206,240	$137,493.72	$343,733.72	$84,400
Lamar Outdoor	$68,994	$45,996	$114,990	$35,300
Obie Media	$144,420	$96,280	$240,700	$47,500
National Cinema	$68,796	$45,860	$114,656	$53,701.50
Total Out-of-Home*			$814,079.72	$220,901.50

*This total amount calculated on independent figures provided by each corresponding station.

7. The Administration is requesting authorization to enter into contracts with the firms listed above for a total amount not to exceed $220,901.50. The Office of Communications and Public Affairs, as well as the budgets of various departments that have requested specific promotional campaigns, will fund the cost of the out-of home advertising campaigns. The entire list is provided in the fiscal note included in the attachments 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, Administrative Policy, or Board Rule Statement

9. Implementation of these contracts complies with statutes and administrative policies and board rules.

Fiscal Impact Statement

10. This item authorizes expenditures for media advertising projected at $220,901.50. The actual media purchases may vary, depending on the media campaign. The following departments, divisions, or programs will fund the campaigns at the amounts listed.

- $40,000 ..... GearUp 1-14-4-543-600-351-110800
- $40,000 ..... Summer School 1-10-4-721-600-411-110000
- $40,000 ..... Recreation 3-80-4-943-532-351-300000
- $40,000 ..... CLC 3-13-4-539-532-312-110000
- $60,901.50 ..... Public Affairs 1-10-4-755-537-398-263000
- $220,901.50 ..... Total

Implementation and Assessment Plan

11. Effectiveness Measures: Communication goals for out-of-home advertising (billboards, buscards, movie theaters) are expressed in terms of percent of population reached. Following industry-accepted standard guidelines for effectiveness, MPS's goal is to reach at least 80% of the students and their parents, at least five times each month. Statistics such as DMV traffic counts and theater attendance figures are used to confirm that the MPS marketing effort is attaining these communication goals. Effectiveness can be established by awareness studies and eventually realized through stabilized or increased registration and attendance.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts with the firms listed below at the prices indicated.

2002-2003 MPS Planned Out-of-Home Advertising Contracts				
Radio Station	Advertising Value	Merchandising Value	Total Value*	MPS Planned Expenditures
Clear Channel	$206,240	$137,493.72	$343,733.72	$84,400
Lamar Outdoor	$68,994	$45,996	$114,990	$35,300
Obie Media	$144,420	$96,280	$240,700	$47,500
National Cinema	$68,796	$45,860	$114,656	$53,701.50
Total Out-of-Home*			$814,079.72	$220,901.50

*This total amount calculated on independent figures provided by each corresponding station.

Adopted with the roll call vote on the balance of the Committees' reports.

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COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Dannecker presented the following report for the Committee on Legislation, Rules and Policies:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Legislation, Rules and Policies presents the following report:

(Item 1) Report and Possible Action on the Status of the Board's Endorsement of WAES's Core Principles for Statewide School Finance Reform

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

Background

At the monthly meeting of the Committee on Legislative, Rules and Policy held on November 11, 2002, Director Morales introduced a resolution for MPS to a) endorse the five core principles of the Wisconsin Alliance for Excellent Schools (WAES) and b) agree to work as a member of WAES for a new PK-12 public school-finance system based on those principles. The resolution is provided below in its entirety.

Resolution 0203R-030

WHEREAS, The Milwaukee Public Schools has faced an ongoing funding crisis in the past decade; and

WHEREAS, The Wisconsin Alliance for Excellent Schools (WAES) is a diverse, statewide coalition that is working to include comprehensive school funding reform in the 2003-05 state biennial budget; and

WHEREAS, The legislation being written by WAES ensures that resources are sufficient to guarantee that all children — regardless of where they live or their special circumstances — have the opportunity to meet Wisconsin's rigorous academic standards; and

WHEREAS, WAES has developed the following list of Core Principles for statewide school finance reform:

Core Principles

1. More resources —
   Wisconsin's public schools need additional resources — not just improved efficiencies — to educate all young people. Funding should be adequate for current needs while growing to meet future needs.
2. Foundation system (adjusted for local circumstances) —
   Districts should be guaranteed funds based on a statewide per-pupil foundation level. Funding levels should be adjusted for individual district characteristics, including:
   - special-needs populations (special education, children in poverty, students with limited english skills)
   - rural status
   - declining enrollment
   - regional wage variations
3. State tax reform —
   Additional revenue should come from some form of state taxes — not local property taxes.
4. Local control —
   Individual school districts should control how their additional funding is utilized and be accountable, over time, for improved student performance.
5. New school finance system in 2003-05 budget —
   School-funding reform legislation, based on the preceding principles, should be enacted as part of the 2003-05 state budget; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors endorses the core principles of the Wisconsin Alliance for Excellent Schools (WAES) and agrees to work as a member of WAES for a new PK-12 public School finance system based on those principles.

After a lengthy discussion, Director Morales's resolution failed of adoption. Subsequently, Director Gardner introduced the following amended resolution, which was adopted by the Committee:

RESOLVED, That the Milwaukee Board of School Directors endorse the core principles of the Wisconsin Alliance of Excellent Schools (WAES); and be it

FURTHER RESOLVED, That the Administration report to the Committee no later than December 15, 2002, regarding:

1) the correlation and consistency between MPS's legislative agenda and priorities and the WAES core principles; and
2) the advisability and implications of joining WAES as a member; and be it

FURTHER RESOLVED, That members of the MPS Board, and other interested parties within MPS, proactively engage in discussions and deliberations, with WAES and other interested parties, with under-funded Wisconsin districts to identify common interests and proposals for reforming the K-12 education financing in Wisconsin.

At its regular monthly meeting on November 21, 2002, the MPS Board of Directors approved the Committee's recommendation to adopt Director Gardner's resolution.

On Monday November 25, 2002, Superintendent William Andrekopoulos, Finance Director Michelle Nate, and Chief Lobbyist Danielle Clermont met with Jack Norman and Karen Royster of WAES. After a two-hour meeting and subsequent post-issue analysis, the Administration has come to the following conclusions.

Administration's Report

1. With regard to the correlation and consistency between MPS's legislative priorities and the WAES's core principles, the Administration finds that, while the agendas of the two organizations take considerably different approaches, the implementation of these principles may have a significant benefit for Milwaukee Public Schools. The documents detailing this information have been provided to the Board under separate cover.

2. With regard to the implications of joining WAES as a full and official member, the Administration feels that, while the legislative priorities of MPS and WAES may not fully align in every detail, MPS's becoming a member of WAES and working with WAES, principally at the legislative level, could prove beneficial and advantageous to both parties by presenting a more powerful presence and voice working on behalf of the children of Wisconsin's educational system and, in particular, the children of the Milwaukee Public Schools.

Strategic Plan Compatibility Statement

3. The proposal supports the MPS Strategic Plan's Goal 1, to improve Student achievement; Goal 2, to improve student success in further education and employment; and Goal 3, to improve family satisfaction.

Statute, Administrative Policy, or Board Rule Statement

4. The proposal is consistent with State of Wisconsin statutes and administrative policies.

Fiscal Impact Statement

5. There is no fiscal impact to endorsing this report.

* * * * *

(Item 2) Follow-up Discussion of, and Action on, the District's Legislative Agenda for the Upcoming State Budget Process

The Governor will release his proposed budget sometime in early February. After introduction, the budget bill will be forwarded to the Joint Committee on Finance to amend and revise.

At its regular monthly meeting on November 21, 2002, the Board adopted a legislative agenda which is intended to provide district officials with direction and guidance pertaining to the upcoming State budget process.

The Chair of the Board's Committee on Legislation, Rules and Policies afforded the members of the Committee an opportunity to discuss, if they so desired, any follow-up matters related to the adopted legislative agenda.

Committee's Recommendation

Your Committee recommends that MPS's participation in any and all organizations, coalitions, and collaborations regarding state or federal legislation be contingent upon the following conditions and reservations:

1. MPS's exclusive authorized representative with regard to legislation is the superintendent's designee;
2. the MPS Board's and the superintendent's authorized legislative designee are authorized to withdraw from any and all organizations that misrepresent MPS's position on legislative and other issues; and
3. MPS specifically prohibits other legislative organizations or coalitions from representing its position on issues specific to the Milwaukee Public Schools.

Director Gardner moved to amend the second recommendation as follows:

2. the MPS Board's ~~and~~ or the superintendent's authorized legislative designee ~~are~~ is authorized to withdraw from any and all organizations that misrepresent MPS's position on legislative and other issues…

As a point of personal privilege, Director Hardin moved that the item be returned to the Committee on Legislation, Rules and Policies.

The motion to return the item to Committee failed of adoption on the following vote:

Ayes — Directors Blewett, Hardin, Morales and O'Neil — 4.
Noes — Directors Dannecker, Gardner, Horton, Johnson, and President Spence — 5.

Director Johnson moved to adopt the Committee report, including the above amendment.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 7.
Noes — Directors Blewett and Hardin — 2.

* * * * *

SPECIAL EDUCATION COMMITTEE

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

The following compliance information is based on data reported on December 3, 2002:

IEP Evaluations

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

Initial Evaluations (Completed since September)	492
Active Initial Referrals	1,208
Re-evaluations (Completed since September)	423
Active Re-evaluations	1,089
IEP Services — Total LEA population served	16,844

Special Services Information Management System (SSIMS) — December 2002 Project Status

1. The SSIMS project officially started in December 2001 with the requirements-gathering for the MPS Core Special Education functions and the development of the corresponding compliance timelines. From May to August 2002, the SSIMS special-education database was developed, the SSIMS/ESIS Interface was created, and the special-education forms-design effort began. During September, October, and November 2002, requirements gathering for the Encounter Tracker module (for related services and Medicaid reimbursement) started, the forms-design effort continued, special-education report requirements were reviewed, time was spent addressing data-quality issues within various MPS applications, and considerable time was spent in preparation for the initial phases of SSIMS training. The Department of Public Instruction has provided staff assistance to ensure procedural compliance and compatibility with IDEA and State requirements.

2. The official SSIMS training sessions, which will be ongoing, began on December 2. The following staff will be trained in the use of SSIMS:

- Principals
- Special Services supervisors and administrators
- Diagnostic teachers
- City-wide program support teachers
- Building coordinators

- MIS assistants
- MPS administrators
- Special Services leadership and secretaries
- Special Education leadership liaisons
- Speech pathologists
- Student Services personnel
- School secretaries
- School social workers
- Nurses
- Occupational and physical therapists
- Hearing- and visually impaired providers
- Special-education teachers
- General-education teachers
- School technology coordinators.

3. The initial training sessions are focused on the core special-education functions, such as referral through screening, evaluation, eligibility, development of IEP, annual review, year re-evaluation, transition, and transfer-in and temporary placement. Future training will address special-education forms and other application modules, such as intervention and problem solving, Section 504, discipline, ESL, HOD (due-process tracking).

4. It is anticipated that, during April and May 2003, considerable time will be spent preparing for the "forms-updating-the-database" feature of the SSIMS application, which is part of a new software release (i.e., release 4.5) from 4GL. Plans are being developed to perform a SSIMS application-integration system-testing phase from June through August 2003. Our expectations are that a full SSIMS special-education application (database, interface, encounter tracker, and forms) rollout will take place district-wide with the beginning of the 2003-04 school year. During the 2003-04 year, other application modules, such as intervention and problem solving, Section 504, discipline, ESL, HOD (due-process tracking), etc., will be configured to meet MPS's requirements and implemented.

Special Education Oversight Action Plan and the Milwaukee Public Schools' Internal Audit System Action Plan for Continuous Improvement

1. The implementation of the Special Education Oversight Action Plan (SOAP) is now fully integrated with the On-site Compliance Review by the Department of Public Instruction. The school education plan in every building is the vehicle which will address the SOAP. Nearly all schools have submitted a plan, the administrative review of which began on December 2, 2002. Schools that have not submitted their plans have been contacted and will submit plans on or before Friday December 13, 2002.

2. In response to the 2002 On-site Compliance Review by the Department of Public Instruction (DPI), the District has committed to implementing an internal audit system action plan to address procedural and implementation issues identified by DPI. The plan calls for the District to implement in every building a self-assessment of 30% of all IEPs currently in place. The data from the reviews will constitute a baseline with which to compare the effects of staff-development interventions throughout the year, focusing specifically on compliance issues. The District will also establish an ongoing system of internal audit that addresses the implementation errors.

Parent Support and the Parent Dispute Resolution System

1. The parent dispute resolution system is designed to give parents an opportunity to address areas of concern and disputes within the system without having to resort to more formal options (e.g., due-process hearing, DPI IDEA complaint process). The parent brochure that describes the dispute process has been finalized and is currently being translated into Spanish and Hmong. The target date for implementation of the parent dispute resolution system in every school is January 2003.

2. Planning is underway to expand the dispute resolution process to be implemented to all MPS parents, including parents of regular-education students as well as parents of students with disabilities.. Inservice training for building principals and staff is being planned for January 2003. A copy of the brochure which informs the family of the process will be mailed to every family of an MPS student.

3. In order to support schools in meeting the Board's requirements for a log, as well as to support a reporting mechanism to the Board, work has been underway to develop a web-based parental complaint system. It is anticipated that, when a parent files a complaint at a school, at the Parent Services Center, or in

any MPS department, the complaint will be immediately logged as well as produced for the parent. All complaints will also logged in a central database in order to monitor both the attention to timelines and the effectiveness of the dispute resolution system. The same database will be used to generate quarterly reports for the Board.

4. Until the web-based system is operational, every school and office will be provided with a CD that will support the use of electronic forms which can be e-mailed to the Department of Special Services' Office of Compliance of Monitoring and the Parent Services Center.

5. The District has posted the openings for four additional parent information specialists for the Parent Center, to assist with parent concerns, as well as to implement increased parent training and the provision of critical district information. School-based training has focused attention on increasing parental participation and communication relative to the IEP process.

Placement

1. A special-education placement, as is determined by the IEP team, includes consideration of the required special-education services, related services, accommodations, and modification. In addition, the placement decision includes a determination of the least restrictive environment with respect to time spent with non-disabled peers and involvement with the regular education curriculum. In some cases, when the IEP team, after careful consideration, agrees that the needed supports and services are not available in the current school, the IEP team may consider and recommend placement in another school building.

2. Any process that categorizes students according to their disabilities in order to facilitate the individual determination of any child's appropriate educational needs or services is presumed to violate the protections accorded under federal and state laws. Therefore, the District has initiated a non-label-based placement structure. Identification of a child's disability is required only for the determination of eligibility for special-education services. Once the eligibility is determined, the placement is described by service needs, not by disability label.

3. Special Services staff and administrative services staff are currently working with schools to identify mild-, moderate-, and comprehensive-needs service delivery groups for fall planning. Training information is being presented to Central Office staff and school-based administrators and teachers to enable them to assist parents in the school-selection process.

4. A broadly based *ad hoc* district-wide placement committee — which includes parents; teachers; principals; Central Services staff; representatives from DPI, the legal community, the city attorney's office, and the MTEA; and special-education supervisors and coordinators — has been meeting regularly to give guidance to the District in needed planning and strategies to ensure the successful implementation of this change in placement. The Administration has also presented informational sessions to staff and principals and has held informational sessions and discussion groups to further expand the non-labeling placement idea and needed actions.

Staff Development

1. The Office of Staff Development has provided a significant number of staff-development opportunities designed to assist and support schools and district staff. These inservices, which are focused opportunities to address specific challenging issues for the staff, are targeted at increasing the compliance with IDEA requirements and to increasing the overall positive outcomes of special-education services. Some of the trainings are listed as follows:

- inservices for regular and special-education classroom teachers on functional-behavior assessments and classroom-management strategies for students with comprehensive services needs
- training sessions for special-education teachers to use "On the Mark" for K-2 district assessment
- elective training sessions for diagnostic teachers and Special Services supervisors
- training for teachers, diagnostic teachers, Special Services supervisors, and administrators on autism characteristics
- training to supervisors and administrators for alternative-certification mentors
- training in behavioral-management strategies for Gear Up teacher
- training to develop an implementation plan for the AG Bell Grant.

2. Training in the transition components of IEPs. Special Services staff and building administrators received training on the following topics:

- Roles and responsibilities of the IEP coordinator, LEA, and Special Services administrator
- Compliance and timelines
- MIS reports
- IEP process
- Reporting data to MIS
- Placement procedures
- Summer enrollment check-list and instructions
- Placement reservations
- Transportation
- Assignments at St. Charles
- SDD K5 early re-evaluations
- No-show procedures
- Child Find activities.

Implementation of the SOAP

1. The implementation of the SOAP, along with increased and focused staff development, has provided a number of opportunities to address specific areas of concern with respect to IDEA issues. Accountability for these items and the implementation of the schools responsibilities in the SOAP plan rests with each building principal and has been incorporated into their evaluation process.

2. The Department of Public Instruction (DPI) has been actively involved in assisting the District to develop strategies to implement the SOAP, as well as to provide support for the development of the schools' internal audit system action plans for continuous improvement. Examples of some key areas of concern that have been addressed are as follows:

a. Timely evaluation of students with disabilities. The District's *Special Education Policies and Procedures Manual* contains specific directives for timely evaluation. Ongoing staff training has addressed the issue, while the Section II Special Education Plan, which is incorporated into each school's educational plan, addresses the school's plan to ensure timely evaluation. The District's data management system provides schools with data tools to monitor their compliance with this item. The special-education leadership liaisons (SELLs), special-education supervisors, and school-based administrators provide support to diagnostic teachers and classroom teachers to meet this requirement.

b. Placement decision by TEAM including the parents. The District's *Special Education Policies and Procedures Manual* contains specific directives for required parental participation in the IEP process, which also includes participation in the placement decisions. Ongoing staff trainings has addressed the issue. The Section II Special Education Plan, which is incorporated into each school's educational plan, addresses the school's plan to encourage and ensure active parental participation in the process. The SOAP and the Milwaukee Public Schools' Internal audit system action plan for continuous improvement address procedural compliance with IDEA and provide a means to assess compliance with this requirement.

c. Appropriate transition planning for students age 14 and up. The District's *Special Education Policies and Procedures Manual* contains specific directives for development of appropriate IEPs that contain a transition component for all students age 14 and up. The school-to-work staff provides training and inservices to school-based staff, as well as school-to-work transition opportunities for students age 14 and up. Their services include direct training opportunities and supports to school-based staff, as well as direct services for students. The SOAP and the Milwaukee Public Schools' internal audit system action plan for continuous improvement address procedural compliance with IDEA and provide a means to assess compliance with this requirement.

d. IEP Teams that are properly composed. The District's *Special Education Policies and Procedures Manual* contains specific directives for development of appropriate IEPs by properly composed IEP teams. Ongoing staff training for diagnostic teachers and classroom teachers has addressed this issue. The new data management system will provide tools to monitor the team composition on a school and district-wide level. The

SOAP and the Milwaukee Public Schools' internal audit system action plan for continuous improvement address procedural compliance with IDEA and provide a means to assess compliance with this requirement.

e. Procedural safeguards followed. The District's *Special Education Policies and Procedures Manual* and ongoing staff training address this issue for all district staff. Use of the state-approved special-education forms, including the *Parent and Child Rights in Special Education* brochure, allows staff to be guided through the process to ensure the protection of the rights of parent and students. The SOAP and the Milwaukee Public Schools' Internal audit system action plan for continuous improvement address procedural compliance with IDEA and provide a means to assess compliance with this requirement.

f. No removal for 10 cumulative days without assessment and IEP. The District's *Special Education Policies and Procedures Manual* and ongoing staff training address this issue and give direction for this important issue for district staff. Each school has been required to identify an individual who will serve in the suspension-day-counter position, whose responsibility is to set up systems within the school to ensure that no student is suspended for more than 10 cumulative days during a school year without receiving services and to implement the requirements for behavioral assessments and the involvement of the IEP team. The special-education supervisor and building administrator are responsible for ongoing training of building staff to ensure compliance with this issue. The SOAP and the Milwaukee Public Schools' internal audit system action plan for continuous improvement address procedural compliance with IDEA and provide a means to assess compliance with this requirement.

g. Least restrictive Environment. The District's *Special Education Policies and Procedures Manual* and ongoing staff training address this issue and give direction for this important issue to district staff. The placement model that has been adopted (See item # 5) provides a framework for IEP teams to make decisions that include the necessary consideration of the components of access to non-disabled peers and access to the general curriculum, without being artificially limited by the disability category label. The SOAP and the Milwaukee Public Schools' internal audit system action plan for continuous improvement address procedural compliance with IDEA and provide a means to assess compliance with this requirement.

h. LEA representative in IEP meeting with authority to commit MPS resources. The District's *Special Education Policies and Procedures Manual* and ongoing staff training address this issue and give direction for this important issue to district staff. The District has outlined a number of alternatives for schools to employ to ensure that the LEA is present at the IEP meeting and that the individual meets the requirements of that role, including the ability to commit district resources. The SOAP and the Milwaukee Public Schools' internal audit system action plan for continuous improvement address procedural compliance with IDEA and provide a means to assess compliance with this requirement.

i. Americans with Disabilities Act (ADA) Accommodations. The Board approved the expenditure of an additional $400,000 on ADA building accommodations during the summer of 2002. as a part of the allocation of carry-over IDEA flow-through funds. This allocation was made in addition to the regularly scheduled projects and expenditures aimed at bringing district buildings into ADA compliance. Subsequently, an additional $500,000 in IDEA funds was added to that amount.

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 17 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 21, November 25, November 26, November 27, December 2, December 4, December 5, December 6, December 9, December 12, December 13, December 16, and December 17, 2002.

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

Ayes — Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — Director Hardin — 1.

* * * * *

RESOLUTIONS

Resolution 0203R-037

by Directors Gardner and Hardin

WHEREAS, In 1947, Milton C. Potter, a former MPS superintendent of schools, donated 50 acres of land to the Milwaukee Public Schools as a school forest to be used in the education of children; and

WHEREAS, This property, known as Potter's Forest, consists of old-growth trees, a pine plantation, a prairie, and a new-growth forest entirely planted by several generations of MPS students; and

WHEREAS, The Milwaukee Public Schools, as an urban school district, may very well be unique in the nation in enjoying the honor and distinction of having the guardianship of such a valuable natural resource; and

WHEREAS, Along with this honor comes a grave responsibility to protect and promote the health and viability of the Forest; and

WHEREAS, Potter's Forest does not, and cannot, "belong" solely to the Milwaukee Public Schools or to any single entity in any specific moment of time, but is a legacy for all the citizens of Milwaukee and its surrounding communities to enjoy for generations to come; and

WHEREAS, Everyone who cares for and about Potter's Forest must be given an opportunity to offer his or her insights into its management in order that the Milwaukee Public Schools, as the Forest's custodian, may have the fullest possible understanding of the needs of the Forest and of its value to the community; now, therefore, be it

RESOLVED, That no later than the February 2003 regular Board meeting, the Board shall designate and authorize a volunteer citizen's taskforce to develop and propose alternatives to the forest-management plan proposed by the Wisconsin Department of Natural Resources for Potter's Forest; and be it

FURTHER RESOLVED, That no harvest of trees shall take place at Potter's Forest until these other alternatives have been given public hearing by the Milwaukee Board of School Directors and possible other entities.

Referred to the Committee on Finance/Personnel.

Resolution 0203R-038

by Director Gardner

WHEREAS, The Milwaukee Board of School Directors believes that individual schools best understand, and can best meet, the educational needs of the students and communities which they serve; and

WHEREAS, In this belief, the Milwaukee Board of School Directors has, in the past several years, been devoted to a program of decentralization, to the extent practical and possible, of administrative and financial authority to individual schools; and

WHEREAS, It is the policy of the Milwaukee Board of School Directors to endorse and support parent, staff, student, and community involvement in school governance; and

WHEREAS, In November of 1997, the Board approved the establishment of school governance councils, comprising parents, students, teachers, and community members, to enable "…parents, school staff, students (when appropriate), and community to work together in facilitating quality educational plans that engender continuous improvement of student achievement," as stated in Administrative Policy 9.11, regarding school governance councils; now, therefore, be it

RESOLVED, That effective in the 2004 school year, school governance councils shall have binding authority over their schools' proposed budgets and education plans for the following year; and be it

FURTHER RESOLVED, That the Superintendent shall develop and report to the Board no later than the February 2003 regular Board meeting a process to be implemented during the 2004 school year by which parents and teachers at all Milwaukee public schools shall become significantly more involved in hiring, evaluating, and removing school leaders, including principals, assistant principals, and teachers-in-charge.

Referred to the Committee on Finance/Personnel.

Resolution 0203R-039

by Director Hardin

WHEREAS, Milwaukee Public Schools recognizes 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 a vibrant color for identification purposes; and be it

FURTHER RESOLVED, That the Administration work diligently to provide each elementary and K-8 school with identifiable outer garments for staff supervising children on the playground, to help ensure the safety of our children.

Referred to the Committee on Finance/Personnel.

The Board adjourned at 8:41 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 14, 2003

Special meeting of the Board of School Directors called to order by President Spence at 6:12 PM.

Present — Directors Blewett, Dannecker, Gardner, 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:

January 10, 2003

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of Directors Blewett, Hardin, Morales and O'Neil, a special meeting of the Board of School Directors will be held at 6:00 pm, on Tuesday, January 14, 2003, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of:

1. receiving a report regarding the status of the WYMS Advisory Committee and its recommendations and the process for soliciting requests for proposals (RFPs) to operate WYMS; and
2. considering and possibly taking action on options for the future operation of the station.

Pursuant to Wisconsin Statutes, Section 19.85(1)(e), the Board may retire to executive session for the purpose of formulating negotiation strategies with respect to a proposal received pursuant to the WYMS RFP process. The Board may reconvene in open session to take any action.

LYNNE A. SOBCZAK
Board Clerk

The Board's President reported on the status of the WYMS Advisory Committee and its recommendations and the process for soliciting requests for proposals (RFPs) to operate WYMS.

Director Blewett moved that the sole response to RFP 365, Operation and Programming of MPS Radio Station WYMS, be opened for consideration and, if deemed reasonable, be accepted.

After discussion and without objection, Director Blewett withdrew his motion.

Director Blewett moved that the sole response to RFP 365, Operation and Programming of MPS Radio Station WYMS, be disregarded and returned to the applicant and that the original RFP be reissued to the widest audience possible.

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

Ayes — Directors Blewett, Hardin, Morales and O'Neil — 4.
Noes — Directors Dannecker, Gardner, Horton, Johnson and President Spence — 5.

Director Gardner moved to adjourn. The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson and President Spence — 6.
Noes — Directors Blewett, Morales and O'Neil — 3.

The Board adjourned at 7:04 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 21, 2003

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

Present — Directors Blewett, Dannecker (6:51 PM), Hardin, Horton (6:51 PM), Johnson, Morales, and President Spence — 9.
Absent and excused — Directors Gardner and O'Neil — 2.

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

January 17, 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 6:15 p.m. on Tuesday, January 21, 2003, in Room 103 of the Central Services Building at 5225 W. Vliet Street, Milwaukee, WI, for the purpose of receiving an update on a settlement agreement with respect to a lawsuit in which the Board is currently engaged.

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 Morales moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(g), to confer with its legal counsel who is rendering legal advice concerning litigation in which the Board is involved.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Hardin, Johnson, Morales, and President Spence — 5.
Noes — None.

The Board retired to executive session at 6:51 PM.

The Board adjourned from executive session at 7:00 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 30, 2003

Regular meeting of the Board of School Directors called to order by President Spence at 6:50 PM.

Present — Directors Blewett, Gardner, 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 Isabella C. Porras Rehorst, a K4 student at Lowell Elementary School who had died of complications from the flu on January 15.

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 honored to present the "Excellence in Education Award" to two recipients:

Patricia Baka, Teacher, Maryland Avenue Elementary School

Ms. Patricia Baka, who has served Milwaukee Public Schools and the children of Milwaukee for 31 years, is currently a science teacher at Maryland Avenue School. She has inspired not only thousands of students during this time, but also hundreds of her fellow professionals. Ms. Baka is a proud MPS product, having attended U.S. Grant, Walker, and Pulaski. She attributes her strength as an educator to the many positive role models she has encountered in MPS while a student and a teacher.

It is evident that Ms. Baka is a natural educator who cares about her students and truly enjoys teaching science. She makes it a practice to fully master the content area she is teaching and takes a hands-on, standards-based approach to education. She regularly checks on what her students must know and works toward achieving this goal. In addition, she successfully integrates reading, writing, and mathematics into science.

Ms. Baka presents scientific concepts in a manner that allows all students to comprehend them from a variety of perspectives to facilitate a complete understanding of the material. She arranges the components of a lesson into smaller increments to allow for efficiency, effectiveness, and success in the learning process for all students. Ms. Baka's is well aware of each student's academic progress and knows they have mastered a lesson when they can thoroughly explain a concept. She treats all students fairly, believes in their personal and academic potential, and consistently guides them to success on an exciting learning journey that begins with a spark of enthusiasm for education and ultimately builds to a fire of lifelong learning within them.

Her willingness to collaborate and her role as a team player has earned Ms. Baka the respect of her peers. As the science teacher for students in grades one through eight, she regularly meets with all teachers to determine the best possible approach to meet the academic needs of all students. Another reason Ms. Baka is held in such high esteem by students and colleagues alike is that she does whatever it takes to get the job done. In her case, the job that is so important to complete is preparing each and every student for future academic and professional pursuits. When describing her, many colleagues state that she is the most dedicated teacher they have ever encountered.

As a lifelong learner, Ms. Baka has sought advanced educational and professional development opportunities that have a direct connection to her goal of educating all of her students to the best of her ability. She has earned two advanced degrees and has participated in *globe training* through NASA. She was selected as a Goals 2000 teacher in conjunction with Carroll College and the Department of Public Instruction. Additionally, Ms. Baka worked closely with the Urban Ecology Center to develop direct connections between our natural environment and the classroom.

Over the years, Ms. Baka has sought to pass on her expertise as an educator by working with student teachers. Her approach to this important facet of educating and preparing new teachers involved self-reflection regarding her own student-teaching experience, as well as strategies for capturing the elusive but necessary skill that allows a teacher to carefully observe the students, gauge their needs, and facilitate a healthy classroom environment while focusing on crucial academic content.

The Milwaukee Board of School Directors and the entire school community recognize Patricia Baka 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 Director Jeff Spence.

Dale Schaff, School Safety Supervisor (Posthumous Award)

Beginning his career in MPS as a building manager for the Recreation Department, Dale Schaff dedicated 18 years to Milwaukee Public Schools, 10 of those as a supervisor in the Department of School Safety. His skill and leadership as a safety assistant ultimately resulted in his becoming a supervisor. A role model to colleagues and students, he was known for the high level of respect he afforded all people, as well as for his strong commitment to the children of Milwaukee.

During his tenure as a supervisor, Dale exhibited a high level of professionalism and superb organizational skills. This allowed him to achieve his primary goal of keeping students and staff safe at all times. Because he was in charge of planning, coordinating, and running weapons and drug scans throughout the district, it was a given that they would be run in the most efficient manner possible. Always one to hold the educational process in high regard, he was able to conduct scans without disturbing the learning environment and managed to reduce the time necessary for this procedure while maintaining the integrity of the process.

Many of them describing Dale as a "people person," those who worked with him appreciated his genuine concern for humanity, as illustrated by his willingness to lend an ear when necessary and offer creative and effective solutions. School personnel and students from throughout the city were the beneficiaries of his caring and dependable nature. Dale never refused a request for help, and many took comfort in the fact that he was only a telephone call away. His skill as a supervisor put many at ease, as he could anticipate potential situations and take appropriate preventative measures.

Dale's professional expertise mirrored his early promise as a stellar athlete. He was a standout baseball and basketball player at Notre Dame High School in Milwaukee. During his sophomore year, he played on an undefeated Notre Dame basketball team that won a state private schools championship. His love of sports continued through his participation in local amateur baseball leagues. Two years ago, he ended this involvement so he could coach his sons — just one manifestation of the love he had for his wife and children.

Dale Schaff has left an indelible impression on the MPS family — one that bears the mark of quality, commitment, and excellence. Because of Dale Schaff's influence, MPS is a safer place, Milwaukee is a better community, and all whose lives he touched are better for it.

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Special Recognition

The following MPS schools, principals, art students, and art teachers were honored at the 76th annual Scholastic Art Awards at a public ceremony that was held at the Milwaukee Art Museum on Saturday, January 25, 2003.

Kosciuszko Middle School
Principal: Cheryl Clancy
Art teacher: Mary Galinowski
Students:

- Veronica Campos..... 7th- through 9th-grade Silver Key Award in Drawing
- Vedale Hill..... 7th- through 9th-grade Gold Key Award in Drawing and Gold Key Award in Printmaking
- David Krachtt..... 7th- through 9th-grade Gold Key Award in Drawing
- Beatriz Marin..... 7th- through 9th-grade Gold Key Award in Drawing
- Judith Penaloza..... 7th- through 9th-grade Gold Key Award in Drawing

Art teacher: Lourdess Orellana
Students:
Martin Espino ..... 7th- through 9th-grade Gold Key Award in Painting
Denica Quiles..... 7th- through 9th-grade Silver Key Award in Painting

Roosevelt Middle School of the Arts
Principal: Corita Lee
Art teacher: Gayle Finet
Students:
Emily Barth..... 7th- through 9th-grade Silver Key Award in Mixed Media
Shareeta Merriweather..... 7th- through 9th-grade Silver Key Award in Photography
Joshua Spence..... 7th- through 9th-grade Grade Gold Key Award in Printmaking

Art teacher: Eileen Scheer
Students:
Gretchen Gurn-Schlicht..... 7th- through 9th-grade Gold Key Award in Graphic Design
Laura Katter..... 7th- through 9th-grade Gold Key Award in Graphic Design

Marshall High School
Principal: Hillary Mayes
Art teacher: Ann Tillman Schwarten
Student:
Kristina Stemler..... 10th- through 12th-grade Silver Key Award in Painting

Milwaukee High School of the Arts
Principal: Kathleen Lenz
Art Teacher: Michael Broderick
Students:
David Allen..... 10th- through 12th-grade Silver Key Award in Drawing
Angela Bauter..... 10th- through 12th-grade Silver Key Award in Painting
Melissa Becker..... 10th through 12th-grade Gold Key Award in Painting
Sonja Drummond..... 10th- through 12th-grade Gold Key Award in Painting

Art Teacher: Robert Chmielewski
Students:
Bettrese Rousseau..... 10th- through 12th-grade Gold Key Award in Painting
Aaron Hoffman..... 10th- through 12th-grade Gold Key Award in Drawing

Art Teacher: Karen Peugh
Student:
Martina Fields..... 10th- through 12th-grade Gold Key Award in Photography

Rufus King High School
Principal Andrew Meuler
Art teacher Richard Ciganek
Students:
Vanessa Nguyen ..... 10th- through 12th-grade Silver Key Award in Photography
Dina Garcia..... 10th- through 12th-grade Gold Key Award in Computer Graphics

Art Teacher: Sarah Miller
Students:
Shayla Johnson ..... 10th- through 12th-grade Silver Key Award in Painting
Claire Jones..... 10th- through 12th-grade Silver Key Award in Mixed Media

Our district received a total of 25 awards in this statewide competition. The Gold Key Award winners are sent to the National Scholastic competition to compete against other students from the approximately 82 regional exhibits. The art exhibits will be on display at Milwaukee Art Museum in the Pieper Gallery (Gold Key) and the Cudahy/photography Gallery (Silver Key) from January 25 though February 22, 2003.

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Other Awards and Commendations

Students

Christopher Debruin, a student at Pulaski High School, has been selected as a candidate for the United States Presidential Scholars Program. This program was established in 1964, by Executive Order of the

President of the United States, to recognize and honor some of our nation's most distinguished graduating seniors. Scholars have been invited to Washington, D.C., in June to participate in National Recognition Week.

The following students were recently recognized by *Economics Wisconsin* for their accomplishments in the Stock Market Simulation Program.

First Place Senior Division
Bay View High School
Angela Romano
Jeanne Block
Krystle Gallert
Richard Watkins III

Second Place Senior Division
Riverside University High School
Sonia Summera
Jessie Weathersby
Arien Vassel

Third Place, Senior Division
Milwaukee High School of the Arts
Linda Brinson
Lindsey Hashiguchi
Scott Kamlah
Carletta Moseby

First Place, Junior Division
Samuel Morse Middle School
Nicole Hightower
Samantha Keaton

Second Place, Junior Division
IDEAL Charter School
Nebojsa Malic
Matthew Kleppin
Lena Krakovic
Kaitlyn Schofield

Third Place, Junior Division
Samuel Morse Middle School
Alecia Campbell
Kathalynn Keosengchanh

The following students are recipients of the Dr. Martin Luther King, Jr., 2002-2003 Writing Contest awards:

Canei C. Williams, first place, Dr. King Elementary
Zachary Dubey, second place, Gold Meir
Askley Aager, third place, Maryland Avenue School
Bree Burazin, first place, Golda Meir
Forrest Elliott, second place, Golda Meir
Alexandrea Perry, third place, Golda Meir
Nicholas Kleiber, first place, Roosevelt Middle School of the Arts
Joseph Gardner, second place, MacDowell Montessori
Alexandra Kramer, third place, Roosevelt Middle School of the Arts
Xeng Yang Vang, second place, Westside Academy
Ivette Hill, first place Bay View High School
Tiara Gipson, second place, Riverside University High School
Tiphanie Williamson, first place, Rufus King High School
Calven Webster, second place, Custer High School
Elizabeth Martens, third place, Grandview High School
Tippecanoe Elementary School, group project

Schools

Students at Audubon Technology & Communication Center collected more than 454 stuffed animals for children facing serious illnesses. They wrapped the animals and presented them to the Ronald McDonald house and Children's Hospital of Wisconsin.

Bay View High School students in Mrs. Robinson's health classes have collected and donated clothing to the Safe House for Abused Children. They decided to do this after studying violence in relationships and child abuse. They also presented a program to the school that emphasizes the problem of violence and child abuse.

Clarke Street School celebrated its 100th year with a groundbreaking ceremony for a new addition on January 17. Clarke Street School was recently recognized by President Bush as an example of a successful school providing an excellent education to neighborhood children.

Keefe Avenue Elementary School was host to Milwaukee Police Department Chief Arthur Jones on January 14. Students in third, fourth, and fifth grades recently wrote letters to Chief Jones following a fatal beating in the city. The students wrote to assure the Chief that the incident did not reflect the behavior of all young people in the community.

Barton Elementary School held a family night to promote community peace. A large quilt composed of artwork created by families was displayed with the theme, "Peacing Together Our Families." This theme was chosen to counter the effects of recent violence in the community. Other activities were held commemorating those who have worked for peace.

Lincoln Avenue School students participated in a peace celebration and neighborhood march on January 24. In addition, the fourth-grade students presented the peace program, "You Can Create A Peaceful World." These peace activities are a part of a month-long celebration of peace and togetherness including a day at the Boys & Girls Club, a competition to perform the most acts of peace, study of historical peace figures, making of peace pledges, and hanging of peace posters in neighborhood business windows.

North Division Virtual University High School students recently held a student town hall meeting which was simulcast on radio stations 1290 WMCS and WYMS 88.9 FM. It was held in order for students to voice their concerns about community issues.

Steuben Middle School hosted a youth tobacco prevention program sponsored by a grant from the Thomas T. Melvin Youth Tobacco Use Prevention Program. Approximately 1,000 students from 32 schools took part in the event. Various community media personalities also participated.

Staff/Departments

The Technology Department has won two new grants for 2003. TEACH Wisconsin announced that TEACH Implementation grant funding would be extended through 2003. The $200,000 award will be used for teacher training and to continue the Student Technology Support program. The Technology Department was also notified that it has been awarded $430,000 through a federal and state Title II D competitive grant. The award is for professional development for school-learning teams using data-driven decision making.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of December 14, 16, and 19, 2002, were approved as corrected.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Disallowance of Claims

Office of Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

In accordance with established procedures, I present the following claims:

1. Notice of Damages served on the Milwaukee Public Schools by the Law Offices of Elvis C. Banks — Nicole Williams, paralegal — on behalf of Devonte Moore, a minor, and his mother, Frances Bell, for injuries allegedly sustained by Devonte Moore at the Rivertrail Elementary School on February 15, 2002.
   Claim is being made in the amount of $150,000.
2. Claim and Itemized Statement of Relief Sought filed against the Milwaukee Public School District by Mr. Randall M. Aronson, attorney, on behalf of Jeffrey R. Zinuticz, who allegedly sustained personal injuries at the Milwaukee Trade and Technical High School on February 1, 2000.
   Claim is being made in the amount of $100,328.83 (or that amount sufficient to make the claimant whole within the limits of any applicable liability insurance policy or policies which cover the Milwaukee Public Schools District, whichever is greater in amount).

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, these disallowances will permit the claimants a period of six months in which to bring suit, if they so desire.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

On the motion of Director Johnson, the claims were disallowed, the vote being as follows:

Ayes — Directors Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 7.
Noes — None.
Voting "present" — Director Blewett — 1.

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(Item B) Approval of Negotiated Labor Agreements with MTEA (School Accountants/Bookkeepers) and Local 1616

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 units:

MTEA (School Accountants/Bookkeepers) —
Two-year contract (January 1, 2002, through December 31, 2003)

Local 1616 —
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 contracts as highlighted on the summary documents below.

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

Highlights of Contract Resolution between
the Milwaukee Board of School Directors and
MTEA (School Accountants/Bookkeepers)
January 1, 2002, Tthrough December 31, 2003

1. Two- (2-) year contract (January 1, 2002, through December 31, 2003)
2. New language to allow the filling of vacancies by interview process
3. An increase in auto vandalism deductible
4. Salaries: 1/01/02 ..... 3.0%
   1/01/03 ..... 3.0%

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

Highlights of Contract Resolution between
the Milwaukee Board of School Directors and Local 1616
July 1, 2002, Through June 30, 2004

1. Two- (2-) year contract (July 1, 2002, through June 30, 2004).
2. Salaries: 7/01/02 ..... 3.0%
   7/01/03 ..... 2.5%
3. Increase in auto vandalism deductible
4. Increase dollar amounts before paycheck adjustments by supplemental check required to be issued by Board
5. New language reflecting the sharing of the cost of printing union copies of contract
6. Addition of language regarding employee contribution toward city pension in accordance with Global Pension Settlement

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

Director Johnson moved to approve and adopt the contracts.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

- Committee on Finance/Personnel, Item 2, certificated appointments;
- Committee on Finance/Personnel, Item 3, administrative appointments; and
- Committee on Finance/Personnel, Item 13; revision to administrative policy and procedure 5.02, Extracurricular Community and Parent Organization Use of School Facilities.

On the motion of Director Johnson, the balance of the Committees' reports was adopted, the vote being as follows:

Ayes — Directors Blewett, Gardner, 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) Follow-up Report on Resolution 0203R-033 By Director Johnson Regarding the Development of an MPS Historical Society

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

Background

On Thursday, December 19, 2002, the Milwaukee Board of School Directors adopted a resolution, submitted by Director Johnson, to "support and endorse the concept of preserving the history and heritage of the Milwaukee Public Schools" and to "give its support and endorsement to Mr. Neal Schowalter in his efforts to organize a group of volunteers to explore the development of the Milwaukee Public Schools Historical Society as a not-for-profit entity, distinct from the Milwaukee Public Schools, whose purpose will be the preservation and promulgation of the history of the Milwaukee Public Schools." The resolution also invited Mr. Schowalter to report back to the Board in January on his progress in forming the Society.

In the month since the adoption of this resolution, Mr. Schowalter has met twice with parties interested in establishing the Milwaukee Public Schools Historical Society. The first meeting, which took place on December 13 among Mr. Schowalter and five others, was an informal gathering intended mainly to introduce these parties to each other, to get a general sense of each person's expectations for the proposed Society, and to discuss how to get the process started. From the discussion which took place at that meeting, it was clear that there was great interest, within both MPS and the Milwaukee community at large, in exploring and preserving the history of the Milwaukee Public Schools.

The second meeting, which took place on January 7, involved 12 persons, including seven who had not participated in the first meeting. Some of the additional people had come at the invitation of those who

had been at the first meeting, while others had heard about the proposed Society through word of mouth or other avenues. All were very excited about the prospect of taking part in investigating and preserving MPS's past. Some were perplexed that MPS itself does not already have such a mechanism in place and is thus allowing important pieces of its history continually to be cast away.

Below is a summary of the discussions held at this second meeting.

Cataloguing and Preservation of Items within MPS

It was universally agreed among the people at this meeting that the Society faces a daunting, but nonetheless worthwhile, task in saving what is left. Although an inventory of documents and artifacts in schools and other buildings within MPS is imperative in order to get a true picture of the surviving historical treasures, participants in this meeting were able to point out a few tasks of immediate concern:

a. Proceedings and records of the Milwaukee Board of Schools Directors. Bound volumes of proceedings, some beautifully handwritten, are languishing in storage. Although there seems to be no catalogue available, a cursory survey of the volumes shows that they date back to at least the 1860s. At this point, it is a question whether the collection is complete all the way back to the establishment of the Milwaukee Public Schools in 1846, or whether all volumes are stored together in one central location. What is clear is that the ink is fading, the pages are crumbling, and the bindings are disintegrating as these documents fall victim to the ravages of age, environment, and neglect.

b. Historical photographs. Many of the people who were at this meeting have personal knowledge of old photographs that lie hidden away in storage in musty basements in schools and buildings owned by MPS. Portraits of some of the superintendents of MPS seem to have disappeared or been misplaced. In rooms in the basement of the Central Services Building alone, there are photographs of people whose identities are no longer known, but whose importance is implied by the fact that they at some time in the past warranted the expense of formal portraits. In addition, there are photographs of buildings (some no longer in existence) and events. Many pictures such as these have already been thrown into the trash to make room for modern needs.

c. Artwork. Many MPS schools have uncatalogued and neglected artwork, such as sculptures and paintings, much of which was either commissioned to celebrate important occasions or donated by alumni. Again, no formal inventory of these neglected treasures seems to exist, at least on a district-wide basis. Many of these works are not only of historical and cultural significance to MPS, but may be of financial value to the district.

d. Personal histories. An often overlooked, yet invaluable, historical resource are the people still living who have been associated with MPS. Former and current staff and students are a treasure trove of memories and first-hand experience. While documents and photographs are more or less only frozen moments of time, the people living who have been part of MPS over the course of years and decades present a continuum, an opportunity to see how and why the District — along with the city, state, country, and even world in which it exists — has evolved.

e. Buildings to be Closed or Excessed. In light of shifts in population and changes in the educational needs of the community, some school buildings are destined to be closed or converted to other purposes. This has already happened to the original Milwaukee Trade and Technical High School. Before these buildings are cleared out and demolished or sold, it is vital that they be inventoried for items that, while no longer needed for the District's current educational mission, may be of historical or cultural significance.

Items Outside of MPS

A common theme in all of the discussions to date regarding the Society has been historical items held by persons (such as former employees and alumni) outside of MPS. Besides Mr. Schowalter, who himself has managed to rescue a fair number of items from the trash can, several other people have indicated that they have items which they would be willing to donate or lend to the Society. Unfortunately, the Society currently has no facilities available in which to store these items, so such acquisitions must be temporarily placed on hold.

Support for the Society

As previously stated, support for the concept of a Milwaukee Public Schools Historical Society seems to be universal. Everyone whom Mr. Schowalter has approached has expressed keen enthusiasm for the idea. To date, Mr. Schowalter has compiled a list of 34 people who have expressed interest in participating, at some level, in the Society. Notable among them are:

- Frank Zeidler, former mayor of Milwaukee
- Fred Olson, Professor Emeritus, University of Wisconsin-Milwaukee
- Robert Teske, Executive Director, Milwaukee County Historical Society

Needs of the Society

At this stage, the Milwaukee Public Schools Historical Society has two pressing needs:

1. Space. Secure space in which to store its collection is the Society's most urgent need. Mr. Schowalter is currently storing the items which he has already collected in his garage and overflowing personal locker. It is imperative that the Society find some secure location in which to store its collection. It is hoped that perhaps MPS itself might be able to offer some space which the Society may use for this purpose, at least until permanent facilities may be obtained.
2. Funding. Although, until the Society elects a board of directors and files articles of incorporation with the state, fundraising is not an immediate concern, it will, of course, assume great importance once the Society becomes active. With that in view, proponents of the Society are already investigating possible sources of grants. Mr. Schowalter has also begun discussions with the Milwaukee Public Schools Foundation, Inc., to see how that organization might be able to help the Society with its future fundraising efforts. Moreover, the formal establishment of the Society will include various levels of membership, along with an associated fee structure.

Formal Establishment of the Society

Another meeting is scheduled to be held on February 26, at which time it is anticipated that a formal resolution to establish the Society will be adopted and a committee will be appointed to draft bylaws. When a final draft of the bylaws has been completed, another meeting will be called, at which time the bylaws will be approved and a board of directors duly elected.

Further Steps

At the meeting on January 7, the participants established the following sequence of events:

1. Current collection of items will be catalogued and entered into a database
2. Interested MPS school administrators, in the following order, will be invited to discuss plans for the proposed Society:
    a. High Schools
    b. Middle Schools
    c. Elementary Schools
3. Interested MPS retirees will be invited to discuss plans for the proposed Society
4. Interested MPS alumni will be invited to discuss plans for the proposed Society
5. Adoption of bylaws and election of board of directors
6. Expanded media/advertising campaign

Community Outreach

Proponents of the Society so far have relied most heavily on word of mouth and personal contacts to begin to get the message out. They feel that, initially at least, the development of the Society must be done slowly and deliberately. Once the general concept and direction has been firmly established, and secure storage and work space has been acquired, recruitment and publicity efforts can then be put in high gear. The Superintendent and the Director of the MPS Office of Public Affairs have indicated a willingness to offer their support in this area.

In the meantime, anyone who is interested in learning more about, or participating in, the development of the Society may contact Mr. Schowalter directly. In addition, the Society's web site, www.MPS-

history.org, provides a contact form which interested parties may fill out and submit online. The web site also offers visitors notices of meetings and the opportunity to subscribe to a mailing list through which they may receive updates on the Society's progress.

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(Item 2) Action on Charter-School Proposals from LaCausa, V.E. Carter School of Excellence, Hmong American Peace Academy, and New Hope Institute of Science and Technology

La Causa

Background

On October 31, 2002, La Causa Charter School submitted a proposal to become an MPS non-instrumentality charter school for the 2003-2004 school year. On Wednesday, November 6, 2002, 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 this meeting, staff members and parents demonstrated their passion, commitment, and support for the La Causa Charter School Proposal.

La Causa, which currently operates as an MPS early-childhood partnership school holding 200 seats, will terminate this partnership agreement, and the new La Causa Charter School will operate as a non-instrumentality charter school serving 400 children in grades K4 through 8th grade.

Analysis

1. Following the demonstration, both the Review Panel and the Review Team decided to recommend the concept of the La Causa Charter School's proposal to become an MPS non-instrumentality charter school. Both the Panel and the Team believe that the proposal for the La Causa Charter School has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the La Causa Charter School:
   a. has a dedicated staff willing to take ownership for the La Causa Charter School
   b. has a history of successful administration of an MPS early-childhood partnership school
   c. offers a fully bilingual Spanish/English educational program with a PEACEABLE Classroom Curriculum to support a peaceful, non-violent school environment
   d. offers a bilingual, multicultural educational program that has high expectations for the achievement of all students
   e. has a supportive infrastructure of students, staff, parents and community stakeholders necessary to achieve its goals
   f. has proposed a program that provides a new, high-quality innovative school for traditionally underserved or at-risk populations.
   g. has recognized the need for, and value of, the independence to set curriculum, goals, and standards for its own students, while being 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 the La Causa Charter School's proposal be approved at this time; however, clarification and/or modifications must be made in the following areas:
   a. Current student achievement levels need to be improved
   b. The school must obtain a proper occupancy permit.

Strategic Plan Compatibility Statement

3. The recommendation is compatible with and supports the MPS Strategic Plan, Goal 2, Student Success in further education and employment and Goal 3, Family Satisfaction as measured by their choices in the education marketplace.

Statute, Administrative, or Board Rule Statement

4. The recommendation is consistent with Wisconsin Statutes, §118.40, Charter Schools, and MPS Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, FY2004 budget funds will be allocated according to Administrative Policy 9.12, as it relates to funding of MPS non-instrumentality charters schools.

The V.E. Carter School of Excellence

Background

On October 31, 2002, The V.E. Carter School of Excellence submitted a proposal to become an MPS non-instrumentality charter school for the 2003-2004 school year. On Friday, November 22, 2002, 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 this meeting, staff members and parents demonstrated their passion, commitment, and support for the proposal from the V.E. Carter School of Excellence.

Analysis

1. Following the demonstration, both the Charter School Review Panel and the Charter School Review Team decided to recommend the concept of the V.E. Carter School of Excellence's proposal to become an MPS non-instrumentality charter school. Both the Panel and the Team believe that the proposal for the V..E. Carter School of Excellence has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the V.E. Carter School of Excellence:

   a. has a dedicated staff willing to take ownership for the V.E. Carter School of Excellence;

   b. has a history of successful administration of an MPS early-childhood partnership school;

   c. offers a direct-instruction learning model and high-scope curriculum

   d. offers an African-centered educational program which features the Seven Principles of Kwanzaa — unity, self-determination, collective action, cooperative economics, purpose, creativity, and faith — and which is designed to assist each individual in achieving his or her learning capacity

   e. has a supportive infrastructure of students, staff, parents, and community stakeholders necessary to achieve its goals

   f. has proposed a program that provides a new, high-quality innovative school for traditionally under-served or at-risk populations

   g. has recognized a need for, and the value of, the independence to set curriculum, goals, and standards for its own students, while being 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 the V.E. Carter School of Excellence proposal be approved at this time; however clarification or modifications must be made in the following areas:

   a. Grade five would be the top grade, in order to allow students to transition smoothly into MPS middle-grade schools.

   b. The school must obtain a proper occupancy permit.

Strategic Plan Compatibility Statement

3. The recommendation is compatible with, and supportive of. the MPS Strategic Plan, Goal 2, student Success in further education and employment, and Goal 3, family satisfaction as measured by their choices in the education marketplace.

Statute, Administrative, or Board Rule Statement

4. The recommendation is consistent with Wisconsin Statutes, §118.40, Charter Schools, and MPS Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, FY2004 budget funds will be allocated according to Administrative Policy 9.12, as it regards the funding of MPS non-instrumentality charters schools.

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Hmong American Peace Academy

Background

On October 31, 2002, the Hmong American Peace Academy submitted a proposal to become an MPS non-instrumentality K3-8th grade charter school with 150 seats for the 2003-2004 school year. On Wednesday, November 6, 2002, 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 and parents demonstrated their passion, commitment, and support for the Hmong American Peace Academy Charter School Proposal.

Analysis

1. Following the demonstration, both the Review Panel and the Review Team decided to recommend the concept of the Hmong American Peace Academy's proposal to become an MPS non-instrumentality charter school. Both the Review Panel and Review Team believe that the proposal for the Hmong American Peace Academy charter school has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the Hmong American Peace Academy Charter School:

   a. has a dedicated staff willing to take ownership for the Hmong American Peace Academy charter school
   b. offers an IB (International Baccalaureate) program and high-scope curriculum
   c. offers a multilingual, multiethnic, culturally diverse educational program that has high expectations for the achievement of all students
   d. has a supportive infrastructure of students, staff, parents, and community stakeholders necessary to achieve its goals
   e. has recognized the need for, and value of, the independence to set curriculum, goals, and standards for its own students, while being 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 the Hmong American Peace Academy's charter school proposal be approved at this time; however, clarification and/or modifications must be made in the following areas:

   a. A high-school transition program in accordance with the requirements of the International Baccalaureate Organization needs further clarification and identification.
   b. The school must recognize that K3 students are not funded under MPS's charter school policy, while K4 students are funded at a maximum of 0.6 FTE under MPS's charter school policy.

Strategic Plan Compatibility Statement

3. The recommendation is compatible with, and supportive of, 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 educational marketplace.

Statute, Administrative, or Board Rule Statement

4. The recommendation is consistent with Wisconsin Statutes, §118.40, Charter Schools, and MPS Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, FY2004 budget funds will be allocated according to Administrative Policy 9.12, as it relates to funding of MPS non-instrumentality charters schools.

The New Hope Institute of Science and Technology

Background

On October 30, 2002, the New Hope Institute of Science and Technology submitted a proposal to become an MPS non-instrumentality charter school for the 2003-2004 school year. On Wednesday, November 20, 2002, and December 13, 2002 members of the MPS Charter School Review Panel, along with the Superintendent's Charter School Review Team, met to review the charter school proposal. Staff members, and, community representatives demonstrated their passion, commitment, and support for the New Hope Institute of Science and Technology Proposal.

Analysis

1. Following the demonstration, both the Charter School Review Panel and the Charter School Review Team decided to recommend the concept of the proposal by the New Hope Institute of Science and Technology. to become an MPS non-instrumentality charter school. Both the Panel and the Team believe that the proposal for the New Hope Institute of Science and Technology has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the New Hope Institute of Science and Technology:

   a. has a dedicated staff willing to take ownership for the New Hope Institute of Science and Technology
   b. offers a safe, nurturing, and ideal college-bound learning community with an emphasis on science, mathematics and technology
   c. has developed educational strategies designed to meet the varied individual needs of students
   d. offers opportunities for students to benefit from partnership relationships with the science and math departments of local colleges and research centers
   e. has a supportive infrastructure of staff and community stakeholders necessary to achieve its goals
   f. has proposed a program that provides a new, high-quality innovative school for traditionally under-served or at-risk populations
   g. has recognized the need for, and value of, the independence to set curriculum, goals, and standards for its own students, while being 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 the New Hope Institute of Science and Technology's proposal be approved at this time; however, clarification or modifications must be made in the following areas:

   a. The school must develop a balanced budget that reflects the program requirements as outlined in the proposal.
   b. The school must locate a facility that is suitable for the program and meets the Milwaukee Public Schools' facilities requirements.
   c. The school shall secure written commitments from community partnerships.
   d. The school shall develop plan to ensure diversity.
   e. The school shall implement a plan to serve 9th- and 10th-grade students during the first year and to expand grade offerings in subsequent years.

Strategic Plan Compatibility Statement

3. The recommendation is compatible with, and supportive of, the MPS Strategic Plan, Goal 2, student Success in further education and employment, and Goal 3, family satisfaction as measured by their choices in the education marketplace.

Statute, Administrative, or Board Rule Statement

4. The recommendation is consistent with Wisconsin Statutes, §118.40, Charter Schools, and MPS Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, FY2004 budget funds will be allocated according to Administrative Policy 9.12, as it relates to funding of MPS non-instrumentality charters schools.

Committee's Recommendation

Your Committee recommends that:

1. the concept of the La Causa Charter School's proposal be approved at this time, with the following contingencies to be met prior to contract negotiation:
   a. measures must be put in place to improve current student achievement levels;
   b. the school must obtain a proper occupancy permit;
2. the Board 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 La Causa Charter School in anticipation of the establishment of an MPS non-instrumentality charter school for the 2003-2004 school year;
3. the concept of the V.E. Carter School of Excellence's proposal be approved at this time, with the following contingencies to be met prior to contract negotiation:
   a. Grade five would be the top grade, in order to allow students to transition smoothly into MPS middle grade schools;
   b. The school must obtain a proper occupancy permit;
4. the Board 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 V.E. Carter School of Excellence in anticipation of the establishment of an MPS non-instrumentality charter school for the 2003-2004 school year;
5. the concept of the Hmong American Peace Academy's Charter school proposal be approved at this time, with the following contingencies to be met prior to contract negotiation:
   a. a high-school transition program in accordance with the requirements of the International Baccalaureate Organization needs further clarification and identification;
   b. the school must recognize that K3 students are not funded under MPS's charter school policy, while K4 students are funded at a maximum of 0.6 FTE under MPS's charter school policy;
6. the Board 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 Hmong American Peace Academy in anticipation of the establishment of an MPS non-instrumentality charter school for the 2003-2004 school year;
7. the concept of the New Hope Institute of Science and Technology's proposal. be approved at this time, with the following contingencies to be met prior to contract negotiation:
   a. the school must develop a balanced budget that reflects the program requirements as outlined in the proposal;
   b. the school must locate a facility that is suitable for the program and meets the Milwaukee Public Schools' facilities requirements;
   c. the school shall secure written commitments from community partnerships;
   d. the school shall develop a plan to ensure diversity;
   e. the school shall implement a plan to serve 9th- and 10th-grade students during the first year and to expand grade offerings in subsequent years;
8. the Board 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 New Hope Institute of Science and Technology in anticipation of the establishment of an MPS non-instrumentality charter school for the 2003-2004 school year.

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 3) Action on Resolution 0102R-051 by Director Spence to Facilitate the Acceptance and Success of At-Risk Students in MPS Alternative and Partnership Schools

Background

At its meeting on March 26, 2002, the Board referred the following resolution by President Spence to the Committee on Innovation/School Reform:

WHEREAS, The Board is dedicated to ensuring quality educational options for all students, including students who are At Risk of Not Graduating from High School; and

WHEREAS, Wisconsin statutes define "Children At Risk of Not Graduating from High School" as pupils in grades 5 to 12 who have failed the high school graduation test under 118.30 (lm)(d). or are dropouts, or are two or more of the following:

- One or more years behind their age group in the number of credits attained
- Two or more years behind their age group in basic skills levels (reading or mathematics)
- Habitual truants (a pupil who is absent from school without acceptable excuse for part or all of 5 or more days on which school is held during a school semester)
- Parents
- Adjudicated delinquents
- Eighth-grade pupils whose score in each subjects area on the examination administered under 118.30 (lm)(am)1. was 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; and

WHEREAS, During the 2000-2001 school year, MPS reported that 13,462 district students were identified to the Wisconsin Department of Public Instruction (DPI) and met the Wisconsin Statute Section 118.153 definition as Children At Risk of Not Graduating from High School; and

WHEREAS, Of those 13,462 MPS students identified as "At-Risk", only 8,303 students had an attendance rate of at least 70%; and

WHEREAS, Wisconsin statute defines Dropout as a child who 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 s.118.15 (1)(b) to (d) of (3).; and

WHEREAS, Of those 13,462 MPS students identified as "At-Risk", only 11,248 remained enrolled in a school program; and

WHEREAS, Currently, the MPS Division of Diversified Community Schools' Alternative and Partnership School Programs are serving a total of 3,743 students; and

WHEREAS, Current MPS contracts for services for Children At Risk include the following performance measures:

1. An average attendance rate of at least 70%
2. At least 70% of the pupils will have remained in school
3. At least 70% of participating high school seniors will receive a high school diploma
4. At least 70 % of pupils in grades 9-12 will have earned at least 4.5 credits at the end of the school year
5. At least 70% of the pupils in grades 5-8 will have received passing grades in at least four of the core academic courses
6. At least 70% of the pupils will show achievement gains on a standardized test or appropriate measures of at least one month's gain in reading and mathematics for each month of enrollment in the program; and

WHEREAS, The State Superintendent reimburses MPS for each pupil enrolled in a program for children at risk who have achieved at least three of performance measures labeled 1, 2, 3, 4, and 6 above; and

WHEREAS, The current statutes, contract performance measures, and state reimbursement procedures serve as a disincentive for "At Risk" service providers acceptance of the very students who most need their services, now, therefore, be it,

RESOLVED, That the Administration study current statutes, policies and contract performance measures to determine revisions needed to facilitate the acceptance and success of At Risk students in MPS alternative and partnership school programs; and be it

FURTHER RESOLVED, That the Board consider the recommendation and support of legislative revisions to better align performance measures and funding methods with the defined Children At Risk of Not Graduating from High School population.

Administration's Analysis

1. Statistical data are one of the main sources of determining if an alternative or partnership school has successfully delivered educational services to at-risk students. Many of the students who qualify for enrollment in at-risk programs come to the table with poor academic and attendance records. They often are older students who have been retained with few credits, making graduation questionable. The students most often come from traditional school programs and have experienced little, if any, success. They generally enter alternative and partnership schools with less than a 50% attendance rate, maybe as low as 20%. All students who enroll are in danger of dropping out of high school or have already dropped out and have returned to school. This is a concern among the alternative and partnership schools because statistics could be adversely affected by enrolling such students.

2. The most recent revision of enrollment policies for at-risk students in alternative and partnership schools, which was made in the Fall of 2002, was intended to facilitate the acceptance and success of at-risk students in alternative and partnership schools. A number of modifications were recommended by alternative- and partnership-school administrators. Unless otherwise stated, the 70% goal is understood to be in place for each of the descriptors given below.

a. High School

1) The attendance rate of a student assigned to an alternative or partnership school less than one year will improve at least 20% over that student's attendance rate for the previous school year. If a student has been in an alternative or partnership school for more than one year, the student's attendance rate will be at least 70%.

2) Fifty percent of students assigned to an alternative or partnership school for less than one year will remain in school. Seventy percent of students enrolled in an alternative or partnership school for more than one year will remain in school.

3) For partnership, adjudicated-youth, and behavioral-reassignment schools, 70% of seniors must graduate; however, in the adjudicated-youth and behavioral-reassignment schools, in order to be counted as a senior, the student must be able to graduate during the one semester in which he or she is assigned to that program.

4) Students will earn at least 4.5 units if enrolled for a full year, or 2.25 units if enrolled for one half-year, or 1.50 units if enrolled for one quarter-year.

5) Students will demonstrate at least one month's gain in reading for each month of enrollment, as determined by classroom-based assessment, Plato assessment, or passing associated classes.

6) Students will demonstrate at least one month's gain in mathematics for each month of enrollment, as determined by classroom-based assessment, Plato assessment, or passing associated classes.

b. Middle School

1) The attendance rate of a student assigned to an alternative or partnership school less than one year will improve at least 20% over that student's attendance rate for the previous school year. If a student has been in an alternative or partnership school for more than one year, the student's attendance rate will be at least 70%.

2) Fifty percent of students assigned to alternative or partnership schools for less than one year will remain in school. Seventy percent of students enrolled in alternative or partnership schools for more than one year will remain in school.

3) A student assigned for less than one semester will show, through portfolio work or teacher evaluation, that he/she is making progress in at least four of the core academic classes (English, math, reading, science, and social studies). Students remaining in the program longer than a semester will pass at least four of the core academic classes.

4) Students will demonstrate at least one month's gain in reading for each month of enrollment, as determined by classroom-based assessment, Plato assessment, or passing associated classes.
5) Students will demonstrate at least one month's gain in mathematics for each month of enrollment, as determined by classroom-based assessment, Plato assessment, or passing associated classes.

3. The requirements of the reauthorization of the Elementary and Secondary Education Act (ESEA) and federal "No Child Left Behind Act" include provisions to raise academic achievement for all children, including students enrolled in MPS alternative and partnership schools. The Administration will conduct a comprehensive review of contract language for partnership schools and recommend revisions to align with the State of Wisconsin's accountability measures and to address the requirements of the new ESEA provisions.

Strategic Plan Compatibility Statement

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

Statute, Administrative, or Board Rule Statement

5. This item supports Section 118.153 of the Wisconsin Children At Risk Act.

Fiscal Impact Statement

6. This item does not authorize expenditures.

Implementation and Assessment Plan

7. The Administration will modify the performance standards of the partnership-school alternative-education contracts to align with the State of Wisconsin's accountability measures, the requirements of the new ESEA provisions, and local district accountability standards. Implementation will begin with the 2003-2004 school year.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution and authorize the Division of Diversified Community Schools to modify the partnership-school contracts to reflect the adjustments, with the following two descriptors, as they apply to both middle-school and high-school students, to be amended as indicated:

1) The attendance rate of a student assigned to an alternative or partnership school less than one year will improve at least 20% over that student's attendance rate for the previous school year or by a minimum of one day per week, whichever is higher. If a student has been in an alternative or partnership school for more than one year, the student's attendance rate will be at least 70%.
2) Fifty percent of students assigned to alternative or partnership schools for less than one year will remain in school until the end of that school year. Seventy percent of students enrolled in alternative or partnership schools for more than one year will remain in school until the end of that school year.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

SPECIAL EDUCATION COMMITTEE

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on 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

Compliance Information

The following compliance information is based on data reported on January 15, 2003:

IEP Evaluations

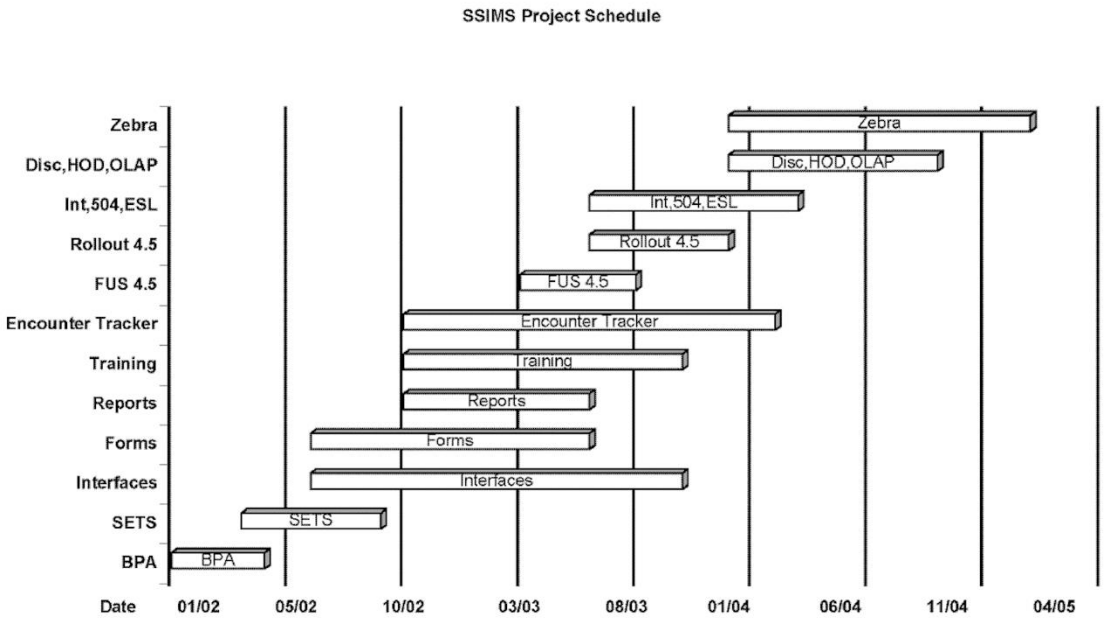
Open re-evaluations and initial evaluations must be completed within the 90-day timeline or within a timeline extension that is approved by the parent.

Initial Evaluations (Completed since September) 703
Active Initial Referrals 799
Re-evaluations (Completed since September).....2,296
Active Re-evaluations 1,207
IEP Services — Total LEA population served.....16,511

Data-management Services (SSIMS)

The following information is an update of the implementation plans for the SSIMS data-management system. See chart below.

Special Services Management Information System (SSIMS)
January 2003 Project Status



SSIMS Project Terminology

Article 504 of the Rehabilitation Act (504) — a program that addresses children who have a handicapping condition that impacts the quality of their life but that does not qualify as one of the federally defined Special Education disabilities.

Business Process Analysis (BPA) — The task of gathering and documenting MPS Special Education business policies and procedures.

Discipline (DISC) — a program that addresses disciplinary actions of a Special Education student.

Educational Outcomes Cubes — an analytic tool that monitors compliance parameters and documents best-practices implementation district-wide. Program effectiveness is measured using On-line Analytical Processing (OLAP) technology.

Encounter Tracker (ET) — a product from 4GL School Solutions, Inc., (4GL) that documents and compares prescribed and delivered student services to reduce "under-serving" (i.e., a provider fails to provide services, thereby creating a violation) and "under-reporting" (i.e., a provider fails to inform the district of services provided, thereby affecting revenue reimbursement).

English is a Second Language (ESL) — a program that addresses children having difficulty academically because English is not their primary language.

EZ Compliance Forms (Forms) — a 4GL product that streamlines data entry with electronic versions of district-specific forms used by Special Education teams. As data is entered, compliance requirements are automatically entered.

Forms Updating SETS (FUS) — a 4GL product that automatically updates the SETS database based on data entered into the electronic forms.

Hearing Officer Determination (HOD) — a program that addresses a formal hearing request filed by a parent in response to perceived violations in the school's handling of a Special Education student.

Interfaces — computer applications that transfer Special Education data and student demographic data between SSIMS applications.

Intervention (INT) — a program that assist a student who has been identified as having academic difficulties prior to referring that student for a Special Education evaluation.

Reports — 4GL's SETS application has a library of over 100 different pre-defined reports and has *ad hoc* report capabilities.

Rollout — Term used to describe the process of implementing into production and into the MPS school district the various SSIMS/4GL applications.

Special Education Tracking System (SETS) — a 4GL product that is a dynamic business-process database of Special Education information and timelines that ensures accountability district-wide.

Special Services Information Management System (SSIMS) — MPS Special Services project name that incorporates the various 4GL products.

Training — extensive training of MPS Special Education providers, administrators, and other support staff is conducted during the project implementation process.

Zebra — a 4GL (next-generation) Special Education product.

Guidelines for 03-04 Special Education Staffing and Student Assignment

Guidelines have been developed to assist principals in developing the FY04 documentation of school budget and staffing needs, so that students with special education needs are ensured a free appropriate public education (FAPE) and receive appropriate special-education-related services in each school within this district.

These guidelines reflect budget and staffing policy necessitated by the "No Child Left Behind" legislation and requirements to implement the Individuals with Disabilities Education Act (IDEA 97). Implementation of these policies is required as part of the Special Education Oversight Plan (SOAP) that was adopted by the Milwaukee Board of School Directors in Spring 2002.

The following guidelines apply to FY04 budget and staffing determinations:

a. The following dollars are included in the budget for each child with a disability:
   - Each child receives full funding within the regular-education per-pupil allocation.
   - The special-education allocation includes the cost of the salaries and benefits for special-education teachers, educational assistants, and handicapped-children's aides who are assigned to the classroom.
   - An additional allocation of $1421 (2003-03) per each student who was identified with a disability on the previous year's December 1 child count report.

b. Each student with a disability must receive the services that are determined by his or her IEP. Special-education teachers and support staff must be assigned to serve special-education students and provide these services. A special-education teacher or support staff may not be assigned to general education assignments such as the K4 kindergarten, third-grade SAGE teacher, middle/high-school general education curricular classes, etc., unless the individual has been purchased by the school with funds other than those provided within the budget as part of the special-education allocation

c. Special-education services and school assignments for students with disabilities must be provided based on child-specific service needs such as academics, emotional-behavioral, communication, etc. These services cannot be based solely on disability label. Student

seat assignments and service-provider (teacher) caseloads will be determined by the number of service hours listed in the student's IEP and not by the identified disability label.

d. Each school site must provide an appropriate range of special education services for students with mild to moderate special needs, e.g., regular classroom support, temporary support in a special-education classroom, integrated special-education classroom-based services.

e. Every special-education student (except for those students assigned to comprehensive seats) must have a regular education seat and must be counted for regular education staffing for FY04. The students must be able to access the general education curriculum and non-disabled peers as often as the IEP has determined is appropriate.

f. Specialized services for students with comprehensive needs (requiring direct special-education service more than 66% of the school day) will continue to be provided at specific designated school locations. These comprehensive-needs seats will be identified and will be accessed in conjunction with Central Office staff. The district is working to assure that a sufficient number of seats are available for comprehensive-needs students in the north, central and south regions of the district.

g. A comprehensive seat is generally assigned to a student whose IEP requires direct special-education services for more than 66% of the school day (4 to 6 hours) and who needs the support of a more restrictive educational environment. Although a general education seat for comprehensive-needs students is not counted in the general education seat count, each student with comprehensive-service needs must be able to access the general education curriculum and non-disabled peers as often as the IEP team has determined is appropriate.

The Special Education Leadership Liaisons (SELLS) and administration are currently contacting each principal to discuss seats for the 2003-2004 school year. Preliminary staffing needs will be submitted to finance on January 17, 2003

Quarterly Report-Special Services NSI Implementation

Regional Comprehensive Services for Students with Disabilities

Progress has continued on implementation of north, central, and south regional continuums of comprehensive service for students with severe disabilities. During this quarter, the Division of Special Services has worked closely with the Special Education Leadership Liaisons and individual school principals to designate specific school sites where comprehensive services for autistic students and other students with complex special needs will be assigned. Several elementary schools, including Browning and Grantosa Drive, are expanding their capacity to serve students with comprehensive needs. Additional seats (to be determined) for students who need comprehensive services will be added at other elementary schools, K8 and middle schools, and high schools. These regional sites are being developed to ensure that students with complex special needs are provided with appropriate services as close to home as possible.

All Kids Count

During this quarter, the Office of Pupil Services has continued to collaborate with the Office of Finance and Operations to facilitate implementation of the All Kids Count initiative. Meetings have been conducted with the Wisconsin Department of Public Instruction to modify the school selection process for students with disabilities and to develop appropriate services for students regardless of disability category. Development of the school district budget for 2003-04 will provide regular education seats for all students with disabilities who require minimum to moderate levels of special education service.

* * * * *

(Item 2) Report on the Status of the Implementation of the Facilities Compliance Plan for the Americans with Disabilities Act

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

Administration's Report

1. At its meeting of April 20, 1994 (Proc. pp. 605-607), the Board took the following action relative to the Facilities Compliance Plan for the Americans with Disabilities Act:

(1) That the Facilities Compliance Plan for the Americans with Disabilities Act be approved and the Administration be authorized to implement the plan utilizing the Selective Compliance Option.

(2) That authorization be given to borrow $5 million from the Common School Fund for the purpose of completing modifications to implement the Americans With Disabilities Act with the funds to be placed in the Construction Fund.

(3) That the Administration continues to seek additional sources of revenue to supplement local funds in order to implement the law.

(4) That implementation of the law be coordinated with the implementation schedules for the School to Work and Technology Master Plan.

(5) That the implementation schedule be incorporated into the Ten-Year Capital Plan with annual appropriations subject to The Board's approval…

2. Since the adoption of the Compliance Plan by the Board, a total of $24.4 million has been spent on building modifications as part of the program. At the present time, a total of 109 district buildings have been made compliant, with 19 district buildings remaining to be completed. Funding for the projects have come from three sources:

a. borrowing from the Board of Public Land Commissioners (Common School Fund) in the amount of $14 million;
b. borrowing by the City of Milwaukee on behalf of the Board in the amount of $10 million;
c. funds from IDEA in the amount of $400,000 in FY02 and $500,000 in FY03.

3. Both the original implementation schedule of ten years and the cost of $19.9 million for the compliance effort have increased as the program has been implemented. There are several significant reasons for these changes including:

a. additional costs imposed by state or local agencies which expanded the scope of work required for the project (e.g., classroom strobes);
b. additional schools which were added to the program due to program changes made by the Board (e.g., Craig to Montessori, and 27th Street to Urban Waldorf);
c. additional schools which were added to the program due to capital projects (e.g., King and Roosevelt);
d. adoption of the Neighborhood Schools Initiative in August, 2000, which added six schools to the program;
e. unexpected modifications required for compliance, which were not originally included in estimates, thus requiring rescheduling of some projects to future years to meet new project costs;
f. new code requirements resulting from the recent adoption of the International Building Code (IBC) and changes in the federal regulations, which added new requirements.

4. At the present time, the total implementation of the compliance plan is expected to be completed in FY10 at an additional cost of $14 million. These funds, which are included in the Capital Plan budget, are expected to come from borrowing by the City on behalf of the Board.

5. The current implementation schedule for the compliance plan includes the remaining schools from the original plan, plus the schools which have been added as part of the NSI. The current schedule, which is subject to change as conditions warrant, is reviewed annually during the development of the Capital Plan. This schedule is as follows:

FY03:	Sherman 35th Street Westside Academy II Grant (Phase 1) Burbank (Design) Greenfield (Ramp) Bay View (Doors)	FY04:	Browning Burbank	FY06:	Kosciuszko Morse
		FY05:	Fratney Grant (Phase 2) Walker	FY07:	Robinson Garfield

FY08:	Lloyd Tippecanoe 8th Street	FY09:	Golda Meir 39th Street	FY10:	7th St. Garage

6. Upon completion of the Selective Compliance Option, a total of 37 district buildings will *not* have received any modifications. At this time there are no plans to include these facilities in any long-range capital plans for facilities modification. Should it be decided to include these buildings in the compliance effort, it is estimated that the additional cost (in 2003 dollars) to bring these buildings into compliance is $33,077,287. At current funding levels, the implementation schedule would be extended to completion in FY25.

* * * * *

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

Below is a contract award recommendation for the January 21, 2003, meeting of the Committee on Finance/Personnel. Adequate funding is available in the accounts as noted below.

Roof Replacement

Twenty-first Street School

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

Low Bidder, Base Bid of.....$149,900.00

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 2-10-4-974-377-327-255000 (W.O. 2-546436).

Fritsche Middle School

Prime Contractor
Roberts Roofing & Siding Inc.
4929 North Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$452,434.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	100% MBE	45	13	4	Corporation	0

Funds have been committed for this project from Facilities and Maintenance FY03 account code 1-14-4-243-049-327-255000 (W.O. 2-546438).

Masonry Restoration

Juneau High School

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

Low Bidder, Base Bid of.....$294,500.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	105	10% MBE	3	0	0	Corporation	2

Funds have been committed for this project from Facilities and Maintenance FY03 account code 1-14-4-243-003-327-255000 (W.O. 2-552684).

Access Control, Audio/Video Surveillance Installation System

Marshall High School

Prime Contractor
Connectivity Solutions, Inc., of WI
W226 N825 Eastmound Drive
Waukesha, WI 53186

Low Bidder, Base Bid of.....$99,240.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	60	4	3	Corporation	1

Facilities and Maintenance has committed funds for this project from School Safety account code 1-10-4-710-600-551-239000 (W.O. 2-577494).

North Division High School

Prime Contractor
Associated Technical Services
10010 West Schlinger Avenue
Milwaukee, WI 53214

Low Bidder, Base Bid of.....$100,914.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	17	0	3	Corporation	1

Facilities and Maintenance has committed funds for this project from School Safety account code 1-10-4-710-600-551-239000 (W.O. 2-577507).

Construction Contracts

Total construction contract dollars awarded.....$1,096,988.00
Total dollars HUB participation $496,874.30
% of DBE participation 41.24
% of MBE participation.....4.05
% of WBE participation 0.00
% of M/WBE participation.....0.00
% Minority employees within company.....13.55
% Women employees within company 6.50

Request is being made for authorization to enter into a contract for:

Multi-Media Design Services

Lynde & Harry Bradley School of Technology and Trade

Firm Name
AV Design Group
154 Green Bay Road
Thiensville, WI 53092

For Alternate Quote # 2, for a cost of.....$225,345.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	8	0	4	S Corporation	1

Funds for this project are from Bradley Tech QZAB borrowing, account code 1-40-4-875-600-551-255000 (W.O. 2-600320).

Professional Service Contracts

Total professional service contract dollars awarded.....$225,345.00
Total dollars HUB participation $0.00
% of DBE participation 0.00
% of MBE participation.....0.00
% of WBE participation 0.00
% Minority employees within company.....0.00
% Women employees within company 50.00

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
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 Resource Center Initiative Corporation

B-5311 Chillers, Opened 10-30-02

Also recommended is award to the low life-cycle-cost bidder, Kasmerchak-Gonzales and Associates, at $220,995.00, less 1.25% — 10 days, for two McQuay Chillers.

The account number for this order will be 1-10-1-000-000-713280.

HUB-ertified	Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	N/A	Equipment

Please note that a bid quotation from the Auer Steel & Heating Company was three minutes late. Please also note that the cost listed on the Milwaukee Public Schools' spreadsheet is a life-cycle cost.

B-5312 Portable CNC Turrett & Lathes, opened 10/31/02

The recommended award is to EMCO Maier Corporation. The total bid value is $116,073.00 and will require the Board's approval.

This recommendation is based on an evaluation by the Bradley Tech HS committee using the following criteria:

	Possible Percent	Emco	First Tech	Lab Midwest	Haldemen Homme, Inc.
COST	10%	8%	10%	6%	6%
Warranty	10%	10%	8%	8%	8%
Teacher Training	20%	20%	16%	16%	14%
Durabilty	25%	25%	20%	20%	15%
Teachibility	25%	25%	20%	20%	15%
Partnership Activity	10%	10%	10%	10%	8%
Total Score	100%	98%	84%	80%	66%

The account number for this order will be 1-40-4-875-600-551-255000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	N/A	Equipment

B-5313 John Deere Tractors, opened 11/07/02

The recommended award of the above-mentioned is to Esch Power Equipment. The total bid value is $108,468.00 and will require the Board's approval.

Although Esch Power Equipment was not the low bidder, Facilities and Maintenance has an abundance of spare parts for the "Cozy Cab" as requested in the quote and felt that the lowest bidder of the tractor with the "Cozy Cab" is the better value for the money.

The recap is as follows:

Esch Power Equip. ..... 108,468.00 .....Net
Proven Power ..... 104,895.00 .....Net
Mid-State Equipment, Hartford..... 112,455.00 .....Net

The account number for this order will be 2-10-4-909-301-562-254000

	Employee Information			HUB Participation				
HUB-certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	N/A	N/A	0%	0%	0%	N/A	Equipment

Purchasing Request Summary — January 2003

Total contract dollars to be awarded.....$
Total dollars eligible for HUB participation.....$
Total HUB dollars .....
% of MBE participation.....
% of WBE participation .....
% of DBE participation 0.00
% of D/MBE participation.....0.00
% of D/WBE participation 0.00
% of M/WBE participation.....0.00
% Minority employees within companies .....N/A
% Women employees within companies.....N/A

Report of Revenues and Expenses and the Expenditure Control Report

Statement of Revenues as of November 30, 2002:

	Adopted Budget	Approved Transfers[1]	Revised Budget	Cur. Month. Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$880,880,178	$44,140,552	$925,020,730	$-3,330,899	$94,211,874	$830,808,856	10%
Categorically Aided	152,835,139	41,958,257	194,793,396	26,030,328	40,792,255	154,001,141	21%
School Nutrition	28,150,000	11,819	28,161,819	2,878,511	4,873,068	23,288,751	17%
Construction	38,242,451	21,931,101	60,173,552	2,500	6,686,711	53,486,841	11%
Extension	11,804,455	246,615	12,051,070	58,488	886,057	11,165,013	7%
Total All Funds	1,111,912,223	108,288,344	1,220,200,567	25,638,928	147,449,965	1,072,750,602	12%

Statement of Expenditures as of November 30, 2002:

	Adopted Budget	Approved Transfers[1]	Revised Budget	Cur. Month. Expenditures	Year-to-Date Exp.&Encumb	Unexpended Balance	Percent Expended
School Operations	$880,880,178	$44,140,552	$925,020,730	$79,027,278	$393,223,863	$531,796,867	43%
Categorically Aided	152,835,139	41,958,257	194,793,396	14,865,677	71,654,563	123,138,833	37%
School Nutrition	28,150,000	11,819	28,161,819	2,871,140	9,996,192	18,165,627	35%
Construction	38,242,451	21,931,101	60,173,552	1,323,558	41,178,726	18,994,826	68%
Extension	11,804,455	246,615	12,051,070	695,724	6,408,967	5,642,103	53%
Total All Funds	1,111,912,223	108,288,344	1,220,200,567	98,783,377	522,462,311	697,738,256	43%

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

Statement of Revenues as of December 31, 2002:

	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	$145,813,196	$240,025,071	$690,876,481	26%
Categorically Aided	152,835,139	46,651,299	199,486,438	14,278,158	55,070,414	144,416,024	28%
School Nutrition	28,150,000	11,819	28,161,819	3,504,246	8,377,268	19,784,551	30%
Construction	38,242,451	21,931,101	60,173,552	9,687	6,696,398	53,477,154	11%
Extension	11,804,455	246,615	12,051,070	309,315	1,195,373	10,855,697	10%
Total All Funds	1,111,912,223	118,862,208	1,230,774,431	163,914,602	311,364,524	919,409,907	25%

Statement of Expenditures as of December 31, 2002:

	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	$66,051,196	$442,160,379	$488,741,173	47%
Categorically Aided	152,835,139	46,651,299	199,486,438	14,006,102	85,488,946	113,997,492	43%
School Nutrition	28,150,000	11,819	28,161,819	3,172,069	12,950,978	15,210,841	46%
Construction	38,242,451	21,931,101	60,173,552	2,055,780	47,448,071	12,725,481	79%
Extension	11,804,455	246,615	12,051,070	383,542	6,835,413	5,215,657	57%

	Adopted Budget	Approved Transfers[1]	Revised Budget	Cur. Month. Expenditures	Year-to-Date Exp.&Encumb	Unexpended Balance	Percent Expended
Total All Funds	1,111,912,223	118,862,208	1,230,774,431	85,668,689	594,883,787	635,890,644	48%

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

The expenditure control reports for November and December 2002 are attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 4.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

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

Pursuant to Administrative Policy 3.09(3), Purchasing & Bidding Requirements, the Administration has prepared the quarterly report of contracts between $25,000 and $50,000, which is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

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

This report for December 2002 has been provided to the Board under separate cover. This is an informational report, and no action is required.

Acceptance of Donations

School	Donor	Value	Gift or Purpose
Alcott	Henricksen & Co., Inc.	$100	47 reams of paper, 1 dozen pens, 1 dozen binder clips, 1 dozen Post-it notes
Allen-Field	Kiwanis Club	$525	Mittens
Allen-Field	Rotary Club	$1,000	Reading is Fundamental
Audubon	K-Mart Corp.	$10	Incentives
Barton	Wal-Mart	$1,000	DI Materials
Bay View	Jordan Chiropractic	$4,508	2 Life fitness treadmills, 2 Life fitness bikes
Burdick	Old Country Buffet	$1,362.50	175 Eager Reader meals, 75 Children's meals, 75 Student achievement meals
Burdick	Mister Z's	$396	6 Cases pizza
Curtin	Pick 'N Save	$87	"We Care Program"
Curtin	Pick 'N Save	$74	"We Care Program"
Curtin	Halterman Photo	$273	Picture Sales
Emerson	K-Mart	$2	School Spirit Program
Fernwood	K-Mart	$3	School Spirit promotion
Fernwood	K-Mart	$11	School Spirit promotion
Hamilton	City of Milwaukee Repair Division	$380	950 pounds of brass
LaFollette	Osco Drugs	$28	4 Teddy Bears — Kindergarten Christmas Party
LaFollette	Anonymous	$60	2 Remote Control Hot Wheel Cars — Kindergarten Christmas Party
LaFollette	Kohl's	$25	Rock, Roll 'N Ride Trike — Kindergarten Christmas Party
LaFollette	Target	$25	Gift Card — Kindergarten Christmas Party
LaFollette	Walgreen's	$125	Books, Toys, Notebooks - Kindergarten Christmas Party

School	Donor	Value	Gift or Purpose
Malcolm X	Target	$7	School Spirit
Malcolm X	Frederick Stein	$25	Good public display of behavior on a field trip
Malcolm X	UW-Milwaukee	$60,000	Reimbursement Partnership Grant
Maryland	Heather Sky Svensson	$20	Paint replacement
Metropolitan	Insulation Technologies, Inc.	$196	Classroom supplies
Milwaukee French Immersion	Karl Smith	$500	Supplies for K5 Program
MHSA	Quarles and Brady	$200	Fund orchestra needs
MHSA	Aurora Health Care	$300	Fund jazz activities and needs
MHSA	Columbia/St. Mary's	$200	Fund orchestra needs
MHSA	MTEC	$300	Fund jazz activities and needs
MHSA	Human Resource Mgt. Assoc./SE WI, Inc.	$300	Fund jazz activities and needs
MHSA	Henry Swan Estate	$400	Trumpet instrument
MHSA	Dr. Karen Jackson	$330	11 Tickets to the Ebony Fashion Show held on 9/13/02
MHSA	Hope House of Milwaukee, Inc.	$250	Fund Orchestra Needs
MPS	Sammons Preston	Undetermined	23,040 (48 skids) 3-ring, 3-inch new binders
Riley	Yaskawa Electric America	$250	Parent involvement
Riley	K-Mart Corp.	$12	Supplies, materials
Riley	Target	$393	Take Charge of Education
Sherman	Target	$61	School fund raising program
Sixty-eighth ECC	Mrs. Daria Siegel	$429	Discovery Toys
Westside Academy I	Payless Shoes	$1,000	Winter clothing
Whittier	Barnes Group Foundation, Inc.	$2,000	$1,000 General Checking Acct. $1,000 Student Fund

Committee's Recommendation

Your Committee recommends that the Board:

1. authorize the contracts as listed above;
2. authorize the purchases as listed above; and
3. accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Resignations; and Affirmative Action Reports

Classified Personnel Transactions

Name	Position	Assignment	Date	Salary
Appointments				
Tracy Farber	School Secretary I	Carson Academy	01-06-03	$18,968.22
Iris Ithier-Ramos	School Secretary I	Riley	01-06-03	$18,968.22
Valerie James	Handicapped Children's Assistant	Kosciuszko	12-09-02	$14,609.84
Louann Parsons	School Secretary I	Hi-Mount	01-06-03	$18,968.22
Promotions				
Marie Helfenstein	School Kitchen Manager II	Townsend	09-26-02	$20,560.09
Michele Moten	School Kitchen Manager II	Malcolm X	09-26-02	$20,243.77
Paul Mueller	Building Service Helper II	Bradley Tech.	12-23-02	$25,383.80
Catherine Prud'Homme	School Kitchen Manager II	Elm	09-26-02	$24,043.69

Name	Position	Assignment	Date	Salary
Brandon Purdy	Boiler Attendant Trainee	North	12-23-02	$25,815.40
Rita Wade	School Kitchen Manager II	Carleton	09-26-02	$20,425.96
Evelyn Young	School Kitchen Manager II	Douglas Community Academy	09-26-02	$24,043.72
Changes in Status				
Jodi Ellis	School Secretary I	Alcott	01-06-03	$21,406.35
Tod Haggerty	Driver Helper	Warehouse & Dist. Services	12-09-02	$36,681.77
Carolyn Mallett	Handicapped Children's Assistant	Marshall	12-16-02	$14,609.70
Michele Pruitt	Handicapped Children's Assistant	Alcott	12-09-02	$14,609.70

Ceritificated Appointments

Teachers, Schedule 01

Codes	Yrs Exp Credit	Name	Assignment	Division	Salary	Date
r	0	Natalie A. Freese	Upper Elementary	B	$27,948	09/02/02
r	0	John F. Helmenstine	ED	B	$27,948	01/06/03
r	1	Isaiah D. Ketterhagen	Social Studies	B	$28,611	01/06/03
nr,a	0	Jean M. Lawler-Dineen	EC:EEN	B	$27,948	12/19/02
r	0	Cheryl L. Martens	Speech Pathologist	B	$27,948	01/06/03
nr	0	Dorothy M. Pyles	EC:EEN	B	$27,948	11/20/02
r	0	Carole P. Ryan	L.D.	B	$27,948	01/06/03
nr	0	Joseph S. Scherer	Mathematics	B	$27,948	12/02/02

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 31, 2003:		
Arnetta Johnson	Garden Homes	November 25, 2002
Illness Leave, to June 20, 2003:		
Barbara Heesch	95th Street	December 10, 2002
Maternity Leave, to June 20, 2003:		
Cheryl Marlega	Engelburg	January 13, 2003
Personal Leave, to June 20, 2003:		
Odell Ball	Curriculum & Instruction	January 30, 2003
Tierra DiCarlo	Maryland	January 10, 2003
Extension of Maternity Leave, to June 20, 2003:		
Tongenell Campbell	Leave	September 3, 2002
Deborah French	Leave	September 3, 2002
Heidi Masarik	Leave	September 3, 2002
Beth Neustifter	Leave	September 3, 2002
Catherine Smith	Leave	September 3, 2002

Report on Resignations

Name	Position	Effective Date
Julie L. Barrett	Teacher	11/27/02
Kathleen A. Bertrandt	Teacher	06/20/03
Cynthia Blaser	Teacher	12/04/02
Denise R. Bowens	Supervisor	12/13/02
Ann M. Catalano	Teacher	06/20/03
Wallace M. Cheatham	Teacher	06/20/03
Kierstin M. Cira	Teacher	01/21/03

Name	Position	Effective Date
Graciela A. DeLaCruz	Teacher	06/20/03
Paula H. Farrell	Teacher	12/24/02
Debra T. Franzke	Teacher	06/20/03
Catherine A. Greene	Social Worker	06/13/02
Steven B. Huffman	Specialist	01/17/03
Heidi Indermuehle	Teacher	08/05/02
Stacy L. Klein	Teacher	12/06/02

Name	Position	Effective Date
Jason M. Koszuta	Teacher	09/02/02
Betty L. Krupka	Teacher	06/20/03
Karen M. Kunschke	Teacher	09/02/02
Theresa C. Liu	Supervisor	02/07/03
Nicole C. McDowell	Teacher	09/01/02
William J. O'Brien	Teacher	01/13/03
Elias Santiago	Teacher	12/06/02

Name	Position	Effective Date
David R. Schultz	Teacher	01/31/03
Katina T. Snorek	Teacher	11/27/02
Billy R. Snowden	Teacher	01/31/03
Joan L. Thiel	Teacher	06/20/03
Betty A. Threats	Teacher	01/03/03

Affirmative Action Report

The Affirmative Action Report for the month of December 2002 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Superintendent's recommendations

The Superintendent recommended that the Board approve the classified personnel transactions, teacher appointments, and leaves of absence as listed above.

Committee's Recommendation

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

Director Garner moved to approve the classified personnel transactions, teacher appointments, and leaves of absence.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Superintendent's Recommendation

The Superintendent recommended that the following individuals be promoted or appointed to the classifications indicated, to be effective upon assignment following approval by the Board:

				Salary		
Codes	Name	Position	Location	Sched	Range	Amount
4, r	Ramon Cruz	Assistant Principal	Grand Avenue Middle School	III	11Z	$51,343.93
2, r	Dimitric Roseboro	Assistant Principal	Malcolm X Academy	III	11Z	$49,377.00
5, r	Nellie Welker	Assistant Principal	Manitoba School	III	10Z	$67,606.16
5, nr	Kelly Williams	Research Manager	Division of Assessment and Accountability	III	10A	$61,700.00
2, r	Karen Nelson	Employment Compliance Officer	Department of Human Resources	III	9A	$75,000.00
2, r	Kim Sherrod	Recruitment Specialist**	Department of Human Resources	III	6A	$50,000.00
5, nr	Eugene Kloiber	Assistant Recreation Supervisor — Aquatics	Department of Recreation and Community Services	III	4A	$48,000.00

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

Committee's Recommendation

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

Director Garner moved that the Board retire to executive session, under the provisions of Wisconsin Statutes, Chapter 19.85(1)(c), to consider personnel matters.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

The Board retired to executive session at 7:29 PM.

The Board reconvened in open session at 8:05 PM.

Director Gardner moved to approve the appointments and promotions.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

* * * * *

(Item 4) Annual Approval of Salary Schedules

Background

The following specific proposals are being submitted by the Superintendent with the recommendation that they be adopted for the 2002-2003 budget year.

a. Superintendent, District Executives, and Cabinet Members — Schedule 3
b. Administrators and Supervisors Council (Exempt and Non-exempt) — Schedule 3
c. MTEA — Teachers and Substitute Teachers — Schedules 01, 1C, 1D, 1E, 1F, 1G, 1H, 1I, Schedule 2, Schedule M
d. MTEA — Educational Assistants — Schedule 4
e. MTEA — Accountants and Bookkeepers — Schedule 4
f. School Psychologists — Schedule 5
g. Local 150 Building Service — Schedule E
h. Local 150 Food Service — Schedule B
i. Local 950 Engineers — Schedule E
j. Local 1053 Exempt — Schedule AE
k. Local 1053 Clerical and Technical — Schedule A
l. Local 1616 (Exempt and Non-Exempt) — Schedules B, C, D, E, F, H, I, 04, 09.
m. Building Trades
n. Per-diem, per-session and per-hour employees — Schedules 7, 8, 9, O.

Included are the salary schedules affected by the agreements with the employee organizations previously acted upon by the Board, reclassifications done during the year, and other per-hour, per-diem, and per-session schedules for full-time and part-time personnel not included in bargaining agreements.

The following agreements expired on June 30, 2001: Administrators and Supervisors, School Psychologists, and Substitute Teachers.

The following agreement expired on December 31, 2001: School Accountants/Bookkeepers.

The following agreements expired on June 30, 2002: Building Services Helpers and Local 1616. The following agreement expired on December 31, 2002: Operating Engineers.

Statute, Administrative Policy, or Board Rule Statement

1. Wisconsin Statutes, §119.40, provides 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.

Committee's Recommendation

Your Committee recommends that:

1. the following salary schedules be affirmed:
   a. Superintendent, District Executives and Cabinet Members — Schedule 3
   b. Administrators and Supervisors Council (Exempt and Non-exempt) — Schedule 3
   c. MTEA–Teachers and Substitute Teachers — Schedule 01, 1C, 1D, 1E, 1F, 1G, 1H, 1I, Schedule 2, Schedule M
   d. MTEA–Educational Assistants — Schedule 4
   e. MTEA–Accountants and Bookkeepers — Schedule 4
   f. School Psychologists — Schedule 5
   g. Local 150 Building Service — Schedule E
   h. Local 150 Food Service — Schedule B
   i. Local 950 Engineers — Schedule E
   j. Local 1053 Exempt — Schedule AE
   k. Local 1053 Clerical and Technical — Schedule A
   l. Local 1616 (Exempt and Non-Exempt) — Schedule B, Schedule C, Schedule D, Schedule E, Schedule F, Schedule H, Schedule I, Schedule 04, Schedule 09.
   m. Building Trades
   n. Per Diem, Per Session and Per Hour Employees — Schedule 7, Schedule 8, Schedule 9, Schedule O; and
2. the following customary salary resolution be adopted to comply with Section 2.32, Rules of the Board of School Directors, and Section 119.40, Wisconsin Statutes:

RESOLVED, that all salary schedules and related provisions amended by Board Action this evening be, and they hereby are, adopted for 2002-2003 as amended; that all salary schedules excepting those for prevailing wage rates, in effect for 2002-2003, and which have not been amended be, and they hereby are, reaffirmed for 2002-2003, or, in the case of schedules in negotiations, be, and they hereby are, reaffirmed pending final settlement of 2002-2003 rates, and that all provisions and resolutions pertaining to any salary schedules, and in effect for 2002-2003 which are not inconsistent with the foregoing be, and they hereby are, reaffirmed for 2002-2003.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 5) Action on Resolution 0203R-023 by Director Morales to Establish Contracts to Include Unemployed City of Milwaukee Residents

Background

At the Board's meeting on July 25, 2002, the following resolution was introduced by Director Morales:

WHEREAS, The Milwaukee Public Schools contracts for millions of dollars worth of facilities renovation and construction projects each year; and,

WHEREAS, Many City of Milwaukee residents qualified in construction-related trades are unemployed or underemployed; and,

WHEREAS, Many of these same residents are the parents of Milwaukee Public Schools students; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors establishes that the workforce for all MPS construction projects that are not yet formerly committed by contracts will include a minimum of 25% unemployed City of Milwaukee residents, including 5% women; and be it

FURTHER RESOLVED, That this requirement shall be included in the bid specifications and will be a contractual obligation of the builder.

Administration's Analysis

1. Since the adoption of the Neighborhood Schools Plan in August 2000, the Administration and the NSI Independent Monitor have had meetings with various community-development agencies, community advisory groups, and City representatives to determine an effective unemployed-and-underemployed-preference program for MPS.

2. The activation of other elements in NSI was necessary prior to the development of the plan.

3. A draft was completed in November 2002 based on 2000 Census Bureau statistics released in October 2002.

4. The original draft contained provisions for including the City of Milwaukee Community Development Block Grant (CDBG) Area and a Communities in Need Initiative (COIN) targeting residents of a US census tract where 14.3% or more of the residents live below the poverty level.

5. On November 27, 2002, Administration requested a City Attorney's opinion of draft preference program language.

6. Administration received the opinion on January 8, 2003. The opinion advised the Board and Administration to take the following actions to have a program that can best be defended against a challenge under the Privileges and Immunities clause of the United States Constitution:

   a. The School Board must make findings, prior to the adoption of this program, explaining the rational basis for the distinction. The Board's findings should be drafted carefully to identify an appropriate governmental goal — one that is substantial — and to show that the program is a rational means to achieve that goal.

   b. The proposed preference program would require contractors to hire a certain percentage of workers who live in households with an income below the U.S. Census Bureau's Poverty thresholds for 2000. In order to best protect against a legal challenge, the program would not be limited to City residents, but would be available to any workers who live in poor households, if those households are in neighborhoods (census tracts) in which 14.3% or more of the families fall below the poverty line.

   c. Because this program does not exclude nonresidents, because it is race neutral, and because it does not encompass any other invidious discrimination, it need only be supported by showing there is a rational basis for treating the class of people living in poverty, and living in a neighborhood where poverty is rife, differently than other potential workers on these construction programs.

   d. It is essential that the eligible individual in fact be living in a household that is below the poverty line; otherwise, it would be difficult to justify granting one a preference simply based on the neighborhood in which he or she resides.

7. To enact the CDBG portion of the MPS plan would require additional statistical information gathering and a separate finding by the Board of School Directors. Since the documentation has already been gathered for the Communities in Need Initiative and the COIN demographics for Milwaukee encompasses the entirety of the CDBG area with the exception of about 5% (an area that does not contain 14.3% or more residents living in poverty).

8. This resolution would allow Administration to develop a uniform preference policy districtwide.

Strategic Plan Compatibility Statement

9. Strategic Goal 1, Student success in further education and employment and Strategic Goal 3, High Standards and Accountability — To institute high standards and accountability for the Board of School Directors, Superintendent, Central Services staff and MPS contractors in providing greater family satisfaction with the MPS education marketplace by creating employment opportunities.

Statute, Administrative Policy, or Board Rule Statement

10. Requires a new administrative policy. Administrative policy 3.09 would require modification.

Fiscal Impact Statement

11. This item carries no fiscal impact. The fiscal impact of new or modified policies is to be determined.

Implementation and Assessment Plan

12. Upon approval by the Milwaukee Board of School Directors, the Administration will complete recommended actions and report back to the Board by March 2003.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to complete the recommended actions listed below and report back to the Board by March 2003

1. Develop findings outlining the purpose, problem and solution targeted by Resolution 0203R-023, for the Board of School Directors to take action on; and
2. complete development of a Communities in Need Policy to be implemented district wide in accordance with the January 7, 2003, City Attorney's Opinion; and
3. determine staffing and community resources necessary to gather information, to maintain a database of eligible individuals, and to provide regular reports to the Board and community; and
4. issue a Request for Information (RFI) to determine costs, if any, to have Community Development Entities (CDEs) register individuals eligible for the Communities in Need Initiative; and
5. present the fiscal impact of implementing a Communities in Need Policy with appropriate resources.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 6) Receipt of the Fiscal Year-end 2002 Audit Reports; Basic Financial Statements; Early Retirement Supplement and Benefit Improvement Plan; Supplemental Early Retirement Plan for Teachers; and Comprehensive Annual Financial Report

Background

1. State Statutes, §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. The contract requires KPMG to audit and to 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
- Federal and State 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 (a) the general purpose financial statements for the year end June 30, 2002, and (b) the defined benefit pension plans' financial statements for the year end June 30, 2002. The objectives of the audit are (a) the expression of 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) reporting on the internal controls relevant to an audit of the financial statements; and (c) reporting 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 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 2003.

6. The Department of Finance has also completed 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.

7. The KPMG reports and the district's financial reports have been transmitted to the Board under separate cover.

8. Representatives of KPMG will be present at the Committee's meeting to provide the Committee with an overview of the audit and to answer any questions from Board members.

Committee's Recommendation

Your Committee recommends that the Board receive:

1. Basic Financial Statements for the Year Ended June 30, 2002;
2. Early Retirement Supplement and Benefit Improvement Plan for the Year Ended June 30, 2002;
3. Supplemental Early Retirement Plan for Teachers for the Year Ended June 30, 2002;
4. Comprehensive Annual Financial Report for the Year Ended June 30, 2002

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 7) Authorization for a Two-Year Extension of the Contract for the Annual Audit of Financial Statements and Accounts

Analysis

1. State Statutes, §120.14, requires school boards to provide for the audit of school district accounts and certification of the audit. In addition, Administrative Policy 3.07, Fiscal Audits, requires all of the Board's books and accounts to be audited annually by a certified public accountant.

2. In December 1999 Request for Proposal 275, for an audit of the financial records and accounts covering fiscal years FY 2000, 2001, and 2002 and audits of membership counts for FY 2001, 2002, and 2003, was issued to 16 certified public accounting firms and eight historically underutilized business outreach agencies. Two of the 16 public accounting firms were minority firms. The RFP included a request that each firm include a proposed fee to extend services for an additional two years. Proposals were received from three firms: KPMG, LLP; Deloitte and Touche LLP; and Virchow, Krause & Company LLP.

3. 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. The current contract between MPS and KPMG includes a 20% MBE commitment.

4. KPMG's proposal included a proposed two-year extension fee of $187,934 and $197,004 for FY 2003 and FY 2004, respectively. This represents a FY2003 fee increase of 5.06% and a FY2004 increase of 4.83%, when compared with the prior year's audit fee. The extension proposal also includes a continuance of the 20% MBE commitment.

5. Based on historical information, it is estimated that the issuance of a RFP for the annual audit would result in increases that substantiality exceed the fees proposed by KPMG. In addition, additional MPS resources would need to be dedicated to familiarize a new firm with MPS business systems and processes.

Committee's Recommendation

Your Committee recommends that the contract between MPS and KPMG, LLP, for the audit of the financial records and accounts be extended two years to cover the FY 2003 and 2004 and the audit of the membership counts for FY 2004 and 2005, for an amount not to exceed $384,938.

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 8) Action on a Recommendation to Discontinue the 1984 Dedicated Bond Portfolios for the District's Two Supplemental Early Retirement Pension Plans by Merging the Associated Plan Liabilities and Assets Into the General Liabilities and Assets of the Plans

Administration's Analysis

1. The firm of Brackey Consulting, Inc., was retained to perform a review of the investment performance of the district's supplemental pension plan assets. This review also included a re-evaluation of the status of the 1984 (13%) and 1989 (9.25%) dedicated bond portfolios for the Milwaukee Board of School Directors Early Retirement Supplement and Benefit Improvement Plan ("Administrators Plan") and the Milwaukee Board of School Directors Supplemental Early Retirement Plan for Teachers ("Teachers Plan"). The report for each of the dedicated bond portfolios is attached to the minutes of your Committee's meeting.

2. These dedicated bond portfolios were originally set up to cover the projected benefit payments for fixed groups of retirees. Annual benefit payments to the fixed groups of retirees were projected and bonds that matched these obligations were purchased so that the cash flow from the bonds matched the benefit payments to the retirees. These dedicated bond portfolios were done in times of high interest rates that offered the advantage of being able to discount the liabilities associated with the fixed group of retirees at higher than the typical actuarially assumed interest rate, resulting in lower contributions to the Plans.

3. These dedicated bond portfolios are periodically reviewed and rebalanced. The extent to which the actual benefit payouts deviate from assumed mortality and/or interest rates can result in the portfolios needing to be brought back into balance by either the liquidation of high-earning bonds or the need to reinvest at new lower than expected rates.

4. The review of the 1989 portfolios indicates that they need to be rebalanced and the administration will proceed in doing so. However, the review of the 1984 portfolios indicates that they have reached a point were there are advantages to realize from discontinuing the portfolios.

5. As of July 1, 2002, the assets and liabilities of the 1984 13% Dedicated Bond Portfolio were valued by the Plans' actuary, Ernst & Young, who report that the liabilities exceed the value of the assets as shown below. This is primarily due to mortality being lower than what was assumed at the time the portfolios were established.

Teachers' Plan		
	Liabilities and Assets Valued at 13%	Liabilities valued at 8% and Assets at Market Value
Liabilities:	($894,575)	($1,117,310)
Assets	544,132	641,445
Net Financial Position	($350,443)	($475,865)

Administrators' Plan		
	Liabilities and Assets Valued at 13%	Liabilities Valued at 8% and Assets at Market Value
Liabilities:	($3,271,003)	($4,044,461)
Assets:	2,560,306	3,157,191
Net Financial Position	($710,697)	($887,270)

6. As explained in the reports attached to the minutes of your Committee's meeting, the options available to address this situation are to (a) do nothing, (b) move additional assets into these 1984 dedicated portfolios or use the existing dedicated assets to cover less than 100% of expected payments, with remainder to come from other portfolio assets, or (c) discontinue the portfolios and merge the associated liabilities and assets into each respective plan's general assets and liabilities to be invested in accordance with the district's investment policy.

7. The disadvantage of option (b) is that the investments using the dedicated-portfolio approach will, on average, tend to be short in maturity and duration, and the yields on short-maturity and-duration investments are low at this time. For example, as of June 30, 2002, Treasury yields ranged between 1.7% on three-month Treasuries to 4.6% on 10-year Treasuries.

8. The advantage and rationale in recommending option (c) is not that the historical returns of the 1984 dedicated portfolios of 6.9% (Teachers' Plan) and 7% (Administrators' Plan) per year over the past five years has been unfavorable, but that the expected returns in the future for these securities are low relative to other alternative investments. Another advantage is that there will be additional flexibility to invest a higher percentage of the Plan's overall assets in the SWIB Fixed and the SWIB Variable Funds, where the expected returns on those funds are higher than the expected returns on the market value of assets in the current 1984 dedicated bond portfolios.

Strategic Plan Compatibility Statement

9. The recommendation is consistent with the practice of fiscal responsibility.

Statute, Administrative Policy, or Board Rule Statement

10. The recommendation is consistent with district's investment policies for its supplemental pension plans.

Fiscal Impact Statement

11. The recommendation will result in the associated assets and liabilities of the 1984 dedicated bond portfolios being merged in with the overall general assets and liabilities of each respective Plan. Recognition of the discontinuation of the 1984 dedicated-bond portfolios will be made in accordance with the Plans' actuarial assumptions commencing with the July 1, 2003, actuarial valuation.

Implementation and Assessment Plan

12. Upon approval of the recommendation, the Administration will direct Marshall & Ilsley to implement the recommendation.

13. Upon approval of the recommendation, the Administration will update the respective investment policies for the Plans to reflect that the 1984 dedicated-bond portfolios have been discontinued.

Committee's Recommendation

Your Committee recommends that the Board approve the discontinuation of the 1984 dedicated-bond portfolios for the Teachers' Plan and the Administrators' Plan and merge the associated plan liabilities and assets into the general liabilities and assets of each respective Plan, to be invested as permitted in accordance with the district's investment policy for the Teachers' Plan and the Administrators' Plan.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 9) 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 GEAR UP grant, funded under the authority of the Higher Education Act of 1965, (PL 105-244m CFDA/Subprogram No. 84.334A). The goal of GEAR UP is "[t]o ensure that disadvantaged middle school and secondary school students are prepared for, pursue, and succeed in 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.

2. MATC and the YMCA are direct partners in the initiative and collaboration among UWM-GEAR UP, Wisconsin DPI-GEAR UP and MPS-GEAR UP in developing a citywide focus to prepare our students to enter and succeed in postsecondary institutions in greater numbers. The first Wisconsin State GEAR UP Conference was held in March 2002, with representatives from MPS, UWM, DPI, UW-Eau Claire and St. Olaf (Minnesota) meeting to share the learned experiences of both urban and rural programs. 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 encouraging community support and parent understanding of the value of college.

3. The MPS-GEAR UP initiative, which began with the 1999-2000 seventh-grade class cohort (1,070 students from the three middle schools), continues to add a seventh-grade cohort each year during the five-year grant period. Service will be provided to all cohorts of students as they progress through the twelfth grade. Madison University High School has joined Vincent High School in the leadership role at the secondary level this year as a result of its ongoing relationship with the three middle schools through the Northwest Neighborhood of Schools Initiative. The Northwest Neighborhood of Schools is developing and implementing new strategies for creating locally based "bottom-up," systemic changes in a cluster of schools in the northwest section of the City of Milwaukee.

4. 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; expanding the academic support programs in reading, math and literacy for all students; collaborating to create partnerships with area colleges; and developing 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 Northwest Neighborhood of Schools with GEAR UP staff to develop a seamless curriculum and benchmarks connecting student academic performance from K-8.

5. 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 their Youth in Government curriculum and Girls' Night Out curriculum. The most effective outcome of GEAR UP in the second year has been the development of collaborations across our schools and community creating student specific interventions to accelerate learning in the classroom.

6. In the third year, these successful programs have continued to serve ongoing and new GEAR UP students. Summer programs were implemented by Madison and Vincent High Schools to move eighth grade transitional students on to ninth grade by the start of the 2002-2003 school year. The middle schools brought staff in during the summer to develop stronger curriculum and integrate college themes in their school environments. In partnership with the MPS public relations department, GEAR UP launched a public awareness/education program to encourage parent 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.

7. The total five-year award to MPS of $8,912,429 is part of the federal GEAR UP Initiative. Prior to disseminating the yearly awards, the initiative will be reviewed annually as part of the federal education budget. The award for the first year was $855,344. The award for the second was $1,480,192. The third-year award was 1,936,260. Our funding for the forth year is $2,317,462.

8. The middle schools funded by GEAR UP will use the funds primarily to increase the academic achievement of all cohort students with the inclusion of college-preparatory activities for students and their parents, staff development focused on student success, and the provision of a site coordinator at each of the three middle schools. The high schools funded by GEAR UP, Madison University High School and Vincent High School will use the funds to continue to support the advancing middle-school students and add new 9th-graders to meet the numbers of students we are committed to serve. This will include moving students between buildings and grade levels and the creation of advanced-placement courses to challenge those 8th-graders who have met the requirements of their current grade level. GEAR UP will also use funds to develop pre-college ACT/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.

9. The Administration is recommending that the Board approve the following sole-source contracts for educational services:

Milwaukee Area Technical College/MATC (127,507)

We have a sole-source contract for 49,253 from September 2002 through December 2002. This grant includes subcontracting $176,760 in the third year to Milwaukee Area Technical College (MATC) to support the expansion of the existing partnership and academic support programs. Specifically, MATC has developed and will provide GEAR UP Academic Booster Camps on Saturdays focused on completion of proficiency requirements for seventh- and eighth-grade students from the project-funded middle schools (Burroughs, Muir and Webster). Booster Camps will also be developed and available to students during the summer based on a needs assessment developed in the second semester.

During the first year of GEAR UP, MATC has developed "Learning Adventures," a unique online 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 2000-2001 school year, MATC will provided college workshops for students and their parents and will place parent-support staff and parent services, including GED preparation in the Community Learning Centers, at Burroughs and Muir.

YMCA of Metropolitan Milwaukee ($108,594)

We have a sole-source contract for 46,734 from September 2002 through December 2002. The GEAR UP grant also includes subcontracting $155,328 in the third year to the YMCA of Metropolitan Milwaukee to support seventh- and eighth-grade students from the project-funded schools. The YMCA will provide access to YMCA facilities through out the Milwaukee Metropolitan area for MPS-GEAR UP students and enroll MPS-GEAR UP students in academic support programs, including the One-on-One Mentoring Program, 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 Booster Camps along with an academically focused YMCA Student Media Program. The YMCA will implement a Student Asset Survey to identify risk factors affecting our students and, in collaboration with MATC and MPS, develop strategies to increase the success potential of all MPS-GEAR UP students. This program will also reach out to the broader Milwaukee community to incorporate local role models for mentoring.

Thomas Johnson, Educational Services & Programs ($63,056)

We have a sole-source contract for $28,528 from September 2002 through December 2002. The GEAR UP grant also includes subcontracting $91,584 in the third year to Thomas Johnson, whom principals from the middle 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 project coordinator's role statement was developed by the principals in collaboration with Mr. Johnson and 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 will report to the project director and MPS-GEAR UP management team on a regular basis regarding the status of project activities and will prepare progress reports and develop the annual evaluation report with support from the Division of Research and Assessment.

Strategic Plan Accountability Statement

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

Statute, Board {Policy or Rules Statement

11. The recommendation is consistent with state statutes, MPS policies and rules, and federal guidelines for grant awards.

Fiscal Impact Statement

12. This item authorizes expenditures of $299,157. Funding will be provided through the federally-funded GEAR UP grant, budget code: 1-14-4-543-600-312-110000.

Implementation and Assessment Plan

13. 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/strategy must support academic performance. There must be a continuous cycle of improvement based on data that are gathered throughout the year. GEAR UP evaluations will be done quarterly, based on this process.

14. Reports will be completed at the end of each project year, and a final report will be provided at the end of the fifth and final year, following the U.S. Department of Education's guidelines. The overriding focus will be to assess the impact of all activities on student achievement, college awareness, and college readiness.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into sole-source contracts for educational services funded through the U.S. Department of Education GEAR UP Project as follows:

- MATC = $127,507. (Total for the 2002-2003 school year is $176,760.)
- YMCA of Metropolitan Milwaukee = 108,594 . (Total for the 2002-2003 school year is $155,328.)
- Thomas Johnson = $63,056 (Total for the 2002-2003 school year is $91,584.)

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 10) Action on a Recommendation to Enter into a Sole-source Contract with Sulli and Associates to Continue Work as Project Coordinator of the Cultural Partnership Grant at Edison Middle School, Lincoln Center Middle School of the Arts, Metcalfe School, Milwaukee Village School, North Division High School, Jackie Robinson Middle School, Sarah Scott Middle School, and Walker Middle School

Administration's Analysis

1. The Cultural Partnership Project began in 2001-02 as part of a one-year federal grant through the Department of Education. In the one-year pilot, four MPS schools (Metcalfe School, Lincoln Center Middle School of the Arts, Jackie Robinson Middle School and Walker Middle School) which had been determined to be at risk due to low test scores and high poverty were targeted. These schools worked to develop the goals of the grant and to determine how they felt arts organizations could best assist in improving student academic achievement. The grant required that a school district partner with one higher-education institute and various arts organizations in the community. Sulli and Associates were hired to provide coordination in working with the four schools and the various partners, including the grant evaluator. She reported directly to Kimberly Abler, Art Curriculum Specialist. The initial amount received through the 1-year grant was $228,433 and from this $49,000 was designated for the Project Coordinator.

2. Over the summer of 2002, the Art Curriculum Specialist worked with the initial four schools (Metcalfe School, Lincoln Center Middle School of the Arts, Jackie Robinson Middle School and Walker Middle School) and involved four additional schools (Edison Middle School, Milwaukee Village School, North Division High School, Sarah Scott Middle School) and to write a larger, three-year grant through the Department of Education. Based on the success of the pilot program and the community arts partnership concept, the district was able to secure a 1.2 million-dollar grant. In this grant specific partners were included and the services that they would provide were detailed. $390,000 was distributed for the first year of this grant and the $55,000 cost for the Project Coordinator position reflects a 9.17% increase from FY02. This is

a reasonable request considering that the schools involved have increased 100% (from four to eight) and the community partners have increased 50% (from eight to twelve).

3. Sulli and Associates was included in the 2003 grant proposal to act as the Project Coordinator. The decision to work with Sulli and Associates was based on the previous work provided with the four schools, Teri Sullivan's extensive work with local arts organizations, and her unique experience as an arts administrator: Prior to developing her own company, Ms. Sullivan had worked as the Director of Arts and Cultural Education for the Boys and Girls Clubs of Greater Milwaukee. She created partnerships with dozens of arts organizations and educational institutions to provide unique visual and performing arts programs for Milwaukee's central city youth. Ms. Sullivan's 20–year career has been devoted to service for nonprofit organizations. Ms. Sullivan served as the executive director of a 1,000-seat performing arts center providing programming for Jefferson County in Wisconsin. She also provided programming for a 2,600-seat historic theatre in Indiana, where she produced and presented a variety of artists for public performance, as well as creating arts-in-education series connecting performing arts centers with public and private school systems. Ms. Sullivan serves as the Vice President of the Board of Directors for the African American Children's Theatre (AACT).

4. In the pilot year, Jackie Robinson Middle school used funding to create a summer school experience targeting incoming 6th-graders to assist students in assimilating to a new school and to provide a safe and 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 experiences working with the Wisconsin Lutheran College, Danceworks, and local artists that integrated science, poetry, and movement:

- Lincoln Center of the Arts Middle School trained a team of teachers and administrators in Braingym, a specialized instructional strategy that uses movement to increase academic achievement and is based on brain research.
- Metcalfe School staff worked with a Literacy Consultant to develop arts-integrated units that were connected to the state standards.
- Walker Middle School purchased additional art materials and musical instruments to expand the arts offerings available to students and created an original student performance to celebrate Black history during the month of February. In addition, they were able to create a student newspaper with a monthly distribution.

Each school is encouraged to develop programming, staff development, and services that will be most beneficial to its unique school. This customization requires time and close coordination, and Sulli and Associates has successfully proven in the first year its ability to provide these varied services at a reasonable cost.

5. The Administration is seeking authorization to continue the contract with Sulli and Associates to implement the cultural partnership program for an amount not to exceed $55,000 for the period of September 2002 through September 2003.

Strategic Plan Compatibility Statement

6. The recommendation supports the MPS Strategic Plan Goal # — Student Achievement in that this grant focuses on student achievement and includes this focus as an indicator of success for 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. The community partnerships over a three-year period offer students at these eight schools increased opportunities to participate in arts experiences connected to the academic standards. The MPS Strategic Education Plans at all eight schools will include this project. The four schools that were part of the pilot have already received staff development to assist faculty in integrating the arts with academic subjects.

Statute, Administrative Policy, or Board Rule Statement

7. The sole-source contract complies with Administrative Policy 3.09, Purchasing and Bidding Requirements, which allows for the purchase of specialized skills and talents and continues a proven on-going service.

Fiscal Impact Statement

8. Approval of this item authorizes expenditures. The total cost of the contract will not exceed $55,000. Funds are allocated in the Cultural Partnership Grant, Account Code 1-14-4-568-576-311-221300.

Implementation and Assessment Plan

9. 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 communicate all grant requirements for each of the eight schools, organize planning sessions with the schools and the community partners, oversee phase one of the three-year plan, develop a manual to be used by all participants of this project, and work with schools to access their allocated funds in the various categories required by the grant. She will coordinate the schedules of arts experiences with the individual school sites and the arts groups and individual artists. She will oversee the scheduling of the project evaluator to ensure that the evaluator is able to observe events and collect data related to student achievement. She will monitor the spending of each of the eight schools and organize the contract information of the various arts partners. She will monitor the overall progress of the grant in relation to student achievement to ensure that the grant is successful in attaining the desired results.

10. An assessment report will be provided that demonstrates the contribution of the cultural partnership project to overall student academic success as measured by the WKCE (Wisconsin Knowledge and Concepts Exam). An independent evaluator will write a final report that will also be shared with the Department of Education in monitoring the entire project. Teacher teams at each school will create integrated lessons 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's 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 Committees' reports.

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(Item 11) Action on a Recommendation to Authorize a Sole-source Contract for the Center for Self-Sufficiency

Background

1. Ms. Angela Turner, Executive Director of the Center for Self-Sufficiency (CFSS), has been working on behalf of MPS for the last five years writing grants to obtain funds to support abstinence education in Milwaukee Public Schools. 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 such as respect, decision making, developing friendships, alcohol abuse, drug abuse, STD/HIV prevention, physical fitness, and nutrition. Girls in Grades 5-12 are enrolled in the Best Friends Program, while boys in the same grades are enrolled in the Best Men program. When girls enter the high-school level after successfully participating in Best Friends for three years in middle school, they become Diamond Girls; the boys become Iron Men.

2. MPS has been able to sustain the Best Friends/Best Men youth-development programs because of the grant writing and program services of Angela Turner, who has a great deal of expertise in writing grants and community collaboration. She has obtained federal, state and local funding for the program. Best Friends started nine years ago with a $60,000 grant and now has grown to over $300,000 from six funders. Angela is well respected in the community, serving on the Wisconsin Abstinence Initiative Team (WI Division of Health) and the Milwaukee Alliance for Youth and Families and has established partnerships with Rosalie Manor, New Concept, Northcott House, and Center for Entrepreneurship.

3. Over 900 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, funding, at this time, is not available.

Administration's Analysis

4. CFSS provides financial opportunities for MPS to enable us to participate in the Best Friends/Best Men program.

5. Currently, 13 MPS schools are participating in the abstinence-based youth-development curriculum developed by the Best Friends/Best Men Foundation.

6. MPS has a waiting list of schools that would like to participate in the Best Friends/Best Men program if funding becomes available.

7. Angela Turner, grant writer for the CFSS, is familiar with obtaining competitive grants on federal, state and tocal levels and writes to obtain abstinence grants not only for MPS, but for other Milwaukee agencies as well. In addition, she provides services to the program as a consultant in reporting and tracking program success and bringing community opportunities to the schools.

8. 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 are students who are not in the program.

9. Principals report that the Best Friends/Best Men programs help to create a positive school climate.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

11. The recommendation is consistent with Administrative Policy 7.09, Human Growth and Development, and Administrative Policy 7.08, Teaching about Drugs, Alcohol and Tobacco.

Fiscal Impact Statement

12. Angela Turner of CFFS would be paid no more that $55,000 for her grant-writing and program services. The following budget codes will be used to pay Angela Turner for her services:

1-13-4-459-600-312-141600 (Jan.1,'02-Dec. 31, 2003)..... $9,500
1-14-4-270-600-312-141600 (Renew grant Jan. 1, 2003)..... $27,000
1-14-4-516-576-312-141600..... $17,500

Implementation and Assessment Plan

13. Pre- and post-tests will be given to all students involved in the program to assess knowledge and behavior associated with risk factors.

14. Data collected from the Youth Risk Behavior Survey (YRBS) will be used to compare the risk-behavior results of students enrolled in the Best Friends/Best Men program and of students who are not enrolled.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration's Prevention/Wellness Office to enter into a sole-source contract with Angela Turner of CFFS.

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 12) Action on a Request to Enter into a Term-sheet Agreement with Community Baptist Church for the Construction of Hi-Mount Community School

Administration's Analysis

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 as a community partner with Hi-Mount Elementary School.

2. At its meeting of November 28, 2000, (Proc. pp. 379-383) the Board authorized the Administration to pursue the partnership with Community Baptist Church to build a new facility within the Hi-Mount attendance area that would include space for 243 students for grades 6 through 8.

3. At its meeting of September 26, 2002, the Board authorized the Administration to enter into a Pre-development Agreement with Community Baptist Church for the pre-development services for the Hi-Mount Community School project. The partnership between Hi-Mount School and Community Baptist Church will result in a contribution by Community Baptist Church towards construction of a community recreational center. The Hi-Mount Community School will also have two kindergarten classrooms currently being housed at Community Baptist Church.

4. The Administration and representatives from Community Baptist Church have been actively pursuing the implementation of a new school with shared space for Community Baptist Church. The proposed site for the new school is on North 42nd Street between North and Garfield Avenues.

5. The Administration is requesting permission to enter into a Term Sheet Agreement (attachment) and begin negotiating a Turnkey Lease Agreement with Community Baptist Church who will develop the Hi-Mount Community School.

6. To begin to facilitate the development process, the Administration is also requesting authorization to expend $75,000.00 for a portion of the architectural fees for the Hi-Mount Community School development project.

Strategic Plan Compatibility Statement

7. The implementation of the Neighborhood Schools Plan is one of the strategic initiatives of the District.

Statute, Administrative Policy, or Board Rule Statement

8. Administrative Policy 3.09, Purchasing and Bidding Requirements, requires the Board's approval for expenditure over $49,999.00.

Fiscal Impact Statement

9. The total cost of the project is projected to be $6,667,000.00. The contribution from Community Baptist Church will be $1,075,000.00. Milwaukee Public Schools' portion will be up to $5,592,000.00. The Neighborhood Schools Initiative's current budget for this project is $4,604,905.00. The difference between the projected cost and actual cost will come from the reallocation of funds from other Neighborhood Schools Initiative projects. The Turnkey Lease Agreement will designate Community Baptist Church as the developer for the project. The Turnkey Lease Agreement would not be operative until the final Turnkey Lease Agreement is brought back to the Board for approval. The $75,000.00 for the first portion of the architectural design contract is included in the Board's total contribution for the project.

Implementation and Assessment Plan

10. Upon approval of the recommendations by the Board, the Administration will finalize a Turnkey Lease Agreement with Community Baptist Church as the developer for the new addition at Hi-Mount School. It is expected that the Turnkey Lease Agreement will be completed by March 2003. Upon its completion, the Turnkey Lease Agreement will be brought back to the Board for approval.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to:

1. enter into a Term Sheet Agreement and begin negotiating a Turnkey Lease Agreement with Community Baptist Church for the development of the new Hi-Mount Community

School. The Turnkey Lease Agreement is to be brought back to the Board for approval; and

2. enter into a contract with Eppstein Uhen Architects, Inc., to provide for the planning, schematic design, and design development portion of the project at a cost not to exceed $75,000.00. Funds have been committed for these services from Neighborhood School Initiative account code 1-10-4-861-850-398-255000 (W.O. 2-533545).

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 13) Action on Recommendations to Revise Administrative Policy and Procedure 5.02, Extracurricular Community and Parent Organization Use of School Facilities

Administration's Analysis

1. The Board adopted Administrative Policy 5.02, Extracurricular Community and Parent Organization Use of School Facilities, in 1976. This policy was revised in 1980; on March 29, 1995; on January 29, 1997; and on September 25, 2001. The intent of the policy is to grant the use of school facilities to community groups and parents as a service to the community.

2. The district is committed to making our schools the center of activities in the community, which is consistent with the Neighborhood Schools Initiative, the district's efforts to expand before-and-after school programs, and our efforts to expand partnerships with organizations and groups within school communities.

3. The Administration is recommending further revisions to the current policy based on the various communications received by members of the facility-use policy committee over the past school year. Members included representatives of the Boy Scouts, Girl Scouts, PTA, YMCA, Boys/Girls Club, school principals, and religious affiliations.

4. The recommended revisions noted in the current policy and procedure include the following modifications:

a. expand the hours that school buildings are open for "free meeting use" beyond the 6:00 PM or 7:00 PM hour. This would enable working parents who are volunteer leaders for many of the youth groups to meet into the evening hours as well as other adult groups. There would be no charge for these groups who meet within the hours designated for "free meeting use" on the schedule attached to the minutes of your Committee's meeting;

b. limit rooms available for "free meeting use" to regular classrooms, libraries and/or permanent cafeterias whose set-up is conducive to holding meetings. Requests for these rooms should be directed to the principal who should issue the permit on-site;

c. refer requests other than for free meeting rooms during the designated times to the Department of Human Resources, Division of Benefits and Insurances Services. These requests require fees and/or insurance with their permits;

d. establish uniform hourly rates for facility use on student attendance days, non-student attendance days, weekends, and holidays, not to exceed the actual cost to the district;

e. develop an appeal process to be in place for those requests for facility use which have been revoked or have not be renewed.

Strategic Plan Compatibility Statement

5. The recommendation supports the MPS Strategic Plan Goal 1, Student achievement; Goal 2, Student access in further education and employment; and Goal 3, Family satisfaction as measured by their choices in the education market place.

Statute, Administrative Policy, or Board Rule Statement

6. This item recommends revisions to Administrative Policy and Procedure 5.02, Use of School Facilities.

Fiscal Impact Statement

7. In FY02, the District collected $356,243 for 258 permitted activity uses. Permits issued reflect single-use and multiple-use activities. Direct salary and material costs of $302,279 were recovered through the fee. The remaining balance of $53,964 was applied to utilities and other indirect district building costs associated with such usage. Adoption of this policy, which provides limited use of regular classrooms, libraries and/or permanent cafeterias during the hours designated for free meeting use, should have no significant fiscal impact on permitted activity uses. Other costs associated with revising this policy and printing the companion documents provided to building-use requestors will be absorbed within existing budgets.

Implementation and Assessment Plan

8. The Administration has also developed companion documents to be provided to all building-use requestors, along with a building permit form. These documents, which are included as attachments to the minutes of your Committee's meeting, indicate:

a. the hours each school is available for free meeting use
b. the rules and instructions users need to follow during free meeting use time
c. the guidelines for school-based parent groups and community groups regarding use of MPS kitchens.

Committee's Recommendation

Your Committee is forwarding, without recommendation, proposed revisions to Administrative Policy and Procedure 5.02, Use of School Facilities, which include both those revisions proposed by the Administration and and additional revisions made at the time of your Committee's meeting.

Administrative Policy 5.02
Use of School Facilities

The Board shall grant the use of school facilities as follows:

(1) Use by District

The district shall have first priority in use of its facilities to conduct its own activities. ~~such as Department of Recreation and Community Services programs and Community Learning Center programs. and student extracurricular activities.~~

(2) Use by School-based Parent Groups

School-based parent groups shall have second priority in the use of school facilities. Requests for facility use by school based parent groups shall be directed to the principal of the appropriate school facility who shall issue a permit to cover the authorized school-based parent group(s) meetings. ~~School-based parent groups, such as PTAs, PTSAs, and PTOs, shall be allowed to conduct at least 10 meetings per school year. No school-based parent group shall be charged a fee for the use of school facilities, unless extra cleaning, additional staffing, or significant resources or services are required from the district. Any fee charged shall be determined by the principal of the appropriate school facility at a rate not to exceed the actual cost to the district.~~

(3) Use by Community

1. General Provisions

(a) Individuals and groups in the community shall have third priority in the use of school facilities. The use of school facilities shall be granted regardless of the philosophical, political, or religious viewpoint of the individuals or groups requesting the use of school facilities. ~~Community groups include, but are not limited to, the Girl Scouts, Boy Scouts, and religious groups.~~ In addition, groups may request the use of school facilities for speaker, panel, round-table, debate, or discussion programs of the forum type on economic, social, and political subjects upon petition and in conjunction with the following provisions.

(b) The following provisions apply to school facility use by the community:
~~(refer to Administrative Procedures 5.02 for detailed management of these requests.)~~

a. The use of school facilities shall be granted on a first-come, first-served basis as requests for use are received. No individual or group shall be allowed

exclusive rights to the use of any school facility or portion thereof in any given school year.

b. ~~Requests for the use of school facilities on days when the facility is not otherwise open, such as on weekends, holidays, and during vacation periods, shall be directed to the Division of Insurance and Risk Management. Facility use during such periods shall be at a cost not to exceed the actual costs to the district~~. No request for facility use shall be considered unless it is made by an adult. All individuals or groups who use a school facility must provide appropriate adult supervision for its activities and shall be responsible for the proper conduct of all persons using school facilities under the permit.

c. ~~A school principal or the Division of Insurance and Risk Management~~ The Administration may not refuse to issue a permit for school facility use unless the requested use conflicts with the interests of the district. Conflicts upon which community use may be denied include, but are not limited to:

- interference with use of the facility for school or district purposes or school-related functions
- lack of appropriate space or facilities
- lack of necessary personnel
- safety concerns
- insufficient insurance coverage
- failure to abide by board rules, ~~or~~ policies, or procedures
- failure to keep current on monies owed to the district
- use that constitutes illegal activity.

d. Permits may be revoked or applications for renewal may be refused by the issuing party for infractions of administrative policy as noted in (3)1.b.(c). Appeals must be submitted in writing to the office of the superintendent.

c~~d~~. The Board prohibits the use/possession of alcoholic beverages, tobacco, controlled substances, pepper spray, firearms, or other weapons on its premises.

f~~e~~. Use of school facilities shall not be granted to individuals or groups whose purpose in using the school facilities is ~~to conduct~~ for fundraising activities or to make a commercial gain or personal profit.

g~~f~~. Individuals or groups using school facilities shall be primarily liable for any damage to or theft of property, any personal injury, and any expenses incurred in consequence of any use of school facilities or equipment and shall promptly reimburse and/or pay for costs associated with any such damages or expenses.

h~~g~~. Individuals or groups shall provide such comprehensive general liability insurance as may be required by the ~~Division of Insurance and Risk Management~~ Department of Human Resources, Division of Benefits and Insurance Services, such insurance to name MPS as an additional insured for the term of the event or activity.

i~~h~~. ~~Individuals or groups that have been issued a permit for school facility use shall be responsible for the proper conduct of all persons using school facilities under the permit.~~ Informational flyers, advertisements or any other publications issued by the group shall not indicate endorsement or sponsorship by the Milwaukee Board of School Directors or the Milwaukee Public Schools.

2. Facility Use ~~During Hours after the School Day~~ on Student Attendance Days During "Hours for Free Meeting Use"

(a) ~~School facilities, such as~~ To the extent practicable, a minimum of three regular classrooms, ~~meeting rooms~~ permanent cafeteria, and/or library, as designated by the school principal, shall be made available for public meeting ~~community~~ use ~~during after school hours to the greatest extent consistent with the interests of the district three times per week within the "Hours for Free Meeting Use" schedule~~. A permit will be issued by the school principal authorizing such use.

(b) ~~It is the Board's goal to have regular classrooms, meeting rooms, and libraries at each school facility available for community use during after school hours at least three days per week when the school is in regular session. To the extent practicable, the same days of the week shall be set aside for community use at a given school facility. A minimum of three rooms, to be designated by the principal, shall be made available when the school facility is open for community use.~~ Groups requesting permits for use during the "Hours for Free Meeting Use" whose hours may extend beyond the free-time limit, shall be charged a minimum of two hours facility use fees.

~~(c) Regular classrooms, meeting rooms, and libraries shall be open for community use at the times listed below on regularly scheduled schools days free of charge. Requests for school facility use during the hours listed below shall be directed to the principal of the appropriate school facility. No individuals or groups shall use a school facility during these time periods without the approval of the principal and a permit issued by the principal.~~

~~Facility~~	~~Permit from Principal — No Fee~~
~~Early Elementary/K8 Schools~~	~~End of School Day to 6:00 p.m.~~
~~Late Elementary/K8 Schools~~	~~End of School Day to 7:00 p.m.~~
~~Middle/High Schools~~	~~End of School Day to 6:00 p.m.~~

(c) For requests for rooms requiring a set-up service (such as tables, chairs, etc.) a flat fee will be charged to the organization per use (refer to Administrative Procedure 5.02, Use of School Facilities.)

3. Facility Use ~~During Evening Hours~~ on Student Attendance Days Other Than "Hours for Free Meeting Use"

~~Regular classrooms, meeting rooms, and libraries shall be open for community use at the times listed below on regularly scheduled school days at a cost not to exceed the actual costs of the district. Requests for school facility use during these periods shall be directed to the Division of Insurance and Risk Management. No group or individual shall use a school facility during these hours without the approval of the Division of Insurance and Risk Management and a permit issued by that Division.~~

~~Facility~~	~~Permit from the Division of Insurance and Risk Management — With Fee~~
~~Early Elementary/K8 Schools~~	~~6:00 p.m. to Close~~
~~Late Elementary/K8 Schools~~	~~7:00 p.m. to Close~~
~~Middle/High Schools~~	~~6:00 p.m. to Close~~
~~Central Services/Cosmic Center/Other~~	~~5:00 p.m. to Close~~

(a) Rooms are available on a fee-paid basis.

(b) No group(s) or individual(s) shall use a school facility other than those rooms designated under "Hours for Free Meeting Use" without the approval of the Department of Human Resources, Division of Benefits and Insurance Services, and a permit issued by that Department. A certificate of insurance providing liability insurance coverage shall be required for all such requests.

4. Facility Use on Weekends, Holidays, Vacation Breaks, and Non-Student Attendance Days

School facilities shall be available for use by the public on a "fee-paid" basis. All requests for use during these time periods shall be directed to the Department of Human Resources, Division of Benefits and Insurance Services. A building use permit shall be issued by this Department pending receipt of proper liability insurance coverage.

5. Use of School Kitchens

School kitchen facilities, which are deemed separate from school cafeterias, in addition to being available for district programs, shall also be available for community use on a limited basis with the approval of, and under the conditions established by, the school principal and the appropriate Central Services Departments.

(4) Use by Institutions of Higher or Continuing Education

Groups of higher or continuing education that charge tuition shall be required to obtain a permit from the Department of Human Resources, Division of Benefits and Insurance Services ~~and Risk Management~~ and pay a fee for school facility use, regardless of the time ~~of~~ or day of the week which the school facility is used.

(5) Use of ~~Facilities Other Than Classrooms, Meeting Rooms, and Libraries~~ School Stadiums

~~1. Use of a gym, field house, multi-purpose room, auditorium, or cafeteria by the community shall be with the approval of, and under the conditions established by, the Division of Insurance and Risk Management.~~

~~2. School kitchen facilities, which are deemed separate from school cafeterias, in addition to being available for district programs, shall also be available for community use on a limited basis with the approval of, and under the conditions established by, the school principal, the Division of School Nutrition, and the Division of Insurance and Risk Management~~.

~~3.~~1. School stadium use shall be made available for non-district use on Sundays only during the months of September, October, November, April, and May. ~~a limited basis with the approval of, and under the conditions established by, the Interscholastic Athletics Office and the Division of Insurance and Risk Management.~~

2. Requests must meet with approval of, and under the conditions established by the appropriate designated Central Services departments.

3. Use of stadiums shall be granted only to non-profit charitable organizations. No group may use the school stadiums for a commercial gain or personal profit.

(6) Use by Governmental Agencies for Civil Service Examinations and Election Commission Polling Sites

1. A governmental agency may use room(s) in a school building free of charge for the purpose of conducting civil service examinations if the principal indicates that space is available and if the governmental agency provides security to protect district property and prevent unauthorized persons from being in the building.

2. The Election Commission may establish polling sites at various school district facilities to meet the needs of the voting community during elections of candidates for political office.

Administrative Procedure 5.02
Use of School Facilities

(1) USE BY DISTRICT

1. Extra-curricular Student Activities

(a) Extra-curricular ~~school~~ student activities occurring during the school day, or immediately thereafter, and not involving extra ~~janitorial~~ custodial service, staff supervision, or admission fees shall be authorized ~~subject to~~ at the discretion of the principal.

(b) Permission for the use of school buildings and equipment for extra-curricular ~~school~~ student activities outside of school hours may be granted by the principal or his or her designee under the following conditions:

a. Whenever a school building is operated as a community center, the principal shall cooperate with the Department of Recreation and Community Services to provide a unified program.

b. The principal shall be responsible for the building during student extra-curricular use and shall be either present or represented by an authorized MPS employee.

c. Student activities and celebrations of any kind held in the school must be school related and be initiated and sponsored within the school system (e.g., dances, school plays).

2. Alumni Events

~~Permission for the use of school buildings for alumni events may be secured pursuant to the provisions, terms, and conditions hereinafter provided:~~

(a) A Milwaukee Public Schools Alumni Association ~~or other groups of former students~~ may be permitted the use of school ~~buildings~~ facilities free of charge for a nostalgic tours ~~as a~~ part of ~~the~~ a class reunion~~s~~.

(b) The school principal shall be responsible for the building during such use.

(c) All requests for a facility use permit for a nostalgic tour shall be directed to the Department of Human Resources, Division of Benefits and Insurance Services.

(d) Other activities of ~~the a class reunion~~ an alumni association ~~shall~~ that take place at the school facility shall be in accordance with procedures for community use.

3. Department of Recreation and Community Services Activities

(a) ~~When school buildings or premises, or other Board-controlled property, have been designated for use under the direction of~~ The Department of Recreation and Community Services shall work cooperatively with school principals in carrying out its activities. ~~that~~ The Department of Recreation and Community Services shall arrange for the services of such staff, including nutrition services, security and custodial, as may be needed to conduct ~~and supervise the program of~~ its activities. ~~secure the safety of the building and to perform the janitorial work connected therewith.~~

~~2) Programs conducted in a school building or on Board-controlled premises which have been designated for use under the direction of the Department of Recreation and Community Services shall be directed by the principal, a recreation supervisor, an assistant recreation supervisor, or a part-~~

~~time employee of the Department of Recreation and Community Services, as approved by the principal or by the Superintendent or his/her designee. The principal and such approved person shall have associate care and supervision of the building and Board controlled premises during the hours such programs are in operation.~~

~~3)~~(b) Requests for use of school kitchens ~~facilities which are deemed separate from school cafeterias shall be made available on a limited basis with the approval of the school principal in collaboration with the~~ must be received by the Department of School Business Services, Division of School Nutrition Services, at least five business days prior to the intended use. Kitchen ~~Such~~ use ~~may~~ shall not interfere with the preparation, serving, or clean-up of school programs such as breakfast and lunch ~~programs~~. The Department of Recreation and Community Services shall abide by such terms and conditions as may be established by the Department of School Business, Division of School Nutrition Services. The ~~cost for School Nutrition Services staff assigned~~ Department of Recreation and Community Services, or its contractors or providers, shall be, ~~at the discretion of the principal, incurred by the school or charged to the organization. Schools are~~ responsible for any theft or damage claims arising out of its activities.

~~4)~~(c) The Department of Recreation and Community Services may ~~make~~ charge~~s~~, ~~such as franchise~~, ~~enrollment, instruction, laboratory, rental, reservation, and admission~~ reasonable fees for its activities and may sell supplies to patrons participating in its activities. ~~as a measure of convenience, as approved by the Superintendent or his or her designee; all such~~ Gross receipts for fees and supplies shall be deposited with the Department of Finance and credited to the extension fund or designated program account.

The following provisions apply to the following Sections 2 and 3:

1) Use of school swimming pools is prohibited due to risk of liability to the district and community.

2) Use of corridors is in violation of fire department regulations and shall be kept free from obstruction at all times.

3) No facility use permit holder shall allow its facility use permit to be used by any other individuals or groups.

4) The adult supervision required by Administrative Policy 5.02 is in addition to supervision of the entering and exiting of the school facility by all persons using school facilities under the permit.

5) Costs for facility use resulting from the assigning of additional staff, such as nutrition services, security and custodial, shall be charged to the facility use permit holder.

6) Requests for use of school kitchens must be received by the Department of School Business Services, Division of Nutrition Services at least five business days prior to the intended use. Kitchen use shall not interfere with the preparation, serving or clean up of school programs such as breakfast and lunch. All permit holders shall abide by such terms and conditions as may be established by the Department of School Business Services, Division of Nutrition Services.

(2) Use by School-Based Parent Groups

1. Permits shall be obtained from the school principal for all meetings, activities, and fundraising activities of school-based parent groups/organizations. Permits shall also be obtained for their study groups and sub-committee meetings. Buildings may be used during school hours for meetings, if approved by the principal.

2. ~~Requests for permits shall be made to the principal by the school based parent group/organization. Requests for permits to hold fundraising activities shall be made to the principal by the school based parent~~ groups/organization, and ~~may be approved at no expense to the organization~~. Facility use shall be free of charge unless additional costs result from use. ~~Such requests shall state what admission or other charges are to be made and the purpose for which the proceeds are to be expended.~~

3. ~~Meetings or activities may be held in a classroom, in the auditorium, or in the gymnasium, as occasion may require. The use of corridors for activities is in violation of fire department regulations and shall not be permitted. Corridors shall be kept free from obstruction at all times.~~ Fundraising for the benefit of the school district may be permitted. Requests for a facility use permit shall indicate whether monies will be charged or raised in connection with the use, and if so, how such monies will be expended.

4. All school-based parent groups/organizations shall be permitted to hold their regular membership ~~evening~~ meetings in school buildings once each month on evenings of days on which school is in session~~. In a school where there is more than one such organization, each organization shall be permitted to hold evening meetings in school~~ buildings ~~once each month on evenings of days on which school is in session. These associations or clubs shall also be permitted to hold additional meetings or activities after the close of school in the afternoon. Afternoon meetings shall end not~~

~~later than 6:00 p.m. for early school, 7:00 p.m. for late school.~~ The school principal may issue a facility use permit for use during the school hours if such use does not conflict or interfere with the district's own use of its facilities.

5. ~~Kitchen facilities, which are deemed separate from school cafeterias, shall be made available on a limited basis with the approval of the school principal in collaboration with the Division of School Nutrition Services. Such use may not interfere with the preparation, serving, or clean-up of school programs such as breakfast and lunch programs. The cost for School Nutrition staff assigned shall be, at the discretion of the principal, incurred by the school or charged to the organization.~~ At the discretion of the school principal, costs for assigning of additional staff, such as nutrition services, security and custodial personnel, may be assumed by the school. The school shall ultimately be responsible for any costs associated with the theft or damage to kitchen equipment.

(3) Use by Community

1. Community Groups

(a) Permits shall be issued for all use of school facilities by community groups. ~~Acquisition of permits and/or schedule of assessed fees shall be as follows:~~

~~1) **No Fee Permit** – refers to use of classrooms, meeting rooms, or library meeting space as assigned by the school principal on the designated regularly scheduled school days (minimum of three days per week) for after-school community use.~~

~~(a) The time schedule shall be from the end of the school day for early-start elementary schools to 6:00 p.m.; from the end of the school day for late-start elementary schools to 7:00 p.m.; and from the end of the school day to 6:00 p.m. for middle and high schools. Permits shall be issued by the school principal upon receipt of a written request from the community group.~~

~~(b) The school principal, in collaboration with the designee of the Department of Recreation and Community Services, shall determine if additional staffing is necessary for supervision or security. The Department of Recreation and Community Services will assist in providing the ancillary staffing services and shall be responsible for covering the costs through the funds of the "lighted school house" budget.~~

~~2) **Fee Permit** – refers to requests for the use of school facilities after "no-fee" hours on scheduled community use days and on all other times and days, including weekends, holidays, and vacation break times. The following procedures will be implemented:~~

(b) Use of school regular classrooms, libraries, or permanent cafeterias during "Hours for Free Meeting Use" shall be authorized by the school principal. The school principal shall issue a permit and provide the requestor with the appropriate rules and instructions for such use.

~~(a)~~ (c) The superintendent's designee, which is the Department of Human Resources, Division of Benefits and Insurance ~~and Risk Management~~ Services, shall issue permits to community groups, including groups of individuals, for the use of school buildings ~~for meetings (other than the public forum meetings as noted below) at which questions of a public, civic, or educational nature are to be discussed and lectures thereon given~~, provided that the meeting is open to the public and free; that the principal certifies that the meeting does not conflict with school or Department of Recreation and Community Services activities; and that the charges for such use, as determined by the Board, are paid upon billing~~.; and that the appropriate liability insurance coverage is provided, naming the Milwaukee Public Schools as additional insured for the term of the event.~~ Notwithstanding the above, no monies are to be exchanged on Board properties.

~~(b)~~ (d) A certificate of insurance providing liability insurance coverage shall be required for the use of a school gym, field house, multi-purpose room, cafeteria, auditorium and kitchen, naming the Milwaukee Public Schools as "additional insured" for the term of the activity.

~~The request for the use of school buildings for such meetings shall be made in writing and be signed by the representative of the community group; shall state specifically the purpose and the date of the meeting, the hours during which it is to be held, and the room or rooms to be used; and shall be sent to the Division of Insurance and Risk Management. Fees for services shall be assessed based on costs as determined by the district, including, but not limited to, the assigned staff time and one-half current hourly salary rate to be adjusted as bargaining union contract salary schedules are updated.~~

~~(c) Permission for the use of buildings and grounds under the supervision of the Department of Recreation and Community Services, other than school buildings, may be granted to citizens and organizations upon written request by the community group to the Department of Recreation and Community Services, provided that such use does not interfere with the regular school/district program conducted in or on the facility requested. The request for such use shall state specifically the purpose for which the building or grounds are to be used, the date, and time of day. Fees shall be assessed in the same manner as stated in 2(b) above.~~

~~(d) Use of school facilities or recreational buildings and grounds shall not be granted to community groups whose purpose in using the school facilities is to raise funds or to make a commercial gain or personal profit. Community groups may not attach fees or collect donations from those individuals participating in its activity unless they produce direct monetary benefits for Milwaukee Public Schools children. Notwithstanding the above, no monies are to be exchanged on Board properties.~~

~~(e) Kitchen facilities, which are deemed separate from school cafeterias, shall be made available for non-district use on a limited basis with the approval of the school principal and the Division of Insurance and Risk Management in collaboration with the Division of School Nutrition Services. Such use may not interfere with the preparation, serving, or clean-up of school programs such as lunch or breakfast.~~

~~i. A permit shall be issued, and all authorized groups would be responsible for all costs incurred pertaining to staffing, ancillary services, and insurance coverage.~~

~~ii. Kitchens are required to be staffed by the Division of School Nutrition Services when kitchen equipment and utensils are used. Staff shall be made available upon at least five business days advance notice to the Division of School Nutrition Services.~~

~~iii. Authorized groups are responsible for all staffing, supply, and clean-up costs. Authorized groups are responsible for any theft or damage claims.~~

~~iv. No fundraising events are permitted.~~

~~(f)~~(e) The use of school swimming pools is prohibited due to the risk of liability to the district and community.

~~(g)~~(f) School stadiums shall be made available only on Sundays during the months of September, October, November, April, and May and only to non-profit charitable organizations. No organization shall be allowed to conduct fundraising activities or to make a commercial gain or personal profit. ~~Public Use of Stadiums. Permission for the use of the school stadiums shall be granted based on the following:~~

~~• Custer Stadium and Pulaski Stadium are the two facilities available on a restricted basis.~~

~~• Stadium usage shall be limited only to Sundays during the months of September, October, November, April, and May.~~

~~• Permits may be granted to non-profit charitable organizations.~~

~~• No fund-raisers will be allowed unless they produce direct monetary benefits for Milwaukee Public School children.~~

~~5)~~(g) A minimum of two (2) weeks notice will be required to obtain a facility use permit.

(h) The following fees shall be charged for facility use. (Hourly fees shall be subject to a two- (2-) hour minimum. Portions of an hour shall be charged at the full hourly rate.) The Department of Human Resources, Division of Benefits and Insurance Services, may require prepayment of fees for facility use.

a. There will be no charge for community use of school facility meeting rooms at times designated within the "Hours for Free Meeting Use" hours. If, however, the facility use requires a set up/take down service, such as tables, chairs, etc., a $40 fee will be charged.

b. A fee of $40 per hour will be charged on student attendance school days for rooms other than designated meeting rooms and on non-school days (other than Saturdays, Sundays and Holidays) when custodial staff is already present at the facility.

c. A fee of $50 per hour will be charged on Saturdays and non-school student attendance days (other than Sundays and Holidays) when custodial staff is not present at the facility.

d. A fee of $60 per hour will be charged on Sundays and Holidays.

e. Fees will be reviewed with the annual budget process and will be adjusted accordingly.

f. Revocation or non-renewal of permits by the issuing parting may be appealed by the requestor to the office of the superintendent in written form. The superintendent or designee shall review the circumstances surrounding the denial and shall render a final opinion on the appeal as to acceptance or rejections of the request for facility use.

~~(h) School facilities shall be open for use by groups of higher or continuing education that charge tuition. Such groups shall be required to obtain a permit from the Division of Insurance and Risk Management and pay a fee regardless of the time of day the school facility is used.~~

~~(i) All charges, as determined by the district, for the use of school facilities shall be payable upon billing. The sponsoring community group shall be liable for any damage, theft of property, or personal injury and for any expenses incurred on consequences of any use of school facilities or equipment property. The sponsoring groups shall provide the Division of Insurance and Risk Management with satisfactory proof of the appropriate insurance coverage when applicable.~~

~~**3) Reservation Fee Permit** refers to requests from the community for the use of gyms, field houses, multi-purpose rooms, auditoriums and cafeterias on the designated after school community use days and within the "no-fee" time schedule.~~

~~(a) All requests are to be referred to the Division of Insurance and Risk Management who will verify the availability of the facility with the school principal.~~

~~(b) The Division of Insurance and Risk Management shall inform the community group of the need for a written request in addition to the appropriate liability insurance coverage.~~

~~(c) Upon receipt of the required documents and assessed service fee of $15, the Division of Insurance and Risk management shall issue a permit to the community group.~~

2. Use by Institutions of Higher or Continuing Education

(a) Institutions of higher or continuing education that charge tuition shall be required to obtain a facility use permit from the Department of Human Resources, Division of Benefits and Insurance Services, and shall provide a certificate of liability insurance naming the school district as "additional insured" under the appropriate insurance coverage.

(b) The following fees shall be charged for facility use. (Hourly fees shall be subject to a two- (2-) hour minimum. Portions of an hour shall be charged at the full hourly rate.)

a. $40 per hour on Mondays through Fridays (Holidays excepted).

b. 50 per hour on Saturdays

c. $60 per hour on Sundays

~~b~~3. Public Forum Meetings

(a) ~~The Division of Insurance and Risk Management is authorized to grant the use on any day of the week of facilities under the jurisdiction of the Board, with the exception of stadiums, to~~ Groups ~~of resident citizens~~ may request the use of school facilities for speaker, panel, round table, debate, or discussion programs of the forum type on economic, social, and political subjects upon petition as hereinafter provided. The principals must certify that these gatherings do not interfere with the programs of the regular ~~day~~ school day or the Department of Recreation and Community Services programs. ~~and that such programs shall be conducted in accordance with the following provision~~s:

a. ~~The Division of Insurance and Risk Management is authorized to refuse a permit to any group that has violated any provision of these rules at or during a previous meeting.~~ The ~~designated department~~ Department of Human Resources, Division of Benefits and Insurance Services, shall issue a permit after acquiring the written request and the appropriate certificate of insurance naming the school district as "additional insured" under the insurance coverage.

b. The form of petition shall be presented at least two weeks prior to the date of the meeting. The person whose signature appears on the petition shall be considered spokesperson of the petitioning group. The spokesperson shall be responsible for the preliminary arrangements and program.

c. ~~Any citizen of Milwaukee~~ The public may, ~~upon written request made at least five days prior to the holding of a meeting,~~ be given an opportunity to share the use of the platform for a discussion of "the subject of the evening." If the "subject of the evening" is one of political interest to be discussed by any political candidate for election, then all candidates for the particular office involved shall be eligible to take part in the program, but such candidates shall appear normally.

d. The petition shall contain, in addition to the time and place of the meeting, the subject or subjects to be discussed, together with the type of gathering to be held — speaker, panel, round table, debate, or discussion from the floor without platform preliminaries.

e. Petitions will be considered in the order of filing.

f. No permits shall be granted for political public forum meetings to be held within two weeks prior to a primary or election.

g. The Department of Human Resources, Benefits and Insurance Services Division, ~~of Insurance and Risk Management~~ shall, if requested, ~~select~~ assist the petitioner in obtaining ~~and assign~~ a moderator to be in charge of the program. ~~It shall be the function of the moderator to:~~

~~• Promptly convene and adjourn the forum according to his/her instructions;~~

~~• Preside over its deliberations;~~

~~• Maintain order at all times;~~

~~• Keep the program proceeding according to schedule;~~

~~• Restrict speakers to their allotted speaking time;~~

~~• Distribute time for audience questions and discussion fairly;~~

~~• Give everyone so desiring an opportunity to speak;~~

~~• Ensure that the policies of the Board and regulations of the Administration, as well as the rules of the police and fire department with reference to the welfare and safety of the building, its contents, and the occupants, are strictly observed.~~

~~h. No matter what the forum employed in the preliminary part of the program may be, an opportunity shall be offered at each meeting for questions and discussion from the floor.~~

~~i. The moderator is authorized to interrupt any speaker who attempts to use more than his/her allotted time. The moderator shall see to it that the etiquette of common parliamentary procedure is observed. No person may speak from the floor unless he/she has first been recognized by the moderator.~~

~~j. No person may speak from the floor a second time (unless briefly to answer a question) until every other person desiring to speak shall have been heard.~~

~~k. All remarks must be addressed to the moderator.~~

~~l. Discussion is to be confined strictly to the subject matter of the program as stated in the petition.~~

~~m. Discussion must never become concerned with the personalities of the speaker or other persons, present or absent.~~

(b) The Department of Human Resources, Benefits and Insurance Services Division, ~~of Insurance and Risk Management~~ shall arrange for the services of such help as may be needed to conduct and supervise such meetings and to perform the ~~janitorial~~ custodial work connected therewith. All costs for services shall be borne by the petitioner.

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

Director Horton moved to approve the proposed changes to the policy and procedure.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

* * * * *

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Action on a Timeline and Process for the FY04 Budget

Background

A budget calendar is to be annually adopted by the Board per Board Governance Policy 2.05, Annual Board Planning Cycle.

Administration's Analysis

1. A budget calendar for FY04 has not yet been formally adopted. This item recommends a change to the policy with a revised calendar for FY04. The proposed calendar sets the adoption date for the budget at the end of May, as was the timetable for the previous three fiscal years. The proposed calendar is outlined in the recommendations section.

Statute, Administrative Policy, or Board Rules Statement

2. This item is in accordance with State Statutes, §119.16(8), and Board Governance Policy 2.05, Annual Board Planning Cycle.

Fiscal Impact Statement

3. There is no fiscal impact from the adoption of the budget calendar.

Implementation and Assessment Plan

4. The budget calendar outlines the plan of action for the development of the FY04 budget.

Administration's Recommendation

The Administration recommended that the Board adopt the following FY04 Budget calendar:

FY04 Budget-development Calendar		
Dates	Action	Responsibility
January 28, 2003	Committee on Strategic Planning and Budget meeting on projected enrollment and revenues and on budget calendar.	Board
February 5, 2003	School allocations, chargeback/buyback catalog, budget forms and instructions provided to principals.	Finance
February 6, 2003	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 21, 2003 (by 4:30 PM)	Schools submit budget request documents.	Schools
March 24-April 4, 2003	Review school budgets and resolve problem areas. Finance will notify departments if buybacks are adjusted per this review.	Finance
March 24-April 30, 2003	Compilation of budget and analyses.	Finance
May 1, 2003	Proposed budget document released	Finance
May 2-15, 2003	Committee on Strategic Planning and Budget's review and amendment of proposed budget	Board
May 15, 2003	Committee on Strategic Planning and Budget recommends budget to Board	Board
May 15, 2003	Proposed budget & public-hearing notice published in newspapers	Finance & Board Governance
May 22, 2003	Statutory public hearing on Committee on Strategic Planning and Budget's recommended budget	Board
May 29, 2003	Budget Adoption	Board
August 2003	Board transmits tax levy to Common Council	Board Governance

FY04 Budget-development Calendar		
Dates	Action	Responsibility
Sept-Oct 2003	Board finalizes FY04 Budget & transmits any changes in tax levy to Common Council	Board

Committee's Recommendation

Your Committee recommends that the Board adopt the proposed budget calendar, with the following provisions:

1. that the Administration propose at least four meetings between May 2 and May 14, at least three of which shall be held at locations other than Central Services and shall be broadcast on WYMS radio;
2. that the recommended budget be forwarded to the Board following the May 15 meeting of the Committee on Strategic Planning and Budget; and
3. that the Administration schedule, in addition to the statutory public hearing on May 22, another public hearing, to be held on May 20.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 2) Report on Revenue Forecast for FY04 and the Parameters to Be Used in Preparing the FY04 Proposed Budget

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

Background

1. Each year, the Administration reports to the Board its estimates of enrollment for the coming school year, as well as any 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.

Administration's Analysis

The following represents an outline of the projections to date:

Enrollment

2. As in past years, the projection of September enrollments for planning purposes has involved a joint effort by Educational Accountability, Facilities, and Finance. Initial system-wide forecasts are prepared in Educational Accountability and Facilities. Projections are made on a grade-by-grade basis, and a set of figures is agreed upon. Educational Accountability, Facilities, Finance, in consultation with other departments, then identify the portions of the total enrollment which are expected in the suburbs under the Chapter 220 and Open Enrollment programs, in alternative and partnership schools, and in non-instrumentality charter schools.

3. The remaining portion of the projected enrollment is broken out into estimated amounts for each MPS elementary, 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. Projections for September 2003 (FY04) break down as follows:

Schools	FY2003 Actual Fall Enrollment	Enrollment For FY2004 Budget*	Projected Enrollment Change	Projected Percent Change
Elementary/K-8	52,933	52,797	-136	-0.26%
Middle	16,679	15,719	-960	-5.76%
High	22,491	23,000	509	2.26%
SUBTOTAL	92,103	91,516	-587	-0.64%
Alternative/Partnership/Contracted	3,800	3,800	0	0.00%
Non Instrumentality Charters	1,390	1,684	294	21.15%

Schools	FY2003 Actual Fall Enrollment	Enrollment For FY2004 Budget*	Projected Enrollment Change	Projected Percent Change
SUBTOTAL	5,190	5,484	294	5.66%
Chapter 220 (in suburbs)	4,033	3,800	-233	-5.78%
Open Enrollment (in suburbs)	1,950	2,600	650	33.33%
SUBTOTAL	5,983	6,400	417	6.97%
GRAND TOTAL	103,276	103,400	124	0.12%
**Figures for FY04 do not reflect enrollment changes projected to occur as a result of pending January 2003 Board action on conversions of partner schools to, and expansion of existing, charter schools.*				

4. The enrollment figures shown in the chart above are converted to an estimated pupil full-time-equivalent countable for state-aid and revenue-limit purposes by the Finance Department. 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 arrive at the enrollment figures used in distribution of School Operations Fund revenues to schools.

Revenue Limits and Revenues

5. Assuming current law, revenue limits would show an inflationary adjustment of $230 per pupil in FY04, for a net increase of $18.4 million. This means that property taxes and state general aids for the Construction and School Operations Funds may rise by only $18.4 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.

6. In the School Operations Fund, present estimates for the net change in federal (non-grant) aid, other state aids (handicapped, bilingual, etc.), and miscellaneous sources show an expected increase of $0.1 million.

7. No use of fund balance is included in the FY04 estimates, resulting in a decrease of $20.1 million. In FY03, $16.9 million of fund balance, representing borrowings executed in FY02, was used for the Neighborhood Schools Initiative. Another $3.2 million in fund balance was matched against one-time FY03 costs.

8. Borrowing for the new special-education management information system will be completed in FY04. FY04 borrowings will be down by $0.8 million from the FY03 budget of $2.1 million.

9. An increase of $5.5 million is expected as $42.1 million in proceeds from Neighborhood School Initiative (NSI) borrowing is received.

10. It is planned that the Construction Fund will tax at its legal limit of $0.60 per $1,000 assessed valuation. Given the latest assessed valuation figures, the Construction levy would therefore increase by $1.3 million, which is part of the revenue limit. Amounts of E-rate and QZAB funding available in FY04 are still being estimated.

11. To allow current programs to continue at present levels, the Extension Fund would increase by approximately $0.4 million.

12. Preliminary indications are that overall categorical grant funding available to the district is not expected to increase beyond FY03 levels.

Central Operations

13. School Operations funding for central budgets is based upon revenues from MPS schools, plus any amounts either identified as unrelated to MPS schools, but related to outside obligations (such as special education services to non-MPS pupils); or as related to schools, but which policy or good administrative practice requires management at the district level (such as Neighborhood Schools Initiative and the extracurricular initiatives). For FY04, the total amount that may be collected as chargebacks for central budgets as a whole will be cut by 1% of school allocations (approximately $8 million), after adjusting for amounts needed to be earmarked for unsettled or unimplemented labor agreements and for fluctuations in the annual amounts needed to keep to the textbook adoption schedule.

School Allocations

14. The Administration is considering two significant changes in the FY03 methodology for budgeting the number of pupils and related allocation per school:

a. First, in cooperation with partnership school representatives, analysis is being done to determine how MPS can increase the capacity of schools serving at-risk pupils without increasing costs. At the same time, the total number of pupils for whom these schools are allowed to contract would be liberalized. This would permit these partners to serve more of the population in which they specialize and to maintain their overall funding level.

b. Second, an adjustment of school-level weights is planned. Schools use average salary figures which are unique to high, middle, K8, and elementary schools. The differences among these averages are a part of what creates the weights for the different school levels. (Other average salaries used are the same at all levels.) A review updating average salaries has shown that the differences between the averages at the different levels have narrowed; this means that the true cost differentials among the school levels have decreased. A comparison of the teacher averages used in FY03 and those to be used in FY04 show the following changes:

	Teacher Salary	
School Level	FY03	FY04
High	$47,189	$48,327
Middle	$41,466	$43,381
K-8	$42,657	$44,644
Elementary	$43,019	$45,521

15. The Administration intends to modify the level weights in FY04 budget planning, taking into account that teacher compensation makes up approximately 51% to 57% of schools' spending from their per-pupil allocations. This would create the following changes:

	Weight	
School Level	FY03	FY04
High	1.140	1.120
Middle	1.112	1.105
K-8	1.045	1.038
Elementary	1.000	1.000

16. If these average salaries and weights had been applied in FY03, the per-pupil allocations based on those weights would have changed as follows:

	FY03 Per-pupil	
School Level	Actual	If Revised
High	$6,174	$6,094
Middle	$6,022	$6,009
K-8	$5,659	$5,644
Elementary	$5,415	$5,436

17. It is expected that the differences between the different levels' FY04 per-pupil allocations would be similar to FY03.

Allocating Operations Fund Revenue

18. Using the revenue guidelines described above, planning for FY04 is already underway. Base data have been established, and preliminary calculations have been made. The following represents the manner in which the allocation process would work:

Estimated Allocation of School Operations Revenues (In Million $)

The following figures are based on current estimates. Figures in the proposed budget may vary somewhat from the following as cost and revenue projections are refined.

FY03 SCHOOL OPERATIONS FUND	$ 909.0
Revenue Limit Inflationary Adjustment	17.1
Neighborhood School Initiative Borrowing Increase	5.5
Use of Fund Balance	(20.1)
Other Net Revenue Changes	(0.7)

FY04 SCHOOL OPERATIONS FUND	$ 910.8
Less School Nutrition Revenue	(28.4)
School Operations Net of School Nutrition	$ 882.4
Non-school Funding:	
Contingent Fund	$ 1.0
Intergovernmental Agreement with City	3.6
Debt Service	11.1
Litigation Expenses/Judgments	0.9
Special Education Management Information System	1.3
Categorical Grant Indirect Aid Support	4.0
Suburban/Private Pupil Transportation (includes a share of administrative costs)	13.8
Special Education for Non-MPS Pupils	2.9
Less Non-school Funding	(38.6)
NET OF NON-SCHOOL FUNDING	$ 843.8
Central Funding for Schools:	
Neighborhood Schools Initiative	49.7
Extra-/Co-Curricular Initiatives	1.8
Driver Education	0.3
Less Central Funding for Schools	(51.8)
SCHOOL ALLOCATION FORMULA BASE	$ 792.0

Strategic Plan Compatibility Statement

19. The recommendation is supportive of the district's Strategic Plan, particularly the initiative to improve the district's financial-management systems to preserve the district's financial stability and to decentralize funding and decision-making authority to the schools.

Fiscal Impact Statement

20. The proposed allocation method directs distribution of 95.6% of the School Operations Fund revenue, net of School Nutrition, for schools.

21. Revenue for central budgets will decrease as a percentage of school allocations, except for costs of unsettled or unimplemented labor agreements and of scheduled textbook adoptions.

22. School allocation formulas and mechanisms are expected to change to reflect updated information on average teacher salaries at the different school levels. Modification of the per-pupil amount for partnership schools serving at-risk populations might also be decreased while offering increased enrollment caps for those partners.

Implementation and Assessment Plan

23. The FY04 proposed budget will be prepared on the basis of the current state law on revenue limits, using the district's full revenue authority.

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 24 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Johnson moved to accept the reports of the Independent Hearing Panel of January 7, 8, 9, 10, 12, 14, 15, 16, 17, 21, 22, 23, 24, 27, 28, and 28, 2003.

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

Ayes — Directors Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 6.
Noes — Director Hardin — 1.
Voting "present" — Director Blewett — 1.

* * * * *

RESOLUTIONS

Resolution 0203R-040

By Directors Morales, Blewett, Gardner, and Hardin

WHEREAS, The Southeastern Wisconsin Regional Planning Commission (SEWRPC) has proposed reconstructing the 270-mile southeastern Wisconsin freeway system with the addition of 127 miles of new lanes; and

WHEREAS, SEWRPC's preliminary plan would cost an estimated $6.25 billion in year-2000 dollars; and

WHEREAS, No funding source has been identified to pay for this project; and

WHEREAS, SEWRPC's recommended plan would require the destruction of 216 homes, 177 of them in Milwaukee County, and 140 in the City of Milwaukee; and

WHEREAS, SEWRPC's plan would require the destruction of 31 businesses, 20 of them in Milwaukee County and 13 in the City of Milwaukee; and

WHEREAS, More than $140 million would be removed from the property tax rolls in Milwaukee County if the SEWRPC plan is implemented; and

WHEREAS, The plan assumes a 70% increase in mass transit, but makes no recommendations for developing more mass-transit options in the region or in the County or City of Milwaukee; and

WHEREAS, A significant portion of residents in low-income areas served by the Milwaukee Public Schools do not have access to automobiles and would not benefit from SEWRPC's plan; and

WHEREAS, The Milwaukee Public Schools faces significant fiscal challenges, and any loss of tax base would be detrimental to the district's mission of educating the city's children; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors formally state its opposition to the Southeastern Wisconsin Regional Planning Commission's Preliminary Freeway Reconstruction Plan.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0203R-041

by Directors Hardin and Blewett

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

WHEREAS, Safety concerns were expressed repeatedly by parents and citizens during the development of the Neighborhood Schools Plan; and

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

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

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

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

FURTHER RESOLVED, That in order to promote continuity and stability, the Administration shall work diligently to provide elementary and K-8 students attending schools other than their neighborhood schools with transportation to the schools in which they are enrolled, thus creating a familiar learning and positive learning environment, and that this be implemented immediately upon The Board's approval.

Referred to the Committee on Finance/Personnel.

Resolution 0203R--042

By Directors Morales:

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.

Referred to the Committee on Finance/Personnel.

The Board adjourned at 8:20 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 6, 2003

Special meeting of the Board of School Directors called to order by President Spence at 5:20 PM.

Present — Directors Blewett, Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Absent and excused — Director Gardner — 1.

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

February 4, 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 5:00 P.M. on Thursday, February 6, 2003, in Room 103 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.

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 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 Blewett, Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.

The Board retired to executive session at 5:22 PM.

The Board adjourned from executive session at 6:11 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 27, 2003

Special meeting of the Board of School Directors called to order by President Spence at 6:13 PM.

Present — Directors Blewett, Dannecker, Gardner, Hardin, Horton (6:49 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:

February 26, 2003

Office of Board Governance

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of Directors Blewett, Hardin, Morales, and O'Neil, a special meeting of the Board of School Directors will be held at 5:30 p.m. on Thursday, February 27, 2003, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of formulating and possibly taking action on negotiation strategies for the Administration to pursue with respect to the proposal received in response to the WYMS request for proposals.

Pursuant to Section 19.85(1)(e), Wisconsin Statutes, the Board may convene in executive session for the purpose of formulating negotiations strategies as specified above and may then reconvene in open session to act upon matters discussed in closed session.

LYNNE A. SOBCZAK
Board Clerk

Director Blewett moved that the Board direct the Administration to open the response to the RFP, and that the Administration may request if need be a presentation by the respondent to the Board, and that the Administration then proceed to contract negotiation.

Director Johnson moved to hold this item until the Board's WYMS Advisory Committee has had a chance to report back and make recommendations to the Board as charged.

Director Gardner moved to recess the meeting until after the scheduled regular Board meeting.

The motion to recess failed of adoption on a tie vote:

Ayes — Directors Dannecker, Gardner, Johnson and President Spence — 4.
Noes — Directors Blewett, Hardin, Morales and O'Neil — 4.

The question being on Director Blewett's motion to open the response to the RFP, it failed of adoption on a tie vote:

Ayes — Directors Blewett, Hardin, Morales and O'Neil — 4.
Noes — Directors Dannecker, Gardner, Johnson and President Spence — 4.

Director Johnson moved to adjourn.

The motion to adjourn failed of adoption on a tie vote:

Ayes — Directors Dannecker, Gardner, Johnson and President Spence — 4.
Noes — Directors Blewett, Hardin, Morales and O'Neil — 4.

The question being on Director Johnson's motion to hold this matter until the Board's WYMS advisory Committee has had a chance to report back and make recommendations to the Board as charged, it failed of adoption on a tie vote:

Ayes — Directors Dannecker, Gardner, Johnson and President Spence — 4.
Noes — Directors Blewett, Hardin, Morales and O'Neil — 4.

Director Morales moved that the Board direct the WYMS Advisory Committee to return to the Board with a recommendation by the April 2003 Board cycle, and if the Advisory Committee is unable to report to the Board by this time, that the Board then consider the motion made by Director Blewett earlier in this meeting.

The motion failed of adoption on a tie vote:

Ayes — Directors Blewett, Hardin, Morales and O'Neil — 4.
Noes — Directors Dannecker, Gardner, Johnson and President Spence — 4.
Voting "present" — Director Horton — 1.

Director Gardner moved to adjourn.

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

Ayes — Directors Dannecker, Gardner, Horton, Johnson and President Spence — 5.
Noes — Directors Blewett, Hardin, Morales and O'Neil — 4.

The Board adjourned at 6:50 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 27, 2003

Regular meeting of the Board of School Directors called to order by President Spence at 6:50 PM.

Present — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

President Spence requested that a moment of silence be observed for the deaths of two students:

- Derek Grady-Gonzalez, a student at Milwaukee High School of the Arts, who died on February 16; and
- Terrie Williams, a Milwaukee student who attended Sho-Lake Bluff Elementary School, who was struck by a bus in front of her home on February 11, 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:

Lisa Krickeberg, Teacher, Honey Creek Elementary School

Ms. Lisa Krickeberg is a veteran Milwaukee Public Schools educator, having been a teacher for 15 years. As part of the Honey Creek faculty since 1996, she has exhibited enthusiasm and energy in her role as a K4/5 teacher. She continually infuses that vigor into her endeavors to provide the most conducive learning environment for her students.

As an educator dedicated to the rewards of lifelong learning, Ms. Krickeberg actively participates in professional growth through courses offered at various colleges and also through a variety of inservices. She consistently applies her own learning experiences to the classroom setting to allow the curriculum to be presented in its most challenging form, thereby stimulating her students to perform to the highest expectations.

Ms. Krickeberg's leadership abilities are evident in many facets of her professional role at Honey Creek, but especially through her appointment as direct-instruction coach for Language for Learning/Thinking, a kindergarten program that promotes articulation and strengthening of verbal skills. In this capacity, she offers peer mentoring, student grouping/regrouping facilitation, and various instruction-related opportunities to teachers who are using Language for Learning/Thinking with their students.

Ms. Krickeberg's involvement in the school community extends beyond the four walls of her classroom and beyond Honey Creek. She has conducted training on *Language for Learning/Thinking* at Engleburg and Lowell Elementary Schools and is scheduled to provide additional training and support. Ms. Krickeberg has played an integral role as chairperson of the Parent Involvement Committee, which oversees parent and community participation and activity to enhance student learning and parent and community involvement at Honey Creek. She also represents the Honey Creek staff at the monthly meetings of the Parent Activity Committee.

The Milwaukee Board of School Directors and the entire school community recognize Lisa Krickeberg 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 Director Jeff Spence.

* * * * *

Teacher EXCEL Grant Awards

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

This is the third consecutive year in which the MPS Foundation has sponsored the grant programs. In the 2000-2001 school year, 44 grants were awarded out of 141 applications, for a total of $31,035. In 2001-2002, 50 grants were awarded out of 156 applications, totaling $32,085. In 2002-03, 52 grants were awarded out of 148 applications, for a total of $36,125. The following is a list of the grant award winners and descriptions of the projects funded:

Books on Tape — $750

Nhia Yang and Jim Gross,
Academy of Accelerated Learning

Third-grade students with limited English proficiency will participate in a "books on tape" reading program to help boost their reading levels. Students will receive a book on tape each week. They will be asked to read the book and write a summary of it. The program's focus is to improve vocabulary, word and sound recognition, and reading comprehension.

Guided Reading — $750

Nancy Ulrich,
Alcott Elementary School

Third-grade students will participate in guided reading activities, a component of the MPS comprehensive literacy framework. Using Essential Skills Classroom software, students will develop as individual readers, apply reading strategies to guide and improve comprehension, and become independent learners.

Multimedia Interactive Yearbook — $750

Katherine Vannoy,
Audubon Middle School

Thirty students, selected by their peers, will learn and understand the basic elements of programming and design and develop a multimedia interactive yearbook on CD-ROM. Students will conduct a financial and environmental comparison between a traditional paper yearbook and a digital yearbook. All students will be able to purchase the CD yearbook for $1.

Reciprocal Teaching — $750

Anna M. Passante and Eric J. Becker,
Bay View High School

Approximately 120 ninth-grade students will participate in a team-taught literacy project focused on using various effective-reading strategies. Students will read a trilogy of novels by Sharon Draper and engage in activities to build vocabulary, to interpret and critically analyze literature, and to discuss literary and nonliterary texts to understand human experience.

Reaching for the Stars — $750

Todd Hartwig,
Brown Street Academy

Second-grade students will participate in a theme project on topics in space exploration. Through various hands-on activities, multimedia presentations, interactive software, and exposure to currently literature and periodicals, students will acquire science content and develop critical-thinking skills such as problem solving, understanding cause-and-effect relationships, and deductive reasoning. Students will visit the James Lovell Museum of Science, Economics, and Technology and the UW-Milwaukee Planetarium.

Letters from Felix — $500

Cortney Glinberg and Christine Sylvester
Burbank Elementary School

First-grade students will engage in an interactive social studies program that allows students to get involved and to communicate with people all over the world. Students will learn concepts such as geography, the U.S. Postal Service, long-distance communication, traveling, and U.S. and global cultures. The project is focused around the book *Letters from Felix.*

Music and Movement & Publishing About Parents — $700

Christine Sylvester and Cortney Glinberg
Burbank Elementary School

The Music and Movement project will improve the interest and knowledge of music and dance concepts while increasing physical fitness for about 90 first-grade students. A variety of music and musical instruments reflecting various cultures will travel between classrooms so that all first-graders will have more quality music instruction on a weekly basis. A Multicultural Fair will be held toward the end of the school year.

As a part of the Publishing About Parents project, first-grade students will participate in a step-by-step writing process to publish a book about their parents or care givers. Intermediate students will serve as editors.

The Literacy Loft — $750

Erica Halverson
Burdick School

The project will create a unique space in which first-grade students will develop literacy skills. Students will engage in interactive, hands-on instruction using multiple learning styles. Students will manipulate letters to make words, explore literacy-based centers, participate in shared and guided reading, flourish in various writing activities, improve in literacy across the curriculum, and develop a passion for literacy and learning.

The Wonders of Dissection — $625

Tirshatha Wilson and Hazel Luckett
Dr. Benjamin Carson Academy

Students in grades four, five, seven, and eight will participate in the wonders of dissection. Through exploration and discovery, elementary students will be paired with middle-school students to complete the dissection of grasshoppers and earthworms. The students will explore the cardiovascular system of each and compare them with their own cardiovascular systems. The pairing of students will enhance interpersonal relationships and provide an opportunity to work cooperatively in a group.

Bridges across the Curriculum — $750

David Dulmes and David Kahn-Pettigrew
Cass Street School

Twenty-five third-grade students will participate in this cross-curricular project to learn the basics of structural design and engineering through the use of K'nex bridge-building kits. The project will focus on a number of Wisconsin academic standards in mathematics, science, and language arts. For example, students will calculate the cost of the bridge and use geometry in its design; they will use the scientific process to

predict and test the strength of their structures; and they will write descriptions of their bridge designs and give oral presentations.

Project Moo — $640

Jennifer Hoffer-Johnson
Clarke Street School

Project Moo is an integrated unit on farm animals and their characteristics. Twenty-five four-year-old kindergarten students will learn about farm animals through literature and personal experiences. The students and parents will participate in various field trips to have the opportunity to actually feed a goat or see a cow being milked in person, not just see it in a book.

The Reading 100 Project — $750

Michael Turck,
Clarke Street School

This is a school-wide reading and language arts project that will coincide with the celebration of the school's 100th anniversary. All students will be involved, and each class will have the goal of reading 100 books. Students in grades 3-5 will be required to write short summaries of their books and their responses to them. At least one short story or poem will be required to use the number 100 in some way. Students in grades 1-2 will colorfully illustrate some part of their books' stories.

Winter: Beauty or the Beast — $750

Mary A. Widen and Jacqueline A. Pollman,
Cooper School

Fourth-grade students will study the season of winter using an integrated cross-curricular approach including science, mathematics, language arts, social studies, and art. Activities include a tour of the National Weather Service Station in Wisconsin and a trip to a nursing home to interview residents about past winters. Students will collect and analyze data, write and present reports, compare and chart climate with other regions, and create art pieces.

Books and Beyond — $750

Jennifer Price
Congress Extended-Year-Round School

This project will encourage the families of kindergarten students to use the same reading strategies at home as are used at school. Students will have an opportunity to take home high-quality, developmentally appropriate books to share with their families. A hands-on activity will accompany each book to focus on vocabulary building, phonemic awareness, and comprehension of the story.

Scaling Up a Spaghetti Dinner — $600

Andrea M. Azarian and Monica Busch
Edison Middle School

Mathematics instruction will be enhanced for seventh-grade students studying the concept of proportional reasoning. Students will prepare and serve a spaghetti dinner to all seventh-grade students and their families. Students will practice problem-solving skills through cost analysis, estimation, and budget itemization. The project will provide a real-world application of mathematics concepts as well as promote parental and family involvement.

The Writing Center — $750

Michelle Toll
Eighty-first Street School

Materials for a writing center will help kindergarten students develop their writing ability. Students will publish their own stories by creating rough drafts, editing, writing final copies, and illustrating their work. The center will provide students with many different means to assist them in their exploration of words,

spelling, and publication of their stories, including magnetic letters, chalk boards, letter stamps, dry erase boards, dictionaries, alphabet books, and other materials.

Our Storybook Garden — $750

Laura Yale, Danielle Hassforth, and Wendy Novak
Fairview Charter School

This cross-curricular project will involve kindergarteners and their fifth-grade book buddies in creating a storybook garden inspired by quality children's literature. A garden will be planted on school grounds, where students can enjoy an outdoor learning environment when reading. Students will be actively involved in all phases of the project, including research, planning, and computing. The project will strengthen the skills and lessons taught in language and literacy, mathematics and science, social studies, and art.

Young Scientists Club — $750

Elaine Clay,
Fernwood Montessori School

An after-school Young Scientists Club will be established for third-graders identified as most in need of assistance in science. Two groups of 12 students will meet after school once a week for eight weeks. Students will be presented mini-lessons and demonstrations on science topics, work in small groups on activities, and progress to student-designed experiments.

You Have to Grow One to Know One — $675

Sarah Glodoski
La Escuela Fratney

Sixty-five bilingual second-graders will explore the life cycle of flowering plants and conduct experiments in growing conditions using Wisconsin fast plants as their test subject. Science, math, and literacy through literature and writing will be integrated into a six-week thematic unit about how plants grow, change over time, and react to environmental alterations. Students will have hands-on experiences and, just like scientists, will take daily notes and learn to keep careful records during the experiments to document the process.

Sending the Scientist Home — $625

Robin Booth,
Garfield Elementary School

Each week, second-grade students will take home inquiry-based science experiments to actively engage students, parents, and other family members in simple science projects. The home science projects are an extension of science inquiry done during the day. Students and family members will be encouraged to answer open-ended questions after they complete the experiments at home. Experiments and feedback sheets will be posted on a Super-Science line on the school web page.

Dynamic Dinosaurs — $750

Jen Pence and Jenny Carney,
Grant Elementary School

Each week, second-grade students will take home inquiry-based science experiments to actively engage students, parents, and other family members in simple science projects. The home science projects are an extension of science inquiry done during the day. Students and family members will be encouraged to answer open-ended questions after they complete the experiments at home. Experiments and feedback sheets will be posted on a Super-Science line on the school web page.

Health is Wealth — $640

Susie Landingham,
Kluge School

Special education students in grades 1-5 will increase their understanding of their own health and how the body works through hands-on activities at Discovery World Museum. Classroom library set materials that

support healthful living will be funded to help students make the connection that taking care of their bodies, engaging in personal care, and having a nutritionally sound diet will increase their well-being.

Literacy Connection through Interactive Books — $650

Phyllis Bankier and Annie Chou,
Lloyd Street School

Thirty-one English-as-a-second-language students in kindergarten through grade five will participate in the project to improve their English reading and comprehension. Students will use interactive books on the computer to enhance their learning by hearing words and stories, retelling stories in their own words, and improving English vocabulary and spelling.

Competent Cooking Using Elements of Mathematics and Vocabulary — $750

Deborah Williams and Delois Ferguson,
Malcolm X Academy

This extended-day extracurricular class for seventh-graders combines cooking with mathematics and reading. In all cooking activities, a rule has been established that no one-cup measuring cups are allowed in class. All measurements will be done through fractions, providing students with practice in computing fractions. Students will also study rules of etiquette and improve their vocabulary of unfamiliar words.

Weather Station-205 — $350

Christine Leutner,
Manitoba Elementary School

The project will establish an operating weather station in a fifth-grade classroom that will provide students with first-hand experiences and a working knowledge of Milwaukee's weather. Students will investigate patterns, collect and organize data, and explore a variety of ways to present the data. Students will explore how weather affects us socially, economically, and environmentally. As a part of the project, students will visit the weather station at UWM.

Meeting the Masters through Multiple Media — $750

Dawn Balistreri, Dawn Mahuta, and Suzane Green,
Milwaukee French Immersion School

Sixty kindergarten students will gain an appreciation and knowledge of great artists and their techniques through the use of diverse media and enriching art experiences. Art, literature, and science will be integrated, enabling the students to link this new knowledge to concepts and experiences that are meaningful to them. Each artist study will conclude with a hands-on project emulating the artist's style and use of materials.

Creative Writing and Journalism — $750

William W. Jackson,
Milwaukee High School of the Arts

Students in grades 9-12 will have an opportunity to publish their poetry, essays, short stories, and plays in a professional-quality annual digest of student writing and art. Students will be responsible for assembling the book and getting it off to the publisher. In this process, they will learn the collaborative skills and business savvy that it takes to publish a book. The authors and their parents will receive complimentary copies of the published book.

Home Support — $600

Clariza Dominicci-Lopez and Refugio Avila,
Morgandale Elementary School

Project Home Support is aimed at kindergarten students with academic at-risk factors. Twice a month the literacy coach will meet after school with parents to share helpful strategies such as how to read to children; how to extend the book just read in the areas of math, science, and writing; how to use the library; and how

to record stories so that the child may hear them over and over. Parents will be provided with activity packets to take home to reinforce reading activities.

Our Pet Business — $275

Sara Plach,
Morgandale Elementary School

This project's focus is on literacy and science in a second-grade classroom. An aquarium will be set up in the room, and the students will research habitat for fish and conduct various experiments. Students will be exposed to a number of both fiction and nonfiction books to expand their study and will have writing activities. Students will observe the fish on a daily basis to learn about fish behavior, record findings in their science notebooks, and compare and contrast both cold-blooded and warm-blooded animals. The project will be enhanced with a field trip to the Milwaukee County Zoo.

Big Buddies, Little Buddies — $700

Keri Kinney and Anne Desotelle,
Neeskara Elementary School

Fifth-grade students will be paired with kindergarten students to build self-esteem, confidence, and reading skills using the components of the comprehensive literacy framework. The project will foster positive reading experiences and provide meaningful reading strategies for struggling readers as well as help students appreciate reading for their own pleasure and enjoyment.

Planting the Seed — $750

Julie Benning and Kathy Knutsen,
Neeskara Elementary School

Third-grade students will participate in the project to enhance their experiences in reading different materials. The project will pair fiction and non-fiction materials to enable students to make connections and to comprehend different texts. Students will engage in a number of activities such as story mapping, personal responses, journaling, and compositions, building on reading comprehension, spelling, and vocabulary.

Snooping for Peace — $750

Roxane Reszel and Peggy Pliskie,
Philipp Elementary School

Second-grade students will create a publication, *Elementary Press,* that will feature positive things happening in their neighborhoods, school, and community. Students will investigate, interview, take pictures, and write and edit articles for their publication. The project will be enhanced with a field trip to the *Milwaukee Journal Sentinel* to learn how reporters get leads for their stories and how the newspaper is published.

Butterflies, Buttercups, and Butter Pecan Ice Cream — $750

Katie Fitzpatrick,
Pierce Elementary School

This is a school-wide cross-curricular project for all grade levels. Students will grow their own flowers from seeds or seedlings and nurture painted lady butterflies from larval stage to adult stage. This study of plants and the life cycle and habitat of butterflies will culminate in a spring celebration, flower show, and butterfly release. Parents and the entire school community will be involved in the project and celebration.

Mr. B's Art Group — $750

Kim Kampschroer and Bill Briesemeister,
Project STAY

The project was created to build a sense of teamwork and citizenship among students in this alternative high-school setting. Students will learn healthful and effective methods of communicating and will express themselves through artwork, journal writing, and cooperative learning activities. As a part of the project, students will participate in the MPS Ropes and Challenges Course to promote cooperation and trust.

Automobiles of the World — $400

Daniel R. Voboril,
Pulaski High School

The project was created to build a sense of teamwork and citizenship among students in this alternative high-school setting. Students will learn healthful and effective methods of communicating and will express themselves through artwork, journal writing, and cooperative learning activities. As a part of the project, students will participate in the MPS Ropes and Challenges Course to promote cooperation and trust.

Integrating Science into the Arts — $750

Carol Reiners and Ouida Williams,
Robinson Middle School

This weeklong summer project will provide 25-30 sixth- through eighth-grade students with the opportunity to experience hands-on science within the visual arts. A biology professor and visual arts instructor at Wisconsin Lutheran College will teach the course, which will encompass the use of scientific lab equipment and art media, including photography. The theme of study will be aquatic and bird life within natural settings

Read 180 after School — $750

Phyllis Hibben,
Sarah Scott Middle School

Approximately 80 students will participate in an after-school reading program to improve their reading skills and to increase their interest in reading for enjoyment. This is an expansion of a program currently in place in an effort to reach out to more students. Students will be provided with high-interest books to motivate them to participate and to encourage them to read more. The program will invite parents to participate and will provide parents with reading toolkits to help their children at home.

Literacy in the Workplace — $720

Jane Glodoski,
School-to-Work Transition/Special Services

The project will support approximately 30 high-school students with disabilities who are currently enrolled in the School-to-Work Program at two job sites to enhance students' workplace literacy and employment skills. Each student will develop an employability portfolio including performance profiles, resume, work samples, writing samples, photos, awards, certificates, and letters of recommendation. Students will develop and write weekly goals in the areas of attitude, attendance, job-skills progress, and literacy.

Exploring Our Senses — $750

Marti Anderson and Maureen Dardis,
Sherman Multicultural Arts Elementary School

Kindergarten students will be fully engaged in hands-on experiential activities exploring the five senses. Through a variety of lessons in all curricular areas, the students will use sight, hearing, touch, taste, and smell to gain a basic understanding of how their sensory organs work, both separately and in conjunction with each other. The project will be enhanced with a field trip to the Betty Brinn Children's Museum.

The Solar System — $750

Lori Carmichael and Brenda DePriest,
Sherman Multicultural Arts Elementary School

This is a cross-curricular project for 70 second-grade students around the theme of space science. Students will be engaged in various learning activities in reading and language arts, mathematics, science, and social studies. A culminating event will be a field trip to the Museum of Science and Industry.

Celebration of Humanity — $750

Denice Niebuhr and Carrie Davis,
Tippecanoe School for the Arts and Humanities

Thirty kindergarten students will participate in a multimedia presentation developed and performed for the school community, family members, nursing homes, Children's Hospital, and the MPS Art School production, Artwork for Kids. The project will showcase what students have learned about the habits, patterns of living, and cultural celebrations of human beings. Students will learn about how and why people celebrate in Milwaukee and throughout the world, with a special focus on China. Music, food, and customs will be studied.

Centering around Balanced Literacy — $750

Jacalyn Oliva and Linda Bolin,
Trowbridge Elementary School

Forty-five kindergarten students will engage in small-group interactive learning through a literacy-center approach. Center activities will focus on components of comprehensive literacy, including word study, independent writing, interactive reading, guided reading, and more. Computer technology software will be used to guide students through storyboards and activities.

Reading Buddy Fun Bags — $750

Cheryl Scholler and Karen Rinka,
Trowbridge Elementary School

Fifth-grade students will be paired with first-grade students to read and work together on a weekly basis. Students will do a variety of literacy activities, e.g., make puppets to go with tstories, find rhyming words, identify beginning sounds, tape record a story, and more. Students will be able to take home a Reading Buddy Fun Bag to practice reading and complete fun and engaging literacy projects.

Character Education Counts — $750

Jayne E. Jaskolski,
Twenty-first Street School

The entire school will participate in a cross-curricular character-education program that will help students identify, model, and live by the six pillars of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. The project promotes core ethnical values as the basis of good character. Students will be recognized for modeling good character.

Three Cultural Environments — $675

Barbara Prendergast,
Urban Waldorf School

Fourth-grade students will participate in a study of African animals, Norse mythology, and Native Americans through hands-on activities across curricular areas. Students will create three environments in the classroom using cooperative learning techniques. All three environments will exhibit the geography, crafts, people, and culture of that area. Students will write stories, present oral reports, and use math skills to create objects to scale.

Flat Stanley — $650

Amy Mudlaff,
Vieau Elementary School

Fourth-grade students will complete research papers on the five regions of the United States. Based on the story "Flat Stanley" by Jeff Brown, students will send themselves (via a picture) to friends or family in other regions in the U.S. and obtain information about their cities while visiting. Students will track where everyone went on a map, compute distances traveled, collect information, and write papers about one of the regions. Students will learn how to use the public library to conduct research using the Internet and reference materials.

Our Community: Past, Present, and Future — $750

Kathleen Smith and Mary Owens,
Walker International Middle School

Seventh-grade students will complete research projects about our community. Students will be exposed to art, history, and the multicultural richness of Milwaukee through a number of experiences. Students will cooperate with a partner to conduct research at the school and public libraries, through the Internet, and at the Milwaukee County Historical Society. Students will prepare research papers, make oral presentations, experience ethnic cuisine at a local restaurant, and create a three-paneled mural depicting the community in the past, present, and future.

Young Entrepreneurs — $750

Leah Moreau,
Washington High School

Seventh-grade students will complete research projects about our community. Students will be exposed to art, history, and the multicultural richness of Milwaukee through a number of experiences. Students will cooperate with a partner to conduct research at the school and public libraries, through the Internet, and at the Milwaukee County Historical Society. Students will prepare research papers, make oral presentations, experience ethnic cuisine at a local restaurant, and create a three-paneled mural depicting the community in the past, present, and future.

Neighborhood Beautification Project — $750

Anthony Hooker,
Westside Academy II

Seventh-grade science students have learned about the impact of the environment, air pollution, water pollution, weathering, and soil characteristics. They will participate in this project to improve the aesthetics in front of the school building by planting flowers and adding landscaping to beautify the school and neighborhood. Students will expand what they've learned about the environment by researching different plant species appropriate for the climate, learning proper planting and gardening techniques, and documenting the project's progress. Family and community members of students will be invited to participate in the project.

Authors and Illustrators in the Spotlight — $750

Nicole Goodno and Vongdeuan Gonzaga,
Wisconsin Avenue School

This project will introduce to second-graders a plethora of authors and illustrators to provide insight into their lives, work, inspiration, and creative processes. The purpose is to provide students with models of strong writing and motivate them to read for enjoyment with greater enthusiasm and understanding. A resource corner, Spotlight, will be established in the classroom supplemented with books and writing and art supplies.

High-interest Literacy Circles — $700

Nicole Thomas,
Wisconsin Avenue School

The High-interest Literacy Circle will provide grade 2-4 students with special-needs literacy material that is at their instructional levels and that is of high interest to them. Circle activities will encourage and initiate greater family involvement and promote reading for enjoyment. Students will meet with their literacy circle twice per week to build confidence in reading and improve comprehension. Students will be encouraged to read at home with their families.

Supporting Connecting Courtrooms to Classrooms — $650

Char Harteau and Lynn Maholias,
Wisconsin Conservatory of Lifelong Learning

This cross-generational project connects students in grades 5-11 and their parents with the judicial system. Students will learn about federal and state laws, county government, and the legislative, executive, and judicial branches of government. They will conduct research on careers, become aware of appropriate courtroom behavior and etiquette, learn about due process, follow current cases, and conduct a mock trial showcasing their knowledge. The project will be enhanced through field trips to the Milwaukee County Courthouse and Marquette Law School, visits with Congressional leaders, and a tour of the County Jail.

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Special Recognition

The Milwaukee Board of School Directors is proud to spotlight a special accomplishment of one of its own members: The United States Postal Service has honored Director Charlene Hardin, member for the Board's 4th district, as the recipient of its 2003 Women Putting Their Stamp on Metro Milwaukee Award in the category of education. Director Hardin, along with the recipients of the award in the other categories, will be honored at the Postal Service's 5th Women's History Month Awards luncheon and conference on Friday, March 14, at the Italian Community Center.

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Other Awards and Commendations

Students

Student musicians and performers from three Milwaukee Public Schools participated in the first Wisconsin Area Music Industry (WAMI) Youth Showcase. They included the Brown Street Academy Kids Choir, Cecil Austin and his Marshall High School drumming group, and the Milwaukee High School of the Arts Jazz Lab Combo. This event was held at the Sharon Lynn Wilson Center of the Arts.

Joshua Bonds, an eighth-grade student at Roosevelt Middle School of the Arts, has been recommended to represent the United States in international competition as a People to People Sports Ambassador. Student athletes are chosen from national sports organizations and nominated by People to People coaches, leaders, and alumni. As a Sports Ambassador, Joshua will help fulfill the vision of President Dwight Eisenhower, who founded People to People to promote world understanding.

Schools

For the past 13 years, the Council for the Spanish Speaking, Inc., and the University of Wisconsin-Milwaukee have produced Cantos de Las Americas. This year's event, A Tribute to Education, will be held on April 4, 2003, at Uihlein Hall of the Marcus Center for the Performing Arts, with the following schools participating: Allen-Field Elementary, Forest Home Elementary, La Escuela Fratney, Hayes Bilingual, Holmes Elementary, Kagel Elementary, Longfellow Elementary, Mitchell Integrated Arts, Morgandale Elementary, Sixty-fifth Street, Vieau Elementary, and Riverside University High School. Since 1990, over 3,500 students have performed at Cantos.

The safety cadet program at Cooper Elementary School has been selected by the City of Milwaukee Safety Commission and The Exchange Club of Milwaukee as the citywide award winner in the Safety Cadet competition for 2003. Cooper was recognized for its extensive involvement in the safety of its students, including being the local citywide site for the National Walk Our Children to School Day.

Staff/Departments

Washington High School graduate Gregory Lehman, who has been the head football coach at Washington since 1975, will be inducted into the Wisconsin Football Coaches Association (WFCA) Hall of Fame on March 29, 2003. He has excelled in athletics since high school, when he lettered in football, basketball, and track, and earned all-city conference recognition in football. Since he became coach, his teams have had 18 winning seasons, six conference championships, and eight state playoff appearances. He is

Washington's winningest coach and is currently 158-97 at the school. He also achieved seven conference "Coach of the Year" awards.

Yolanda Farmer, a teacher at Townsend Street Elementary School, has been selected from a pool of national applicants to become a National Fellow in an educator Network called Let It Shine, an initiative of the Thomas Day Education Project (TDEP). The TDEP is concerned with improving the teaching of African American history and culture nationwide at the elementary and middle-grade levels.

2002-03 MPS Employees' Combined Giving Campaign

Appreciation is extended to MPS employees for their participation in the 2002-03 MPS Employees' Combined Giving Campaign. Campaign contributions support many agencies and organizations through the United Way of Greater Milwaukee, Community Health Charities of Wisconsin, Community Shares of Greater Milwaukee, and the Milwaukee Public Schools Foundation, Inc. Contributions for the 2002-03 campaign totaled $290,944. Employees are able to designate donations directly to the Milwaukee Public Schools Foundation, Inc., through this campaign. This year, donations to the MPS Foundation totaled approximately $64,000, about a 5% increase. About 24% of MPS employees contributed to the campaign in 2002-03.

The Milwaukee Public Schools Foundation, Inc., provides $500 incentive grants to MPS schools for most improved recording of giving in the MPS Employees' Combined Giving Campaign. For the 2002-03 campaign, grants were awarded to the following schools in two categories:

Top five schools that had the highest percent increase in dollars contributed:

Urban Waldorf School
Fernwood Montessori School
Fritsche Middle School
Bradley Technical High School
Hayes Bilingual Elementary School

Top five schools that had highest percent increase in the number of employees who contributed and who had a participation rate over 50%:

Dr. Martin Luther King, Jr., Elementary School
Kosciuszko Middle School
IDEAL Charter School
Wisconsin Avenue Elementary School
Webster Middle School

The following Central Services sites were awarded certificates for outstanding achievement for increases in contributions or increases in the number of employees contributing:

Special Services Center
Pupil Transportation Services
Office of Academic Excellence
Division of Facilities and Maintenance
Office of Neighborhood Schools
Division of Assessment and Accountability

For the first time, an entire issue of *Wisconsin School Musician* magazine *(WSM)* featured the music-education programs of Milwaukee Public Schools. The February 2003 issue was devoted to MPS with the theme, "Milwaukee Music Education on the Move." *WSM* is the official publication of and primary means of communication for the Wisconsin School Music Association and the Wisconsin Music Educators Association. Each issue is built on a timely message or special theme.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of January14, January 21, and January 30, 2003, were approved as printed.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Resolution to Authorize the Renewal of the Board's Self-Insurance Status for Worker's Compensation Benefits

Office of the
Superintendent of Schools

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

RE: Self-Insurance for Worker's Compensation

It is the long-standing practice of the Milwaukee Public Schools to be self-insured for liability under the Wisconsin Worker's Compensation Act.

In order to maintain this self-insured status, Milwaukee Public Schools is required every three years to reapply and provide the Department of Workforce Development with a resolution, passed by its governing body and signed by its chief executive, stating its intent and agreement to self-insure. Wisconsin Administrative Code 80.60(3) imposes this mandate upon all Wisconsin political subdivisions and taxing authorities.

Therefore, it is the recommendation of the Superintendent that the Board adopt the following resolution at its regular meeting on February 27, 2003.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Resolution to Authorize the Renewal of
the Board's Self-Insurance Status for Worker's Compensation Benefits

WHEREAS, The Milwaukee Board of School Directors (MBSD) is a political subdivision of the State of Wisconsin; and

WHEREAS, The Wisconsin Worker's Compensation Act (ACT) provides that employers covered by the Act either insure their liability with worker's compensation insurance carriers authorized to do business in Wisconsin, or be exempted (self-insured) from insuring liabilities with a carrier and thereby assume the responsibility for their own worker's compensation risk and payment; and

WHEREAS, The State and its political subdivisions may self-insure worker's compensation without a special order from the Department of Workforce Development (Department) if they provide the Department with a resolution every three years of their election to continue to self-insure, agree to faithfully report all compensable injuries, and agree to comply with the Act and rules of the Department; and

WHEREAS, The MBSD at its meeting of February 27, 2003, approved the continuation of the self-insured worker's compensation program in compliance with Wisconsin Administrative Code DWD 80.60(3); now, therefore, be it

RESOLVED, That the MBSD does intend and agree as follows to continue to:

1. self-insure its worker's compensation liability;
2. faithfully report all compensable injuries; and
3. comply with the Act and the rules of the Department; and be it

FURTHER RESOLVED, That the MBSD authorize the Department of Human Resources, Benefits and Insurance Services Division, to submit the application documents required for renewal of MBSD's self-insurance status for worker's compensation benefits prior to April 21, 2003.

Director Johnson moved to approve the Superintendent's recommendation and adopt the resolution.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.
Temporarily absent — Director Horton — 1.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

- Committee on Innovation/School Reform, Item 3, a resolution to provide accessibility to educational resources housed at the Milwaukee Education Center to all educators;
- Committee on Innovation/School Reform, Item 4, recommendations for the development of a new graduation plan and action to amend Administrative Policy 7.37;
- Committee on Finance/Personnel, Item 7, a resolution regarding a taskforce to develop alternative management plans for Potter's Forest; and
- Committee on Finance/Personnel, Item 9, recommendations for the development of a new graduation plan and action to amend Administrative Policy 7.37.

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

Ayes — Directors Blewett, Dannecker, Gardner, 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) Report on Implementation of School-Climate Surveys

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

Administration's Report

1. In accordance with Administrative Policy 2.16, District Accountability System, school-climate surveys were administered throughout the district in December 2002. During the Fall semester, the Administration had worked with the Public Policy Forum to develop surveys for parents, staff, and students (one for students in grade 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 and discipline;
   - involvement in school governance and decision making;
   - respect for others and tolerance for diversity; and
   - academic rigor and high expectations.

2. Parent surveys and accompanying informational letters were mailed to all households in the district prior to School Climate Week, December 9-13, 2002. In an effort to increase the response rate,

principals were asked to mail or send home reminder notices about the school-climate surveys, encouraging parents and guardians to complete the surveys. Posters were also distributed to each school to publicize School Climate Week, and the Division of Communications and Public Affairs issued a press release.

3. Staff and student surveys were delivered to schools, along with instructions for administration and subsequent packaging for pick-up. Schools were to set aside sufficient time during School Climate Week so that students could complete their surveys.

4. Altogether, over 54,000 surveys were returned for scanning and analysis. *Preliminary* analyses by the Public Policy Forum reveal that response rates varied significantly across groups, with the highest return (72%) being from elementary/K-8 students.

- Elementary/K-8 ..... 72%
- High School..... 54%
- Staff..... 51%
- Parents/Guardians 13%

5. In April, the Administration will present detailed results from the school-climate surveys to the Board of School Directors. A summary of results by school will also be reported in the annual District Report Card, scheduled for release in late Fall 2003.

* * * * *

(Item 2) Follow-up on Resolution 0203R-036 by Director Morales To Reduce Negative Academic Consequences for LEP Students Tested In English

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

Background

At its meeting on November 21, 2002, the Board referred the following resolution by Director Morales to the Committee on Innovation/School Reform:

> Whereas, many Wisconsin students learning English have recently been classified as LEP (Levels 1-5) using the new DPI proficiency levels that have resulted from changes in state and federal educational policy; and
>
> Whereas, many of these LEP students are now required to take state- and federally mandated assessments in English before achieving proficiency in English; therefore, be it
>
> Resolved, that no MPS student who has been classified as LEP using the new DPI proficiency levels shall be retained in grade level, denied admission to any MPS school or program, or denied graduation on the sole basis of state- or federally mandated assessments.

Administration's Analysis

1. The No Child Left Behind Act (NCLB) mandates that limited-English-proficient students be included in English assessments in reading and English language arts after attending three or more consecutive years in U.S. schools (in Wisconsin, this begins with grade 1).

2. As a result of this mandate in NCLB, the state superintendent of public instruction recreated Chapter PI 13, relating to limited-proficient pupils. Modifications were made at the DPI state level in relation to the classification and definitions of LEP levels 1-5. PI 13 (09) states that: (1) pupils at English proficiency levels 1 or 2 under s. PI 13.08 (1) or (2), shall participate in an alternate assessment, even if these pupils participate in a test; and (2) pupils at English proficiency levels 3 through 5 shall participate in a test, but may also participate in an alternate assessment.

3. Before this mandate and new classification, which resulted in new DPI proficiency levels, students classified up to level 4 could take alternate assessments.

4. PI 13.09 (b), testing of LEP pupils, states that test results may not be used as a sole criterion in re-classifying an LEP pupil from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation, or eligibility for participation in postsecondary education opportunities.

5. MPS Administrative Policy 7.37, Graduation Requirements, states that limited-English-proficiency students who meet their special course and credit graduation requirements are exempt from the proficiency requirements for graduation and are to be awarded special diplomas upon graduation.

6. MPS AdministrativePolicy 8.01, Student Nondiscrimination under Section 118.13 and P.19 Wisconsin Administration, states the following regarding the student admissions policy:

> It is the policy of the Milwaukee Public Schools that no person 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, extra-curricular, student service, recreational, or other program or activity because of a person's race, national origin, ancestry, creed, religion, pregnancy, marital o parental status, sexual orientation, or physical, mental, emotional or learning disability or handicap as required by section 118.13 of the Wisconsin Statutes.

7. This policy also prohibits discrimination as defined by Title VI of the Civil Rights Act of 1964 (race and national origin), thus Title IX of the Education Amendments and section 506 of the Rehabilitation Act of 1973. Students who are limited-English-proficient are protected against this non-discrimination policy according to the Title VI of the Civil Rights Act of 1964.

8. MPS Administrative Policies 7.36, Promotion and Retention of Students, and 7.33, Grading Systems, stipulate that, for elementary-level retention and promotion of grade level, the MPS Grading System Policy will be followed. This policy includes the devising of grading systems for evaluating and recording students' progress within district guidelines. Principals shall also provide opportunities for parental involvement in this process, in addition to schools' keeping records and reports of individual students in a form which will be meaningful to parents as well as to teachers. These same procedures apply to limited-English-proficient students.

9. For middle- and high-school retention, the stipulations of Administrative Policy 7.38, Assessment Program, will apply for limited-English-proficient students in regard to promotion and retention of grade level.

10. MPS Administrative Policy 7.38, Balanced Assessment System, prescribes the following:

> All students will be offered the same opportunities to participate in all aspects of the Balanced Assessment System. Accommodations will be made for students with special needs according to their Individual Education Plans (IEPs), limited English proficient (LEP) according to their LAU levels, and section 504 students according to their Individual Accommodation Plans (IAPs).

Fiscal Impact Statement

11. There are no costs involved.

Committee's Recommendation

Your Committee recommends that

1. the District continue implementation of all of the stated regulations in regards to limited-English-proficient students to meet compliance with federal and state mandates; and
2. no MPS student who has been classified as LEP using the new DPI proficiency levels shall be retained in grade level, denied admission to any MPS school or program, or denied graduation on the sole basis of state- or federally-mandated assessments.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 3) Resolution 0203R-032 by Director Johnson Providing Accessibility to Educational Resources Housed at the Milwaukee Education Center to All Educators

Background

At its meeting on October 29, 2002, the Board referred the following resolution by Director Johnson to the Committee on Innovation/School Reform:

> WHEREAS, Federal regulations require that all students under the jurisdiction of an LEA (Local Education Agency) have access to the educational resources which that LEA has funded out of federal monies; and
>
> WHEREAS, The Milwaukee Public Schools is the LEA for all children in the City of Milwaukee, including those not attending a public school within the District; now, therefore, be it

RESOLVED, That all persons authorized by parents living within the City of Milwaukee to serve as educators of their children be granted the same level of access — and be held to the same requirements, responsibilities, and conditions thereof — to educational resources (textbooks and other educational materials) housed in the District's Professional Development Center at the Milwaukee Education Center (MEC) as are the educators working within the Milwaukee Public Schools.

Administration's Analysis

1. The Curriculum Technology Resource Center (CTRC) houses such resource materials for schools as supplemental textbooks, curriculum, special education materials. Drug-Free School Collection, Native American Collection, Violence Prevention Collection, Professional Collection (staff development and educational research), children's and young adult literature, video collection, CD-ROMs and software, adaptive technology, equipment (slide projectors, digital cameras, etc.)

2. Historically, the CTRC began as a resource center that was funded through a special education and curriculum and instruction grant. Since that time, funding has been consolidated (Board and federal funds), with the majority of the funding from the last four years coming through Board funds either as a charge-back or a buy-back: Traditional schools access services at the CTRC though charge-backs; instrumentality and non-instrumentality charters have the option of accessing services at CTRC through buy-backs.

3. MPS teachers at non-public partnership schools, K-8 contracted sites, and alternative schools have access to the CTRC. These teachers must be MPS employees and have letters on file from their MPS administrators identifying them for access.

4. Parents of special education students have access to the resources at the CTRC. The parent and school personnel meet, a review of the IEP takes place at the school level, and if the school does not have specific materials available and these materials are available at the CTRC, the school administrator fills out an authorization form that allows access to the materials by the parent.

5. All schools accessing the materials at the CTRC are responsible for returning or replacing lost and damaged materials.

Strategic Plan Compatibility Statement

6. This supports the MPS Strategic Plan, Goal 1, Student Achievement.

Statute, Administrative Policy, or Board Rules Statement

7. No change in policy is required.

Fiscal Impact Statement

8. None at this time.

Implementation and Assessment Plan

9. A plan will be developed and implemented for the 2003-2004 school year. The CTRC will document the circulation of materials among non-MPS employees, as well as the value of materials that need to be replaced as a result of the added number of people accessing the Center. The Center will also survey those who use its services to determine the level of satisfaction and modify the plan accordingly.

Committee's Recommendation

Your Committee recommends that the Division of Professional Development be directed to develop a plan by August 1, 2003, to provide access to the Curriculum Technology Resource Center to educators of all children in the City of Milwaukee.

Director Johnson moved to adopt the Committee's report.

The motion prevailed, the vote being as follows:

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

Noes — None.
Temporarily absent — Director Hardin — 1.

* * * * *

(Item 4) Report and Possible Action on Recommendations for the Development of a New Graduation Plan and Action to Amend Administrative Policy 7.37 (Follow-up to Resolution 0102R-036 by Director O'Neil to Develop a New Graduation Plan)

Background

At its meeting on March 26, 2002, the Board of School Directors adopted the following resolution by Director O'Neil:

WHEREAS, It is the duty of the Milwaukee Board of School Directors to oversee the successful education of all our public school students; and
WHEREAS, The present dropout and attendance rates are intolerable; and
WHEREAS, These rates have existed for much too long; and
WHEREAS, Taxpayers have every right to expect to receive their money's worth from the school system we operate; and
WHEREAS, Doubts exist in the public mind that the education presently provided is both relevant and comprehensive; and
WHEREAS, Currently, our students are unfairly expected to complete far more difficult graduation requirements than are students in other school districts; now, therefore, be it
RESOLVED, That MPS set in place a new graduation plan that starts to restore public confidence in our system; and be it
FURTHER RESOLVED, That these new provisions be in place for the 2003 graduates, so as to immediately provide our students with hope for a brighter future.

In addition, the Board also instructed the Administration to conduct a comprehensive review of the graduation requirements — to include coursework, unit, and assessment requirements and proficiency-based alternatives to coursework, unit, and assessment requirements — and present its recommendations to the Committee on Innovation/School Reform in October 2002.

Administration's Analysis

1. The Administration has reviewed Administrative Policy 7.37, Graduation and Promotion Requirements and Benchmarks by Grade Level, in four major areas: course and unit requirements for graduation, assessment criteria for graduation, promotion criteria for grade-8 students, and grade-2 reading. Although the impetus for this review began with the resolution above, changes in policy are also necessitated by budget action at the state level that de-funded the High School Graduation Test (HSGT), as well as the anticipated late arrival of WKCE results for the 2003-03 school year.

2. In May 2000, the Milwaukee Board of School Directors adopted Administrative Policy 7.37, Graduation and Promotion Requirements and Benchmarks by Grade Level, to address new stipulations in state law that require all districts to consider three specific criteria when evaluating students' proficiency in the Model Academic Standards at the high-school level. By law, each district was required to adopt a policy for high-school exit requirements for the Class of 2004 that covers:

1) results from the state's test (the HSGT);
2) academic performance; and
3) teacher recommendation.

These three criteria are in addition to minimum credit requirements necessary for graduation.

3. In MPS, adopted policy language for the three criteria established by the state's High School Graduation Test (HSGT) as criterion 1, the first consideration for exit. "Teacher recommendation" was established in policy as criterion 2 and defined as performance on classroom assessments based on standards and reflected in the GPA in the core areas (math, English/language arts, science, and social studies). Policy further established "academic performance" as criterion 3 and defined it as growth in student achievement as measured by the district's longitudinal assessment system.

4. Because the HSGT will not be in place for at least two years, the Administration proposes to use two criteria for graduation: Criterion 1, test results, would require students to demonstrate proficiency in each subject area (mathematics, English/language arts, science, and social studies) on the 10th-grade WKCE.

Criterion 2 would require students to demonstrate proficiency in each subject area on classroom assessments based on standards (CABS). Under the proposed policy, students could meet the requirements via either Criterion 1 or Criterion 2.

5. In order to support the CABS at the school level, the Administration plans to develop a system of achievement targets based on clustered State Model Academic Standards and distribute these to schools in the spring of 2003. The learning targets allow schools to design curriculum sequences that reflect their varied missions and instructional approaches while maintaining consistency with expected student outcomes throughout the district. Learning targets help students, parents, teachers, and administrators focus on high-level skills that are developed over a series of years, rather than guiding the curriculum toward discrete, disconnected facts or skills to be mastered each year. Schools will be provided with model CABS.

6. While the District moves toward full implementation of learning targets and CABS in each content area, MPS will undergo a two-year transition process, moving high schools from a district-level writing assessment to a writing-assessment process embedded in coursework. This process supports the Balanced Literacy Initiative.

7. Under the proposed policy, students in the transition graduation classes of 2004 and 2005 must demonstrate proficiency on a district-level writing assessment (either the WKCE Writing Performance Assessment or the district-developed and -scored performance assessment). Just like prior graduating classes, students will be offered multiple opportunities to complete this requirement, including once as a sophomore, once in the spring of the junior year (Spring semester of 2003), and twice in the senior year. MPS assessment results can be appealed, and students will also be allowed to complete portfolios if they are unable to pass the assessments.

8. Beginning with the class of 2006, the writing assessment will be part of a student's English or language arts experience in the classroom. CABS will be developed (see attachment 1 of the minutes of your Committee's meeting), along with performance targets for each of the areas of the English/language arts curriculum (reading, writing, language, oral, media and technology, and research and inquiry). As part of the alignment to state standards, Milwaukee Public Schools will transition the writing assessment to the school level. One of the classroom assessments will consist of the writing-performance assessment. To ensure high standards of consistency and rigor, the assessment process will include district-level oversight. Schools will have input into the creation of this process, and the details of this transition plan will be communicated to schools no later than fall of 2003.

9. In addition to reviewing exit assessment criteria, the Administration also evaluated current MPS units and course requirements against the State of Wisconsin requirements and those of other districts. While the State of Wisconsin requires 13 Carnegie units and recommends 21.5 units for high-school graduation, MPS requires a minimum of 23 units of credit. Further, although the State of Wisconsin recommends that 8.5 of its recommended 21.5 units be electives, MPS requires 7 elective units out of 23 units, total.

10. Wisconsin School Law 118.33 reflects course and unit requirement guidelines from the Wisconsin Department of Public Instruction (attachment 2 to the minutes of your Committee's meeting). There is no plan to revise these requirements at this time. While the state includes no fine-arts requirement, half of the districts surveyed do. The recommendation includes keeping the one unit requirement of fine arts for MPS graduates.

11. Units required for graduation by the State of Wisconsin and MPS are the same, except in the following areas: the State requires just two units of mathematics and two units of science, while MPS requires 3 units of mathematics and 3 units of science. Additionally, MPS requires one unit in fine arts for graduation, while the State does not have a fine-arts requirement.

12. MPS units and course requirements were compared with those of surrounding districts and larger districts in the state (attachment 3 to the minutes of your Committee's meeting). The following summarizes the Administration's review of the graduation requirements in 14 Wisconsin districts:

- The number of units required for graduation in surrounding districts ranges from 20 in Whitefish Bay to 26 in Kenosha.
- Three districts require 23 units, and three districts require more than 23 units.
- Eight districts require fewer than 23 units for graduation (attachment 3).
- Of the 14 districts reviewed, course requirements mirror DPI requirements, with some minor exceptions (attachment 3).

13. The Individuals with Disabilities Act (IDEA) of 1997 emphasizes the need for students with disabilities to participate and progress in the general education curriculum and be included in state- and district-wide assessments to the maximum extent appropriate. In addition, IDEA substantially expands the

role of general educators to be involved in the individualized education programs (IEPs) of students with disabilities. Adequate preparation for graduation entails a variety of considerations, including how to educate, assess, accommodate, and graduate students with disabilities. Under the proposed policy, special education procedures are guided by the *DPI Informational Update, Bulletin No. 01.02* (attachment 4) relative to high-school graduation and students with disabilities.

14. Several meetings have taken place with high-school principals to provide opportunities for input and to get feedback regarding the Administration's response to the resolution in question. Discussions with department chairpersons and high-school guidance directors have also taken place. In addition, high-school principals were provided with drafts of the policy to share with their school communities, including governance councils.

15. Based on the need to ensure that students attending Milwaukee Public Schools have an equitable opportunity to graduate with their grade- and age-level peers around the state, the Administration proposes to re-align the unit requirements to more closely match those required by the State and other districts. This re-alignment would decrease the total unit requirements from 23 to 22, effective with the graduating class of 2004. Instead of 3 units required in math and another 3 in science, students will be required to earn 2 units in each of those areas. Instead of 7 elective units, students will be required to earn 8 units. This change aligns more closely to the state's recommendation of 8.5 and provides students with opportunities to pursue interests such as vocational/technical education, advanced classes, and other curricular areas of study.

16. Upon approval of revisions to the current requirements for high-school graduation, a letter will be sent to parents of students affected by any approved changes, notifying them of the new requirements.

17. The third change to Policy 7.37 relates to criterion 3 of the grade-8 promotion requirements. The Administration proposes a change in criterion 3 to match the structure of the Grade 4 requirements. The third criterion for grade-4 students requires that a school-based team evaluate students who have not met either criterion 1 or 2. These teams use district guidelines in their decision-making process.

Currently, the third Criterion for Grade 8 is based on a value-added analysis of growth in student achievement using information from the longitudinal assessments. Unfortunately, delays in the return of state assessment results in an electronic format make it unlikely that MPS could implement this criterion. Also, given that there are an increasing number of K-8 schools in the district, better alignment of the grade-4 and grade-8 requirements makes sense to school staff.

18. The final change proposed for Administrative Policy 7.37 involves the grade-2 reading section. Administration proposes to delete this section of the policy altogether to be consistent with the district and statewide focus on the promotion "gate keeping" grades of 4 and 8.

Strategic Plan Compatibility Statement

19. The recommendation supports the MPS Strategic Plan, Goal 1, student achievement and Goal 2, student success in further education and employment.

Statute, Administrative, or Board Rule Statement

20. The proposed revisions in graduation and promotion requirements will be consistent with State Statutes, §118.30 and §118.33, and will require changes to Administrative Policy 7.37, Promotion and Graduation Requirements.

Fiscal Impact Statement

21. This item does not authorize expenditures. Inclusion of the junior class in the writing performance assessment scoring sessions for the spring of 2003 will require $50,000, which is included in Assessment and Accountability, account 1-10-4-786-566-091-262000. The cost of the writing performance assessment scoring sessions for 2003-04 is projected at $150,000. Action taken relative to this initiative may result in additional training costs at the school level.

Implementation and Assessment Plan

22. If approved by the Board, the District will notify all students and parents of students currently in the high-school graduating classes of 2004 through 2006 and in 8th grade of the changes.

23. The timeline for implementation is as follows:

- Dissemination of Learning Targets to Schools ..... Spring, 2003
- Inventory and review of current CABS ..... Spring, 2003
- Augmentation and further development of CABS ..... Ongoing

Administration's Recommendation

The Administration recommended that the Board adopt the following changes to Administrative Policy 7.37, Promotion and Graduation Requirements:

Administrative Policy 7.37
Graduation and Promotion Requirements and ~~Benchmarks~~ Learning Targets by Grade Level

The policy language in the previous 7.37 still applies to the high school class~~es~~ of ~~1999-2000, 2000-2001, 2001-2002, and~~ 2002-2003.

(1) General Provisions

1. The total number of Carnegie units required for graduation shall ~~be 23~~ 22, effective with the graduating class of ~~June 2003~~ 2004 and thereafter.

2. ~~Sixteen~~ Fourteen of ~~the 23~~ 22 units required will be as follows:

Subject	Units
English/Language Arts	4.0
Mathematics	~~3.0~~ 2.0
(This includes courses at or above the level of Algebra 1.)	
Science	~~3.0~~ 2.0
(This includes content and laboratory studies in the physical, biological, and chemical sciences.)	
Social Studies (from the following)	3.0
U.S. History	1.0
World History, World Geography, or World Studies	1.0
Urban Citizenship (grade 9 or 10)	1.0
OR	
BOTH ~~Amer. polit. rel.~~ American Government AND Economics (grades 11-12) (0.5 unit each)	1.0
Physical Education	1.5
Health	0.5
Fine Arts	1.0
TOTAL	~~16.0~~ 14.0

~~3. The following higher graduation requirements shall be implemented for the Milwaukee Public Schools high school graduation class of 2003:~~

~~(a) Mathematics. Students shall demonstrate mathematical proficiency equivalent to three years of study at or above Algebra 1. Students shall be expected to show proficiency in the first year algebra by the end of the eighth grade.~~

~~(b) Science. Students shall demonstrate a high level of proficiency in science, equivalent to three years of high school study, including the physical, biological, and chemical sciences. Students shall demonstrate an understanding of scientific inquiry and its application to real-life situations.~~

~~(c) English/Language Arts. Students shall demonstrate mastery of written and spoken expressions by writing, presenting, and defending a clearly reasoned, persuasively argued research paper. Students shall be expected to demonstrate an understanding and use of technology resources in the research and presentation of the paper.~~

~~(d) Social Studies. Through the study of high school disciplines — government, economics, geography, and history — students shall demonstrate the knowledge and skills necessary to make informed and reasoned decisions as responsible citizens of a culturally diverse, democratic society in an interdependent world.~~

~~Students in the class of 2004 and thereafter must meet assessment requirements in the areas of English/language arts, mathematics, science, and social studies.~~

3. Beginning with the class of 2003-2004 and thereafter, ~~in addition to unit requirements in Board policy 7.37~~ students who graduate from high school shall be required to have ~~met at least~~

~~one of three criteria~~ earned the Carnegie Units as described above and to demonstrate proficiency through one of two assessment criteria:

~~(a) Criterion #1 — *Test results* are reported as "meets/exceeds the standards," as measured and defined by the Wisconsin High School Graduation Test, in mathematics, science, English/language arts, and social studies.~~

~~(b) Criterion #2 — *Recommendations of teachers* are defined as classroom assessments based on district-adopted standards and recorded as a subject-area grade-point average in mathematics, science, English/language arts, and social studies. During the junior and senior years a subject-area grade-point average of at least 2.0 must be met.~~

~~(c) Criterion #3 — *Academic performance* is defined as growth in student achievement, as measured and defined by the MPS longitudinal assessment system, in mathematics and English/language arts.~~

~~(d) The criteria must be met in the following manner:~~

~~a. Criterion #1 shall be considered first.~~

~~b. When a student meets Criterion #1, Criterion #2 and Criterion #3 are not considered.~~

~~c. When a student does not meet Criterion #1, then either Criterion #2 or Criterion #3 must be met.~~

(a) Criterion #1 — *Test results* are proficiency levels in each subject area (mathematics, English/language arts, science and social studies) that are measured and defined by the Wisconsin Knowledge and Concepts Examination (WKCE), which is part of the Wisconsin Student Assessment System (WSAS).

OR

(b) Criterion #2 — *Classroom assessments based on standards* (CABS) are assessments that are created, administered, and scored by district teachers. These assessments are embedded in the curriculum and are directly aligned to the Wisconsin State Standards

(2) Specific Criteria of Test Results and Classroom Assessments Based on Standards

1. Mathematics. Students will demonstrate mathematical proficiency by earning a proficient or above rating on the mathematics portion of the 10th grade WKCE. Or students can demonstrate mathematical proficiency ~~equivalent to three years of study at or above Algebra 1~~ by successfully completing studies equivalent to two years of study at or above the level of Algebra 1 and earning a proficient rating on established classroom assessments based on standards. ~~Students shall be expected to show proficiency in the first-year algebra by the end of the eighth grade.~~

2. Science. Students will demonstrate a high level of proficiency in science by earning a rating of proficient or above on the science portion of the 10th-grade administration of the WKCE. Or students may demonstrate proficiency in science, equivalent to ~~three~~ two years of high school study, including the physical, biological, and chemical sciences~~. Students shall demonstrate~~ by demonstrating an understanding of scientific inquiry and its application to real-life situations through earning a rating of proficient or above on established classroom assessments based on standards.

3. English/Language Arts. Students will ~~may~~ demonstrate proficiency by achieving a rating of proficient or higher on the writing portion of the 10th-grade WKCE. Or students may achieve writing proficiency by earning a combined score of 15 or higher on the MPS Writing Performance Assessment, which shall be administered in a student's junior year, as well as the fall and spring of a student's senior year. Senior students shall have a minimum of two opportunities to submit a proficient writing portfolio to meet the Writing Standard requirement. Finally, senior students shall have an appeal option for each of the assessments administered by the district. To ensure high standards of consistency and rigor, the assessment process shall include a district-level scoring session. Students shall also demonstrate mastery of written and spoken expressions by writing, presenting, and defending a clearly reasoned, persuasively argued research paper. Students shall be expected to demonstrate an understanding and use of technology resources in the research and presentation of the paper.

4. Social Studies. Students may demonstrate proficiency in social studies by earning a rating of proficient or above on the 10th-grade administration of the social studies component of the WKCE. Or students may, through the study of high-school disciplines — government, economics, geography, and history — ~~students shall~~ demonstrate the knowledge and skills necessary to make informed and reasoned decisions as responsible citizens of a culturally diverse, democratic society in an interdependent world by earning a proficient or above rating on established classroom assessments based on standards.

Adopted 6-18-87; Revised 3-30-99, 6-30-99, 2-29-00, 8-2-01

~~Benchmarks by Grade Levels~~

~~In attaining the graduation standards, a system of achievement benchmarks by clusters of not more than two grade levels has been established. The cluster approach enables schools to design curriculum sequences that reflect their individual missions and approaches and helps students refine high level skills that are developed over a series of years, rather than guiding the curriculum toward discrete, disconnected facts or skills to be mastered each year. Schools shall be expected to develop more specific benchmarks by grade level within this larger system framework and to share the benchmarks with parents.~~

~~*Adopted 2-28-96; Revised 11-24-98, 8-30-99*~~
~~*LEGAL REF.: W.S. 118.3*~~

~~The benchmarks are included in the documents titled The Milwaukee Public Schools K-12 Academic Standards and Grade Level Expectations for English/Language Arts, Mathematics, Science, and Social Studies and the Milwaukee Public Schools Academic Standards and Performance Indicators for Health and Physical Education.~~

5. The district ~~adopts~~ has adopted the *Wisconsin's Model Academic Standards* (1998). *MPS K-12 Academic Standards and Grade Level Expectations (*adopted by Board in November 1998) supplement the state standards. A system of learning targets addressing these standards shall guide instruction throughout the district. Schools shall be provided with model classroom assessments based on standards and learning targets.

(3) Planning Provisions for Graduation

1. ~~Each student shall~~ All students shall follow an identified plan while in high school. This plan shall be ~~related to the program in which the student is enrolled: city-wide school, career specialty program, regular program, or alternative program~~ developed and followed in the high school in which the student is enrolled.

2. The high-school plans for students in the regular program shall be developed on the basis of individual career interests, plans for post-high-school education, or other life goals, using a variety of available program plans.

3. 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 units or the number required by the student's school for senior status.

4. High-school students from the Milwaukee Public Schools are encouraged to complete four years of study resulting minimally in completion of the prescribed graduation requirements at the district and school levels.

5. Procedures for permitting early graduation include the following:

   (a) A student wishing to graduate early must complete all district and school requirements for graduation.

   (b) A student must declare interest in early graduation the semester previous to proposed graduation (with parent signature).

   (c) A conference shall be held with the parent, student, and principal (or designee) ~~and district representative~~ to review options and make a decision, with a sign-off by principal (or designee), student, and parent (if the student is under 18). At this meeting, the student and parent will receive ~~letters from the district, raising issues~~ information regarding early graduation (scholarships, advanced courses, AP, IB and YOP opportunities, etc.), ~~and providing procedures, should they wish to request early graduation~~ to facilitate the making of an informed decision.

6. Schools wishing to exceed graduation requirements currently in place need to request approval from the Board of School Directors. Any approved changes should not affect students currently enrolled in the school and should be clearly stated in writing for students considering enrolling in that high school. Parents must sign a statement at the time of enrollment indicating that they understand the higher graduation requirements for this school. Schools with higher graduation requirements must maintain a graduation rate that meets or exceeds the state average. The Office of Academic Excellence, along with the Office of Assessment and Accountability, shall assist schools in meeting graduation goals as established in timelines, or reverting back to district graduation requirements, per administrative policy guidelines.

7. 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:

   9^{th}-grade student (freshman) = fewer than 5 units

10th-grade student (sophomore)	=	5 units or more
11th-grade student (junior)	=	11 units or more
12th-grade student (senior)	=	17 units or more and enrollment in at least the seventh semester (or its equivalent) of high school.

8. To be considered for senior class rank, students must meet the definition of a senior and must complete one year and a minimum of five units at the schools from which they intend to receive their diplomas.

9. Schools which wish to exceed the number of units required to pass to the next level of high school must present their requests for approval to the Board of School Directors.

(4) Diplomas

Students graduating from high school, including GEDO#2 programs, shall receive diplomas of graduation signed by the principal, the superintendent, and the Board President. Signatures other than that of the principal may be lithographed.

1. Diplomas for Students with Disabilities.

(a) Students with disabilities who successfully complete high-school graduation requirements established in MPS's Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level, and meet graduation goals shall receive a regular MPS diploma upon graduation. The determination of successful completion of high-school graduation requirements for this class of students shall include the review of goals and objectives that have been established in the student's individualized education program (IEP). The district is guided by *DPI Informational Update, Bulletin No. 01.02*, relative to specific questions regarding high-school graduation and students with disabilities.

(b) Students with disabilities who do not follow high-school graduation requirements as outlined in Administrative Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level, will be awarded special diplomas upon graduation. IDEA requirements stipulate that students with disabilities remain eligible for FAPE until they graduate with regular high-school diplomas or until the end of the academic year in which they turn twenty-one (21) and are no longer eligible to receive special education services. The district is guided by *DPI Informational Update, Bulletin No. 01.02*, relative to specific questions regarding high-school graduation and students with disabilities.

2. Diplomas for Students with Limited English Proficiency

Special diplomas shall be awarded to ~~exceptional education and~~ limited-English-proficient students who meet their special course and credit graduation requirements and are identified as exempt from the proficiency requirements. Limited-English-proficiency ~~and exceptional education~~ students may attempt reading proficiency examinations; however, special diplomas shall acknowledge proficiency that a student may have met in either writing or mathematics.

3. GEDO#2 Program Diplomas

(a) Students enrolled in MPS GED programs who successfully complete the GED graduation requirements are awarded MPS diplomas from the schools in which they complete their GED program requirements.

(b) The GEDO#2 is an alternate for district students to meet credit requirements for graduation.

Subject	
English	GED exams: (1) Reading, and (2) Writing
Mathematics	GED exam
Science	GED exam
Social Studies	GED civic literacy exam or 3 units of social studies
Health	GED health exam or 0.5 health unit

(c) Students ~~in the class of 2003~~ who meet GED requirements shall not have to meet MPS writing and mathematics proficiency requirements.

(d) All GEDO#2 program students shall be required to successfully complete units of study in (a) employability skills, and (b) career awareness.

(e) Schools may include in their program applications additional requirements for GEDO#2 students in: (a) work experience, (b) community service, and (c) career-portfolio development, if they so choose. Such requirements must be presented to students interviewed in the informational meetings that are required by DPI before a student begins the program.

(f) Students enrolled in GEDO#2 shall not be included in senior class rank.

Adopted 1-31-02

4. Diplomas for Veterans

(a) 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 in Sec. 120.13(37), Stats:

(b) The veteran must:

a. be at least 65 years old;

b. have attended a Milwaukee public high school;

c. have left high school before graduation to join in the U.S. Armed Forces during a war period, including, among others, World War I, Korean Conflict, Vietnam War, and Persian Gulf War; 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.

(c) A high-school diploma shall 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.

Adopted 10-26-82; Revised 9-26-84, 6-25-86, 12-21-92, 2-22-95, 6-18-97, 8-29-00, 1-31-02
LEGAL REF.: W.S. 119.18(20), 118.30(4)(c)
CROSS REF.: Admin. Policy 7.38 ~~Assessment Program~~ Balanced Assessment System

(5) Fourth- and Eighth-Grade Promotion Requirements

~~The previous policy still applies to grade eight students being promoted in 1999-2000, 2000-2001, and 2001-2002~~.

1. Beginning in the year 2003 and thereafter, students who are promoted from fourth to fifth and eighth grade to ninth grade will be required to meet at least one of three criteria:

~~(a) Criterion #1: *Academic performance* is defined as growth in student achievement which is measured by comparing proficiency levels on reading, writing, language arts, mathematics, science and social studies classroom assessments that are based on district-adopted standards.~~

(a) Criterion #1 — *Academic Performance* is defined as proficiency levels in reading, writing, English/language arts, mathematics, science, and social studies that are measured and defined by classroom assessments based on district-adopted standards.

(b) Criterion #2 — *Test results* are a proficiency level of basic or above, which is measured and defined by the Wisconsin Knowledge and Concepts Exam, in reading, writing, English/language arts, mathematics, science, and social studies.

(c) Criterion #3 — *Recommendations of teachers* shall be determined by a school-based team that includes the classroom teacher(s) and uses district guidelines.

2. The criteria must be met in the following manner:

(a) Criterion #1 will be considered first.

(b) When a student meets Criterion #1, Criterion #2 and Criterion #3 are not considered.

(c) When a student does not meet Criterion #1, then either Criterion #2 or Criterion #3 must be met.

~~5. Beginning in the year 2003 and thereafter, students who are promoted from fourth grade to fifth grade will be required to meet at least one of three criteria~~

~~Criteria #1 *Academic Performance* is defined as proficiency levels in reading, writing, English/language arts, mathematics, science, and social studies that are measured and defined by classroom assessments based on district adopted standards.~~
~~Criteria #2 *Test results* are a proficiency level of basic or above, which is measured and defined by the Wisconsin Knowledge and Concepts Exam, in reading, writing, English/language arts, mathematics, science, and social studies.~~
~~Criteria #3 *Recommendations of Teachers* will be determined by a school-based team that includes the classroom teacher(s) and uses district guidelines.~~

~~The criteria must be met in the following manner:~~

~~Criteria #1 will be considered first.~~
~~When a student meets Criteria #1, Criteria #2 and Criteria #3 are not considered.~~
~~When a student does not meet Criteria #1, then either Criteria #2 or Criteria #3 must be met.~~

Adopted 6-18-87; Revised 2-29-00; Revised 8-2-01

~~6. Grade 2 Reading~~

~~Eighty-five percent of all second-grade students shall be ready for instruction at a reading level of 2/2 (second book of second grade) or higher.~~

~~*Adopted 10-30-96; Revised 6-18-97*~~
~~*PREVIOUS CODING: Admin. Policy IKF, prior to May 1995; Admin. Policy 9.37, May 1995-August 1996*~~

Committee's Recommendation

Your Committee recommends that the Board accept the Administration's revisions to Administrative Policy 7.37, Promotion and Graduation Requirements, with the following provisos:

1. that the following language be inserted *immediately before* section (4) 4, Diplomas for Veterans, as a new section (4) 4, with the current section (4) 4 and following to be renumbered accordingly:

   4. Post-Secondary Award of Diploma

   Students who have earned five (5) or more units and have completed the MPS writing proficiency requirement may be awarded an MPS diploma upon successfully demonstrating the following post-secondary competencies:

   (a) A GEDO#2 diploma and any one of the following five post-secondary competencies:
   (b) The NCAA minimum scores on the ACT or SAT college entrance examinations; or
   (c) Acceptance (indenture) as an authorized Wisconsin Bureau of Apprenticeship Standards apprentice; or
   (d) Acceptance into a VTAA technical, industrial, public service, or health care certification or diploma program; or
   (e) Acceptance into a U.S military technical or professional training program; or
   (f) Acceptance into a Peace Corps, Americorps, or equivalent service program.

2. that the Board instruct the Administration, in conjunction with the City Attorney's office, to review the newly inserted language and report back to the Board in April 2003 with its findings and any recommendations for necessary modification or revision.

Director Johnson moved to adopt the Committee's report.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, O'Neil and President Spence — 7.
Noes — None.
Temporarily absent — Directors Blewett and Morales — 2.

* * * * *

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

Service Information (based on data reported on February 3, 2003)

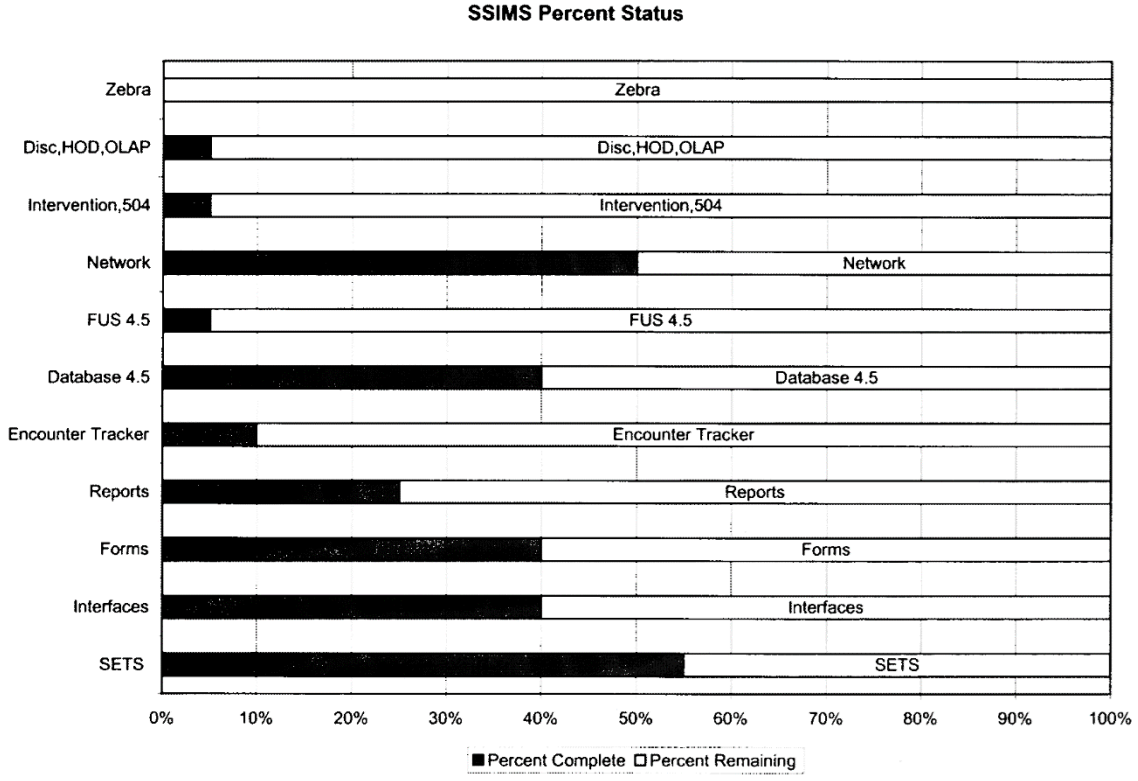
IEP Services: Total LEA Population Served 16,670

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 2002)	1163
Active Initial Referrals	810
Re-evaluations (Completed since July 2002)	2935
Active Reevaluations	1,222

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 February 12, 2003

SETS 4.17-to-4.5 Conversion

- Release 4.5 (without Forms Updating SETS) for MPS is currently in 4GL Corp. Q/A for initial Q/A testing
- 4GL project DBA will be at 4GL Corp. Feb 10-14 to assist with Q/A process
- Release 4.5 scheduled for delivery to MPS Feb 14th.
- Release 4.5 will be loaded and tested at MPS Feb 17-21

- Release 4.5 will be loaded for trainers to use Feb 24-28

Forms

- Phase I MPS reviewing Forms (pre-UAT); 4GL making coding modifications
- Phase II MPS reviewing Forms (pre-UAT); 4GL making coding modifications
- Phase III MPS reviewing Forms (pre-UAT); 4GL making coding modifications
- Phase IV 4GL completing coding; some phase-IV Forms in 4GL Corp. Q/A
- Met with MPS Staff Development staff to discuss their participation in forms effort

Interfaces

- Another Initial load was performed Jan. 27th by 4GL Corp.
- Initial test of daily inbound interface (ODS to SETS) done on Jan. 31 by 4GL Corp.
- Continued testing of daily inbound interface to take place Feb 3-7
- Outbound interface (SETS to ODS) data mapping in progress
- 4GL Corp. supplied MPS with list of data validations taking place in interface program

Data Quality Improvement

- Weekly data quality meetings take place Wednesday from 9-10 AM
- SETS Data Quality Milestone process was briefly discussed at Wed. meeting
- Data Quality Improvement Mission Statement being prepared by group

Reports

- 4GL project DBA prepared Report Writer recommendation document for MPS IT review.
- Copy of the SETS database loaded on MPS servers for reporting and query purposes.
- MPS/SET Report Gap Analysis in progress

Encounter Tracker (ET)

- ET Data Mining documentation given to MPS week of Jan. 6th for review and approval
- ET BPA documentation given to MPS week of Jan. 20th for review of approval.
- Met with Related Services to discuss their participation in ET and future modules
- ET configuration will be scheduled once BPA document is approved by MPS

Training

- As of Feb. 10th, 510 MPS resources have received SETS training
- February training calendar is complete; March is being prepared
- SSIMS newsletter is being created by the training team
- New SSIMS training lab will be to be used by training team in February
- Special Services administrative staff will assist with training registration
- 4GL Corp. trainer will assist MPS with developing FUS training

Forms Updating SETS (FUS)

- 4GL project DBA was instructed on FUS data mapping requirements by 4GL Corp.
- Completed data mapping for one event (two forms) as a trial effort
- FUS data mapping planned for February and March 2003
- FUS coding planned to begin in March/April 2003
- FUS implementation schedule for May/June 2003

School/Special Education Room Connectivity

- Meeting took place on February 11th to discuss logistics of confirmation of connectivity
- Client Network and PC/Mac technical specification documentation available from 4GL Corporate

Zebra/Oracle

- Two conference calls took place the week of Feb. 3rd between 4GL and MPS regarding Zebra/Oracle status
- 4GL Oracle Partner ID number given to MPS on February 10, 2003

MPS School Board SSIMS Presentation

- SSIMS presentation will be given to school board February 18th.

Services to Students Parentally Placed in Private or Parochial Schools

1. IDEA (1997) requires that every local education agency must arrange for parentally placed private-school children with disabilities to participate in special education services. IDEA requires that, annually, each district spend a certain minimum amount of funds on special education services for private-school children; however, no private school child with a disability has an individual right to receive some or all of the services that the child would receive if enrolled in a public school. Annually we determine the amount of the funding based on state published formula.

2. On January 22, 2003, representatives from the Department of Special Services met with 50 private school administrators regarding services for the 2003-04 school year. The process focused on the following questions:

- Which parentally-placed private school children with disabilities should receive services?
- What services could be provided?
- How and where could the services could be provided, including time and location of services?
- How will the services being provided be evaluated?

3. It was decided at the meeting that a survey will be distributed to the private school building principals, teachers, and parents to evaluate the services provided for the 2002-03 school year.

4. Based on the January 22, 2003 meeting, most of the private school administrators prefer to continue with the present service plan (direct speech/language services or consultation speech services and itinerant services at the private school the student attends for elementary students identified with a disability in need of special education services - grades 1-5). Therefore, the service plan for 2003-04 will reflect this recommendation. Speech/language services for approximately 150 students, itinerant services for approximately 15-30 elementary students with special education needs (1-5 grade).

5. An itinerant Special Education teacher has been employed to provide services for students with a service plan. Services are to be provided within the private schools where the students attend. Currently, MPS is servicing 150 students with speech/language service plans as close as possible to the private school the child attends. Twelve students with specific learning disabilities currently have service plans for itinerant services. These services are provided at the private school the student attends.

6. A special education supervisor is currently working with private schools serving Milwaukee resident children reviewing records to insure that we have accurate information (census) regarding the number of parentally placed private school children identified with disabilities requiring special education.

7. The next private school meeting date is Thursday, February 13, 2003.

Assistive Technology

1. Assistive technology is a service that the Individuals with Disabilities Education Act (IDEA) requires be available as appropriate for students with disabilities. In addition to technology (from low tech devices such as pencil grips, color overlays, etc. to mid tech devices such as switches, to high tech devices such as touch screen computers) that is available to students requiring it, we also must provide teacher and student training in the use of devices, strategies and programs. Our goal is to provide students with disabilities a means to access the general curriculum with whatever adaptations are necessary to enable student success. We also provide training to specialized school-based teams to develop and maintain their skills in assessing student needs for assistive technology as part of the IEP process.

2. The cross-disciplinary Assistive Technology (AT) Team is committed to enhancing all children's educational opportunities through the use of technology. With professionals from all areas of education — including regular and special education teachers, art specialists, speech pathologists, occupational therapists, and physical therapists — we service students, teachers, and parents with a wide variety of technology needs. Our ongoing goal is to promote student independence and success at school, home, and in the community through specialized technology and training.

3. Our AT team provides direct services to students with disabilities and offers many opportunities for MPS's community of learners to increase their knowledge base of effective solutions that work for struggling students and increase their AT resources. The following services have been provided between September 1, 2002 and February 10, 2003.

Professional Development Opportunities:

School-based Staff

To help build school capacity, a number of comprehensive staff-development opportunities are presented to school-based staff throughout the school year. We encourage school-based staff to attend as "teams" so that they can provide support to each other at their school site. The teams can consist of: special education and general education teachers, library media specialists, literacy coaches and technology coordinators. Teams discover that technology is enabling for all students and that Assistive Technology makes things possible for students with disabilities. Staff development opportunities emphasize that Assistive Technology is a means rather than an end unto itself. A continuum of low-tech to high-tech solutions for literacy, math, studying, communication, hearing, vision, positioning, and mobility are presented. AT solutions presented include:

- low-tech solutions such as raised-lined paper, pencil grasps, and highlighter tape;
- mid-tech solutions such as talking spell checkers and portable word processors; and
- high-tech solutions such as talking word processors and voice-recognition and communication devices.

Information is presented on when and why a solution can be successful for a specific student.

Staff-development opportunities offered this school year, which are listed on the website, include:

- Consider the Possibilities Across the Curriculum: 50 special and general educators attended representing 25 schools. Participants received kits of materials to take back to their schools to use with students and share with staff.
- Consider the Possibilities — Severe: 20 special educator and related service providers, representing 14 schools, attended. Participants received kits of materials to take back to their schools to use with students and share with staff.
- Implementing the Possibilities: Emphasis on each curricular area: 30 special and general educators, representing 15 schools, attended. Participants received kits of materials to take back to their schools to use with students and share with staff.
- Creating electronic and talking worksheets — Special and general educators attended.
- Tuesday night giveaways: One-hour instruction on use and application of individual software titles. Each participant received a copy of the software.
- Boardmaker Inservice — Creating communication boards: 34 special education teachers and 42 speech/language pathologists attended, representing 59 schools.
- Clicker 4: 18 special education teachers, 30 speech/language pathologists, 5 regular education teachers, and 2 parents attended, representing 42 schools.
- Speak-Up Inservice: 12 special education teachers, 30 speech/language pathologists, 4 regular education teachers, and 2 parents attended, representing 32 schools.

New-teacher Induction. An overview on Assistive Technology was presented to 800 new teachers in late August. Website, contact info, and resources were shared with all of the 800 new teachers.

Related-Services Staff The AT Team also provides staff development opportunities for related services staff. Inservices this school year included presentations to: Speech and Language Pathologists, Occupational and Physical Therapists, and Psychologists. Content of inservices included information on AT solutions in the area of literacy and consideration of AT in the IEP.

Support Staff. This school year, staff-development opportunities were offered to school to work staff, diagnostic teachers, literacy coaches, library media specialists, art specialists, and music specialists. Inservices included the following:

- Art Adaptations — 24 art specialists attended to learn how to adapt art activities for special-needs children.
- Music Adaptations — 12 music specialists attended regarding adaptive music techniques and materials.
- Libraries, Assistive Technology, and Special Education — Making a Powerful Trio attended by library media specialists to enhance the use of the library for special-needs children.
- A Deaf-awareness Inservice for teachers. The topics presented covered types of hearing loss, impact of hearing loss in the classroom, accommodations and teaching techniques for the hearing-impaired student, hearing aids and other assistive listening devices, and the use of sign language and communication boards. 24 regular education teachers,

special education teachers, paraprofessionals, and speech pathologists attended the sessions.

- Provision of adapted software (pictures to text) for the Professional Development Make it and Take It Center.

Administrators

Assistive Technology and Literacy was presented at the Principals' Institute.

Parents

- The AT Team has participated at school-based parent forums and school fairs.
- Stipends are afforded to MPS Parents so that they can attend the state-wide Wisconsin Assistive Technology Conference February 26-28, 2003.
- All of our professional development opportunities are open to parents.
- The Assistive Technology Resource Center Demo lab is open to parents.

Community

Department of Public Instruction

Ongoing Collaboration with DPI regarding consideration of assistive technology in the IEP

Milwaukee Public Library: Learning for All — Service to Youth with Learning Disabilities Grant. As part of a Library Services and Technology Act (LSTA) grant the AT Team provided 5 half day training sessions on supporting students with disabilities in Milwaukee Public Library through the use of Technology and Assistive Technology for the following groups: Children's Services Librarians, Young Adult Services Librarians, Extension Services Managers, Adult Services Librarians, and Managers. The sessions were to help increase their knowledge of learning disabilities and expand their capacity to serve youth, families and others affected by this disability. The inservice sessions covered the definition of learning disabilities, identification of specific learning disabilities, the impact on academic achievement and quality of life, the relationship with other disabilities, assistive technology tools and techniques for assisting these youth, and a demonstration of low and high tech tools.

The AT Team also consulted with Milwaukee Public Library on the purchase of Assistive Technology low–high tech solutions so that there would be a correlation between the tools used in the school environment and the tools available in the library setting. Computer programs used in the schools to help students with learning disabilities are often unavailable outside the classroom. The grant funds helped to purchase and promote many new resources to help students improve their reading comprehension, study skills, and their self-esteem. These books, videos and software can be enjoyed by all students, but are especially designed for young people with learning disabilities.

An ad in the January issue of *MetroParent* announced the Milwaukee Public Library Learning for All initiative and gave information about the free Learning for All kits. The brochures where also sent to each school so that the information could be shared with parents of students with a disabilities. The kits include low-tech tools and information to help youth with learning disabilities excel in school and in life. MPS students can request their free kit at any Milwaukee Public Library location.

As a result of this successful collaboration, Milwaukee Public Library also wrote and were awarded another grant that allowed them to purchase two accessible computer work stations that address the needs of library patrons with visual, hearing, mobility and learning disabilities.

UWM

In October a three-hour workshop on adaptive art techniques was presented to preservice art teachers who will student teach this spring.

Marquette

Inservices held for preservice teachers regarding assistive technology and how it can be used with our special-needs population.

Mount Mary

Saturday workshop held for 13 special education teachers regarding adaptations across the curriculum.

MATC

The Certified Occupational Therapy Assistant (COTA) program has contacted us about providing an inservice and in return making projects for students to use in the classroom. They have done this for the past 5 years. In the past many useful and innovative solutions have been designed and continue to be used in the classrooms.

MIAD

Began MIAD's (Milwaukee Institute of Art and Design's) annual project where the students from MIAD come and meet MPS students to design adaptive devices and equipment for use by students as well as beyond. It is in its sixth year, and this year Hamilton is the host school. Working with 4 teachers and the OT, they will help the MPS students to describe, demonstrate and the final project showcase is at Hamilton.

Milwaukee Honors Project- Participating as part of a million dollar grant from VH1 (music) that highlights students in MPS for a "between the Biennial Music Festival Year" program. We will be having an after school (4-6 pm) adaptive arts program at Sherman Elementary for 4th-7th grade students with disabilities to create 3-D and hanging artwork as a backdrop for the Arena program. Also trying to set up a "switch ensemble" piece for the show with students using switches.

Conferences

- 10th Annual Wisconsin Technology Access Conference — sponsored by MPS and Wisconsin Assistive Technology Initiative (WATI) Feb 26-28, 2003.
- Statewide Pre-Conference and Conference at the Grand Milwaukee Hotel.
- Sessions on: brain-based learning, best practices, Assistive Technology in the academic areas, freeware, shareware, vendor demonstrations, and more. Last year's attendance was 600 participants.
- Closing The GAP (National Assistive Technology Conference) — AT Staff presented at conference to great acclaims and have been contacted by Closing the Gap to submit a pre-conference session for next fall. This is quite an honor since it is by invitation only to present. Have been asked to present an all day session this summer.
- American Association of School Librarians National Convention (Kansas City) — AT staff will present regarding assistive technology and special education.
- American Art Therapy Association Conference — AT staff will present on "Art Adaptations for Students with Physical Impairments." This will be the first time that there will be a special education/art education strand at this conference.

Resources

Assistive Technology Resource Center (ATRC). A hands-on preview lab available for teachers, parents, and support staff. A wide variety of resources available for preview and trial checkout, including software, hardware, books, adaptive tools, and augmentative communication ideas. An Open House was held in September 2002. Since then, we have had over 125 MPS staff members use the ATRC in a variety of ways.

Newsletters

- Monitor: statewide newsletter done in collaboration with W.A.T.I. Over 4,300 on the mailing list.
- AT Advocate: MPS newsletter sent to all schools.
- Dissemination of information: An AT contact person has been established at most schools to receive and distribute newsletters and announcements.

On-Line Learning Community

Assistive Technology Website. On-line Assistive Technology module was created for the Marquette Intro to Technology Course, Marquette Course EDPL-215: overview of Assistive Technology and Module 4.

Bulk Purchases/Site Licenses

- Purchase software in bulk so schools can get a cheaper rate.
- Bookshare.org. This service dramatically increases the accessibility of books for people with visual or other print disabilities (i.e. reading difficulties). Enrolled MPS so that teachers can subscribe

individual students with disabilities. The students can then access copyrighted material in digital format. The digital format (electronic text) can be used in a talking word processor or be put in Braille format.

School-based Support

Software installation, orientation, and troubleshooting:

- communication software was placed on 154 staff laptops.
- communication software was placed on 76 school desktops.
- communication software was lent to schools for placement on 7 home computers.
- communication software was put on one parent's computer that was brought to the DSS Center.
- follow-up calls were made to 15 schools following the Clicker 4 inservices to determine use and installation.

Device preparation, installation, and orientation:

- MPS staff have borrowed 279 pieces of Augmentative Alternative Communication (AAC) equipment and devices since September 2002. These devices and equipment are used in 45 schools.
- Dynamic-display, computer-based communication devices were set up for 30 schools. Thirty-three staff members in these schools were oriented to the hardware and software.

Equipment orientation, demonstration, training, and troubleshooting: 72 schools contacted the AAC area with 147 hardware and software questions.

Student assessment:

- Augmentative Alternative Communication (AAC) staff assessed 36 students in 33 schools. Assessments included cooperative-assisted, assessments with speech pathologists of the referred students, interviews with regular education teachers, and special education teachers. Four parents were present for portions of the cooperative-assisted assessments.
- Two parents participated in cooperative-assisted assessments.

Program support:

- 214 phone calls came to the AAC area with general questions regarding augmentative communication.
- 26 site visits were made to schools for AAC follow-up.
- Four parents received direct support services.

Total phone support: A total of 640 phone calls were made to AAC staff regarding AAC needs.

Digital Pictures: Digital pictures were taken of approximately 280 students and staff in 11 exceptional education classrooms and in 2 regular education classrooms for use on picture-communication boards and voice-output communication aids

Communication Tubs: 21 schools have borrowed communication tubs, each for 3-week time-periods

AAC Book Lending Library: 16 schools borrowed 33 books or tapes.

Literacy for All: Inclusive Book clubs

Karen Erickson: "Literacy is not just reading words. Literacy is gaining meaning from the words and interacting with others around that meaning."

Facilitating teams from five schools, consisting of a special education teacher, regular education teacher, and/or library media specialist, will form book clubs of 12 students. Facilitators will meet to plan activities for the clubs, utilizing resources from the web. Ongoing collaboration of ideas and activities will be held weekly via a listserv. Facilitators will be paid through a TLCF mini-grant. Students will read and discuss the first Harry Potter book. Adaptations for students who struggle with reading include the use of: scanned text for use in a talking word processing program, Braille, and books on tapes. Partnerships have been formed with instructors from the UK. Discussions will take place via the book clubs, e-pals, and video conferencing where possible.

Parent Dispute Resolution System

The parent brochure has been finalized and has been translated into Spanish. Every effort has been made to use parent-friendly language in the brochure. The Office of Communications and Public Affairs is currently finalizing the development of the brochure. Also, in preparation for the *Parent/Student Handbook on Rights and Responsibilities and Discipline, 2003-2004*, a chart has been prepared to explain the dispute-

resolution process to parents. The information provided to parents will clearly explain how to start the process, the availability of the Special Education Ombudsperson, and other options if not satisfied with the outcome of the school's response to their concerns. The brochure will be available for mailing to the families of special education students by the middle of March.

Web-based software has been developed and is in the process of being tested on an MPS server. This application will be available to principals as a tool for logging complaints. Also, this application will facilitate monitoring of timely resolution of complaints, as well as allocation of assistance from appropriate departments. As the district acquires an enterprise-wide application for tracking complaints, the current software will either be linked to, or replaced by, that product. Principals will receive information about the Parent Dispute Resolution System and the support tool in training sessions between now and the middle of March.

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(Item 2) Report on the Implementation of "Optimizing Success Through Problem Solving"

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

Background

Optimizing Success Through Problem Solving is a collaborative outcome-based intervention process that utilizes continuous progress monitoring to drive instructional decision making and resource allocation based on students' needs. Within the larger context of educational reform, problem solving becomes a vehicle for change for schools interested in improved school climate, effective educational practices, efficient progress monitoring, and practical interventions for students in need. Full implementation of *Optimizing Success Through Problem Solving* is a three-to-five-year process with the goal of integrating a series of problem-solving steps into the day-to-day decision making of the school. Staff are provided professional development opportunities through inservice, modeling, and consultation.

The initiative is currently in 30 schools. A fifth wave of schools will begin training in the spring of 2003. Each school participating in *Optimizing Success Through Problem Solving* receives the services of a district-wide problem-solving facilitator for at least one half-day each week. The problem-solving facilitator works closely with the administration and a core team that represents the school.

This is the second quarterly report for the '02-'03 school year. The current report outlines the general progress of schools in the initiative and provides a brief summary of general district activities and trainings sponsored by *Optimizing Success Through Problem Solving.*

Administration's analysis

1. The start of the fourth wave of problem-solving schools marked the largest group of new schools beginning implementation of problem solving in the relatively short history of the initiative in MPS. Eight new problem-solving facilitators were added to support the schools and provide professional-development training. The addition of problem-solving facilitators necessitated a system of support and training for the problem-solving facilitator team. This professional development is accomplished through weekly training sessions, use of consultants outside the district, and research in best practices. The addition of new schools, as well as plans to add more schools, necessitated the development of structured professional-development modules to offer schools. This work is ongoing.

2. In addition to supporting the implementation of problem solving in schools, there are several district-wide activities sponsored by *Optimizing Success Through Problem Solving*. During the fall semester 2002, problem-solving facilitators provided training to district groups including school staffs, diagnostic teachers, school social workers, speech pathologists, school psychologists, and community learning center staff. Five training sessions were offered to staff at schools interested in using curriculum-based measurements (CBM) for benchmarking student progress in reading.

3. The initiative receives ongoing feedback from district officials, school administrators, and school staff. In addition, an advisory board consisting of community and national experts meets annually to offer guidance. An MPS steering committee consisting of teachers, parents, principals, and staff provides ongoing guidance to the initiative four times a year.

4. We have met with the MTEA twice this year to answer questions and address issues they have regarding problem solving. Efforts continue to encourage them to participate in both the steering committee and advisory board. Information on many of the district-wide activities is available in the Pupil Services monthly report and the annual program evaluation of the initiative.

5. Although the Board adopted an implementation plan which would have placed problem solving in all schools by 2007, at the present time it does not appear that meeting this timeline will be possible. In meetings with the Broadly Based Task Force and MTEA, as well as with national groups, they have urged us to proceed slowly to ensure quality of implementation. A modified implementation schedule was presented to the Board in November, and if further modifications are needed, they will be presented in the June Problem Solving Board report.

6. The attachment to the minutes of your Committee's meeting contains the mid-year progress report for Problem Solving. Schools are at varying stages of development in implementation. The general development of 27 Wave I, II, III, and IV schools are reported, as three schools did not return staff surveys in time for this report. Progress on specific performance indicators is used to help gauge the success of the initiative at the schools. It is important to keep in mind that full implementation of problem solving in a school is a three-to-five-year process. An overall rating is provided for each of the three general implementation areas of problem solving: prevention, early intervention, and focused intervention. Ratings on specific performance indicators at each level are reported.

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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

Exterior Door & Window Replacement

Division 1 — Garfield School

Prime Contractor
Simmons Building Products, Inc.
12100 West Dearbourn Avenue
Wauwatosa, WI 53226

Low Bidder, Base Bid of.....$529,787.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	18% MBE	6	0	2	Corporation	3

Funds have been committed for this project from Facilities and Maintenance FY02 account codes 2-40-4-980-190-327-255000 and 2-10-4-974-190-327-255000 (W.O. 2-511908).

Division 2 — Hopkins School

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

Low Bidder, Base Bid of.....$362,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	0%	100% MBE	30	9	3	Corporation	1

Funds have been committed for this project from Facilities and Maintenance FY02 account code 2-40-4-980-220-327-255000 (W.O. 2-511905).

Division 3 — Trowbridge School

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

Low Bidder, Base Bid of.....$309,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	0%	100% MBE	30	9	3	Corporation	1

Funds have been committed for this project from Facilities and Maintenance FY02 account code 2-40-4-980-368-327-255000 (W.O. 2-511906).

Masonry Restoration

Morgandale School

Prime Contractor
Abel Building & Restoration, Inc.
700 West Michigan Avenue
Milwaukee, WI 53233

Low Bidder, Base Bid of.....$354,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	25	12	4	Corporation	1

Funds have been committed for this project from Facilities and Maintenance FY03 account code 1-14-4-243-277-327-255000 (W.O. 2-552686).

Addition and Renovations — Neighborhood Schools Initiative

Fifty-third Street School

Prime Contractor
J.A. Campbell Construction, LLC
15850 West Bluemound Road
Brookfield, WI 53005

Second Low Bidder, Base Bid of.....$1,574,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	35% MBE 6% WBE	20	1	3	Corporation	4

Note: Low Bidder did not meet HUB requirement.

Funds have been committed for this project from Neighborhood School Initiative, account code 1-40-4-861-170-327-255000 (W.O. 2-545403).

Construction Contracts

Total construction contract dollars awarded.....$3,128,787.00
Total dollars HUB participation $1,447,101.66
% of MBE participation.....43.23
% of WBE participation 3.02
% Minority employees within company.....14.38
% Women employees within company 17.09

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-5315 Cylinders and Locks, Opened 12-10-02

Award to the low bidder, Laforce, Inc., is recommended for the remaining Schlage cylinders and locks at $70,305.90, less 1% — 10 days. (Please note that the Schlage locks for 2½-inch doors on this bid quotation will be rebid with revised specifications.)

Recommend award to the low bidder, LaForce, Inc., at $40,047.70, less 1% — 10 days, for all of the Von Duprin exit devices except model 990EO. For the Von Duprin model 990EO exit device, recommend award to the low bidder, MD Wholesale Hardware, at $5336.15. (Please note that the Milwaukee Public Schools will save $211.43 by splitting the award of the Von Duprin exit devices.)

The account number to be used on this order will be 2-10-4-974-035-327-255000.

	Prime Employee Information			HUB Participation				
HUB-certified Prime?	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	NA	NA	NA	NA	NA	0	NA	NA

RFP-364 Authorization to Negotiate and to Enter into a Contract with Signet Systems LLC

The Administration is requesting authorization to negotiate and enter into a contract with Signet Systems LLC to provide a help-desk software-support-management system, including implementation, annual maintenance, and the software itself. Estimated costs for the first three years of the project are FY03 at $251,907.60, FY04 at $24,624.60 and FY05 at $24,624.60, for a total of $301,156.80.

Members of the review team used a worksheet to record a numerical score for each bid proposal received. Proposals were reviewed and awarded up to a maximum of 100 points based on the following:

Software capabilities matched to requirements..... 40 points
Implementation and support capabilities..... 20 points
References..... 10 points
System Integration capabilities ..... 10 points
Product & support costs (maintenance, upgrades, licensing)..... 20 points

The district received proposals from nine vendors. The final scoring is listed below.

Company	Total Points
Signet Systems LLC	93.0
Column Business Systems, Inc.	87.0
Paragon Development Systems	82.6
Computer Associates	65.7
IBM Corporation	63.2
AE Business Solutions	61.8
eVerge Group	58.0
Greenbrier & Russel, Inc.	56.7
Empower Solutions	56.2

Budget Code: FY03 = 1-10-4-827-695-435-266000

(Cost includes prepayment of maintenance for two years)

HUB-certified Prime?	Prime Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	NA	NA	NA	25%MBE 5% WBE	25% MBE 5% WBE	$73,800	Consulting, training, software supplies	Consulting, training, software supplies

RFP-367 Energy/Power/Control Technology Package

The following recommendations are being made regarding the proposal for the new Bradley Tech High School's industrial arts program. The recommendation comes from a committee consisting of teachers with an expertise in the field of technology, as well as input from Bradley Tech High School's business partners. Some portions of the RFP, which did not meet the needs of the school, will be rebid at a later date.

Sections A & B, Grades 9 & 10 Energy, Power and Control

Electricity/Electronics	Nida Corporation	62,945.00
Mechanical Systems Trainer	Amatrol, Inc.	23,202.00
Sensors Trainer	TII Technical Educ. Systems	5,250.00

Sections C & D, Grades 11 & 12 Communications/Construction

Electronic Communication	Nida Corporation	319,360.00

Section D, Grades 11 & 12 Construction/Mechanical

Hampden Engineering		27,652.00

Section E, Automation Fluid Power/Pneumatics

Amatrol		102,775.00

Section E, CIM — Computer Integrated Manufacturing

Haldeman-Homme		235,850.00

Total Value of Proposal	$	777,034.00

Funds were automatically encumbered when staff on-lined purchase requisition #147017 for $1,000,000.00. Fiscal information: QZAB FY02 and/or 03 applies: 1-40-4-875-600-551-255000.

HUB-certified Prime?	Prime Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	NA	NA	NA	0% MBE, 0% WBE	NA	NA	NA	NA

RFP-371 Authorization to Enter into a Contract with Stratagem, Inc.

The Administration is requesting authorization to enter into an agreement with Stratagem, Inc., to provide a system for document management and workflow in the Human Resources Department. This document-

management system will be used primarily to capture, to store, and to retrieve documents that make the initial personnel file for new employees. A companion project will be a system to scan, to store, and to retrieve the documents that are contained in the personnel files of current employees.

Members of the review team used a worksheet to record a numerical score for each bid proposal received. Proposals were reviewed and awarded up to a maximum of 100 points based on the following:

Qualification Prime and Team ..... 25 points
RFP Response ..... 25 points
References ..... 15 points
Price/Fiscal Impact ..... 35 Points

The district received proposals from five (5) vendors. The final scoring is listed below.

Company	Total Points
Stratagem	90
Millennium Partners	80
Computer Technologies	Back File Only
IBM	Non-responsive
Empower	70
SCG	Non-responsive

Budget Code: FY03 = 1-10-4-818-518-312-266000 ..... $178,046

HUB-certified Prime?	Prime Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	183	17	74	15% MBE 5% WBE	50+%MBE 5.6%WBE	$98,994+	Technology Consulting	Imaging, conversion, document validation, workflow design

RFP-372 Authorization to Enter into Contract Negotiations with IBM

The Administration is requesting authorization to negotiate and enter into a contract with IBM to provide consulting services to MPS for the evaluation of the MPS eSIS and student-data-warehouse software projects. The value of the contract is estimated at $84,200.

Proposals were received from eight vendors: IBM, MGT of America, Deloitte & Touche, KPMG, Millenium Partners, Stratagem, Sycamore Group, and Virchow Krause. A team comprising two principals and six administrators from various Central Service departments and offices evaluated the proposals. Each proposal was evaluated on five criteria: (1) the comprehensiveness of the work plan, (2) vendor's qualifications, (3) relevant experience, (4) historically-underutilized-business participation, and (5) project cost.

The two vendors with the highest ratings, IBM and MGT of America, were invited to present their plans to the project-evaluation team. IBM was ranked the highest due to the comprehensiveness of its plan, relevant experience, and project cost.

Budget Code: Budget codes will be provided by the Office of Finance and Operations.

HUB-certified Prime?	Prime Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	13	4	3	15% MBE 5% WBE	20% MBE	$16,840	Consulting	Consulting

RFP-396 Emergency Parts and Supplies Ordering from Columbia Pipe and Supply Company

The Administration has changed the method by which skilled-trades persons obtain repair parts and supplies. Parts and supplies maintained at the 10th Street warehouse will be used on an emergency basis only. The replenishment of emergency parts and supplies will be handled by one buyer and will be ordered from our

primary vendor, Columbia Pipe and Supply Company, which was selected as the winning vendor for RFP-396. These replenishment items are warehouse stock and will be ordered using the warehouse stock account code, 1-10-1-000-000-000-716120.

RFP-395 Non-emergency Parts and Supplies Purchased Using District Procurement Card at Nearest W.W. Grainger, Inc.

Non-emergency parts and supplies will be purchased using a district procurement card at the nearest retail outlet of W.W. Grainger, Inc., the winning vendor for RFP-395. The cost of these items will be charged to a Facilities & Maintenance work order and distributed to the school or department requesting the work.

Estimated volume of business exceeds $50,000.00 and will, therefore, require the Board's approval.

Estimate:

W.W. Grainger for on-site purchases.....$600,000.00
Columbia Pipe and Supply, Inc. for central stores.....$100,000.00

Grainger

HUB-certified Prime?	Prime Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	NA	NA	NA	30%	30% WBE	$180,000	Logistical fulfillment & service	Logistical fulfillment & service

*Vendor offers two options: For Option 1, vendor needs to provide second-tier HUB participation. Option 2 identifies a certified HUB firm where exact participation is dependent on items purchased by MPS.

**Affirmative Action Statement Included

Columbia Pipe

HUB-certified Prime?	Prime Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	NA	NA	NA	30%	30% WBE	$30,000	Industrial Supply	Industrial Supply

*Vendor certification is not included with the response and needs verification.

**Affirmative Action Statement Included

--- Authorization to Extend a Contract with the Public Policy Forum to Support the Climate-Survey Process

Recommend extension of the Public Policy Forum's contract to support the climate-survey process. The original contract ($44,165) funded development of four surveys — one of staff and one of parents, as well as two surveys of students (intermediate and high-school) — scanning and scoring of the parent surveys, and preliminary reports. The contract extension will fund duplication, distribution, scanning, scoring, and preliminary reporting of student and staff surveys, as well as mailing of the parent surveys. The contract extension will be on a time-and-materials basis for an additional amount not to exceed $57,000.

Budget Code: FY03: 1-14-4-120-566-311-262000

Purchasing Request Summary — February 2003

Total contract dollars to be awarded.....$2,085,821
Total dollars eligible for HUB participation.....$1,263,403
Total HUB dollars.....$399,634
% of MBE participation.....13.25
% of WBE participation.....18.38
Total HUB Participation.....31.63

Report of Revenues and Expenses and the Expenditure Control Report

Statement of Revenues as of January 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	$171,409,837	$410,952,650	$519,948,902	44%
Categorically Aided	152,835,139	51,622,128	204,457,267	15,719,814	70,790,225	133,667,042	35%
School Nutrition	28,150,000	11,819	28,161,819	3,860,680	12,237,899	15,923,920	43%
Construction	38,242,451	21,931,101	60,173,552	10,350,186	17,046,583	43,126,969	28%
Extension	11,804,455	246,615	12,051,070	8,027,644	9,223,016	2,828,054	77%
Total All Funds	1,111,912,223	123,833,037	1,235,745,260	209,368,161	520,250,373	715,494,887	42%

Statement of Expenditures as of January 31, 2003:

	Adopted Budget	Approved Transfers[1]	Revised Budget	Cur. Month. Expe	Year-to-Date Exp.&Encumb	Unexpended Balance	Percent Expended
School Operations	$880,880,178	$50,021,374	$930,901,552	$108,744,335	$536,592,476	$394,309,076	58%
Categorically Aided	152,835,139	51,622,128	204,457,267	19,097,920	105,898,444	98,558,823	52%
School Nutrition	28,150,000	11,819	28,161,819	3,565,430	16,643,272	11,518,547	59%
Construction	38,242,451	21,931,101	60,173,552	1,017,317	48,158,193	12,015,359	80%
Extension	11,804,455	246,615	12,051,070	730,541	7,533,274	4,517,796	63%
Total All Funds	1,111,912,223	123,833,037	1,235,745,260	133,155,543	714,825,659	520,919,601	58%

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

The Expenditure Control Report for January 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 Administrative Policy 4.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

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

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

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Alcott	United Technologies	$250	Purchase instructional materials for K4 & K5 programs
Bell	David L. Moore	$305	Videotapes/Books for the Library
Bradley Tech.	Mark Schwiesow	$2,000	Symphonic Chimes for the Music Department
Browning	Richard & Mary Pauli	$100	College Scholarship Fund
Browning	Rose Mary & Dean Muller	$320	College scholarship Fund
Clarke	Daniel & Nancy Kaye	$1,000	School Incentives

School	Donor	Amount	Gift or Purpose
Clarke	Richard W. Hirschboeck	$5,500	General Library
Facilities and Maintenance Services	Advanced Pool & Spas	$6,250	2,500 gallons chlorine to use in schools with swimming pools
Fernwood	Pick'N Save	$367	"We Care" program
Garfield	Fast & Friendly Food Store	$100	School Incentives
Garfield	Boo Boo Learn-N Play Daycare	$100	Basketball and Cheerleading Uniforms
Hartford	Rita Landis	$49	Door Prizes (Food Baskets)
Hartford	Kohl's Department Store	$120	Tennis Shoes — Girls Basketball Team
Humboldt Park	Gregory Fritz	$100	Macintosh Performa Computer for student use
I.D.E.A.L	George Rutkofske	$150	Computer Printer, 2 paper cutters for school use
Meir	Gene and Ruth Posner Foundation	$150	School Incentives
Milwaukee French Immersion	Mr. & Mrs. White	$20	Fund Raiser
Milwaukee High School of the Arts	UW Medical Foundation	$300	Orchestra Needs
Neeskara	PTO	$2,000	Classroom Supplies and Educational Materials
Neeskara	Anonymous	$100	Gift Certificates for "Our Lights Are On"
River Trail	PTO	$1,247	School-wide Field Trips and Science Supplies
Starms DLC	Vissia Johnson	$150	Student use
Story	Harley Davidson	$500	Purchase Books
Trowbridge	U.S. Coast Guard	$4,000	20 Desktop Computers for student use
Urban Waldorf	Diane Price	$321	49 Children's Books for School Library, and 7 Teacher Resource Books — Professional Library

Committee's Recommendation

Your Committee recommends that:

1. the Board award the contracts as listed above; authorize the purchases as listed above: accept the Report of Revenues and Expenses; and accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board;
2. payments to all contractors under the Neighborhood Schools Initiative (NSI) who are out of compliance with their participation agreements with MPS regarding resident-preference provisions, HUB/MBE/WBE programs, and the educational partnerships with current and former MPS students be postponed; and
3. payments to such non-compliant NSI contractors be resumed when compliance with the terms of their agreements has been demonstrated to MPS's independent monitor and all required documentation is on file with the MPS HUB office.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Teacher Appointments; Approval of Leaves of Absence; Report on Resignations; Report on Deletion of Names from the List of Appointed Teachers; and Affirmative Action Report

Classified Personnel Transactions

Name	Position	Assignment	Date	Salary
Appointments				
Lucius Bass	School Safety Assistant	School Safety	02-03-03	$19,163.76
Theodore Boone	School Safety Assistant	School Safety	02-03-03	$19,163.76
Janese Christie	Systems Programmer	Department of Technology	02-03-03	$60,404.50

Name	Position	Assignment	Date	Salary
Gerald Fluker	School Safety Assistant	School Safety	02-03-03	$19,163.76
Quinten Hammes	Systems Programmer	Department of Technology	02-03-03	$60,404.50
Tyanne Hicks	School Safety Assistant	School Safety	02-03-03	$19,163.76
Anika Hughes	School Safety Assistant	School Safety	02-03-03	$19,163.76
Melia Jackson	School Safety Assistant	School Safety	02-03-03	$19,163.76
Sarah Lueth	School Secretary I	Dept of Finance/Payroll	01-06-03	$22,870.38
Kenny Morton	Food Service Manager Trainee	School Nutrition	01-06-03	$15,570.32
Cindy Navarro	School Secretary I	Fratney	01-21-03	$25,530.89
Tysha Ragsdale	School Safety Assistant	School Safety	02-03-03	$19,163.76
Laureen Salinas	Food Service Manager Trainee	School Nutrition	01-06-03	$15,570.32
Michael Satterfield	Systems Programmer	Department of Technology	02-03-03	$55,000.00
Jacqueline Tucker-Perkins	School Safety Assistant	School Safety	02-03-03	$19,163.76
Laura Zimmer	School Safety Assistant	School Safety	02-03-03	$19,163.76
Promotions				
Brenda Reimer	Truck Driver (Heavy)	Warehouse & Dist. Services	01-27-03	$42,601.52
Allen Schemenauer	Driver Helper	Warehouse & Dist. Services	01-13-03	$39,479.96
Changes in Status				
Timothy Dessereau	Stockroom Custodian	Warehouse & Dist. Services	02-03-03	$42,059.68
Demetrious Lewis	Handicapped Children's Assistant	Hamilton	01-06-03	$14,609.70
Thomas McClern	School Safety Assistant	School Safety	02-03-03	$19,163.76
Russell Rapcyzk	Recreation Groundskeeper	Building Operations	01-13-03	$41,325.44
Annette Simmons	Handicapped Children's Assistant	Parkview	02-03-03	$14,609.70
James Wegman	Procurement Manager	Finance and Operations	2-10-03	$88,414.00

Certificated Appointments

Teachers, Schedule 01

Codes	Yrs Exp Credit	Name	Position	Division	Salary	Start Date
r	0	Richard D. Alexander, Jr.	LD/ED	B	$27,948	01/08/03
r	0	Mary A. Fitzgerald	EC:EEN	B	$27,948	02/20/03
r	0	Willie E. Garrison	Humanities	B	$27,948	01/16/03
r,a	0	Tamara R. Hines	Grade 6/Mathematics	BB	$29,305	01/07/03
nr	0	Jennouise K. Hirsch	Upper Elementary/Spanish/ESL	B	$27,948	01/20/03
r	0	Danielle M. Kinziger	Biology	B	$27,948	01/13/03
nr	0	Jefton A. Knight	Music	B	$27,948	01/06/03
r	0	Trudy Lohr	English/Speech/Alt. Ed.	B	$27,948	03/17/03
r	0	Tracy L. Neuville	Speech Pathologist	C	$31,473	01/06/03
r	0	Anna C. Paske	Elementary Education	B	$27,948	09/02/02
nr	0	Jennifer M. Ryan	EC:EEN	B	$27,948	01/06/03
r	0	Sara L. Van Den Plas	Upper Elementary	B	$27,948	01/21/03
r	0	Andrew J. Vitrano	Grade 5	B	$27,948	01/06/03
r,b	6	LaConia M. Williams	Upper Elementary	BB	$36,942	01/13/03
r	6	Frank J. Williams	Music	B	$35,222	01/08/03
nr	0	David A. Zeller	Physical Education	B	$27,948	02/03/03

School Social Workers

Yrs Exp Credit	Name	Salary	Start Date
0	Heather M. Fraaza	$39,382	02/03/03

Codes

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

Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 20, 2003:		
Ray VanGarsse	MEC	January 13, 2003
Illness Leave, to June 27, 2003:		
Linda Kincaid	Steuben	February 1, 2003
Personal Leave, to June 27, 2003:		
Jeffrey Krukar	Kosciuszko	January 24, 2003
Personal Leave, January, 2004:		
Barbara Logan	Holmes	January 31, 2003
Extension of Illness Leave, to June 20, 2003:		
John Losiniecki	Leave	February 3, 2003
Linda Tate	Leave	February 3, 2003
Extension of Personal Leave, to June 20, 2003:		
JoEllyn Hetzer	Leave	February 3, 2003

Curtailment of Leave

Corpella Christopher	Rescinded her personal leave that was granted from October 1, 2002, through January 31, 2003.
Julie Rose	Rescinded her sabbatical leave that was granted from September 3, 2002, through January 31, 2003.
Demetria Woods	Rescinded her personal leave that was granted from September 3, 2002, through June 20, 2003.

Report on Resignations

Name	Position	Date
Christine Ablutz	Teacher	06/20/03
Sana Bauman	Teacher	01/12/03
Phyllis V. Baxter	Teacher	01/31/03
Claude Beale	Specialist	01/18/03
Laura Bostrom	Teacher	02/07/03
Michael J. Broderick	Teacher	06/20/03
Yolanda Calderin	Teacher	09/01/02
Ann M. Glassen	Teacher	09/02/02
Charles L. Gray	Teacher	12/20/02
Teresa Hansen	Teacher	02/11/02
John F. Helmenstine	Teacher	01/08/03
Barbara J. Henderson	Teacher	02/27/03
Lori Hilbelink	Teacher	01/24/03
Cherie Horan	Psychologist	01/31/03
James R. Jennings	Teacher	06/20/03
Jane A. Johnston	Teacher	03/12/03

Name	Position	Date
Stacy L. Klein	Teacher	12/06/02
Kenneth D. Locke	Teacher	06/20/03
Nora J. Lofy	Teacher	06/20/03
Elizabeth Miller Gridley	Supervisor	12/23/02
Eamon T. O'Neill	Teacher	12/20/02
Faye P. Riley	Teacher	02/21/03
Emily L. Solberg	Teacher	09/02/02
Elaine Sathe	Teacher	01/02/03
Yues T. Struye	Teacher	01/31/03
James H. Taglienti	Teacher	06/20/03
MaySoua Thao	Teacher	01/17/03
Richard P. Tollefsen	Assist. Prin.	02/28/03
Nancy J. Trimble	Teacher	12/20/02
Donald Whitmore	Teacher	06/20/03
Barry J. Zmudzinski	Teacher	06/20/03

Report on Deletion of Names from the List of Appointed Teachers

On December 3, 2002, 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.

Nancy Eltrich
Pamela Green
Heather Lewin
Shanon Lirette
Daniel Naumann
Daniel Patterson
Gayle Peay
Katherine Schmitt
Jacqueline Schwartz
Gloria Sosa
Michael Sosinski
Kathleen Stritch
Shannon Walsh
Janet Ward

This is an informational report, and no action is required.

Affirmative Action Report

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

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, teacher appointments, and leaves of absence as listed above.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

				Salary		
Codes	Name	Position	Assignment	Sched	Range	Amount
5, r	Charles Siebert, Jr.	Principal	South Division High School	III	15A	$97,238.45
2, r	Cynthia Eastern	Principal	Burbank School	III	13Z	$68,747.27
5, r	Richard Cohn	Principal	Cooper School	III	12Z	$73,794.24
5, r	Nancy Bonesho	Assessment Manager	Division of Assessment and Accountability	III	10A	$78,273.65
4, r	Marla Aspenson	Head Start Supervisor	Division of Teaching and Learning	III	8C	$51,620.28
1, nr	Jodi Toman	Recruitment Specialist**	Department of Human Resources	III	6A	$50,000.00

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:
1 Native American
2 African American
4 Hispanic
5 White
6 Other
r Resident who must remain resident
nr Non-resident who must become resident

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 4) Receipt of the Fiscal Year-end 2002 Audit Reports: Federal and State Single Audit Report; Commentary Report and Action on the Superintendent's Response to the Comments; and Summary Report on the Status of the Prior Year's Commentary Report Recommendations

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.

2. On January 21, 2003, the following financial reports for the year ended June 30, 2002, were received by the Committee on Finance/Personnel of the Milwaukee Board of School Directors: Basic

Financial Statements; the Early Retirement Supplement and Benefit Improvement Plan; the Supplemental Early Retirement Plan for Teachers; and the Comprehensive Annual Financial Report.

3. At that meeting, it was indicated that the Federal and State Single Audit Report for the year ended June 30, 2002; the Auditor's Commentary Report for the year ended June 30, 2002; and the Summary Report on the Status of the Prior Year's Commentary Report Recommendations would be presented to the Board in February 2003.

Receipt of the Federal and State Single Audit Report for Year Ended June 30, 2002

4. 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 of an opinion on whether the organization complied with the specific terms and conditions of its major federal and state award programs.

Receipt of the Commentary Report and Action on District Administration's Response to the Comments

5. 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 Commentary Report which presents the auditor's observations on various district management and internal control issues and makes recommendations.

6. The district has submitted responses to the KPMG Commentary Report's observations and recommendations. The responses, which are included in the Commentary Report, 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. Implementation, however, will require a focused effort by the schools to ensure compliance with fixed-asset procedures.

Receipt of the Summary Report on the Status of FY00 Commentary Report Recommendations

7. 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.

8. On February 10, 2003, the Chief Auditor received a report dated October 31, 2002, from KPMG entitled, "Status of Year Ended June 30, 2001 Commentary Report Recommendations." A summary report which shows the status of each prior-year recommendation is attached. The entire report, which contains the FY01 observations, recommendations, and management responses, as well as the district's FY02 status update and the KPMG report on progress for each recommendation, is available upon request.

9. The prior year's Commentary Report contained 21 recommendations. KPMG reported that management has adequately addressed 15 of the recommendations. The remaining 6 recommendations were carried forward to the current year's Commentary Report.

10. The Federal and State Single Audit Report, including the district's corrective action plan and current year's Commentary Report, have been transmitted to the Board under separate cover.

11. Representatives of KPMG will be present at the committee meeting to answer any questions from Board members.

Committee's Recommendation

Your Committee recommends that the Board receive the:

1. Federal and State Single Audit Report for the Year Ended June 30, 2002;

2. KPMG Commentary Report for the Year Ended June 30, 2002, and accept the district administration's response to the KPMG Commentary Report; and
3. Summary Report on the Status of the Year Ended June 30, 2001, Commentary Report Recommendations.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 5) Quarterly Report Regarding Special Education Litigation

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

Administration's Report

1. At its special meeting on September 25, 2001, the Board, with the recommendation of the City Attorney, authorized the retention of the law firm of Quarles & Brady to represent it in the case of *Aaron et al. v. Milwaukee Board of School Directors*, a class action challenging special-education practices within MPS. Although the Board did not set a not-to-exceed amount for the professional service contract with Quarles & Brady, it was recognized that, under its school leaders errors and omissions policy with National Union, the Board would be responsible for the initial $250,000 of the cost associated with the defense of the *Aaron* litigation. Costs in excess of that amount would be claimed under the policy with National Union. Therefore, when the City Attorney drafted the professional service contract for the retention of Quarles & Brady, a $250,000 not-to-exceed amount was inserted into that agreement.

2. As was indicated at the meeting of September 25, a dispute has arisen with National Union over the carrier's responsibility to pay the Quarles & Brady cost over the $250,000 deductible amount. The Board, with the consent of the City Attorney, has retained Attorney William P. Croke to represent it in its dispute with National Union. Mr. Croke is actively pursuing the Board's claim against National Union.

3. To date, billings from Quarles & Brady for its representation in the *Aaron* litigation have totaled $844,903.04. The City Attorney advises that the *Aaron* litigation is at a critical stage and that the continued retention of Quarles & Brady is necessary to protect the Board's interest in that litigation.

4. Therefore, consistent with, and pursuant to, the Board's action of September 25, 2001, and upon the review and recommendation of the City Attorney, the Superintendent has entered into an amendment to the contract for legal services with Quarles & Brady. The Amendment provides, in pertinent part, that the not-to-exceed amount of $250,000 is eliminated. Substituted for that amount is a sum that is sufficient, in the judgment of the Superintendent and of the City Attorney, to pay for the legal services in the *Aaron* litigation, and that such sum sufficient shall not exceed any amount authorized for such services by the Board in its annual budget.

5. In the current budget, $650,000. has been appropriated for legal services rendered in the *Aaron* litigation. To date, $340,248.99 has been expended for that purpose.

6. The Administration shall present an informational item to the Board on a quarterly basis regarding Quarles and Brady billings in the *Aaron* litigation.

* * * * *

(Item 6) Action on a Request for Authorization to Refinance MEC and Grand Avenue Bonds

Background

1. In 1990, bonds totaling $47,730,866.30 were issued by the Redevelopment Authority of the City of Milwaukee (RACM) to fund improvements to the MEC and Grand Avenue facilities. MPS leases the MEC and Grand Avenue improvements from its landlord, the Wisconsin Preservation Trust. The leases are structured such that the annual lease payments are equal to the annual debt service on the bonds outstanding.

2. In 1993, $39,415,000 in new bonds were issued for the purpose of refunding the MEC and Grand Avenue bonds to take advantage of favorable interest rates. In September 2000, the proceeds from the refunding issue were used to retire the original bond issue.

3. Currently, $34,735,000 in MEC and Grand Avenue refunding bonds remains outstanding. The FY03 debt service on these bonds will total $4,372,705.

4. Interest rates today are at historically low levels, even lower than in 1993, when the refunding bonds were issued. As a result, the Administration has another opportunity to lower the debt service on the MEC and Grand Avenue bonds by refinancing the outstanding bonds.

5. In October 2002, the Board authorized the Administration to work with RACM to hire a financial advisor to determine whether or not refinancing the MEC and Grand Avenue bonds in today's low-interest-rate environment was beneficial to MPS. Robert W. Baird & Co was hired as financial advisor. Baird determined it would be beneficial to MPS to refinance the outstanding MEC and Grand Avenue bonds. Baird issued an RFP to potential underwriters requesting that they propose how they would refinance the outstanding bonds and how much it would cost.

6. MPS, working with Baird and the Milwaukee Comptroller's office to evaluate the underwriters' responses, determined that a response by Siebert, Brandford, Shank best met the needs of MPS. As a result, Siebert was selected as the lead underwriter. A.G. Edwards was selected as co-underwriter because it provided a stronger presence in the Wisconsin retail market. The demand for MEC and Grand Avenues refunding bonds is expected to come from both the retail market (individual investors) and the commercial market (institutional investors).

7. Separately, Robert W. Baird requested bids from local legal firms to act as bond counsel for the refunding. Based on the responses received, both Baird and the Comptroller's office recommended that Foley & Lardner be selected as bond counsel, given the firm's previous experience as bond counsel on the 1993 refinancing.

Strategic Plan Compatibility Statement

8. The recommendation is consistent with the practice of fiscal responsibility and informed decision making concerning the allocation of District resources.

Statute, Administrative Policy, or Board Rule Statement

9. The recommendation is consistent with Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

10. Issuing the MEC and Grand Avenue refinancing bonds would lower annual debt service by approximately $200,000 through 2012, when the bonds mature. Gross proceeds from the bond issue are estimated to be $34,000,000.

11. The amount of the refunding bonds needed to retire the outstanding MEC and Grand Avenue bonds is expected to be $33,100,000. Bond insurance is assumed to cost $83,000. Rating agency costs are estimated at $40,000. Other issuance costs (printing, mailing, etc.) are projected to be $50,000. Contracted services are estimated not to exceed $235,000 as follows:

- Financial Advisor, Robert W. Baird — not to exceed $37,500
- Underwriting, Siebert, Brandford, Shank (HUB vendor) — $132,400
- Bond Counsel, Foley & Lardner — not to exceed $50,000
- Co-Bond Counsel, Lanier Law Offices (HUB vendor) — not to exceed $15,000

12. All costs would be paid out of the gross proceeds. The only costs charged to future operating budgets would be the annual debt service, beginning with September 1, 2003.

Implementation and Assessment Plan

13. Following authorization by the Board, the Administration will enter into contracts with Siebert, Branford, Shank as underwriter, Foley & Lardner as bond counsel, and Lanier Law Offices as co-bond counsel for the purpose of re-funding the outstanding MEC and Grand Avenue bonds. The Administration will bring the bond documents to the Board for approval in March 2003.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts with Siebert, Brandford, Shank & Co. as underwriter, Foley & Lardner as bond counsel, and Lanier Law Offices as co-bond counsel for the purpose of issuing MEC and Grand Avenue refinancing bonds.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 7) Action on Resolution 0203R-037 by Directors Gardner and Hardin Regarding a Taskforce to Develop Alternative Management Plans for Potter's Forest

Background

At the regular monthly meeting of the Board on December 19, 2002, the following resolution 0203R-037 was introduced by Directors Gardner and Hardin:

WHEREAS, In 1947, Milton C. Potter, a former MPS superintendent of schools, donated 50 acres of land to the Milwaukee Public Schools as a school forest to be used in the education of children; and

WHEREAS, This property, known as Potters Forest, consists of old-growth trees, a pine plantation, a prairie, and a new-growth forest entirely planted by several generations of MPS students; and

WHEREAS, The Milwaukee Public Schools, as an urban school district, may very well be unique in the nation in enjoying the honor and distinction of having the guardianship of such a valuable natural resource; and

WHEREAS, Along with this honor comes a grave responsibility to protect and promote the health and viability of the Forest; and

WHEREAS, Potters Forest does not, and cannot, "belong" solely to the Milwaukee Public Schools or to any single entity in any specific moment of time, but is a legacy for all the citizens of Milwaukee and its surrounding communities to enjoy for generations to come; and

WHEREAS, Everyone who cares for and about Potters Forest must be given an opportunity to offer his or her insights into its management in order that the Milwaukee Public Schools, as the Forest's custodian, may have the fullest possible understanding of the needs of the Forest and of its value to the community; now, therefore, be it

RESOLVED, That no later than the February 2003 regular Board meeting, the Board shall designate and authorize a volunteer citizen's taskforce to develop and propose alternatives to the forest-management plan proposed by the Wisconsin Department of Natural Resources for Potters Forest; and be it

FURTHER RESOLVED, That no harvest of trees shall take place at Potters Forest until these other alternatives have been given public hearing by the Milwaukee Board of School Directors and possible other entities.

Administration's Analysis

1. Potter's Forest was deeded to the District in 1947 as a school forest to be used for "school purposes." School forests in the State of Wisconsin are mandated by law to have school-forestry-management plans. The Administration was unable to identify a current plan, so the Administration engaged in initial discussions with the Wisconsin DNR in early fall 2001. In November of 2001, a comprehensive management plan was developed. After continued discussions about how best to proceed with the plan's recommendations, a land survey was undertaken, and trees identified for management were marked.

2. From an educational perspective, the stewardship forestry plan addresses the following issues:
   - identification of trees, shrubs, and plants;
   - discussion and strategies to remove surrounding invasive species;
   - explanation of tree growth (e.g., rings, dominance, and suppression);
   - shade tolerance;
   - conifer thinning;
   - wildlife habitat; and
   - maple syrup and other forest products.

3. A stewardship-management forestry plan would expand current educational programs such as the ropes-and-challenges educational program and the family environmental programs offered by the recreation department, "A fall Color sunset" and the "Mushroom Hunt" (class fieldtrips in which students interact with the forest under the guidance of a naturalist); cross-country skiing; and orienteering.

4. A public hearing was held on Monday, December 15, 2002, to:

a. receive information from the Administration regarding the development of a management plan for Potters Forest;
b. seek public input regarding the development of the management plan; and
c. give hearing to the public's concern's regarding Potter's Forest.

5. A public tour was given on Wednesday, December 17, 2002, to:
- hear former Mayor and School Board member Frank Zeidler present a historical perspective of Potter's Forest;
- take a tour the grounds; and
- provide an opportunity for informal dialogue regarding Potter's Forest.

6. Citizens who expressed an interest in giving input regarding the development of alternative management plans at the public hearing and tour of Potter's Forest were encouraged to provide their names, addresses, and e-mails to the Board Clerk.

7. Steps have been taken to ensure that no trees will be harvested prior to the new forestry-management plan's being submitted to the Board for approval.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

9. No administrative policy or board rule would require modification.

Fiscal Impact

10. This item carries no fiscal impact.

Implementation and Assessment Plan

11. Upon approval by the Board, a volunteer citizen's task force will be formulated. The Administration will invite citizens who expressed an interest in the proposed stewardship forestry plan to be a part of the volunteer citizen's task force. The Administration will also invite interested MPS students to be a part of the task force. The list of invitees will include citizens who spoke at the public hearing or participated in the public tour of Potter's Forest on Wednesday, December 17, 2002, and students involved in environmentally=related service learning. The Administration will keep the Board apprised of its progress on a regular basis.

Committee's Recommendation

Your Committee recommends that the Board approve the implementation plan of the Potter's Forest volunteer citizen's taskforce to develop and propose alternatives to the forest-management plan proposed by the Wisconsin Department of Natural Resources.

Director Johnson moved to adopt the Committee report.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — Director Blewett — 1.

* * * * *

(Item 8) Action on Revision of Administrative Policy 2.04, Superintendent's Cabinet

Background

On October 29, 2002, the Administration presented to the full Board a proposed reorganization plan. This plan was unanimously approved by the Board, with the understanding that subsequent adjustments to

the organizational structure would occur in stages. Revision of Policy 2.04 is necessary to fully align the new organizational structure and support the newly approved plan.

Administrations Analysis

1. Revision of this policy completes another step in the proposal for reorganization of the district's Central Services that was unanimously approved by the Board on October 29, 2002. The original proposal sought to reorganize Central Services into the following four major functional areas: The Office of Pupil Services, Office of Academic Excellence, Office of Administrative Services, and the Office of Finance and Operations.

2. The proposed revision of Administrative Policy 2.04 will:
   (a) complete the next logical step to align all cabinet positions and titles within the confines of the four major functional areas as presented in the initial reorganization plan;
   (b) allow for and support the emphasis and recommitment of all Central Services to serve the classroom and to allow the Superintendent to focus on the District's strategic goals and core functions; and
   (c) align policy to current practices by supporting effective and efficient operations through deployment of human resources in accordance with the reorganization plan.

Strategic Plan Compatibility Statement

3. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, student achievement; Goal 2, student success in further education and employment; and Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rule Statement

4. This item recommends revisions to Administrative Policy 2.04, Superintendent's Cabinet.

Implementation and Assessment

5. Implementation of the reorganization began upon adoption by the Board. Revision of Administrative Policy 2.04, Superintendent's Cabinet, aligns policy to current practices.

Fiscal Impact Statement

6. There is no cost associated with revising this policy. Personnel issues will be handled through a separate board item.

Committee's Recommendation

Your Committee recommends that the Board approve the following revisions to Administrative Policy 2.04, Superintendent's Cabinet:

Administrative Policy 2.04
Superintendent's Cabinet

Any person serving in any of the following positions serves at the pleasure of the Superintendent:

- ~~Deputy Superintendent~~
- Administrative Coordinator to the Superintendent
- ~~Executive Assistant to the Superintendent~~
- Director, Office of Strategic Planning and Community Outreach
- ~~Director, Department of Leadership Services~~
- Director, ~~Department~~ Division of Communications and Public Affairs
- Chief, Office of Administrative Services
- ~~Executive~~ Director, Department of Human Resources
- Director, Division of ~~Insurance and Risk Management~~ Benefits and Insurance Services
- ~~Director, Division of Staffing Services~~
- Director, Division of Labor Relations
- Chief, Office of Finance and Operations

- Director, Department of Finance
- Director, Division of Facilities and Maintenance
- ~~Director, Department of Recreation and Community Services~~ Director, Division of School/Community Recreation
- Director, Division of School Safety
- Chief, Office of Academic Excellence
- Director, Department of Educational Programs
- ~~Director, Division of Small Community Schools~~ Director, Division of Diversified Community Schools
- Director, Division of Bilingual/Multicultural Education
- Director, Division of ~~Curriculum and Instruction~~ Teaching and Learning
- ~~Director, Officee of Research and Assessment~~ Director, Division of Assessment and Accountability
- Chief, Office of Pupil Services
- Director, Department of Special Services
- ~~Director, Department of Parent and Student Services~~ Director, Division of School Business Services
- Director, Division of Student Services
- Director, ~~Department~~ Division of Technology
- ~~Director, Division of School Technology Support~~
- Director, Neighborhood Schools Initiative
- Executive Director — CEO Bradley Tech and Trade
- Director, Division of Professional Development
- Director, Technology Operations

Note: The organizational structure of the school district and position titles are updated each year by Board adoption of the annual budget.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 9) Report and Action on Recommendations for the Development of a New Graduation Plan (Follow-up to Resolution 0102R-036 by Director O'Neil to Develop a New Graduation Plan)

Background

At its March 26, 2002, meeting, the Board of School Directors adopted the following resolution by Director O'Neil:

WHEREAS, It is the duty of the Milwaukee Board of School Directors to oversee the successful education of all our public school students; and

WHEREAS, The present dropout and attendance rates are intolerable; and

WHEREAS, These rates have existed for much too long; and

WHEREAS, Taxpayers have every right to expect to receive their money's worth from the school system we operate; and

WHEREAS, Doubts exist in the public mind that the education presently provided is both relevant and comprehensive; and

WHEREAS, Currently, our students are unfairly expected to complete far more difficult graduation requirements than are students in other school districts; now, therefore, be it

RESOLVED, That MPS set in place a new graduation plan that starts to restore public confidence in our system; and be it

FURTHER RESOLVED, That these new provisions be in place for the 2003 graduates, so as to immediately provide our students with hope for a brighter future.

In addition, the Board also instructed the Administration to conduct a comprehensive review of the graduation requirements — to include coursework, unit, and assessment requirements and proficiency-based alternatives to coursework, unit, and assessment requirements — and present its recommendations to the Committee on Innovation/School Reform in October 2002.

Administration's Analysis

1. The Administration reviewed Policy 7.37, Graduation and Promotion Requirements and Benchmarks by Grade Level, in four major areas: course and unit requirements for graduation, assessment criteria for graduation, promotion criteria for grade-8 students, and grade-2 reading. Although the impetus for this review began with the resolution above, changes in policy are also necessitated by budget action at the state level that de-funded the High School Graduation Test (HSGT), as well as the anticipated late arrival of WKCE results for the 2003-03 school year.

2. In May 2000, the Milwaukee Board of School Directors adopted Policy 7.37, Graduation and Promotion Requirements and Benchmarks by Grade Level, to address new stipulations in state law that require all districts to consider three specific criteria when evaluating students' proficiency in the Model Academic Standards at the high school level. By law, each district was required to adopt a policy for high school exit requirements for the Class of 2004 that covers:

1) results from the state's test (the HSGT);
2) academic performance; and
3) teacher recommendation.

These three criteria are in addition to minimum credit requirements necessary for graduation.

3. In MPS, adopted policy language for the three criteria established the state's High School Graduation Test (HSGT) as criterion 1, the first consideration for exit. "Teacher recommendation" was established in policy as criterion 2 and defined as performance on classroom assessments based on standards and reflected in the GPA in the core areas (math, English/language arts, science, and social studies). Policy further established "academic performance" as criterion 3 and defined it as growth in student achievement as measured by the district's longitudinal assessment system.

4. Because the HSGT will not be in place for at least two years, the Administration proposes to use two criteria for graduation: Criterion 1, test results, would require students to demonstrate proficiency in each subject area (mathematics, English/language arts, science, and social studies) on the 10^{th}-grade WKCE. Criterion 2 would require students to demonstrate proficiency in each subject area on classroom assessments based on standards (CABS). Under the proposed policy, students could meet the requirements via either Criterion 1 or Criterion 2.

5. In order to support the CABS at the school level, the Administration plans to develop a system of achievement targets based on clustered State Model Academic Standards and distribute these to schools in the spring of 2003. The learning targets allow schools to design curriculum sequences that reflect their varied missions and instructional approaches while maintaining consistency with expected student outcomes throughout the district. Learning targets help students, parents, teachers, and administrators focus on high-level skills that are developed over a series of years, rather than guiding the curriculum toward discrete, disconnected facts or skills to be mastered each year. Schools will be provided with model CABS.

6. While the District moves toward full implementation of learning targets and CABS in each content area, MPS will undergo a two-year transition process, moving high schools from a district-level writing assessment to a writing-assessment process embedded in coursework. This process supports the Balanced Literacy Initiative.

7. Under the proposed policy, students in the transition graduation classes of 2004 and 2005 must demonstrate proficiency on a district-level writing assessment (either the WKCE Writing Performance Assessment or the district-developed and -scored performance assessment). Just like prior graduating classes, students will be offered multiple opportunities to complete this requirement, including once as a sophomore, once in the spring of the junior year (Spring semester of 2003), and twice in the senior year. MPS assessment results can be appealed, and students will also be allowed to complete portfolios if they are unable to pass the assessments.

8. Beginning with the class of 2006, the writing assessment will be part of a student's English or language arts experience in the classroom. CABS will be developed (attachment 1 to the minutes of your Committee's meeting), along with performance targets for each of the areas of the English/language arts curriculum (reading, writing, language, oral, media and technology, and research and inquiry). As part of the alignment to state standards, Milwaukee Public Schools will transition the writing assessment to the school level. One of the classroom assessments will consist of the writing-performance assessment. To ensure high standards of consistency and rigor, the assessment process will include district-level oversight. Schools will have input into the creation of this process, and the details of this transition plan will be communicated to schools no later than fall of 2003.

9. In addition to reviewing exit assessment criteria, the Administration also evaluated current MPS units and course requirements against the State of Wisconsin requirements and those of other districts. While the State of Wisconsin requires 13 Carnegie units and recommends 21.5 units for high-school graduation, MPS requires a minimum of 23 units of credit. Further, although the State of Wisconsin recommends that 8.5 of its recommended 21.5 units be electives, MPS requires 7 elective units out of 23 units, total.

10. Wisconsin School Law 118.33 reflects course and unit requirement guidelines from the Wisconsin Department of Public Instruction (attachment 2 to the minutes of your Committee's meeting). There is no plan to revise these requirements at this time. While the state includes no fine-arts requirement, half of the districts surveyed do. The recommendation includes keeping the one unit requirement of fine arts for MPS graduates.

11. Units required for graduation by the State of Wisconsin and MPS are the same, except in the following areas: the State requires just 2 units of mathematics and 2 units of science, while MPS requires 3 units of mathematics and 3 units of science. Additionally, MPS requires one unit in fine arts for graduation, while the State does not have a fine-arts requirement.

12. MPS units and course requirements were compared with those of surrounding districts and larger districts in the state (attachment 3 to the minutes of your Committee's meeting). The following summarizes the Administration's review of the graduation requirements in 14 Wisconsin districts:

- the number of units required for graduation in surrounding districts ranges from 20 in Whitefish Bay to 26 in Kenosha;
- three districts require 23 units, and three districts require more than 23 units;
- eight districts require fewer than 23 units for graduation (attachment 3 to the minutes of your Committee's meeting);
- of the 14 districts reviewed, course requirements mirror DPI requirements, with some minor exceptions (attachment 3 to the minutes of your Committee's meeting).

13. The Individuals with Disabilities Act (IDEA) of 1997 emphasizes the need for students with disabilities to participate and progress in the general education curriculum and be included in state- and district-wide assessments to the maximum extent appropriate. In addition, IDEA substantially expands the role of general educators to be involved in the individualized education programs (IEPs) of students with disabilities. Adequate preparation for graduation entails a variety of considerations, including how to educate, assess, accommodate, and graduate students with disabilities. Under the proposed policy, special education procedures are guided by the *DPI Informational Update, Bulletin No. 01.02* (attachment 4 to the minutes of your Committee's meeting) relative to high-school graduation and students with disabilities.

14. Several meetings have taken place with high-school principals to provide opportunities for input and to get feedback regarding the Administration's response to the resolution in question. Discussions with department chairpersons and high-school guidance directors have also taken place. In addition, high-school principals were provided with drafts of the policy to share with their school communities, including governance councils.

15. Based on the need to ensure that students attending Milwaukee Public Schools have an equitable opportunity to graduate with their grade- and age-level peers around the state, the Administration proposes to re-align the unit requirements to more closely match those required by the State and other districts. This re-alignment would decrease the total unit requirements from 23 to 22, effective with the graduating class of 2004. Instead of 3 units required in math and another 3 in science, students will be required to earn 2 units in each of those areas. Instead of 7 elective units, students will be required to earn 8 units. This change aligns more closely to the state's recommendation of 8.5 and provides students with opportunities to pursue interests such as vocational/technical education, advanced classes, and other curricular areas of study.

16. Upon approval of revisions to the current requirements for high-school graduation, a letter will be sent to parents of students affected by any approved changes, notifying them of the new requirements.

17. The third change to Policy 7.37 relates to criterion 3 of the grade-8 promotion requirements. The Administration proposes a change in criterion 3 to match the structure of the Grade 4 requirements. The third criterion for grade-4 students requires that a school-based team evaluate students who have not met either criterion 1 or 2. These teams use district guidelines in their decision-making process. Currently, the third Criterion for Grade 8 is based on a value-added analysis of growth in student achievement using information from the longitudinal assessments. Unfortunately, delays in the return of state assessment results in an electronic format make it unlikely that MPS could implement this criterion. Also, given that there are an increasing number of K-8 schools in the district, better alignment of the grade-4 and grade-8 requirements makes sense to school staff.

18. The final change proposed for Administrative Policy 7.37 involves the grade-2 reading section. Administration proposes to delete this section of the policy altogether to be consistent with the district and statewide focus on the promotion "gate keeping" grades of 4 and 8.

Strategic Plan Compatibility Statement

19. The recommendation supports the MPS Strategic Plan, Goal 1, student achievement and Goal 2, student success in further education and employment.

Statute, Administrative, or Board Rule Statement

20. The proposed revisions in graduation and promotion requirements will be consistent with State Statutes, §118.30 and §118.33 and will require changes to Administrative Policy 7.37, Promotion and Graduation Requirements.

Fiscal Impact Statement

21. This item does not authorize expenditures. Inclusion of the junior class in the writing performance assessment scoring sessions for the spring of 2003 will require $50,000, which is included in Assessment and Accountability, account 1-10-4-786-566-091-262000. The cost of the writing performance assessment scoring sessions for 2003-04 is projected at $150,000. Action taken relative to this initiative may result in additional training costs at the school level.

Implementation and Assessment Plan

22. If approved by the Board, the District will notify all students and parents of students currently in the high-school graduating classes of 2004 through 2006 and in 8th grade of the changes.

23. The timeline for implementation is as follows:

- dissemination of Learning Targets to Schools .....Spring, 2003
- inventory and review of current CABS .....Spring, 2003
- augmentation and further development of CABS ..... Ongoing

Administration's Recommendation

The Administration recommended that the Board adopt the following changes to Administrative Policy 7.37, Promotion and Graduation Requirements:

Administrative Policy 7.37
Graduation and Promotion Requirements and ~~Benchmarks~~ Learning Targets by Grade Level

The policy language in the previous 7.37 still applies to the high-school class~~es~~ of ~~1999-2000, 2000-2001, 2001-2002, and~~ 2002-2003.

(1) General Provisions

1. The total number of Carnegie units required for graduation shall ~~be~~ ~~23~~ 22, effective with the graduating class of ~~June~~ ~~2003~~ 2004 and thereafter.

2. ~~Sixteen~~ Fourteen of ~~the~~ ~~23~~ 22 units required will be as follows:

Subject	Units
English/Language Arts	4.0
Mathematics	~~3.0~~ 2.0
(This includes courses at or above the level of Algebra 1.)	
Science	~~3.0~~ 2.0
(This includes content and laboratory studies in the physical, biological, and chemical sciences.)	
Social Studies (from the following)	3.0
U.S. History	1.0
World History, World Geography, or World Studies	1.0
Urban Citizenship (grade 9 or 10)	1.0
OR	

BOTH ~~Amer. polit. rel.~~ American Government AND Economics (grades 11-12) (0.5 unit each) 1.0
Physical Education 1.5
Health 0.5
Fine Arts 1.0
TOTAL ..... ~~16.0~~ 14.0

~~3. The following higher graduation requirements shall be implemented for the Milwaukee Public Schools high school graduation class of 2003:~~

~~(a) Mathematics. Students shall demonstrate mathematical proficiency equivalent to three years of study at or above Algebra 1. Students shall be expected to show proficiency in the first year algebra by the end of the eighth grade.~~

~~(b) Science. Students shall demonstrate a high level of proficiency in science, equivalent to three years of high school study, including the physical, biological, and chemical sciences. Students shall demonstrate an understanding of scientific inquiry and its application to real-life situations.~~

~~(c) English/Language Arts. Students shall demonstrate mastery of written and spoken expressions by writing, presenting, and defending a clearly reasoned, persuasively argued research paper. Students shall be expected to demonstrate an understanding and use of technology resources in the research and presentation of the paper.~~

~~(d) Social Studies. Through the study of high school disciplines — government, economics, geography, and history — students shall demonstrate the knowledge and skills necessary to make informed and reasoned decisions as responsible citizens of a culturally diverse, democratic society in an interdependent world.~~

~~Students in the class of 2004 and thereafter must meet assessment requirements in the areas of English/language arts, mathematics, science, and social studies.~~

3. Beginning with the class of 2003-2004 and thereafter, ~~in addition to unit requirements in Board policy 7.37~~ students who graduate from high school shall be required to have ~~met at least one of three criteria~~ earned the Carnegie Units as described above and to demonstrate proficiency through one of two assessment criteria:

~~(a) Criterion #1 — Test results are reported as "meets/exceeds the standards," as measured and defined by the Wisconsin High School Graduation Test, in mathematics, science, English/language arts, and social studies.~~

~~(b) Criterion #2 — Recommendations of teachers are defined as classroom assessments based on district-adopted standards and recorded as a subject-area grade-point average in mathematics, science, English/language arts, and social studies. During the junior and senior years a subject-area grade-point average of at least 2.0 must be met.~~

~~(c) Criterion #3 — Academic performance is defined as growth in student achievement, as measured and defined by the MPS longitudinal assessment system, in mathematics and English/language arts.~~

~~(d) The criteria must be met in the following manner:~~

~~a. Criterion #1 shall be considered first.~~

~~b. When a student meets Criterion #1, Criterion #2 and Criterion #3 are not considered.~~

~~c. When a student does not meet Criterion #1, then either Criterion #2 or Criterion #3 must be met.~~

(a) Criterion #1 — *Test results* are proficiency levels in each subject area (mathematics, English/language arts, science and social studies) that are measured and defined by the Wisconsin Knowledge and Concepts Examination (WKCE), which is part of the Wisconsin Student Assessment System (WSAS).

OR

(b) Criterion #2 — *Classroom assessments based on standards* (CABS) are assessments that are created, administered, and scored by district teachers. These assessments are embedded in the curriculum and are directly aligned to the Wisconsin State Standards

(2) Specific Criteria of Test Results and Classroom Assessments Based on Standards

1. Mathematics. Students will demonstrate mathematical proficiency by earning a proficient or above rating on the mathematics portion of the 10th grade WKCE. Or students can demonstrate mathematical proficiency ~~equivalent to three years of study at or above Algebra 1~~ by

successfully completing studies equivalent to two years of study at or above the level of Algebra 1 and earning a proficient rating on established classroom assessments based on standards. ~~Students shall be expected to show proficiency in the first-year algebra by the end of the eighth grade.~~

2. Science. Students will demonstrate a high level of proficiency in science by earning a rating of proficient or above on the science portion of the 10th-grade administration of the WKCE. Or students may demonstrate proficiency in science, equivalent to ~~three~~ two years of high school study, including the physical, biological, and chemical sciences~~. Students shall demonstrate~~ by demonstrating an understanding of scientific inquiry and its application to real-life situations through earning a rating of proficient or above on established classroom assessments based on standards.

3. English/Language Arts. Students will ~~may~~ demonstrate proficiency by achieving a rating of proficient or higher on the writing portion of the 10th-grade WKCE. Or students may achieve writing proficiency by earning a combined score of 15 or higher on the MPS Writing Performance Assessment, which shall be administered in a student's junior year, as well as the fall and spring of a student's senior year. Senior students shall have a minimum of two opportunities to submit a proficient writing portfolio to meet the Writing Standard requirement. Finally, senior students shall have an appeal option for each of the assessments administered by the district. To ensure high standards of consistency and rigor, the assessment process shall include a district-level scoring session. Students shall also demonstrate mastery of written and spoken expressions by writing, presenting, and defending a clearly reasoned, persuasively argued research paper. Students shall be expected to demonstrate an understanding and use of technology resources in the research and presentation of the paper.

4. Social Studies. Students may demonstrate proficiency in social studies by earning a rating of proficient or above on the 10th-grade administration of the social studies component of the WKCE. Or students may, through the study of high-school disciplines — government, economics, geography, and history — ~~students shall~~ demonstrate the knowledge and skills necessary to make informed and reasoned decisions as responsible citizens of a culturally diverse, democratic society in an interdependent world by earning a proficient or above rating on established classroom assessments based on standards.

Adopted 6-18-87; Revised 3-30-99, 6-30-99, 2-29-00, 8-2-01

~~Benchmarks by Grade Levels~~

~~In attaining the graduation standards, a system of achievement benchmarks by clusters of not more than two grade levels has been established. The cluster approach enables schools to design curriculum sequences that reflect their individual missions and approaches and helps students refine high level skills that are developed over a series of years, rather than guiding the curriculum toward discrete, disconnected facts or skills to be mastered each year. Schools shall be expected to develop more specific benchmarks by grade level within this larger system framework and to share the benchmarks with parents.~~

~~Adopted 2-28-96; Revised 11-24-98, 8-30-99~~
~~*LEGAL REF.: W.S. 118.3*~~

~~The benchmarks are included in the documents titled The Milwaukee Public Schools K-12 Academic Standards and Grade Level Expectations for English/Language Arts, Mathematics, Science, and Social Studies and the Milwaukee Public Schools Academic Standards and Performance Indicators for Health and Physical Education.~~

5. The district ~~adopts~~ has adopted the *Wisconsin's Model Academic Standards* (1998). *MPS K-12 Academic Standards and Grade Level Expectations (*adopted by Board in November 1998) supplement the state standards. A system of learning targets addressing these standards shall guide instruction throughout the district. Schools shall be provided with model classroom assessments based on standards and learning targets.

(3) Planning Provisions for Graduation

1. ~~Each student shall~~ All students shall follow an identified plan while in high school. This plan shall be ~~related to the program in which the student is enrolled: city-wide school, career specialty program, regular program, or alternative program~~ developed and followed in the high school in which the student is enrolled.

2. The high-school plans for students in the regular program shall be developed on the basis of individual career interests, plans for post-high-school education, or other life goals, using a variety of available program plans.

3. 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 units or the number required by the student's school for senior status.

4. High-school students from the Milwaukee Public Schools are encouraged to complete four years of study resulting minimally in completion of the prescribed graduation requirements at the district and school levels.

5. Procedures for permitting early graduation include the following:

(a) A student wishing to graduate early must complete all district and school requirements for graduation.

(b) A student must declare interest in early graduation the semester previous to proposed graduation (with parent signature).

(c) A conference shall be held with the parent, student, and principal (or designee) ~~and district representative~~ to review options and make a decision, with a sign-off by principal (or designee), student, and parent (if the student is under 18). At this meeting, the student and parent will receive ~~letters from the district, raising issues~~ information regarding early graduation (scholarships, advanced courses, AP, IB and YOP opportunities, etc.), ~~and providing procedures, should they wish to request early graduation~~ to facilitate the making of an informed decision.

6. Schools wishing to exceed graduation requirements currently in place need to request approval from the Board of School Directors. Any approved changes should not affect students currently enrolled in the school and should be clearly stated in writing for students considering enrolling in that high school. Parents must sign a statement at the time of enrollment indicating that they understand the higher graduation requirements for this school. Schools with higher graduation requirements must maintain a graduation rate that meets or exceeds the state average. The Office of Academic Excellence, along with the Office of Assessment and Accountability, shall assist schools in meeting graduation goals as established in timelines, or reverting back to district graduation requirements, per administrative policy guidelines.

7. 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
10t -grade student (sophomore)	=	5 units or more
11th-grade student (junior)	=	11 units or more
12th-grade student (senior)	=	17 units or more and enrollment in at least the seventh semester (or its equivalent) of high school.

8. To be considered for senior class rank, students must meet the definition of a senior and must complete one year and a minimum of 5 units at the schools from which they intend to receive their diplomas.

9. Schools which wish to exceed the number of units required to pass to the next level of high school must present their requests for approval to the Board of School Directors.

(4) Diplomas

Students graduating from high school, including GEDO#2 programs, shall receive diplomas of graduation signed by the principal, the superintendent, and the Board President. Signatures other than that of the principal may be lithographed.

1. Diplomas for Students with Disabilities.

(a) Students with disabilities who successfully complete high-school graduation requirements established in MPS's Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level, and meet graduation goals shall receive a regular MPS diploma upon graduation. The determination of successful completion of high-school graduation requirements for this class of students shall include the review of goals and objectives that have been established in the student's individualized education program (IEP). The district is guided by *DPI Informational Update, Bulletin No. 01.02*, relative to specific questions regarding high-school graduation and students with disabilities.

(b) Students with disabilities who do not follow high-school graduation requirements as outlined in Administrative Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level, will be awarded special diplomas upon graduation. IDEA requirements stipulate that students with disabilities remain eligible for FAPE until they graduate with regular high-school diplomas or until the end of the academic year in which they turn twenty-one (21) and are no longer eligible to receive special education services. The district is guided by *DPI*

Informational Update, Bulletin No. 01.02, relative to specific questions regarding high-school graduation and students with disabilities.

2. Diplomas for Students with Limited English Proficiency

Special diplomas shall be awarded to ~~exceptional education and~~ limited-English-proficient students who meet their special course and credit graduation requirements and are identified as exempt from the proficiency requirements. Limited-English-proficiency ~~and exceptional education~~ students may attempt reading proficiency examinations; however, special diplomas shall acknowledge proficiency that a student may have met in either writing or mathematics.

3. GEDO#2 Program Diplomas

(a) Students enrolled in MPS GED programs who successfully complete the GED graduation requirements are awarded MPS diplomas from the schools in which they complete their GED program requirements.

(b) The GEDO#2 is an alternate for district students to meet credit requirements for graduation.

Subject	
English	GED exams: (1) Reading, and (2) Writing
Mathematics	GED exam
Science	GED exam
Social Studies	GED civic literacy exam or 3 units of social studies
Health	GED health exam or 0.5 health unit

(c) Students ~~in the class of 2003~~ who meet GED requirements shall not have to meet MPS writing and mathematics proficiency requirements.

(d) All GEDO#2 program students shall be required to successfully complete units of study in (a) employability skills, and (b) career awareness.

(e) Schools may include in their program applications additional requirements for GEDO#2 students in: (a) work experience, (b) community service, and (c) career-portfolio development, if they so choose. Such requirements must be presented to students interviewed in the informational meetings that are required by DPI before a student begins the program.

(f) Students enrolled in GEDO#2 shall not be included in senior class rank.

Adopted 1-31-02

4. Diplomas for Veterans

(a) 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 in Sec. 120.13(37), Stats:

(b) The veteran must:

a. be at least 65 years old;

b. have attended a Milwaukee public high school;

c. have left high school before graduation to join in the U.S. Armed Forces during a war period, including, among others, World War I, Korean Conflict, Vietnam War, and Persian Gulf War; 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.

(c) A high-school diploma shall 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.

Adopted 10-26-82; Revised 9-26-84, 6-25-86, 12-21-92, 2-22-95, 6-18-97, 8-29-00, 1-31-02
LEGAL REF.: W.S. 119.18(20), 118.30(4)©
CROSS REF.: Admin. Policy 7.38 ~~Assessment Program~~ Balanced Assessment System

(5) Fourth- and Eighth-Grade Promotion Requirements

~~The previous policy still applies to grade eight students being promoted in 1999-2000, 2000-2001, and 2001-2002~~.

1. Beginning in the year 2003 and thereafter, students who are promoted from fourth to fifth and eighth grade to ninth grade will be required to meet at least one of three criteria:

~~(a) Criterion #1: *Academic performance* is defined as growth in student achievement which is measured by comparing proficiency levels on reading, writing, language arts, mathematics, science and social studies classroom assessments that are based on district-adopted standards.~~

(a) Criterion #1 — *Academic Performance* is defined as proficiency levels in reading, writing, English/language arts, mathematics, science, and social studies that are measured and defined by classroom assessments based on district-adopted standards.

(b) Criterion #2 — *Test results* are a proficiency level of basic or above, which is measured and defined by the Wisconsin Knowledge and Concepts Exam, in reading, writing, English/language arts, mathematics, science, and social studies.

(c) Criterion #3 — *Recommendations of teachers* shall be determined by a school-based team that includes the classroom teacher(s) and uses district guidelines.

2. The criteria must be met in the following manner:

(a) Criterion #1 will be considered first.

(b) When a student meets Criterion #1, Criterion #2 and Criterion #3 are not considered.

(c) When a student does not meet Criterion #1, then either Criterion #2 or Criterion #3 must be met.

~~5. Beginning in the year 2003 and thereafter, students who are promoted from fourth grade to fifth grade will be required to meet at least one of three criteria~~

~~Criteria #1 — *Academic Performance* is defined as proficiency levels in reading, writing, English/language arts, mathematics, science, and social studies that are measured and defined by classroom assessments based on district adopted standards.~~

~~Criteria #2 — *Test results* are a proficiency level of basic or above, which is measured and defined by the Wisconsin Knowledge and Concepts Exam, in reading, writing, English/language arts, mathematics, science, and social studies.~~

~~Criteria #3 — *Recommendations of Teachers* will be determined by a school-based team that includes the classroom teacher(s) and uses district guidelines.~~

~~The criteria must be met in the following manner:~~

~~(a) Criteria #1 will be considered first.~~

~~(b) When a student meets Criteria #1, Criteria #2 and Criteria #3 are not considered.~~

~~(c) When a student does not meet Criteria #1, then either Criteria #2 or Criteria #3 must be met.~~

Adopted 6-18-87; Revised 2-29-00; Revised 8-2-01

~~6. Grade 2 Reading~~

~~Eighty-five percent of all second-grade students shall be ready for instruction at a reading level of 2/2 (second book of second grade) or higher.~~

~~*Adopted 10-30-96; Revised 6-18-97*~~
~~*PREVIOUS CODING: Admin. Policy IKF, prior to May 1995; Admin. Policy 9.37, May 1995-August 1996*~~

Committee's Recommendation

Your Committee recommends that the Board accept the Administration's revisions to Administrative Policy 7.37, Promotion and Graduation Requirements, with the following additional language to be inserted *immediately before* section (4) 4, Diplomas for Veterans, as a new section (4) 4, with the current section (4) 4 and following to be renumbered accordingly:

4. Post-Secondary Award of Diploma

Students who have earned five (5) or more units and have completed the MPS writing proficiency requirement may be awarded an MPS diploma upon successfully demonstrating the following post-secondary competencies:

(a) a GEDO#2 diploma and any one of the following five post-secondary competencies:

(b) the NCAA minimum scores on the ACT or SAT college entrance examinations; or

(c) acceptance (indenture) as an authorized Wisconsin Bureau of Apprenticeship Standards apprentice; or

(d) acceptance into a VTAA technical, industrial, public service, or health care certification or diploma program; or
(e) acceptance into a U.S military technical or professional training program; or
(f) acceptance into a Peace Corps, Americorps, or equivalent service program.

Director Johnson moved to adopt the identical recommendation as approved in the report of the Committee on Innovation/School Reform.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

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COMMITTEE ON STRATEGIC PLANNING AND BUDGET

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Update by the Administration on the Status of the Reorganization Plan

Your Committee reports having received an update from the Administration on the status of the implementation of the reorganization plan passed by the Board on October 29, 2002.

* * * * *

(Item 2) Update on the Milwaukee Partnership Academy (MPA) by the MPA Co-Directors

Your Committee reports having received an update from the co-directors of the Milwaukee Partnership Academy on the MPA partnerships and information on the Implementation Team Work Groups.

* * * * *

(Item 3) Presentation by the Administration on High-School Redesign

Your Committee reports having received a presentation from the Administration on best practices relating to high-school redesign. In addition, the Administration shared the proposed process to develop a strategic plan to produce a five-year redesign model for high-school students in the City of Milwaukee.

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 25 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Morales moved to accept the reports of the Independent Hearing Panel of February 3, 4, 5, 6, 7, 10,11, 12, 13, 14,17, 18, 21,25 and 26, 2003.

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

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

Noes — Director Hardin — 1.

* * * * *

RESOLUTIONS

Resolution 0203R-043

by Director Hardin

WHEREAS, Milwaukee Public Schools is responsible for ensuring the safety of our school children; and
WHEREAS, Safety regarding student transportation is a continuous concern for the district; and
WHEREAS, The Milwaukee Board of School directors contracts with various bus companies to provide high-quality transportation services for the children; and
WHEREAS, It is the Board's responsibility to ensure that the bus companies they contract with use drivers who follow the driving regulations and safety rules for the benefit of the children; and
WHEREAS, School buses are equipped with retractable stop signs; now, therefore, be it
RESOLVED, That bus drivers will act as a crossing agent, utilizing retractable swing-out stop signs and remaining in a stand-still position until all students have safely cleared the area around the bus; and be it
FURTHER RESOLVED, That the Administration shall ensure that all new contracts require that bus companies institute this as part of their safety policies; and be it
FURTHER RESOLVED, That the Administration make legislative contacts to enact a similar law or municipal ordinance.

Referred to the Committee on Finance/Personnel.

* * * * *

Resolution 0203R-044

by Director Hardin

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.

Referred to the Committee on Finance/Personnel.

* * * * *

Resolution 0203R-045

by Directors Dannecker and Johnson

WHEREAS, Sholes Middle School is on the Wisconsin Department of Public Instruction's list of schools in need of improvement; and

WHEREAS, Sholes Middle School has attracted fewer and fewer middle-school students from the designated Sholes attendance area and from surrounding attendance areas; and

WHEREAS, MPS is experiencing an increase in available sixth-, seventh-, and eighth-grade seats because:

- The conversion of many MPS elementary schools to K8 schools — including Victory, IDEAL Charter, Cooper, Humboldt Park, Tippecanoe, Manitoba, and Fairview — predictably reduces the number of Sholes applicants;
- The MPS Neighborhood Schools Initiative will add significantly more middle-grade seats at both expanded middle schools and neighborhood-based K8 schools; and
- The accelerating popularity of Open Enrollment increases options for many students in the Sholes attendance area; and

WHEREAS, At least one, and as many as four, other schools have expressed interest in locating, or expanding enrollment, in the Sholes facility, including:

- IDEAL Charter School, which is already located in the Sholes Facility and which may wish to expand to its contracted limit of three hundred (300) seats in the next several years;
- The Professional Learning Institute (PLI), which needs space for its projected 2004 enrollment of 68 students;
- A possible new International Baccalaureate high school which is under consideration and development by MPS staff and parents in the Sholes attendance area; and
- A possible new early childhood program for younger siblings of students at all programs and facilities located in the Sholes facility; and

WHEREAS, The Sholes facility may prove an excellent, cost-effective, and community-building site for a shared educational-recreational complex with community partners such as the YMCA, YWCA, Boys and Girls Club, or other non-profit agencies; and

WHEREAS, Any or all of these attractive, successful programs will require additional space in which to operate and expand; now, therefore, be it

RESOLVED, That 2004 school-year enrollment at Sholes Middle School be restricted to students who apply at Sholes, with the following three exceptions:

- Special education students with identified needs that can be met best, or only, at Sholes;
- Siblings of currently enrolled Sholes students; and
- Students within the Sholes attendance area; and be it

FURTHER RESOLVED, That parents who have applied to enroll their children at Sholes Middle School for the 2004 school year be informed no later than March 31, 2003, that enrollment has been restricted for other students at Sholes, so that the full sixth-, seventh-, and eighth-grade programs may not be available for their children; and be it

FURTHER RESOLVED, That students who have selected Sholes Middle School as their first choice shall be assured their current second choice for enrollment; that students who have selected Sholes as their second choice shall be assured of their current third choice; and that all students who have selected Sholes will be informed of new options that may become available within the Sholes facility and other nearby sites; and be it

FURTHER RESOLVED, That students currently enrolled at Sholes Middle School shall be authorized to attend Sholes, to be promoted to the seventh or eighth grade, and to graduate from Sholes at the eighth grade, provided that they graduate no later than 2007.

Referred to the Committee on Innovation/School Reform

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Resolution 0203R-046

by Director Gardner

WHEREAS, Negotiations and contracts between the Milwaukee Board of School Directors and the Milwaukee Teachers Education Association (MTEA) affect every aspect of MPS enrollment, student achievement, parent satisfaction, post-graduate success, competitive ability to attract students and teachers from surrounding districts and other educational sectors, staff recruitment and retention, finances, and Milwaukee property taxes; and

WHEREAS, The parents, students, teachers, tax-payers, and citizens of Milwaukee deserve the opportunity to observe, comment upon, and understand the process and effects of so pivotal a document; and

WHEREAS, The secret conduct of labor negotiations between the Milwaukee Board of School Directors and the MTEA has resulted in

- fringe-benefit costs now projected to approach one-third the total MPS budget within ten years;
- starting pay for new teachers too low to attract the number and quality of first-year teachers required;
- school calendars and schedules that disrupt the lives, work, and safety of low-income Milwaukee families;
- restrictions that prevent qualified minority and low-income Milwaukee residents from earning licensure and degrees to become DPI-certified teachers in MPS;
- restrictions that inhibit and prevent experienced, licensed teachers from teaching in MPS; and
- restrictions that prohibit job-sharing and other part-time employment opportunities for teachers who want them; and

WHEREAS, Nothing in NLRB, WERC, or Wisconsin Open Meetings legislation prohibits the conduct of labor contract negotiations in public; now, therefore, be it

RESOLVED, That the labor-contract negotiations between the Milwaukee Board of School Directors and the MTEA be conducted in public and subject to Wisconsin open meetings law.

Referred to the Committee on Finance/Personnel.

* * * * *

Resolution 0203R-047

by Directors Morales and Blewett

WHEREAS, Milwaukee Public Schools students will be profoundly affected both directly and indirectly by U.S. intervention in Iraq; and

WHEREAS, The district has an obligation to prepare students to be effective citizens in our democracy, an obligation which includes helping students develop skills for analytical thinking and inquiry about vital matters facing our community; now, therefore, be it

RESOLVED, That there be held a district-wide educational event at the school level on the background of the current crisis concerning Iraq, the options available to the United States and foreign governments to attempt to resolve that crisis, and the likely consequences of a United States military attack on Iraq; and be it

FURTHER RESOLVED, That this educational event be required in the high schools and middle schools and be optional in elementary schools, and that it include a minimum of one class period dedicated to presentations and discussions concerning this matter, and one after-school event for further presentations and discussion; and be it

FURTHER RESOLVED, That the Administration be directed to facilitate the collection of age-appropriate materials and presentations, representing diverse viewpoints on the background, options, and consequences concerning the crisis concerning Iraq, for use by the schools in preparing for this educational event.

Referred to the Committee on Innovation/School Reform.

* * * * *

Resolution 0203R-048

by Director Blewett

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.

Referred to the Legislation, Rules and Policies Committee.

* * * * *

Resolution 0203R-049

by President Spence

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.

Referred to the Committee on Innovation/School Reform.

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The Board adjourned at 8:31 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 4, 2003

Special meeting of the Board of School Directors called to order by President Spence at 6:18 PM.

Present — Directors Blewett, Dannecker, Gardner, 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:

February 28, 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 6:00 p.m. on Tuesday, March 4, 2003, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conducting a six-month performance evaluation of the Superintendent and possibly to take action on modifying his employment agreement.

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-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may retire to executive session to discuss the matters stated above. The Board may then reconvene in open session to take action on any matters discussed in closed session.

LYNNE A. SOBCZAK
Board Clerk

Director O'Neil moved that the Board retire to executive session, pursuant to Wisconsin Statutes, §19.85(1)(c), for the purpose of conducting a six-month performance evaluation of the Superintendent and possibly to take action on modifying his employment agreement.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

The Board retired to executive session at 6:20 PM.

The Board reconvened in open session at 8:08 PM.

Director Gardner moved that the Board authorize the President to enter into negotiations with the Superintendent for a two-year contract. The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

The Board adjourned at 8:13 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 13, 2003

Special meeting of the Board of School Directors called to order by President Spence at 6:15 PM.

Present — Directors Blewett (6:30 PM), Dannecker, Gardner, Hardin (7:24 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:

March 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 6:00 p.m. on Thursday, March 13, 2003, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of:

1. 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; and
2. considering and taking action on the terms of an employment agreement for Superintendent of Schools William G. Andrekopoulos.

In regard to Item 1 above, 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.

In regard to Item 2 above, pursuant to Wisconsin Statutes, Section 19.85(1)(c), the Board may retire to executive session for the purpose of considering employment and compensation matters relative to the terms of an employment agreement for Superintendent of Schools William G. Andrekopoulos. The Board may reconvene in open session to take action on matters considered in executive session.

LYNNE A. SOBCZAK
Board Clerk

Director Gardner moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(e), to formulate collective bargaining negotiations strategies, and pursuant to Wisconsin Statutes, Section 19.85(1)(c), to consider employment and compensation matters relative to the terms of an employment agreement for Superintendent of Schools William G. Andrekopoulos.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 7.
Noes — None.

The Board retired to executive session at 6:19 PM.

The Board reconvened in open session at 7:41 PM.

Director Johnson moved that the Board accept the Superintendent's contract as presented.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

The Board adjourned at 7:44 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 27, 2003

Regular meeting of the Board of School Directors called to order by President Spence at 6:43 PM.

Present — Directors Blewett, Dannecker, Gardner, 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 honored to present the "Excellence in Education Award" to:

Michael Broderick, Teacher, Milwaukee High School of the Arts

Mr. Michael Broderick has dedicated 31 years to the field of education, 25 of those being in Milwaukee Public Schools. Currently an art teacher at Milwaukee High School of the Arts, he has also served as a district art supervisor, department chair, and teacher in the Art Satellite Program through a collaborative effort between Milwaukee Public Schools and the Milwaukee Art Museum. Mr. Broderick credits his art teacher at Rufus King High School, Mr. Ed Boerner, for inspiring his interest in art and ultimately his career as a professional educator and artist.

Those who visit his classroom or tour the tastefully art-clad halls of Milwaukee High School of the Arts can readily see the results of Mr. Broderick's expertise as an educator. His teaching philosophy supports a rigorous art experience that provides students with the strong foundation necessary to ascend to advanced levels of art. This includes an object-based/figure-based curriculum and a strong work ethic. Always one to lead by example, Mr. Broderick consistently works hard to encourage his students to do the same. In addition, as a producing artist who displays his paintings in a local gallery, he serves as an important professional role model for those students who will pursue art as their chosen field.

Mr. Broderick affords equal and high regard to his area of specialization and to his role as a teacher. He enjoys seeing his students develop their artistic talents and ultimately embark on successful art careers. It is especially gratifying to him to know that somehow he has helped his students see things they needed to see and discover techniques both useful in and suited to their individual styles.

Respected by both students and colleagues alike for his leadership abilities and support of art education, Mr. Broderick consistently works to foster positive professional relationships that have resulted in an atmosphere that is rich with artistic imagination and promise. His support of art education extends beyond the confines of his classroom and into the community through his past mentoring of student teachers and current coordination of university observers. He further supports art education by counseling his students who show potential promise in this area to consider a career in teaching.

The Milwaukee Board of School Directors and the entire school community recognize Michael Broderick 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 Director Jeff Spence.

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Special Recognitions

The Bay View High School Chess Team

The Bay View High School Chess Team finished first in the nation in its division at the 2003 National High School Chess Championship held March 21-23 in Columbus, Ohio. In addition, team member Chue Yang went undefeated to earn the prestigious "Best Player in Division" award at the competition.

The team members are:

Fue Her, Co-Captain
Jose Pimienta, Co-Captain
Dean Jensen
Chue Yang
Kevin Neale, Coach

Shalom and El Puente Basketball Teams

The basketball teams from the Shalom and El Puente alternative high schools were seeded 3rd and 5th, respectively, in the PAC-8 (Partnership Athletic Conference) conference tournament. They met in the finals, at which El Puente prevailed, 68-31. The champion and the runner-up of the PAC-8 were seeded into the WIPAA (Wisconsin Independent Partnership Athletic Association) state championship tournament. Both teams having won in the semi-finals, they faced each other again for the state championship. This time, Shalom's team, who were the (2001-2002) WIPAA State champs, won, 52-38.

Shalom High School

Director ..... Gwendolyn Spencer
Assistant Director..... Anthony Bradford
Coaches ..... Vickie LeFlore, McArthur LeFlore, Anthony Bradford
Players..... Elden Barken, Albert Henry, Lancharles Bryant, Anthony Ingram, Brandon Davison, Antonio Jarvis, Terrell Gates

El Puente High School

Co-directors:..... Lynn Klipstine, Rebecca Mitteness-Wendel, John Surges
Coaches ..... Michael Burns, Vincente Hernandez, Tim Brudnicki
Players..... Terrell Bivins, Lewis Malone, Kelcey Collier, Luis Martinez, Elvis Davis, Richard McDougle, Antonio Fizer, Rashod Reliford, Marquis Gowdy, Duran Rice, Quran Hasan, Dejuan Sims, Marcus Lee, Anthony Steward, Chris Lopez, Josh Sykes, Jose Maldonado

Rufus King High School Basketball Team — State Champions

The Milwaukee Rufus King basketball team advanced to become the 2003 State Champions on Saturday, March 22. At the request of the Rufus King school community, however, the Board will wait until its April meeting to celebrate this victory.

Custer High School

For the first time in the school's history, the Custer High School basketball team made it to the quarterfinals of the 2003 Division 1 state tournament. The quarterfinal game took place on Thursday, March 20, against Appleton West. Custer basketball coach, Marc Mitchell, has played an integral role in building the program to its current stature in a short period of time.

According to the Milwaukee Journal Sentinel, "There's plenty to shout about at Custer nowadays, from the basketball and wrestling teams reaching the state tournament level to an upswing in academics and attitude."

Milwaukee Custer High School
2002-2003 Varsity Roster

Principal ..... Willie Jude
Athletic Director..... Andrew Rossa
Head Coach ..... Marc Mitchell
JV Coach ..... Robert Wells
Freshmen..... Leroy Jackson

Assistants ..... Dave Dettman, Ed Goodwin, Greg Leonard
Managers..... Naomi Smith, Andrea Smith
Players..... Tyson Kingsby (#20), Draelon Burns (#21), Daniel Butler (#22), Kriss Berry (#23), Adam Carson (#24), Terrance Neal (#25), Chaz Jones (#30), Carl Sims (#31), Curt Allen (#32), Keelyn Tyler (#33), Jovanni Sims (#40), Anthony Griffin (#42)

Other Awards and Commendations

Students

Erik Saunders, an eleventh-grade student at Rufus King International Baccalaureate High School, achieved a perfect score of 36 on the ACT Assessment. He is one of only three college-bound students in Wisconsin, and one of six in the United States, to achieve the highest possible composite score on the assessment. Erik is an accomplished pianist planning to attend Northwestern University with a major in music.

Listed below are the Fox 6/MPS Black History Month Essay Contest 2003 winners and finalists. The grand-prize winner will receive two box-seat tickets to the April 6 Milwaukee Brewers baseball game. All finalists receive a 2-for-1 Marcus theatre coupon.

Grade 6

Finalists:
Jonathan Canady, Keefe Avenue School
Chazmire' Flowers, Lincoln Middle School of the Arts
Zang Moua, Bell Middle School
Stella Nathan, Lincoln Middle School of the Arts
Aaron Walker, Keefe Avenue

Grade 7

Winner: Martha Alexander, Dr. Benjamin Carson Academy of Science

Finalists:
Nicholas Blumenberg, Samuel Morse Middle School
Antonio Jones, Story School
Rebecca Sykalski, Humboldt Park School
Khang Thao, Story School

Grade 8

Winner: Genesis DeLeon, Bell Middle School

Finalists:
Miracle Boyle, Dr. Benjamin Carson Academy of Science
Marquita Franklin, Story School
Darrell Garrett, Dr. Benjamin Carson Academy of Science
Treneea Sallis, Story School

The College Board has recognized Caitlin Miner-LeGrand, who graduated from Riverside University High School this past May, as the College Board's top Advanced Placement (AP) Scholar in Wisconsin. The College Board recognizes one female and one male student in each state annually as the top AP Scholar for that state. Caitlin has also been recognized by the College Board as a National AP Scholar for having maintained an average of 4.0 or higher on eight or more full-year AP Exams (or the equivalent). Caitlin successfully completed ten AP exams as a student at Riverside. All AP Scholars were recognized at a ceremony and reception in Madison on February 16.

Additionally, 13 students from three Milwaukee Public Schools' high schools have been identified for special recognition by the College Board for their high achievement in AP coursework, as reflected in their final AP exam scores. The criteria for recognizing these students and the lists of MPS students recognized follow:

AP Scholars

Students who have achieved grades of 3 or higher on three or more full-year AP exams are recognized as Wisconsin 2002 AP Scholars:

Hamilton High School:
Katherine E. Kroll, Grade 12

Milwaukee High School of the Arts:
Theresa J. Abler, Grade 12
Daniel E. Kohlmann, Grade 12
Diana C. Luepke, Grade 12
Lorraine N. Mull, Grade 12

Riverside University High School:
Matthew M. Barbian, Grade 12
Shani D. Bensman, Grade 12
Jonathan R. Chin, Grade 12
Rafael A. Gonzalez, Grade 11
Jennifer Sweetland, Grade 12
Ryan Taylor, Grade 12

AP Scholars with Honor

Students who have achieved average grades of at least 3.25 on all AP exams taken or grades of 3 or higher on four or more full-year AP exams are recognized as 2002 AP Scholars with Honor:

Riverside University High School:
James Erickson, Grade 12
Douglas P. Fromm, Grade 12
Tracy B. McCubbin, Grade 12
Abigail P. McGraw, Grade 12
Maria J. Martinez, Grade 12
Courtney E. Nelson, Grade 12

AP Scholars with Distinction

Students who have achieved average grades of at least 3.5 on all AP exams taken or grades of 3 or higher on five or more full-year AP exams are recognized as 2002 AP Scholars with Distinction:

Riverside University High School:
Benjamin J. Bannier, Grade 12

The art of Ashley Suttle, a fifth-grade student at Phillis Wheatley Elementary School, was exhibited as part of Youth Art Month — a celebration of student artists sponsored by the Wisconsin Art Educator's Association and the Milwaukee Public Library. The students' works have also been chosen for the Wisconsin Youth Art Month Exhibit held at the State Capitol Rotunda in Madison. The following students were recognized for their art work:

Heather Wagner, Fairview; Kody Dundon, Golda Meir; Shakiyla Greer, Lancaster; Georgina Konta, Honey Creek; Jodyn Tate, Grant; Ashley Suttle, Phillis Wheatley; Ashley Dye, Milw. Spanish Immersion; Bethany Runnoe, Hamilton High School; Jocquelyn Tucker, Marshall High School; Emily Miles, Elm Creative Arts; Travian Tardy, Elm Creative Arts

The National Honor Society and the Student Council of Riverside University High School sponsored Box City to raise money and community awareness to fight the problem of homelessness. This is the fourth year these students are sponsoring this event, which also raised money for Habitat for Humanity, a home-building organization headed by former President Jimmy Carter. The ultimate goal is to collect a total of $45,000.

Schools

Riverside University High School recently held a used-book sale during parent conferences. All proceeds went toward college scholarships for deserving RUHS students. The book sale was sponsored by the Come Home to Riverside Foundation, a non-profit organization which seeks donations and other funding sources for higher-education scholarship assistance for deserving RUHS students.

Staff/Departments

The Title I Office of MPS presented a program, My Contribution to Society as an African American, at Sarah Scott Middle School for the Health Sciences. This event, which includes student talent, African American fashions, and food, was developed to help community members restore pride in their African American heritage and encourage community involvement around traditional values of cultural greatness.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of February 6 and 27, 2003, were approved as printed.

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REPORTS AND COMMUNICATIONS FROM THE DIRECTOR, OFFICE OF BOARD GOVERNANCE/BOARD CLERK

(Item A) Suspension of Board Rule 1.02(1) and Rescheduling of the Regular April 2003 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 April 2003 Board meeting would be held on April 24, during Spring break.

Therefore, it is recommended that the Board suspend Board Rule 1.02(1) and change the date of the regular April Board meeting to Tuesday, April 15, 2003.

LYNNE A. SOBCZAK
Director/Board Clerk

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

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Horton, Johnson, O'Neil and President Spence — 6.
Noes — Director Hardin — 1.
Temporarily absent — Directors Blewett and Morales — 2.

Director Johnson moved to change the regular April Board meeting to April 15, 2003.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, O'Neil and President Spence — 7.
Noes — None.
Voting "present" — Director Blewett — 1.

Temporarily absent — Director Morales — 1.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

- Committee on Innovation/School Reform, Item 4, a resolution regarding future enrollment at Sholes Middle School;
- Committee on Finance/Personnel, Item 1, monthly finance and facilities matters; and
- Committee on Finance/Personnel, Item 4, a resolution to establish a mandatory uniform dress code for all elementary and K-8 schools

On the motion of director Johnson, the balance of the reports was adopted, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, O'Neil and President Spence — 7.
Noes — None.
Voting "present" — Director Blewett — 1.
Temporarily absent — Director Morales — 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 Request to Amend the Contract with Veritas/Seeds of Health Charter School to Provide an Additional Ten Seats

Background

1. Charter school contracts and policies require that requests for amendments to an existing contract be approved by the Board.
2. On January 25, 2000, the Board of Directors directed the MPS Office of Board Governance, in consultation with the MPS Superintendent's designees and the City Attorney's office, to negotiate and draft a contract with Seeds of Health, Inc., to create Veritas High School.
3. On May 30, 2000, the Board approved a charter school contract creating Veritas High School. Veritas High School, however, did not open during the 2000-2001 school year.
4. On August 2, 2001, the Board approved a recommendation that the Veritas High School contract be amended to allow the charter school to enroll and receive funding for 30 additional pupils under the contract, for a total of 150 pupils — as long as the additional pupils did not attend MPS schools in the school year prior to their initial enrollment in the charter school — and to receive funding for the same during the second, third, fourth, and fifth years of the contract.
5. Veritas opened as a Milwaukee Public School Charter school for the 2001-2002 school year.
6. On February 28, 2002, the Board approved a recommendation that the Veritas High School contract be amended to allow the charter school to increase the number of pupils enrolled in the charter school from 150 pupils to 160 pupils, beginning with the 2002-2003 school year — provided that the additional students had not attended MPS school sin the school year prior to their initial enrollment in the charter school — and to receive funding for the same during the third, fourth, and fifth years of the contract.

Administration's Analysis

7. In a letter to Milwaukee Public Schools, Diversified Community Schools, Seeds of Health, Inc., on behalf of Veritas High School, has requested an amendment to its contract, which would increase the number of its seats from 160 pupils to 170 pupils for the fourth and fifth years of the contract.

8. The Veritas/Seeds of Health executive director indicated that the additional ten seats are necessary in order to respond to the requests from parents and community.

9. Veritas/Seeds of Health continues to demonstrate sound academic success and, therefore, is a prime candidate for the additional seats to serve more students.

10. Diversified Community Schools has requested an amendment be drafted by the City Attorney's Office. The amendment states that MPS shall make payment to the charter school which shall not exceed categorical aids plus the per-pupil allocation multiplied by a maximum of 120 FTE pupils in the 2000-2001 school year, a maximum of 150 pupils in the 2001-2002 school year, up to a maximum of 160 pupils in the 2002-2003 school year, and a maximum of 170 pupils in the 2003-2004 and 2004-2005 school years, in accordance with the payment schedule.

Strategic Plan compatibility statement

11. The recommendation supports the MPS Strategic Plan, Goal 3, family satisfaction, as measured by their choices in the education marketplace. This is indicated by parental requests to increase the number of seats available at Veritas High School. Veritas would like to serve more students that are presently being placed on a wait list. In addition, increased seats at Veritas High School supports Strategic Plan Goal 1, student achievement — It would allow Veritas High School to offer more academic choices to its students.

Statute, Administrative Policy, or Board Rule Statement

12. 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 Statutes, §118.40.

Implementation and Assessment

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

Fiscal Impact Statement

14. This item does not authorize expenditures. The FY04 cost for 10 additional pupils is $71,815.60. The FY04 school allocations include funding for 170 pupils at Veritas.

Committee's Recommendation

Your Committee recommends that the Board amend the contract with Seeds of Health, Inc., to increase the number of seats at Veritas High School from 160 to 170 for the 2003-2004 and 2004-2005 school years.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 2) Report on the 2002 Summer School and Preliminary Plans for the 2003 High-School Summer School and Targeted Supplemental Services Programs

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

Administration's Report

1. Following is a brief summary of the highlights of the 2002 Summer School program. A more detailed report has been provided under separate cover. Information for this report comes from a review of the student grades, attendance reports, a reading program study, and an analysis of outcomes for the kindergarten program.

2. The 2002 Summer School program was held from July 8 to August 2, 2002. Seventy schools provided educational and recreational activities for nearly 17,000 students. 1,078 students with special educational needs were served in summer-school sites, and approximately 8,500 children participated in the wrap-around recreation program at the elementary level.

3. The number of summer programs designed and operated by local school staffs increased from 43 sites in 2001 to 64 in 2002. Local summer-school programs were operated in 18 sites in 1998, 51 sites in 1999, and 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. In many cases, a small local program also shared the building with a citywide program to reduce administrative costs.

4. Kindergarten students showed improved or maintained performance in areas assessed: letters of the alphabet, initial sounds, phonemic awareness, and basic sight vocabulary. Children in kindergarten improved or maintained performance for all areas measured as a result of participation in summer school, as follows:

- 89% of the students maintained or gained in learning the letters of the alphabet.
- 90% of the students maintained or gained in learning initial sounds.
- 90% of the students maintained or gained in learning phonemic sounds.
- 90% of the students maintained or gained in acquiring basic sight words.

5. The elementary math and science summer curriculum, "Our Place in Space," developed collaboratively with the Center for Science Education at the Medical College of Wisconsin, showed increases in science content knowledge and science reasoning ability. For the science and math program, 97% of the primary students and 83% of the intermediate students demonstrated proficiency on the post-test. The post-test scores indicate significant gains. The percentage of elementary students scoring at the proficient level in post-testing was 68% higher than the pretest. The intermediate students scoring at the proficient level was 57% higher on the post-test than on the pretest.

6. The elementary reading/language arts program assessed all students with a reading and writing test produced by the Scholastic Company, the Dolch Sight Vocabulary test, and a Comprehension-Story Mapping test. 87% of the students maintained or gained in performance on the Scholastic reading test. 91% of the students maintained or gained in performance on the Scholastic Writing test. 91% of the students maintained or gained in acquiring the Dolch Sight Words. 93% of the students maintained or gained on the Story Mapping test. Performance in all areas of reading was significantly changed.

7. At the middle-school level, 12 middle schools and one K-8 school offered local summer school programs. (In 1998, 48% stopped attending; in 1999, 24% stopped attending; in 2000, 13% stopped attending; and in 2002, 32% stopped attending.) The middle-school instruction focused on helping students meet the grade-level standards.

8. Sixty-seven of the 482 students enrolled in the course (13%) completed the Plato program and moved on to ninth grade.

9. At the high-school level, 11 schools offered local programs for their students in English and math. Citywide programs were held only for the subjects of science, social studies, and art. Greater student safety, achievement, and attendance occur when students continue instruction in their winter sites with teachers familiar with their performance. Overall enrollment in high school at the end of the summer indicated 89% of the students were still in attendance.

10. The wrap-around recreation program, which was designed to support the MPS 2002 Summer School Program, operated from June 24 to August 2 at 39 elementary schools. Approximately 8,500 students attended the Wrap-Around Recreation Program. Twenty-two locations were programmed by the MPS Division of Community Recreation, and seventeen locations were operated by the following Milwaukee-area youth-serving agencies: Boys & Girls Club of Greater Milwaukee, Northcott Neighborhood House, Rosalie Manor, Latino Community Center, the YMCA, Bay View Community Center, OIC, Bay View Area Redcats, and Journey House.

Summer 2003 Plans — High-school Summer School and Targeted Supplemental Services

11. Plans are underway for the 2003 high-school summer-school program. The core academic courses will be offered to students who must repeat classes they have failed. It is expected that the high-school summer school will operate from July 7 to August 1, 2003. Approximately 1.2 million dollars of Board funds will be used for the high-school summer-school program.

12. Special-education students who have Individualized Education Plans (IEPs) that mandate extended school-year services (ESY) will also have services in the summer. Approximately 1.3 million dollars of Board funds will be used for ESY and summer IEP team activity on behalf of students with special educational needs.

13. Nineteen schools at the elementary and middle-grade levels will provide targeted supplemental services to low-performing students who qualify for free or reduced-cost meals. These schools are in their second year of being designated as schools in need of improvement. Parents will be asked to choose Milwaukee Public Schools (one of 29 state-approved service providers) to provide these summer supplemental services. These services will be funded with the Supplemental Services funds that the district was required to set aside from its Title 1 allocation.

* * * * *

(Item 3) Report on the Eighth-Grade Transitional Program

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

Administration's Report

1. At its February 1996 meeting, the Board directed the Administration to develop learning proficiencies in mathematics, science, 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.

2. In December 1999, the Board adopted two educational programs for eighth-grade students who do not meet proficiency requirements:

- 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.
- 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.

2000-2003 Eighth-Grade Transition Students

3. This preliminary report focuses on the current overall status of all eighth-grade transition students and their progress with the PLATO curriculum. Later this spring, a richer, more in-depth report will be presented to the Board that will provide extensive data covering grade-point average, attendance, and standardized test scores. In addition it will illustrate how the 8T transition students are doing compared with their peers in other groups. Following careful analysis of the data provided in our next report, MPS administration looks to restructure the transition program based on what has been learned over the past three years, as well to align it with the new high-school redesign plan.

4. Milwaukee Public Schools has always had students who were not achieving according to their abilities. Some of those students were potential dropouts. Now we have a program in place for them. While the average age of beginning ninth-grade students is 14, we've demonstrated in a previous report that many of the transition students are age 16 and older. It is promising that more of these students are returning to school to continue in the Transition Program rather than dropping out of school. The Transition Program offers students opportunities for success.

5. Attachment A (all attachments are available with the minutes of your Committee's meeting) examines the current and latest enrollment status of 8T transition students identified over the last three years, as of January 2003.

- 2000-01 data indicate that 846 transition students were enrolled
- 2001-02 data indicate that 1,046 transition students were enrolled
- 2002-03 data indicate that 812 transition students were enrolled

6. The first chart illustrates for each year of the transition program how many students are still in school, have dropped out, transferred, died, been incarcerated, or have pursued alternative education.

- 2000-01 — 437 students of the 846 are still enrolled in school
- 2001-02 — 739 students of the 1,046 are still enrolled in school
- 2002-03 — 683 students of the 812 are still enrolled in school

7. The second chart details the grades achieved by those students who remain with us over the two or three years, minus those who have transferred, died, are in jail, or have sought alternative education. (See attachment A)

8. Students enrolled in the Transition Program have at least one class using the PLATO curriculum. They have individual plans and work at their own independent levels and paces. PLATO data were examined in order to obtain an overall view of students' successes. Attachment B indicates for each content area in PLATO the average initial skill level, the current skill level, and the percent improvement. Significant increases appear for each content area.

Average Plato data for 633 students:			
	Skill Level		
Area	Initial	Current	% Improvement
Language Arts	3.04	7.21	137%
Math	2.85	5.37	88%
Reading Comprehension	4.19	5.41	29%
Reading Strategy & Skills	3.81	5.96	56%

9. Attachment C also indicates that students who spent an average of ten hours or more during the school year working on their Plato programs improved their skill levels by more than 50%. Conversely, the data also show that those working an average of fewer than ten hours improved less than 50%. (See attachment C)

10. A small sampling of 139 transition students enrolled in the current 2002-2003 school year who have moved on to ninth-grade status shows that 116 of them have PLATO data. Their data indicate that these students spent twice as many hours learning the PLATO curriculum as did their counterparts who are still transition students.

11. A preliminary review of up-to-date Plato data indicates the continuing improvement of academic achievement for students actively involved in this program.

12. The 2002 high-school summer-school program offered the Plato courseware to new and current eighth-grade-transition students. This enabled high-school sites to take responsibility earlier for the newly identified transition students. Students new to high schools were able to acclimate themselves to a high-school setting as well as work on their proficiency status prior to the start of the 2002-2003 school year.

13. 482 transition students enrolled in the 2002 summer school. Of those enrolled, 67, or 12.6%, passed to the ninth grade.

* * * * *

(Item 4) Action on Resolution 0203R-045 by Directors Dannecker and Johnson Regarding Future Enrollment at Sholes Middle School

Background

At its meeting on February 27, 2003, the Board referred the following resolution by Directors Dannecker and Johnson to the Committee on Innovation/School Reform:

WHEREAS, Sholes Middle School is on the Wisconsin Department of Public Instruction's list of schools in need of improvement; and

WHEREAS, Sholes Middle School has attracted fewer and fewer middle-school students from the designated Sholes attendance area and from surrounding attendance areas; and

WHEREAS, MPS is experiencing an increase in available sixth-, seventh-, and eighth-grade seats because:

- The conversion of many MPS elementary schools to K8 schools — including Victory, IDEAL Charter, Cooper, Humboldt Park, Tippecanoe, Manitoba, and Fairview — predictably reduces the number of Sholes applicants;
- The MPS Neighborhood Schools Initiative will add significantly more middle-grade seats at both expanded middle schools and neighborhood-based K8 schools; and
- The accelerating popularity of Open Enrollment increases options for many students in the Sholes attendance area; and

WHEREAS, At least one, and as many as four, other schools have expressed interest in locating, or expanding enrollment, in the Sholes facility, including:

- IDEAL Charter School, which is already located in the Sholes Facility and which may wish to expand to its contracted limit of three hundred (300) seats in the next several years;
- The Professional Learning Institute (PLI), which needs space for its projected 2004 enrollment of 68 students;
- A possible new International Baccalaureate high school which is under consideration and development by MPS staff and parents in the Sholes attendance area; and
- A possible new early childhood program for younger siblings of students at all programs and facilities located in the Sholes facility; and

WHEREAS, The Sholes facility may prove an excellent, cost-effective, and community-building site for a shared educational-recreational complex with community partners such as the YMCA, YWCA, Boys and Girls Club, or other non-profit agencies; and

WHEREAS, Any or all of these attractive, successful programs will require additional space in which to operate and expand; now, therefore, be it

RESOLVED, That 2004 school-year enrollment at Sholes Middle School be restricted to students who apply at Sholes, with the following three exceptions:

- Special education students with identified needs that can be met best, or only, at Sholes;
- Siblings of currently enrolled Sholes students; and
- Students within the Sholes attendance area; and be it

FURTHER RESOLVED, That parents who have applied to enroll their children at Sholes Middle School for the 2004 school year be informed no later than March 31, 2003, that enrollment has been restricted for other students at Sholes, so that the full sixth-, seventh-, and eighth-grade programs may not be available for their children; and be it

FURTHER RESOLVED, That students who have selected Sholes Middle School as their first choice shall be assured their current second choice for enrollment; that students who have selected Sholes as their second choice shall be assured of their current third choice; and that all students who have selected Sholes will be informed of new options that may become available within the Sholes facility and other nearby sites; and be it

FURTHER RESOLVED, That students currently enrolled at Sholes Middle School shall be authorized to attend Sholes, to be promoted to the seventh or eighth grade, and to graduate from Sholes at the eighth grade, provided that they graduate no later than 2007.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution, with the first "Further Resolved" amended as follows:

FURTHER RESOLVED, That parents who have applied to enroll their children at Sholes Middle School for the 2004 school year be informed no later than ~~March 31~~ April 30, 2003, that enrollment has been restricted for other students at Sholes, so that the full sixth-, seventh-, and eighth-grade programs may not be available for their children…

Director Gardner moved to adopt the Committee's report.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, O'Neil and President Spence — 7.
Noes — None.
Voting "present — Director Blewett — 1.
Temporarily absent — Director Morales — 1.

* * * * *

COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Dannecker presented the following report for the Committee on Legislation, Rules and Policies:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Legislation, Rules and Policies presents the following report:

(Item 1) Update on Current Legislative Matters

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

Background

On November 21, 2002, the Milwaukee Board of School Directors unanimously approved the 2003-04 MPS Legislative Agenda, which consists of assertive, yet practical, initiatives focusing on, but not limited to, improving teacher quality, enhancing access to special education, expanding before- and after-school programs, increasing access to early childhood education, and expanding the scope of healthcare coverage for all students. Since the agenda's adoption, the MPS legislative team has been aggressively lobbying key legislators and state officials to implement the proposals contained in the agenda. This item serves as an update on the current status of MPS legislative initiatives.

While the MPS legislative team is actively pursing all designated initiatives, issues not contained in the agenda have surfaced that present positive opportunities for the district (e.g., unfunded pension liability legislation). Currently, the legislative team is aggressively pushing the aforementioned unfunded pension legislation, along with an initiative regarding liability coverage for volunteer healthcare providers. Herein is a synopsis and update of the two legislation pieces.

Administration's Analysis

1. Unfunded Pension Liability Legislation

Background

a. MPS has a current unfunded prior-service liability contribution under the WRS of roughly $167 million. Under the current repayment plan, MPS is incurring an interest rate on this liability of 8% per annum. In the current situation, MPS's liability is estimated to grow until the year 2021, when the obligation will total over $237 million, before declining gradually each year. By 2030, the obligation would still total about $178 million — larger than it is today. Based on estimates, MPS could save up to $3 million a year by lowering its interest repayment. To take advantage of current low interest rates, MPS would like the City of Milwaukee to borrow an amount sufficient to pay off the remaining liability. (By law, MPS cannot independently issue debt, but the City of Milwaukee can issue debt for MPS for school purposes.)

b. Under current law, the City can issue additional debt for school purposes, subject to a 2% limit of the total value of taxable property; however, the current provision requires a citywide referendum, only authorizes ten-year notes, and does not specify pension liability repayments as an allowable purpose for issuing such debt.

c. In order to achieve the refunding and redirect significant dollars to the teachers and classrooms in MPS, the City and MPS have agreed to create joint legislation to refinance the unfunded prior-service liability contribution.

Current

d. Recognizing the positive fiscal impact of the proposed refinancing, Senator Alberta Darling (S-8), Co-Chair of the Joint Finance Committee and a Milwaukee legislator, has agreed to author a bill on the issue. After two weeks of legislative analysis, a preliminary bill, approved by the financial analysts at both the City of Milwaukee and MPS, has been drafted and is expected to be introduced in the Senate within the next week. Due to the nature of the bill (refinancing based on current low interest rates), Senator Darling has pledged to help move the bill expeditiously through the legislative process.

2. Liability Coverage for Volunteer Healthcare Providers

Background

a. Health has a direct effect on children's academic success. Providing appropriate accessible healthcare is linked to decreased absenteeism and increased student achievement. Many healthcare professionals are willing to volunteer their services at public schools; however, under current state law, these professionals cannot do so without paying for their own liability coverage. At this time, free liability coverage is available only if healthcare services are provided in not-for-profit agencies.

b. Last year, Milwaukee Representative Jon Richards (D-19) attempted to introduce legislation that would address this issue. Due to a disagreement in some of the content, state legislators were unable to agree on final legislation.

Current

c. Recognizing the need to expand the scope of healthcare coverage for students, Representative Richards is again feverishly working to reintroduce a bill early this legislative session. With greater legislative support this year, we estimate that a bill should be introduced within the coming weeks.

* * * * *

(Item 2) Action on Recommendations with Respect to the Governor's Proposed Appropriations for the 2003-05 Fiscal Biennium

Background

On February 19, 2003, Senate Bill 44, the state budget bill containing the Governor's recommendations for appropriations for the 2003-05 fiscal biennium, was introduced to the Wisconsin State Legislature. While throughout the bill the Governor reaffirms his commitment to K12 education by "sparing" many educational programs from some of the extensive measures to reduce other state spending, the Milwaukee Public Schools and school districts statewide face several new fiscal challenges and adjustments. This item represents an analysis of the Governor's budget from the perspective of the Milwaukee Public Schools.

In order to continue to promote legislative action consistent with the short-term and long-term needs and priorities of MPS, the District must focus on the items in the proposed budget that are of the most immediate concern for MPS. The following pages detail the key proposals contained in Governor Jim Doyle's 2003-05 Executive Budget, how they relate to and affect the Milwaukee Public School, and the position of the Milwaukee Public Schools on each proposal.

Administration's Analysis

1. Equalization Aid

While the Governor proposes increasing general school aids by nearly 1% in FY04 and by an additional 1.5% in FY05 (the funds coming from segregated revenue in the Transportation Fund), the most significant change is the proposal to repeal the commitment to fund two-thirds of the cost of school aids. Under current law, school aids would have increased statewide by $150 million in 2004 and by $296.5 million in 2005. The proposed budget would cut these levels, providing only an additional $40 million in 2004 and $60 million in 2005. As a result of these changes alone, aid to MPS would decrease by approximately $8 million in 2004 and roughly $18 million in 2005, relative to current law.

Recommendation

Support the Governor's position to increase the equalization aid; however, oppose the Governor's position to repeal the commitment to fund two-thirds of school aids.

2. Primary Aid

The Governor 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 relative property wealth; however, a separate hold-harmless provision would remain that ensures that no district's payment can be less than 85% of that 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 $150,000 in 2004 and approximately $500,000 in 2005, increases of 0.3% and 0.8%, respectively, under current law.

Recommendation

Support the Governor's proposal.

3. Revenue Limits

The Governor proposes increasing the revenue limit for low-spending districts. The Governor would exempt any district spending less than $7,400 in 2004 and $7,800 in 2005. (Currently, revenue limits do not apply for districts spending $6,900 or less per pupil.) Although the proposed provision would apply to 98 districts statewide, MPS would not experience an increase in the revenue limit.; however, as any of the districts choose to increase their spending in 2004, they will generally qualify for more equalization aid in 2005. Beginning in 2005, this will decrease aid to most other districts statewide. For other districts, the per-pupil revenue limits would not be changed and would increase under current law by $236 per pupil in 2004 and by $234 per pupil in 2005. MPS's allowed budgetary increase would be capped based on those per-pupil increases.

Recommendation

Support the Governor's proposal.

4. Qualified Economic Offer (QEO)

The Governor proposes elimination of the QEO. Instead, the Governor proposes requiring school districts to include policy issues as subjects of bargaining. The Governor also proposes repealing provisions related to guaranteeing a minimum 3.8% compensation increase to non-represented school district employees, which includes district and school-building administrators.

Recommendation

Oppose the Governor's position to repeal the QEO with the position that it will severely decrease the ability of school boards to negotiate contracts that balance appropriate teachers' salaries and benefits while directing sufficient funds into the classrooms.

5. Milwaukee Choice and Charter School Programs

Under current law, the per-pupil payment for the choice and charter school programs increases annually by the same amount as that by which the public school revenue limits increase, currently estimated at $237 in FY04 and $243 in FY05. Under this proposal, the MPCP per-pupil payment would increase by about $55 in FY04 and by $28 in FY05. As a result of these changes, aid to MPS is estimated to increase by just under $1 million, relative to current law.

Recommendation

Support the Governor's proposal.

6. Temporary Assistance to Needy Families (TANF)

The Governor proposes decreasing expenditure authority for appropriations funded with TANF, which includes eliminating $1.4 million in TANF funds currently awarded to MPS annually. These funds are outside of the revenue limits. They are not funded by property tax.

Recommendation

Oppose the Governor's proposal to decrease TANF funds. The elimination in TANF funds would result in a major reduction in early childhood education and alternative education services throughout the MPS district, affecting roughly 1,110 and 3,750 students, respectively.

7. Technology in Educational Achievement in Wisconsin (TEACH)

Under TEACH, the Governor proposes eliminating the 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 include telecommunications access grants, to DPI. Currently, MPS receives roughly $5.8 million under the grant program that will be eliminated. Since the funding is outside of the revenue limit, it is not funded by property tax dollars.

Recommendation

Oppose the Governor's proposal to reduce $5.8 million from TEACH. Currently, TEACH funds are used to pay for MPS's wiring initiatives, which are scheduled to be completed in FY04; however, if the proposed reduction takes place, the completion will be delayed at least until FY06, placing students in unwired schools at a technological disadvantage.

8. High-school Graduation Test

Effective in FY05, the Governor proposes eliminating the unfunded requirement for the state to develop and administer a high-school graduation test.

Recommendation

Support the Governor's proposal.

9. General Educational Development (GED)

The Governor proposes authorizing DPI to create a program revenue appropriation in order to charge fees for issuing a high-school graduation equivalency declaration or a general educational development certificate.

Recommendation

Oppose the Governor's proposal in the belief that the issuance of fees will deter individuals from furthering their education by pursing their high-school graduation equivalency declaration or a general educational development certificate.

10. Nationally Board-Certified Teachers (NBCT)

The Governor proposes re-estimating the sum-sufficient appropriation to fully fund awards for teachers who attain the prestigious National Board Certification from the National Board for Professional Teaching Standards. The appropriation for national teacher certification is increased by $262,500 GPR in FY04 and $665,000 GPR in FY05

Recommendation

Support the Governor's position.

11. In-home Autism Services

The Governor proposes eliminating intensive in-home autism treatment as a Medical Assistance benefit. Instead, children with autism would continue to be eligible for Medical Assistance therapy services at schools or at a physician's office. (This change will make the state's coverage of autistic children consistent with federal regulations.)

Recommendation

Oppose the governor's position to eliminate intensive in-home autism treatment as a Medical Assistance benefit, with the position that it could put a financial and staffing strain on schools. The provision of intensive in-home autism treatment has been noted as making a positive impact on children, and, as a result, Wisconsin is nationally recognized as leading the nation in the area of autism intervention. Eliminating funding would do away with the additional support that the families are receiving above and beyond what the law requires by a school district through the IEP process. Due to the positive outcomes associated with the treatment, this group of children are better prepared for school. In the long run, we believe that doing away with the funding would have a negative impact on children, possibly resulting in delays that would not have otherwise occurred if the opportunity to receive additional support had been preserved.

12. Categorical Aids

The Governor proposes to maintain existing funding levels for all major categorical aid programs, including SAGE, bilingual education, and special education.

Recommendation

Support the Governor's proposal to maintain funding for the abovementioned categorical aids.

Strategic Plan Compatibility Statement

The recommendations support the MPS Strategic Plan's Goal 1, to improve student achievement; Goal 2, to improve student success in further education and employment; and Goal 3, to improve family satisfaction.

Statute, Administrative Policy, or Board Rule Statement

The recommendations are consistent with State of Wisconsin statutes and Board policies.

Fiscal Impact Statement

There is no direct fiscal impact from endorsing these recommendations.

Committee's Recommendation

Your Committee recommends that the Board adopt the recommendations on the budget analysis as outlined in items 1 through 12 above.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Report of the Independent Monitor on Participation Performance in the Neighborhood Schools Initiative; and Acceptance of Donations

AWARD OF CONTRACTS

Exterior Door & Window Replacement

Division 1 — Kosciuszko Middle School

Prime Contractor
J.F. Cook Co., Inc.
7830 South 10th Street
Oak Creek, WI 53154

Low Bidder, Base Bid of.....$567,700.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	0%	100% WBE	42	2	6	Corporation	0

Funds have been committed for this project from Facilities and Maintenance FY03 account codes 2-40-4-980-050-327-255000 (W.O. 2-590943).

Division 2 — Urban Waldorf School

Prime Contractor
J.F. Cook Co., Inc.
7830 South 10th Street
Oak Creek, WI 53154

Low Bidder, Base Bid of.....$324,300.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	0%	100% WBE	42	2	6	Corporation	0

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-40-4-980-383-327-255000 (W.O. 2-552671).

Roof Replacement

Milwaukee German Immersion School

Prime Contractor
Specialty Associates, Inc.
11122 West Rogers Street
West Allis, WI 53227

Low Bidder, Base Bid of $261,995, plus $122,672 for Mandatory Alternate Bid 1, to provide the work associated with roof section F, for a total contract of.....$384,667.00

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 FY03 account code 1-14-4-243-146-327-255000 (W.O. 2-546427).

Milwaukee High School of the Arts

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

Low Bidder, Base Bid of.....$424,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	100% DBE	45	13	4	Corporation	0

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-40-4-980-038-327-255000 (W.O. 2-546452).

Pierce School

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

Low Bidder, Base Bid of.....$229,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	100% DBE	45	13	4	Corporation	0

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-40-4-980-307-327-255000 (W.O. 2-546444).

Parking Lot Reconstruction

Happy Hill School

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

Low Bidder, Base Bid of $103,455, plus $6,360 for Mandatory Alternate Bid 1,
to provide and plant all trees, for a total contract of.....$109,815.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% WBE	34	1	2	Corporation	7

Funds have been committed for this project from Facilities and Maintenance FY02 account code 2-10-4-974-206-327-255000 (W.O. 2-512022).

Ninety-fifth Street School

Prime Contractor
Wm. Beaudoin & Sons, Inc.
4435 North 127th Street
Brookfield, WI 53005

Low Bidder, Base Bid of.....$91,480.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	11% M/D/BE	50	10	3	Corporation	4

Funds have been committed for this project from Facilities and Maintenance FY02 account codes 2-10-4-974-289-327-255000, 2-10-4-971-289-327-255000, and 2-10-4-975-289-327-255000 (W.O. 2-512025). Due to the expanded scope of project, the cost of this FY02 project exceeds funds budgeted by $66,688. Excess will be funded through savings from other capital projects.

Vincent High School

Prime Contractor
Poblocki Paving Corporation
525 South 116th Street
West Allis, WI 53214

Low Bidder, Base Bid of.....$76,221.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	124	30	8	Corporation	3

Funds have been committed for this project from Facilities and Maintenance FY02 account code 2-10-4-974-033-327-255000 (W.O. 2-512021).

Asbestos Abatement and Related Work

Siefert School

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

Low Bidder, Base Bid of.....$107,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	61	33	4	Corporation	0

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-10-4-970-322-327-255000 (W.O. 2-556358).

Boiler Replacement

Burdick School

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

Low Bidder, Base Bid of.....$149,800.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	132	13	8	Corporation	7

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-10-4-974-098-327-255000 (W.O. 2-552728).

Eighty-first Street School

Prime Contractor
Grunau Company, Inc.
1100 West Anderson Court
Oak Creek, WI 53154

Low Bidder, Base Bid of.....$157,200.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	13% MBE	505	31	37	Corporation	6

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-10-4-974-143-327-255000 (W.O. 2-558400).

Milwaukee German Immersion School

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

Low Bidder, Base Bid of.....$168,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	132	13	8	Corporation	4

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-10-4-974-146-327-255000 (W.O. 2-558401).

Elevator Modifications

Central Services Administration Building

Prime Contractor
Saeflite Elevator Company Inc.
9450 North 107th Street
Milwaukee, WI 53224

Low Bidder, Base Bid of.....$50,970.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	5	0	1	Corporation	2

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-40-4-980-501-327-255000 (W.O. 2-552683).

Milwaukee High School of the Arts

Prime Contractor
Saeflite Elevator Company Inc.
9450 North 107th Street
Milwaukee, WI 53224

Low Bidder, Base Bid of.....$75,485.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	5	0	1	Corporation	2

Funds have been committed for this project from Facilities and Maintenance FY02 account code 2-40-4-980-038-327-255000 (W.O. 2-511944).

Morse Middle School

Prime Contractor
Alltech Elevator Inc.
309 Wilmot Drive
Waukesha, WI 53189

Low Bidder, Base Bid of.....$50,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	15	0	1	Corporation	1

Funds have been committed for this project from Facilities and Maintenance FY03 account codes 2-10-4-974-052-327-255000 and 2-40-4-980-052-327-255000 (W.O. 2-586422). This elevator project was not anticipated in the FY03 Budget. It replaces a similar project planned for Robinson that has been deferred to FY04.

Access Control, Audio/Video Surveillance System Installation

Vincent High School

Prime Contractor
Associated Technical Services
10010 West Schlinger Avenue
Milwaukee, WI 53214

Low Bidder, Base Bid of.....$109,024.00

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 School Safety's account code 1-10-4-710-600-551-239000 (W.O. 2-577545).

Library Addition and Renovations — Neighborhood Schools Initiative

Mitchell School

Prime Contractor
Platt Construction, Inc.
7407 South 27th Street
Franklin, WI 53132

Low Bidder, Base Bid of.....$499,735.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
MBE	30% MBE 5% WBE	45% MBE 5% WBE	139	30	9	Corporation	15

Funds have been committed for this project from Neighborhood School Initiative account code 1-40-4-861-274-327-255000 and Mitchell School's account code 1-10-4-609-274-541-255310 (W.O. 2-545397).

Addition and Renovations — Neighborhood Schools Initiative

Lincoln Avenue School

Prime Contractor
J.A. Campbell Construction LLC
13500 Watertown Plank Road
Elm Grove, WI 53122

Low Bidder, Base Bid of.....$1,298,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	49% MBE 10% WBE	13	1	3	Partnership	

Funds have been committed for this project from Neighborhood School Initiative account code 1-40-4-861-250-327-255000 (W.O. 2-545408).

Construction Contracts

Total construction contract dollars awarded.....$6,262,317.00
Total dollars HUB participation $2,819,028.60
% of MBE participation.....17.70
% of WBE participation 16.89
% of DBE participation 10.43
% Minority employees within company.....12.19
% Women employees within company 11.32

Locker Replacement (Material Only)

Douglas Community Academy

Prime Contractor
P.A. Sasse & Associates, Inc.
656 Moon Road
Mosinee, WI 54455

Low Bidder, Base Bid of.....$56,600.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	2	0	1	Corporation	0

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-10-4-974-055-327-255000 (W.O. 2-552717).

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

Professional Service Contract

Douglass School — Addition

Firm Name
Plunkett Raysich Architects
Two Park Plaza, Suite 300
10850 West Park Place
Milwaukee, WI 53224

For a cost not to exceed.....$119,356.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	30% MBE 55 WBE	134	5	43	LLP	5

Funds have been committed for this project from Neighborhood School Initiative account code 1-40-4-861-127-327-255000 (W.O. 2-545374).

Professional Service Contracts

Total professional service contract dollars awarded.....$119,356.00
Total dollars HUB participation $48,935.96
% of MBE participation.....30.00
% of WBE participation 5.00
% Minority employees within company.....4.00
% Women employees within company 32.00

PURCHASES

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

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

RFP-391 Authorization to Award a Contract to Maximus, Inc., to Conduct a Compensation Study of Administrative Positions

The Administration is requesting authorization to enter into an agreement with Maximus, Inc., to conduct a compensation study of administrative position. The Administration issued a Request for Proposal (RFP) and received nine responses. Proposals were reviewed and awarded up to a maximum of 500 points based on the following:

- Qualifications and Experience
- RFP Responsiveness
- General Approach and Consulting Philosophy
- Price/Fiscal Impact

The scoring is listed below.

Company	Total Points	Total Cost
Maximus	460	$96,400
Ernst & Young	399	$100,000
Milliman	392	$133,000
Fox Lawson	390	$175,000
Deloitte Touche	381	$227,200
Hay Group	356	$72,000
Capital H	355	$162,910
Carlson Dettman	342	$258,300

One firm, Gallagher Burgess, did not meet the HUB requirement.

Budget Code: FY02-03: 1-10-4-762-565-311-239000

HUB-certified Prime?	Prime Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	12	2	5 (2 minority)	25%MBE 5%WBE	25%MBE +5%WBE	$30,750	Human Resource Consulting	Compensation Study

Purchasing Request Summary — March, 2003

Total contract dollars to be awarded	$96,400
Total dollars eligible for HUB participation	$96,400
Total HUB dollars	$30,750
% of MBE participation	25
% of WBE participation	+5
Total HUB Participation	30+

Report of Revenues and Expenses

Statement of Revenues as of February 28, 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	$7,136,279	$418,088,929	$512,812,623	45%
Categorically Aided	152,835,139	52,170,854	205,005,993	19,702,576	90,492,801	114,513,192	44%
School Nutrition	28,150,000	11,819	28,161,819	2,400,820	14,638,687	13,523,132	52%
Construction	38,242,451	21,931,101	60,173,552	3,452	17,050,035	43,123,517	28%
Extension	11,804,455	246,615	12,051,070	184,917	9,407,932	2,643,138	78%
Total All Funds	1,111,912,223	124,381,763	1,236,293,986	29,428,044	549,678,384	686,615,602	44%

Statement of Expenditures as of February 28, 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	$71,616,627	$601,928,132	$328,973,420	65%
Categorically Aided	152,835,139	52,170,854	205,005,993	16,599,541	123,119,916	81,886,077	60%
School Nutrition	28,150,000	11,819	28,161,819	2,860,018	19,536,708	8,625,111	69%

	Adopted Budget	Approved Transfers[1]	Revised Budget	Cur. Month. Expenditures	Year-to-Date Exp.&Encumb.	Unexpended Balance	Percent Expended
Construction	38,242,451	21,931,101	60,173,552	1,532,156	50,343,100	9,830,452	84%
Extension	11,804,455	246,615	12,051,070	529,072	8,120,397	3,930,673	67%
Total All Funds	1,111,912,223	124,381,763	1,236,293,986	93,137,414	803,048,253	433,245,733	65%

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

EXPENDITURE CONTROL REPORT

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

REPORT ON ADMINISTRATIVE AND SCHOOL FUND TRANSFERS

The listing of administrative and school transfers required by Administrative Policy 4.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

MONTHLY REPORT OF THE INDEPENDENT MONITOR ON PARTICIPATION PERFORMANCE IN THE NEIGHBORHOOD SCHOOLS INITIATIVE

This report for February 2003 has been provided under separate cover. This is an informational report, and no action is required.

ACCEPTANCE OF DONATIONS

School	Donor	Value	Gift or Purpose
Browning	Tricom Inc. of Milwaukee	$2,500	College Scholarship Fund
Clarke	Northshore Junior Women's League	$100	School Incentives
Doerfler	Kiwanis Club of Milwaukee	$247	Defray cost of "Annie" tickets
Edison	Ken Johnson	$1,000	Monetary Staff Incentives
Fratney	Broussard for School Board	$290	New Fratney Campaign
Garfield	HUD	$26,082	14 Computers for school use
Hamilton	Gerald M. Dropp	$500	Complete Computer 63 for classroom use
Malcolm X	Net Castle Wahner, Dean & House	$500	Students' Uniforms
Milwaukee HS of the Arts	Junior League of Milwaukee	$200	Fund Jazz Needs
Milwaukee HS of the Arts	Quarles & Brady	$200	Orchestra Needs
Twenty-first St.	Mad Mug LLC	$200	Jerseys for Basketball Team
Wisconsin Avenue	Sierra Club Foundation	$3,885	To Support Nature-Science Education
Wisconsin Conservatory	Sam's Club	$50	Awards Program

Committee's Recommendation

Your Committee recommends that the Board:

1. award the contracts as listed above, with the stipulation that the two NSI contracts for a library addition and renovations at Mitchell School and the addition and renovations at Lincoln Avenue School be contingent upon a written commitment by the two respective contractors to comply with a 25% requirement for the Resident-Preference Program and the approval from the Department of Facilities and Maintenance Services as to the reasonableness of any increase in costs associated with this request, with this information to be reported to the Board at its regular March 2003 meeting;
2. authorize the purchases as listed above;
3. accept the Report of Revenues and Expenses; and

4. accept the donations as listed above with appropriate acknowledgment to be made on behalf of the Board.

The Administration reported that the contractors for the library addition and renovations at Mitchell School and the addition and renovations at Lincoln Avenue School had both agreed to the 25% residence-preference requirement, with cost increases of $25,000 for Lincoln Avenue and $14,500 for Mitchell School.

Director Hardin moved to adopt the Committee's report with the changes described by the administration.

The motion prevailed, the vote being as follows:

Ayes — Directors Gardner, Hardin, Horton, Johnson, O'Neil and President Spence — 6.
Noes — None.
Temporarily absent — Directors Blewett, Dannecker and Morales — 3.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Resignations; and Affirmative Action Reports

CLASSIFIED PERSONNEL TRANSACTIONS

Name	Position	Assignment	Date	Salary
Appointments				
Marie Arroyo	School Secretary I	Riley	03-03-03	$18,968.22
Velma Jones	School Secretary I	Washington	02-25-03	$18,968.22
Maria Muniz	School Secretary I	Pierce	01-13-03	$18,968.22
Bertha Redd	School Secretary I	Pierce	02-17-03	$18,968.22
Promotions				
Margieanna Douglas	School Secretary II	Diversified Community Schools	02-03-03	$31,905.64
Billy Williams	Truck Driver (Light)	Warehouse & Dist. Services	02-03-03	$40,317.19
Reinstatements				
Kimberley McNealey	School Secretary I	Burroughs	02-10-03	$26,563.68
Changes in Status				
Tod Haggerty	Driver Helper	Warehouse & Dist. Services	02-03-03	$36,681.77
Nilda Corona	School Secretary I	South	02-10-03	$23,813.61
Mary Stevenson	School Secretary I	School Technology Support Center	03-28-03	$30,742.14
Althea Thompson	School Secretary I	Marshall	02-03-03	$25,760.92
Jean Vitrano	School Secretary I	Riverside	02-17-03	$24,620.28
Karen Wozniak	School Secretary I	Steuben	03-17-03	$31,710.38

CERTIFICATED APPOINTMENTS

Teachers, Schedule01

Codes	Yrs Exp Credit	Name	Assignment	Division	Salary	Date
r	4	Herman Aranzamendi	LD/Bilingual	B	$34,066.00	02/03/03
r	0	Jeannette L. Bahr	Upper Elementary	B	$28,900.00	01/21/03
r	0	Sylvia Banda	Upper Elementary	B	$29,224.00	02/03/03
r	0	Deidra L. Basel	Upper Elementary	B	$29,224.00	02/03/03
r	0	Carrie A. Burkett	EC:EEN	B	$29,224.00	02/03/03
r	0	Katherine A. Castellini	PreK-3	B	$29,224.00	01/17/03
r,a	3	Isabel M. Dixon	ED	C	$36,818.00	02/17/03
nr	0	Heidi M. Draheim	PreK-6	B	$29,224.00	02/03/03
nr	0	Elizabeth Garcia	PreK-3	B	$29,224.00	02/10/03
r	0	Eric A. Green	BF Science/Chemistry/LF Science	B	$29,224.00	02/05/03
r	0	Amy E. Haase	CD	B	$29,224.00	02/07/03

Codes	Yrs Exp Credit	Name	Assignment	Division	Salary	Date
r	0	Alida S. Harris	PreK-6	B	$29,224.00	02/03/03
r	0	Joseph S. Hyland	Music	B	$29,224.00	02/03/03
nr,b	16	Elizabeth A. Lama	CD	D	$59,578.00	01/31/03
nr	0	Omar T. Lowery	Physical Education	B	$29,224.00	02/06/03
r	0	Tarita C. Massey	Elementary Education	B	$29,224.00	02/03/03
nr	0	Dulce I. Mendoza	Elementary Education	B	$29,224.00	02/17/03
nr	0	Sharon E. Mergener	Elementary Education	B	$29,224.00	02/03/03
r	0	Celeste M. Morris	Upper Elementary	B	$29,224.00	01/27/03
r,a	3	Tamairo A. Moutry	Elementary Education	BB	$34,272.00	02/03/03
r	0	Michael Mueller	Special Education	B	$29,224.00	01/31/03
r	0	Jennifer K. Novitzke	Elementary Education	B	$29,224.00	01/21/03
r,a	4	Wilbert G. Passley	BF Science/Chemistry/Biology	D	$40,040.00	02/14/03
r	0	Ray S. Perine	Instructional Tech Specialist	B	$29,224.00	02/03/03
nr	0	Christopher J. Piper	Upper Elementary	B	$29,224.00	02/03/03
r	0	Jennifer L. Puccini	Upper Elementary	B	$29,224.00	01/31/03
r	0	Tara L. Raymond	Elementary Education	B	$29,224.00	02/03/03
nr	0	Yamarr Runnels	Social Studies	B	$29,224.00	02/03/03
r	0	Patrick J. Schiefelbein	Elementary Education	B	$29,224.00	02/10/03
r	0	Jonathan W. Schroeder	Social Studies	B	$29,224.00	02/03/03
r	0	Daniel P. Sitter	Social Studies	B	$29,224.00	02/03/03
nr	0	David C. Waldheim	ED/LD	C	$32,910.00	02/07/03
r	0	Jaroslaw Wiazowski	Visually Impaired	B	$29,224.00	02/17/03
nr	0	Steven L. Wolf	Physical Education	B	$29,224.00	01/20/03

Codes

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

Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 20, 2003:		
Mary Elsner	Honey Creek	January 21, 2003
Mary Fisher Morris	Washington	February 27, 2003
Virginia Grant Stamper	Student Services	February 10, 2003
Kamillah Hallmon	38th Street	February 19, 2003
Stephanie Trapp	Congress	January 14, 2003
Maternity Leave, to June 20, 2003:		
Lydia Kabaka Travis	North	May 8, 2003
Personal Leave, to June 20, 2003:		
Alba Dimas	Forest Home	March 4, 2003
Extension of Illness Leave, to June 20, 2003:		
Arnetta Johnson	Leave	February 3, 2003
Charles Nichols	Leave	September 10, 2002

REPORT ON RESIGNATIONS

Name	Position	Date
Kathryn H. Amann	Teacher	06/20/03
Brienne E. Barrows	Teacher	03/14/03
Rodney L. Bly	Teacher	03/14/03
Tracey R. Busch	Teacher	06/19/03
Mary A. Canter	Teacher	06/30/03
Jose R. Chavez	Teacher	06/20/03
Katherine M. Czelatdko	Teacher	03/28/03
Gloria D. Davis	Teacher	06/20/03
Wilma E. Ealy	Teacher	06/20/03

Name	Position	Date
Carl T. Evans	Teacher	08/30/03
Maureen Gatens	Teacher	01/31/03
Rita Haderer	Teacher	02/20/03
Maxine C. Hintz	Teacher	06/20/03
Robert E. Hirschi	Teacher	06/20/03
Johnson B. Hunter	Teacher	06/20/03
Alan D. Lemke	Teacher	06/20/03
Stephen Lueptow	Teacher	02/10/03
Richard P. Pedriana	Teacher	06/20/03

Name	Position	Date
Theresa M. Planning	Teacher	06/20/03
Valerie J. Pogue	Teacher	02/03/03
Diane M. Price	Asst. Prin.	04/26/03
Audrey C. Reineck	Teacher	06/20/03
Edith V. Richardson	Teacher	01/31/03
Nellie Roldan	Teacher	01/27/03

Name	Position	Date
Jennifer M. Ryan	Teacher	01/29/03
Mark R. Schneider	Teacher	06/20/03
Jennifer Schroeder	Teacher	02/03/03
William H. Seeber	Teacher	06/20/03
Michael Sosinski	Teacher	09/02/02
Christine Walczak	Teacher	06/20/03

AFFIRMATIVE ACTION REPORT

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

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, teacher appointments, and leaves of absence as listed above.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

				Salary		
Codes	Name	Position	Location	Sched	Range	Amount
2, r,	Keith Posley	Administrative Specialist	Office of Administrative Services	III	14A	$83,910.60
2, r,	Tonya Adair	Assistant Coordinator	Malcolm X Academy	III	6A	$60,102.65
2, r,	Carol McKay	Assistant Coordinator	Malcolm X Academy	III	6A	$45,404.00
2, r,	Derrick Rogers	Assistant Coordinator	Malcolm X Academy	III	6A	$62,085.12
5, r,	Robert Gavronski	Assistant Recreation Supervisor, Community Centers	Dept. of Recreation and Community Services	III	4A	$54,097.00

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 Committees' reports.

* * * * *

(Item 4) Action on Resolution 0203R-026 by Director Hardin Regarding the Establishment of a Mandatory Uniform Dress Code for All Elementary and K-8 Schools in the District

Background

At its meeting on September 26, 2002, the Board referred the following resolution by Director Hardin to the Committee on Finance/Personnel:

WHEREAS, Discipline is a major concern in school districts across the nation; and

WHEREAS, An important constituent of strong discipline is a sense of community and belonging; and

WHEREAS, Clothing is often taken as a sign of economic and social standing, especially among the young; and

WHEREAS, Such perceptions can and do lead to competition, even conflict, among students; and

WHEREAS, A uniform dress code can:

- simplify the daily preparation and maintenance of school attire;
- reduce clothing costs;
- reduce unhealthful competition among students over values extraneous to academic success, while increasing healthful competition in academic areas;
- promote safety by avoiding conflicts over name-brand clothing; and
- promote discipline by instilling a sense of community, belonging, and school spirit; and

WHEREAS, The current Administrative Policy 8.20, Student Dress Code, authorizes the superintendent or his/her designee to approve the "establishment of a voluntary [uniform] dress code in a school," but stresses the voluntary nature of the dress code and applies only on a school-by-school basis; and

WHEREAS, In order for the District and its children to be able to reap the full benefits of a uniform dress code, it is necessary that the code be applied in a consistent and universal manner; now, therefore, be it

RESOLVED, That the Administration consult with the city attorney's office to determine the legal implications and requirements of instituting a mandatory uniform dress code in all elementary and K-8 schools in the District; and be it

FURTHER RESOLVED, That Administration investigate the financial and fiscal implications of instituting such a mandatory policy, including the possibility of issuing an RFP for suppliers of uniforms to the District and of establishing budgetary allocations to subsidize or compensate families who cannot bear the full cost of purchasing uniforms; and be it.

FURTHER RESOLVED, That the Administration report back to the Board no later than December 2002 with its findings and recommendations regarding the institution of a mandatory uniform dress code for elementary and K-8 schools in the District.

Administration's Analysis

1. On November 20, 2002, the Administration requested a City Attorney's opinion to determine the legal implications and requirements of instituting a mandatory uniform dress code in all elementary and K-8 schools in the District.

2. In an opinion dated February 4, 2003, the City Attorney advised the Board and the Administration that the Wisconsin Legislature recently adopted Section 118.2035, Stats., which authorizes a school board to adopt a policy requiring all pupils enrolled in a school in the school district or all pupils enrolled in one or more schools in the school district to wear uniforms while in school or under the supervision of a school authority. If a school board does adopt such policy, it must do all of the following:

a. establish a method whereby the parent or guardian of the pupil enrolled in a school in which the policy is in effect may exempt his or her child from complying with the policy;

b. ensure that no pupil is penalized academically or otherwise discriminated against because the pupil's parent or guardian has chosen to exempt the pupil from complying with the policy;

c. notify each parent or guardian of a pupil enrolled in a school in which the policy will be implemented of the policy at least three months before the school board implements the policy; and

d. assist economically disadvantaged students to obtain the uniforms.

3. It was noted in the response that these requirements do not apply to any school board that has in effect on the effective date of this subsection a school uniform policy for pupils enrolled in a school in the school district and has had such a policy in effect continuously since that date.

4. Current MPS Administrative Policy 8.20, Student Dress Code, Uniforms, adopted in April 1994, authorizes the Superintendent or his/her designee to approve "the establishment of a voluntary uniform dress code in a school." The current policy requires that a majority of the school's parents and staff vote in favor of the policy, that the voluntary uniform dress code not infringe on a student's liberty interest, and that the school not take any action against, or exert undue pressure on, students who choose not to wear uniforms.

5. To the extent that a voluntary dress code adopted under this policy has been in continuous effect at any MPS school, the requirements of sec. 118.035(4), Stats., would not apply to that school. If MPS chose to adopt a new uniform dress code, however, it is our opinion that the requirements of subsection (4) would apply.

6. The opinion concluded that any new MPS policy regarding uniforms must comply with Section 118.035, Stats.

7. The Administration has investigated the financial and fiscal implications of initiating such a mandatory policy, including the possibility of issuing an RFP for suppliers of uniforms to the District and of establishing budgetary allocations to subsidize or compensate families who cannot bear the full cost of purchasing uniforms.

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.

Statute, Administrative Policy, or Board Rule Statement

9. The present Administrative Policy 8.20, Student Dress Code, Uniforms, would require revision.

Fiscal Impact Statement

10. Although funds are not available for the District to purchase uniforms for economically disadvantaged pupils, the principal shall work with local discount merchants to identify the most inexpensive uniform components and shall notify parents as to where such uniforms may be purchased. The school governance council shall solicit donations from community businesses and agencies to be used to assist economically disadvantaged pupils to purchase the uniforms.

Implementation and Assessment Plan

11. School governance councils, parents, and school communities are empowered decision makers in our schools; therefore this Administration recommends that:

a. each elementary and K-8 school governance council determine whether or not to adopt a uniform policy in their school, based on broad-based support from the school's community, including parents, staff members, students and others;

b. parents be notified at least three months before the implementation of the uniform policy;

c. a parent or guardian of a pupil enrolled in the school be allowed to exempt his/her child from complying with the policy by filing a written exemption form with the school principal;

d. prior to implementation, input from the school community be gathered relative to styles, colors, and cost of the school uniform;

e. the principal work with local discount merchants to identify the most inexpensive uniform components and notify parents as to where such uniforms may be purchased

f. the school governance council solicit donations from community businesses and agencies to be used to assist economically disadvantaged pupils to purchase the uniforms.

g. any petition for rescinding or modifying a previously implemented uniform policy, signed by at least 20% of the school's community, which may include parents, students, and staff members, be submitted to the respective school governance council for consideration.

12. Any changes in Administrative Policy 8.20 will be announced to MPS staff via the Administrators' Bulletin, school staff meetings, and meetings with principals.

13. Parents and students will be informed of any 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's Recommendation

Your Committee recommends that:

1. a volunteer committee of school governance council members, parents, and elementary and K-8 principals be appointed to:
   a. for uniformity throughout the school district, select two (2) to three (3) uniforms (i.e., pants, shorts, skirts, skorts, jumpers, vest, sweaters, crossover tie, shirts, or blouses) to be used at the local school level; and
   b. evaluate the affect of the uniform dress code policy for the first three years in schools that have adopted such policy; and
2. the Board adopt the following revisions to Administrative Policy 8.20, Student Dress Code, Uniforms:

Administrative Policy 8.20: Student Dress Code, Uniform

~~The Superintendent or his/her designee may approve the establishment of a voluntary dress code in a school, provided the following conditions have been met:~~

~~1. A majority of the parents and of the staff voting on the establishment of a voluntary uniform dress code vote in favor of it.~~

~~2 The voluntary uniform dress code does not impinge upon whatever liberty interest a student may have in his or her mode of dress and the student is still free to dress as the student or student's parent's wish.~~

~~3. The school and its staff agree not to take any action against students who choose to reject uniforms and not to exert any undue pressure on these students to persuade them to wear uniforms.~~

(1) Each elementary and K-8 school governance council shall determine whether or not to adopt a policy requiring all pupils enrolled in the school to wear a uniform while in school or while under the supervision of the school authority. The school governance council's decision shall be based on broad-based support from the school's community, including parents, students, staff, and others.

(2) Prior to implementation, input from the school community is to be gathered relative to styles, colors, and cost of the school uniform.

(3) A parent or guardian of a pupil enrolled in the school may exempt his/her child from complying with the policy by filing a written exemption form with the school principal.

(4) The school and its staff shall ensure that no pupil is penalized academically or otherwise discriminated against because the pupil's parent or guardian has chosen to exempt the pupil from complying with the uniform policy.

(5) The principal shall work with local discount merchants to identify the most inexpensive uniform components and shall notify parents as to where such uniforms may be purchased. The school governance council shall solicit donations from community businesses and agencies to be used to assist economically disadvantaged pupils to purchase the uniforms.

(6) Each parent or guardian of a pupil enrolled in an elementary or K-8 school will be notified at least three months before the implementation of the policy and after that yearly.

(7) Any petition for rescinding or modifying a previously implemented uniform policy must be signed by at least 20% of the schools community, which may include parents, students, and staff members, and be submitted to the school governance council for consideration.

(8) Upon adoption of the uniform policy, and annually thereafter, the principal shall send a notice to parents and guardians of students, informing them of the following:

(a) that a parent or guardian of a pupil may exempt his/her child from complying with the policy by filing a written exemption form with the principal;

(b) that no student shall be penalized academically or otherwise discriminated against because the pupil parent or guardian has chosen to exempt the pupil from complying with the policy;

(c) where uniforms can be purchased and the names of local discount merchants offering the most inexpensive uniforms;

The person within the school whom the parent or guardian may contact to request financial assistance for the purchase of a uniform.

Director Hardin moved to adopt the Committee report.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Hardin, Horton, Johnson, O'Neil and President Spence — 7.
Noes — None.
Voting "present" — Director Blewett — 1.
Temporarily absent — Director Morales — 1.

* * * * *

(Item 5) Action on 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 by Director Hardin to the Committee on Finance/Personnel:

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 Analysis

1. Identifiable outer garments readily identify school staff assigned to playground duty.
2. Identifiable outer garments readily identify supervisory staff on field trips.

3. Identifiable outer garments readily identify non-school staff.

4. Mandatory Dress Code: Requiring all teachers and teaching assistants assigned to playground supervision to wear a uniform garment will entail negotiations with the MTEA.

5. Violation of religious beliefs: Individuals from many religions use dress as a sign of their faith. Sometimes a religion will require a special type of dress. Requiring playground staff to wear a garment might prove contrary to religious customs.

6. Fiscal Impact to School: The monetary cost to schools is estimated in paragraph 12 below. Each teacher and teaching assistant assigned to playground duty will need his or her own garment. The exact cost will depend on the number of teachers and teaching assistants assigned to playground supervision at each school.

7. Question of Hygiene: Individual staff members need their own garments.

8. Color of Garment: The color of the garment may be of concern due to gangs' having adopted certain colors as their standards.

9. Identifiable outer garments may make school staff targets of harassment and violence.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

11. Actions taken relative to this resolution may result in negotiations between the Board of School Directors and Milwaukee Teachers' Education Association.

Fiscal Impact Statement

12. The average elementary school has 8-10 staff members on playground duty at any given time. Following are three cost options for supervisory playground attire:

Belt	$3.00 each × 8	$24.00
Jacket	$20.00 each × 8	$160.00
Vest	$10.00 each × 8	$80.00

Implementation and Assessment

13. Upon approval by the Milwaukee Board of School Directors, the Administration will complete recommended actions and report back to the Board by June 2003.

Committee's Recommendation

Your Committee recommends the Board direct the Administration to seek 7 to 10 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 will study the effectiveness of this program after a year and review the feasibility of implementing this program district-wide.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 6) Resolution 0203R-041 by Director Hardin Regarding Transportation Expansion for Students Who Move

Background

At its meeting on January 30, 2003, the following resolution 0203R-041, introduced by Director Hardin, was referred to the Committee on Finance/Personnel:

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

WHEREAS, Safety concerns were expressed repeatedly by parents and citizens during the development of the Neighborhood Schools Plan; and

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

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

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

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

FURTHER RESOLVED, That in order to promote continuity and stability, the Administration shall work diligently to provide elementary and K-8 students attending schools other than their neighborhood schools with transportation to the schools in which they are enrolled, thus creating a familiar learning and positive learning environment, and that this be implemented immediately upon The Board's approval.

Administration's Analysis

1. The 1999 Wisconsin Act 9 enacted by the State Legislature provided two stipulations relative to students remaining in their current school and the rights of their siblings. These stipulations are as follows:

- Beginning in the school year 2000-01, MPS would be required to provide spaces in each school for pupils who reside outside the attendance area for the school, but would be required to fill any unused spaces with pupils who reside in the attendance area. . . . [A] pupil who attends a school may continue to attend that school until he or she graduates from the school and each sibling of that pupil would be given priority over other pupils in the admission process for the school. (1999 Wisconsin Act 9, 119.24)
- [A] school district that transports a pupil who moves outside his or her attendance district during the school year to the school in the pupil's former attendance district may use intra-district transfer aid to pay the costs of transporting the pupil. (1999 Wisconsin Act 9, 121.85)

2. With the requirement that the bonds ($98 million) be repaid via savings from transportation, the District implemented procedures to reduce the intra-district transportation cost while meeting the required stipulations of the State Statute.

3. Each sibling of a pupil attending a school would be given priority over other pupils in the admission process for the school. Siblings have a right to attend the same schools as their siblings. Similarly, students may continue to attend that school until they graduate.

4. The District, while not required to provide transportation, does provide transportation if the student is eligible. The District attempts to use all available options to accommodate students who move out of their transportation regions and to return them to their previous schools to complete the school year. These options include the following:

- return the student on an existing bus route;
- make minor route adjustments to accommodate the returning student;
- have the parent provide transportation. The parent can continue to provide transportation until the graduation of the student as part of the Milwaukee Public Schools Open Enrollment;
- provide transportation to the student, if eligible, who attends a citywide school or moves within the transportation region.

The above information was made available to all parents via the "Mobility Brochure."

5. Pupil Transportation Services has implemented a shuttle service in the Mitchell cluster. This service enables students to walk to the schools in their neighborhoods and be

transported back to their schools. If this option proves viable, Pupil Transportation Services will expand it to the other NSI clusters.

6. Since the beginning of the 2002-03 school year, over 1,200 students have moved out of their transportation regions and have had the opportunity to return to their previous schools. Students that are being transported back to their schools must make a new school selection for the next school year or be part of the Milwaukee Public Schools' Open Enrollment Program.

7. To permanently transport students back to their original schools beyond the end of the school year would put an additional financial burden on the intra-district transportation budget. This cost would hinder the District's efforts to repay the bond obligation and may have a negative impact on educational services to our students.

Strategic Plan Compatibility Statement

8. The Neighborhood Schools Plan (NSP) is a major initiative of the Board. An important part of the NSP is the reductions of transportation costs as the means to repay the Bonds obligation. Implementation of the resolves will increase the District's transportation cost. Without the projected transportation savings, the Bond obligation will have to be repaid through operations accounts, thus affecting educational services to students.

Statute, Administrative Policy, or Board Rule Statement

9. The State Legislature and the Board approved the Neighborhood Schools Plan. Within the plan, there is a requirement that the monies borrowed for the creation of additional seats be paid back through the reduction in the District's transportation cost.

Fiscal Impact Statement

10. Fiscal projections for the repayment of the Bonds obligation call for reduction in the District's transportation costs through a reduction in student ridership. Implementation of the resolution would require that funds projected for debt reduction be directed to increase transportation services.

Implementation and Assessment Plan

11. For students who move out of their transportation regions, MPS would continue to accommodate transportation back to the students' original schools, within the options available, until the end of the school year.

Committee's Recommendation

Your Committee recommends that the Board

1. continue to support the Administration's efforts to use the available options to facilitate students who move out of their regions and transport them back to their previous school to complete the school year; and
2. direct the Administration to review the Mobility Task Force's recommendations and report to the Board the progress made toward satisfying those recommendations in the July Board cycle.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 7) Action on Resolution 0203R-043 by Director Hardin Regarding Student Safety at School Bus Stops

Background

At its meeting on February 27, 2003, the Board referred the following resolution by Director Hardin to the Committee on Finance/Personnel:

> WHEREAS, Milwaukee Public Schools is responsible for ensuring the safety of our school children; and
> WHEREAS, Safety regarding student transportation is a continuous concern for the District; and
> WHEREAS, The Milwaukee Board of School directors contracts with various bus companies to provide high-quality transportation services for the children; and
> WHEREAS, It is the Board's responsibility to ensure that the bus companies they contract with use drivers who follow the driving regulations and safety rules for the benefit of the children; and
> WHEREAS, School buses are equipped with retractable stop signs; now, therefore, be it
> RESOLVED, That bus drivers will act as a crossing agent, utilizing retractable swing-out stop signs and remaining in a stand-still position until all students have safely cleared the area around the bus; and be it
> FURTHER RESOLVED, That the Administration shall ensure that all new contracts require that bus companies institute this as part of their safety policies; and be it
> FURTHER RESOLVED, That the Administration make legislative contacts to enact a similar law or municipal ordinance.

Administration's Analysis

1. WI. State Statutes, §346.48(2)(b), states,

> School bus operators shall not use the flashing red warning lights in:
> 1. Special school bus loading areas where the bus is entirely off the traveled portion of the highway.
> 2. Residence or business districts when pupils or other authorized passengers are to be loaded or unloaded where a sidewalk and curb are laid on both sides of the road, unless required otherwise by municipal ordinance enacted under s. 349.21(1).

2. Currently, there is no City ordinance that supersedes the WI. Statute. The Board may wish to refer this item to the Legislation, Rules and Policies Committee for further hearing, if a change in City ordinance is desired.

3. WI. Administrative Code Trans300.64(2) states, "The stop signal arm shall be installed in such a manner that it cannot be activated unless the alternatively flashing red lamps are in operation." Therefore, the bus contractors cannot activate the bus arms without activating the red flashing lights.

4. Effective May 1, 2004, WI. Statutes, §347.445 (Crossing gates for school buses), states

> No person may operate a school bus that is painted as provided in s. 347.44 unless it is equipped with a retractable crossing gate on the front of the bus, that when in use, prevents children from crossing in front of the school bus in proximity that they are not visible to the operator of the school bus from the operator's seat.

The Administration proposed to include this provision in the 2003-2004 "Specifications and Operating Procedures" and to require bus companies to install the arms prior to November 1, 2003.

5. When Pupil Transportation Services staff conducts bus-safety programs at schools, students are taught to stay on the sidewalk and not to cross the street until the bus has completely left the area. Schools are encouraged to remind students of the need to wait until the bus leaves before crossing the street.

Strategic Plan Compatibility Statement

6. Goal #1, Student Achievement

Statute, Administrative Policy, or Board Rule Statement

7. Administration policy and procedures are aligned with state statutes.

Fiscal Impact Statement

8. The cost of the crossing gates is included in the FY04 projected transportation costs.

Implementation and Assessment Plan

9. The Administration will ensure implementation of the crossing gates in all bus contracts.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to modify the 2003-2004 "Specifications and Operating Procedures" to require bus companies to install retractable crossing gates on the front of the buses prior to November 1, 2003.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 8) Action on Supplemental Services Providers Contracts

Background

1. Under Title I of the ESEA: No Child Left Behind Act, the parents of students who are enrolled in schools that have been designated as "in need of improvement" for two 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 5% 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, the parent then has the ability to direct resources, up to $1,490 per student, to any one of the selected entities to access services for their student. The local school district does not have the option either of approving supplemental service providers or of directing students to use any of the approved providers. The district must allocate funding at the behest of parents of students who are eligible for the service.

3. The Wisconsin Department of Public Instruction has approved 29 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 supercedes MPS administrative policy with regard to the use of ESEA funding. By law, the District is required to approve the contracts with the eligible providers; therefore it is requested that the Milwaukee Board of School Directors provide approval of contracts with designated supplemental providers.

Administration's Analysis

6. There are currently 28 MPS schools that are in the second year of school-in-need-of-improvement status. 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 Education Act:

> The local educational agency serving such school (school in need of improvement) shall, subject to this subsection, arrange for the provision of supplemental educational services to eligible children in the school from a provider with a history of demonstrated effectiveness, as selected by the parents and approved for that purpose by the State educational agency in accordance with reasonable criteria, consistent with paragraph (5), that the State educational agency shall adopt.

8. According to Title I, Section 1116(e)(3), of the Elementary and Secondary Education Act:

> In the case of the selection of an approved provider by a parent, the local educational agency shall enter into an agreement with such provider. Such agreement shall (D) contain provisions with respect to the making of payments to the provider by the local educational agency.

9 The 29 state-approved supplemental service providers are:

Academic Solutions for Learning
Alverno College's One on One Learning
Beloit School District
Bowman Performance Consulting
Brainfuse
Cardinal Stritch
CESA #1
CompassLearning
Grace Christian Academy
I CAN Learn Education Systems
Janesville School District
Kaplan K12 Learning Systems
Kenosha School District
LaCrosse School District
Learning Exchange
Lightspan, Inc.
Milwaukee Public Schools
Ready Set Read, LLC
School of Universal Learning
Silver Spring Neighborhood Center
SMARTHINKING, Inc.
Strategic Studies E-Tutor Virtual Learning
Sylvan Learning Systems, Inc.
The Princeton Review
The Reading Corner
Tools of Empowerment Educational Services
Tutor.com
Voyager Expanded Learning
WI Lutheran Learning Centers — Jesus Cares Ministries

Strategic Plan Compatibility Statement

10. Approval of contracts with designated supplemental-service providers supports Administrative Policy 1.03(1), Parent Empowerment. Under policy 1.03, the Milwaukee Board of School Directors "…commits to provide the resources and support needed to increase parental knowledge, access, accountability and decision making. "

Statute, Administrative Policy, or Board Rule Statement

11. According to Administrative Policy 3.09, Purchasing and Bidding Requirements, section (1b), formal bids or requests for proposal shall be solicited for the purchase of services with an estimated cost of $25,000 or more. According to Administrative Policy 3.09(3), all formal bids required by item (1b), as well as all proposed sole-source purchases in excess of $50,000, shall be presented to the Board with the recommendations of the superintendent. The contracts may be executed after approval by the Board.

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 5% of its allocation for supplemental services. Five percent of the District's FY03 allocation is $2.7 million.

Budget Code: 1-14-4-125-600-398-232200

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. The Board's approval of this recommendation will allow the Administration to operate in compliance with the law and will allow the District to more effectively manage supplemental services under the guidelines of the No Child Left Behind Act.

Committee's Recommendation

In order to comply with federal law governing the ESEA: No Child Left Behind Act, your Committee recommends that the Board approve contracts with the state-approved supplemental-service providers.

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 9) Action on a Recommendation for a Sole-source Purchase of Licenses for the Plato Web-Based Computer Learning Courseware for the Transitional Program and the MPS Summer School Program at High-School Sites

Background

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.

Milwaukee Public schools is the recipient of a State of Wisconsin Department of Public Instruction grant that supports the transition program. The grant application anticipated the use of a common curriculum and assessment tool such as the Plato learning System Courseware.

Administration's Analysis

1 Transitional students in 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 diverse learning styles of students, the Administration recommends that the transitional program continue to use the computer-based instruction system Plato.

2. 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.

3. Nineteen MPS high schools are presently using 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
- ACT and SAT Alignment
- Plato Pathways Assessments & Management System, including Curriculum, Course, and Skill Level Assessments and Internet Integration Applications

4. Summer school for eighth-grade-transition students, which will include the Plato Web Learning System, will enable participating high schools to take responsibility for this year's non-proficient eighth-graders in June. During and following this time, students will have 24-hour, 7-day-a-week access to work on their proficiencies at school, home, and other community locations.

5. The Plato Learning System is a sole-source purchase because it:

- provides a common curriculum and assessment learning system that is being used successfully at MPS high school sites for the transitional program;
- incorporates individualization of learning and assessment;
- utilizes a student monitoring system that will provide detailed information on student progress;
- fulfills a part of the requirements of the transitional program Alternative Education Program grant from the Wisconsin Department of Public Instruction;
- provides the District with a cost-effective web-based learning system courseware; and
- expands usage of the courseware to a 24-hour time period.

6. The total compensation for licenses and training for the Plato Web-Learning Network from July 1, 2003, to July 1, 2004, will not exceed $311,000. This subscription cost includes 1000 licenses.

Strategic Plan Compatibility Statement

7. The Administration's recommendation supports the MPS Strategic Plan, Goal #1, student achievement.

Statute, Administrative Policy, or Board Rule Statement

8. Implementation of the Plato Web Learning Curriculum by way of summer school and the transition program complies with state statutes and with Board policies and rules.

Fiscal Impact Statement

9. Funds in the FY03 budget in the amount of $311,000 for subscription costs on the Plato Web-Learning Network are allocated in the Title V, budget code: 1-14-4-180-600-398-239000.

Implementation and Assessment Plan

10. The Plato Web-Learning Educational Program will be implemented during the 2003 summer school program and the 2003-2004 school year's transition program.

11. Teacher training will occur prior to the beginning of each session.

12. Assessment is embedded in the software itself and will occur according to MPS guidelines. The transitional program grant from the Department of Public Instruction also includes a detailed evaluation component that will provide feedback and permit assessment of progress toward achieving intended outcomes.

Timeline

May 2003	Purchase
June 2003	Staff Development
Summer 2003	Summer School for Transition Students
August 2003	Continued Student Access to Plato Additional staff development for new staff
Fall 2003	Continued implementation of Plato for transitional program
October 2003	Review implementation

Committee's Recommendation

Your Committee recommends that the Board approve the sole-source subscription purchase, not to exceed $311,000, for licenses on the Plato Web-Learning Network from Plato Learning, Inc.

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 10) Action to Enter Into a Sole-source Contract with CESA #1 to Provide Consultation Services for ESEA Management and Compliance

Background

1. The reauthorized Elementary and Secondary Education Act (ESEA) presents significant new challenges to districts. Covering Titles I through X, the actual legislation is approximately 1100 pages long and is accompanied by nearly 7,000 pages of guidance documents.

2. In terms of scope, the law directs districts' activities in diverse areas ranging from assessment and accountability to Boy Scouts to homeless students. To improve communications between the Wisconsin Department of Public Instruction and local districts on these diverse issues, the DPI has asked each district to designate an ESEA coordinator.

Administration's Analysis

3. The ESEA coordinator must have a thorough knowledge of the law and be able to identify policy implications, outstanding compliance issues, areas for improved coordination of services between Title programs, and options for flexibility in implementation. Further, the coordinator must be able to assist budget managers with difficult decisions regarding the structure and delivery of programs and services offered to students and schools, both public and non-public.

4. Administration has been working with CESA 1 to provide ESEA coordination services. CESA 1 has been able to provide high-quality, individually tailored services, and Administration proposes to enter into a sole-source contract with CESA 1 to support continuation of those services.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

6. The Administration's recommendation is consistent with federal and state statutes regarding ESEA.

Fiscal Impact Statement

7. The cost of the contract with CESA for the remainder of FY03 will not exceed $45,000. Funds are available in budget code 1-14-4-110-576-311-240000-0000. The cost for continuation of this contract for FY04 will be $122,000. The contract cost will be paid out of Title I funds.

Committee's Recommendation

Your Committee recommends that the Board approve entering into a sole-source contract with CESA 1 for ESEA coordination services for the remainder of FY03 and for all of FY04.

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 11) Action on a Request for Authorization to Refinance the Outstanding MEC And Grand Avenue Revenue Bonds

Background

1. In 1990 bonds totaling $47,730,866.30 were issued by the Redevelopment Authority of the City of Milwaukee (RACM) to fund improvements to the MEC and Grand Avenue facilities. MPS leases the MEC and Grand Avenue improvements from its landlord, the Wisconsin Preservation Trust. The leases are structured such that the annual lease payments are equal to the annual debt service on the bonds outstanding.

2. In 1993, $39,415,000 in new bonds were issued for the purpose of refunding the MEC/Grand Avenue bonds to take advantage of favorable interest rates. In September 2000 the proceeds from the refunding issue were used to retire the original bond issue.

3. Currently, $34,735,000 in MEC/Grand Avenue refunding bonds remains outstanding. The FY03 debt service on these bonds will total $4,372,705.

4. Interest rates today are at historically low levels, even lower than in 1993 when the refunding bonds were issued. In October 2002 the Board authorized the Administration to work with RACM to hire a financial advisor to determine whether or not refinancing the MEC/Grand Avenue bonds in today's low interest rate environment was beneficial to MPS.

5. Robert W. Baird & Co was hired as financial advisor. Baird compared the annual debt service MPS currently pays on the outstanding MEC/Grand Avenue bonds, to a projection of the debt service that would be paid on bonds issued in today's low interest rate environment, and determined refinancing the outstanding bonds would result in a significant annual savings.

6. Baird issued an RFP to potential underwriters requesting proposals on how they would refinance the outstanding bonds and how much it would cost.

7. MPS worked with Baird and the City of Milwaukee Comptroller's office to evaluate the underwriters' responses. It was jointly determined that responses by Siebert Brandford Shank and A.G. Edwards best met the needs of MPS.

8. Based on an analysis by Siebert Brandford Shank, the Administration projects that annual debt service payments on the MEC/Grand Avenue bonds can be reduced $440,000 by refinancing the outstanding bonds.

9. Separately, Baird requested bids from local area legal firms to act as bond counsel for the refinancing. After evaluating the responses, Baird and the Comptroller's office recommended that Foley & Lardner be selected given their experience as bond counsel on the 1993 refinancing. In addition, RACM recommended that the HUB firm of Lanier Law Offices serve as co-bond counsel.

10. At its February 2003 meeting, the Board authorized the Administration to enter into contracts with Siebert Brandford Shank as underwriter, Foley & Lardner as bond counsel, and Lanier Law Offices as co-bond counsel.

11. At this time the Administration is requesting the Board to approve the resolution (attached to the minutes of your Committee's meeting) authorizing the appropriate MPS officers to execute the bond documents required to refinance the MEC/Grand Avenue bonds.

Strategic Plan Compatibility Statement

12. The recommendation is consistent with the practice of fiscal responsibility and informed decision-making concerning the allocation of District resources.

Statute, Administrative Policy, or Board Rule Statement

13. The recommendation is consistent with Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

14. Issuing the MEC/Grand Avenue refinancing bonds will lower annual debt service by approximately $440,000 through 2014, when the bonds mature.

15. The MEC/Grand Avenue lease has a Purchase Option of $4,250,000 at 2015. The Purchase Option can be exercised anytime after September 1, 2000 and before 2015 at a discounted price. The Purchase Option will be exercised in conjunction with the refinancing at a discounted price of approximately $1,500,000. Savings attributable to the refinancing will fund the cost of the Purchase Option. The payment of the Purchase Option will not affect the annual debt service savings.

16. Gross proceeds from the bond issue are estimated to be $32,920,000. The following amounts will be paid from the gross proceeds:

Amount to retire the outstanding MEC/Grand Avenue bonds	$32,436,820.
Bond insurance	$83,000
Rating agency costs	$40,000.
Other issuance costs (printing, mailing, etc.) are projected to be	$50,000.
Financial Advisor, Robert W. Baird, not to exceed	$37,500
Underwriting, Siebert Brandford Shank (HUB), A.G. Edwards	$131,680
Bond Counsel, Foley & Lardner, Lanier Law Offices (HUB)	$60,000
RACM	$81,000

17. The only costs charged to future operating budgets will be the annual debt service of approximately $3.9 million beginning in FY04.

Implementation and Assessment Plan

18. Following authorization by the Board, all necessary refinancing documents will be signed by the respective parties. Orders for the RACM bonds will be taken by the underwriters on April 1 and 2, 2003. The closing for all parties will be April 11, 2003. The Administration has assessed the savings associated with the refinancing, and projects the savings in annual debt service payments to be approximately $440,000.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution concerning the refinancing of the MEC and Grand Avenue lease.

A Resolution Authorizing the Amendment and Restatement to a Lease Relating to the Grand Avenue School and the Milwaukee Education Center

WHEREAS, this Milwaukee Board of School Directors (the "Board"), in the name of the City of Milwaukee (the "City") has previously entered into a lease dated on or about November 1, 1990 (the "Lease"), as amended on or about April 15, 1993, with Wisconsin Preservation Fund, Inc., as landlord (the "Landlord"), regarding the properties known as the Grand Avenue School and the Milwaukee Education Center; and

WHEREAS, funds for the acquisition, renovation, expansion and improvement of the Grand Avenue School and the Milwaukee Education Center (the "Projects") were financed through the issuance in 1990 by the Redevelopment Authority of the City of Milwaukee (the "Issuer") of certain Development Revenue Bonds (the "Series 1990 Bonds"); and

WHEREAS, the Issuer issued certain development revenue refunding bonds on or about April 15, 1993 (the "Series 1993 Bonds"), a portion of which were used for the advance refunding of the Issuer's Series 1990 Bonds; and

WHEREAS, payment of the Series 1993 Bonds is secured in part by a pledge and assignment by the Landlord of rentals paid under the Lease; and

WHEREAS, the Landlord has requested that the Issuer issue bonds (the "Series 2003 Bonds") in connection with refunding all the outstanding principal amount of the Series 1993 Bonds; and

WHEREAS, this Board has been presented with the following documentation in connection with proposed issuance of the Series 2003 Bonds:

A. an Amended and Restated Lease Agreement (the "Lease"), to be entered into by and between the Landlord, as landlord and the Board, as tenant, pursuant to which the Projects financed with the Series 2003 Bonds will be leased to this Board;

B. a Refunding Escrow Agreement (the "Escrow Agreement"), among the this Board, the Issuer, the Landlord and Bank One Trust Company, National Association, as escrow agent, pursuant to which funds will be deposited in trust for the payment of the redemption price of the Series 1993 Bonds;

C. a Tax Agreement (the "Tax Agreement"), to be entered into between this Board, the Issuer, the Landlord and Bank One Trust Company, National Association;

D. a Continuing Disclosure Agreement (the "Continuing Disclosure Agreement") to be entered into by and between this Board, the Issuer and Bank One Trust Company, National Association;

E. an Indenture of Trust (the "Indenture"), to be entered into between the Issuer and Bank One Trust Company, National Association, as trustee (the "Trustee"), providing for the creation of the Series 2003 Bonds, the terms thereof and the security therefor;

F. a Loan Agreement (the "Loan Agreement"), to be entered into by the Issuer and the Landlord, providing a loan of the Series 2003 Bonds proceeds to the Landlord to be used to refund the Series 1993 Bonds with repayment terms scheduled to provide the Issuer with revenues sufficient to retire the Series 2003 Bonds in accordance with their terms;

G. a Bond Purchase Agreement (the "Bond Purchase Agreement"), to be entered into between the Issuer, the Landlord, this Board and Siebert Brandford Shank & Co., LLC, as representative of the underwriters of the 2003 Series Bonds (the "Underwriters"), setting forth the terms and conditions on which the Issuer will sell and the Underwriters will purchase the 2003 Series Bonds;

H. [Escrow Agreement for payment of the option]; and

WHEREAS, the underwriters for the Series 2003 Bonds have provided an estimate of the savings in Lease rental payments which could be achieved, based on their estimate of current market rates for obligations similar to the Series 2003 Bonds, through refunding the Series 1993 Bonds and amending and restating the Lease, as calculated pursuant to a methodology acceptable to the Controller of the City of Milwaukee or his designee;

WHEREAS, this Board deems it in the best interests of the Milwaukee Public Schools to enter into the proposed Amended and Restated Lease, subject to certain terms and conditions hereinafter set forth; and

WHEREAS, this Board wishes to authorize the Superintendent (or his designee) to take such actions as may be necessary or desirable to facilitate the offering and sale of the Series 2003 Bonds to investors;

NOW, THEREFORE, BE IT RESOLVED by this Board as follows:

1. The Superintendent (or his designee) is hereby authorized, for and in the name of this Board, to consent to the sale of the Series 2003 Bonds to the underwriters, at such price and with the Series 2003 Bonds maturing on such dates and bearing interest at such rates, as the Superintendent (or his designee) shall approve, subject to the condition that the rental payments required under the related Amendments and Restated Lease will result in a present value savings (as calculated pursuant to a methodology acceptable to the Controller of the City of Milwaukee or his designee). The Superintendent (or his designee) is further authorized to execute the Bond Purchase Agreement, his or her execution thereof to constitute conclusive evidence of approval.
2. Subject to the condition set forth in Section 1 of this resolution, the President of this Board and the Superintendent (or his designee) are hereby authorized, on behalf of this Board and in the name of the City, to execute and deliver (a) the Amended and Restated Lease, (b) the Refunding Escrow Agreement, (c) the Tax Agreement, (d) the Continuing Disclosure Agreement, (e) the Bond Purchase Agreement and [(f) the Escrow Agreement for payment of the purchase price], all in substantially the form thereof presented with this resolution, or with such further insertions therein or corrections thereto as shall be approved by them consistent with this resolution, their execution thereof to constitute conclusive evidence of their approval of any such insertions and corrections.
3. In connection with the sale of the Series 2003 Bond, this Board hereby authorizes the distribution of a Preliminary Official Statement with respect to the Series 2003 Bonds in such form as the Superintendent (or his designee) shall approve. The Superintendent (or his designee) is hereby authorized, for and in the name of this Board, to execute and deliver the Final Official Statement with respect to the Series 2003 Bonds, in such form as the Superintendent (or his designee) shall approve, his or her execution thereof to constitute conclusive evidence of his or her approval of the Official Statement. The Superintendent (or his designee) is further authorized to take such action prior to the sale of the Series 2003 Bonds, for and in the name of this Board, as may be necessary to deliver to the underwriters an offering circular with respect to the Series 2003 Bonds which shall be "deemed final" as of its date for purposes of Rule 15c2-12 of the Securities and Exchange Commission, as amended.
4. The Superintendent, President and the Director of Financial Services of this Board and the appropriate deputies and officials of this Board in accordance with their assigned responsibilities are hereby each authorized to execute, deliver, publish, file and record such other documents, instruments, notices and records and to take such other actions as shall be necessary or desirable to accomplish the purposes of this resolution and to comply with and perform the obligations of this Board under the Series 2003 Bonds, the Amended and Restated Lease, the Refunding Escrow Agreement, the Tax Agreement, the Continuing Disclosure Agreement, the Bond Purchase Agreement and [an Escrow Agreement for payment of the option price].

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 12) Action on Recommendation to Authorize the Administration to Increase Expenditures out of the District's Common School Fund Library Aid Allocation

Administration's Analysis

1. The Common School Fund loans monies to school districts and municipalities for capital improvement projects. The interest on these loans is what is used to pay out to districts as library aid.

In accordance with Chapter 43.70(3) of Wisconsin Statutes, Common School Fund Library Aid is a reimbursement for money spent on library books and other instructional materials for libraries. This includes such items as audiovisual materials, books, newspapers, periodicals, and instructional software. No other types of expenditures are eligible for reimbursement. In order to take advantage of the reimbursement, eligible items must be bought and paid for during the school year in which the allocation is distributed.

The District receives allocations based on the number of children between the ages of 4-20 residing in the District. Since 1993, the estimated per-pupil amount has been distributed to schools to spend as part of their local budget according to a resolution passed by the MPS Board of School Directors.

2. Following the January posting of reimbursement figures for Wisconsin Public School districts it was determined by the Finance Department that an amount of $600,000 remains to be spent on library resources for the District during this fiscal year.

3. Earlier this year feedback was gathered from the schools by the Collection Development Committee of the K-12 Library Media Council regarding the merit of renewing the subscriptions of the online resources scheduled to expire at the end of this year. Looking to the future, Common School Fund reimbursements are expected to reflect the economic downturn. Therefore, consideration was also given to extending the subscription periods of some of the other resources should money become available. Since work is not completed on the particulars of these recommended expenditures, this will be supplied at a later date.

Strategic Plan Compatibility Statement

4. The recommendation supports the MPS Strategic Plan Goal 1, Student Achievement, to continuously improve achievement of all students to meet high standards.

Statute, Administrative Policy, or Board Rule Statement

5. The recommendation is consistent with Wisconsin State Statute, §43.70(3), Common School Fund Library Aid, which limits the expenditure of funds for the purchase of library books and other instructional materials for school libraries.

Fiscal Impact Statement

6. Funds are available in 1-10-4-818-518-431-222200 and 1-10-4-818-518-432-222200.

Implementation and Assessment Plan

7. With the Board's approval, the Administration will prepare the proposal for the purchase of on-line resources up to the approved estimated allocation amount.

Committee's Recommendation

Your Committee recommends that the Board give authority to spend the Common School Fund Library Aid allocation up to the increased reimbursable limit as provided by the Department of Public Instruction School Financial Services Team.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education compliance

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

Administration's Report

Service Information (based on data reported on February 3, 2003)

IEP Services

Total LEA Population Served.....16,796

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).....1,330
Active Initial Referrals.....903
Re-evaluations (Completed since September 2002).....3481
Active Re-evaluations.....1,1079

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 March 7, 2003

SETS Training
- As of February 28, approximately 800 MPS resources have received SETS training
- SSIMS newsletter is being created by the training team
- New SSIMS training lab being used by training team for SETS training

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 1-4 (approx. 75 Form pages) are coded and being tested by MPS and 4GL
- Phase 5 (approx. 10 Form pages) is in the requirement gathering stage.
- 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
- MPS selected Crystal Report Writer software to use to create new SSIMS reports
- Copy of the SETS database loaded on MPS servers for reporting and query purposes.
- MPS/SET Report Gap Analysis in progress

Encounter Tracker (ET)
- ET BPA documentation reviewed by MPS; modifications to BPA being done by 4GL
- ET application configuration and Quality Assurance testing to take place in March 2003
- ET Data Mining documentation given to MPS for review and approval

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 Feb. 25th — March 14th
- MPS resources will begin testing SETS 4.5 March 17th

Forms Updating SETS (FUS)
- FUS data mapping scheduled during March 2003
- FUS coding planned to begin in March/April 2003
- FUS implementation schedule for May/June 2003

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

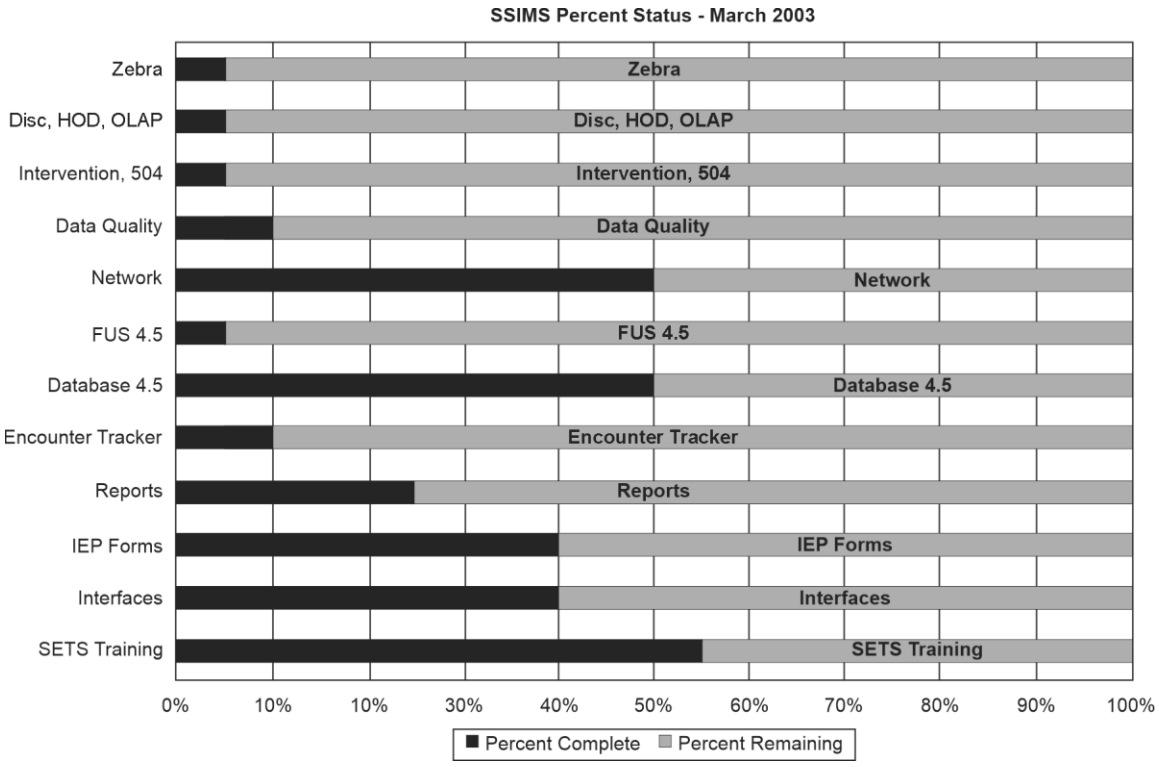
- SSIMS team meeting with IT to discuss logistics of confirmation of school connectivity
- SETS Client Network and PC/Mac technical specifications given to MPS for review
- MPS IT gave SSIMS team spreadsheet showing which school are wired to MPS central computers

Data Quality Improvement

- Weekly interdepartmental data quality meetings take place Wednesday from 9-10 AM
- SETS Data Quality Milestone process has been briefly discussed at the Wednesday meetings
- Data Quality Improvement Mission Statement 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



Extended-School-Year Services

The Individuals with Disabilities Education Act (IDEA) mandates that students with disabilities have access to extended-school-year services if required by their IEPs. These services are individually-determined special education and related services offered beyond the regular school year to assure that the student receive a free and appropriate public education (FAPE). A child's IEP team determines the type and extent of extended-school-year services. These services are provided beyond the normal school year, in accordance with the child's IEP, and are provided at no cost to the parent. In 2002, the District provided extended-school-year services to 834 students.

The IEP team must include a variety of factors when considering the need for extended-school-year services. These factors include:

a. type and severity of disability
b. behavioral and physical issues
c. alternate resources

d. ability to interact with non-disabled peers
e. curriculum that needs continuous attention
f. vocational needs
g. child's rate of progress
h. other relevant factors.

Decisions about the types of extended-school-year opportunities must be based on the student's individual needs and must not be dependent on an exiting program. Examples of extended-school-year opportunities may include:

- self-contained integrated setting (cross-categorical programming)
- regular summer recreational offering
- regular summer recreational offering with consultation support or itinerant teacher to the recreation specialist
- resource speech and language therapy service
- physical or occupational therapy services
- specially designed recreation program
- comprehensive services in self- contained setting
- school-to-work options
- driver's education (hearing impaired only)
- transportation
- other special education and/or related series as determined by the IEP team.

Parents can request consideration of extended-school-year services for their children with disabilities by contacting their children's IEP teachers and requesting IEP team meetings.

* * * * *

(Item 2) Action on Resolution 0203R-018 by Director Dannecker Regarding a District Special Education Ombudsperson

Background

At its meeting on May 30, 2002, the Board referred the following resolution by Director Dannecker to the Committee on Innovation/School Reform:

WHEREAS, The Board and the Superintendent have the statutory obligation to identify yearly objectives and priorities for education, and to assess annually the progress of pupils; and

WHEREAS, Under the direction of the Board, the Superintendent has general supervision of the manner of conducting the schools; and

WHEREAS, The Superintendent has identified reorganization of the Division of Special Services and improving service delivery as a strategic priority, and has introduced number of initiatives to achieve this end; and

WHEREAS, The District faces numerous challenges to improve continuously all elements of service delivery in Special Education; and

WHEREAS, The District must move expeditiously to implement programs it has identified as improving both organization and service delivery; and

WHEREAS, Implementing and demonstrating the effectiveness of programs in continuously improving compliance and service delivery is the best means of avoiding future discontent with district services; and

WHEREAS, The District can improve its relationships with stakeholders by making visible aggressive efforts to implement and expand program initiatives, while gathering stakeholder input for continuous improvement, in an effort to improve special education services as quickly as reasonably possible; and

WHEREAS, The District has developed initiatives to improve compliance assurance and services delivery, and to identify and meet changing legal requirements; and

WHEREAS, The Department of Public Instruction ("DPI") has proposed measures for implementing continuous assessment and improvement in order to make MPS the national leader in both legal compliance and delivery of special education services; now, therefore, be it

RESOLVED, That the Board shall designate an individual to be the District Special Education Ombudsperson. Said ombudsperson shall be available at all times to receive complaints which cannot be resolved by DSS from employees, advocates, departments, schools or other constituencies within MPS concerning other divisions, departments, etc., internal to MPS.

In particular, this District Special Education Ombudsperson shall be available for unresolved complaints from employee representatives concerning employment conditions and related issues rising out of, or affecting delivery of Special Education services. This office shall forward such complaints to the Superintendent and the appropriate department(s) and is granted the necessary authority to insure follow-up and resolution.

Further, this office shall be empowered to use part-time or full-time staff, or appropriate contracted assistance, to facilitate review of administrative processes for the benefit of the Board, including personnel to work with the Division of Special Services to identify or develop the systems and or tools that are or may be used to effectively monitor and update the current status of all IEPS and the District at all times on an ongoing basis.

This office shall be granted such authority as is needed to assist the Board in ensuring that the District is diligently fulfilling the Board's obligation to provide FAPE and meeting the Board's goal of providing the best services feasible as are consistent with its mission.

Administration's Analysis

1. The Special Education Oversight Action Plan that was approved by the Board at its June 2002 meeting is being implemented. The plan calls for alignment of staff to promote planning and implementation though the school's Educational Plan, as well as monitoring and oversight through Section 11 of the Education Plan and district-wide continuous improvement monitoring activities. The main function of these positions is to provide support, information, oversight and monitoring of the special education component within each school. The Special Education Leadership Liaisons have been aligned to report to the Director of Compliance and Monitoring with a collaborative relationship with Principal Coaches and Administrative Specialists. Effective Fall 2003 the Special Education Supervisors will be centralized and report directly to a Special Education Leadership Liaison and in some cases a Special Education Coordinator.

2. A principal's evaluation tool is being developed to include the principal's role in the implementation of Individuals with Disabilities Education Act (IDEA) and Section 504 of the Americans with Disabilities Education Act (ADA). The assessment toll will focus on both compliance to procedural requirements as well as provision of quality services to students with disabilities within the school setting.

3. Four additional Parent Information Specialists have been hired by the Department of Special Services to work in the Parent Information Center, which now houses nine Parent Information Specialists. Their role is to provide assistance to parents to resolve issues and concerns as will as to provide information and assist them to locate support and services within the district in general as well as special education issues. In addition, the Parent Information Specialists will provide staff and parent training opportunities and assist schools in developing strategies to increase parent participation at the school level. The Parent Information Specialists will be directly aligned to the Special Education Leadership Liaisons and Special Education Supervisors to assist with problem resolution and provision of information.

4. The Parent Dispute Resolution Process has been developed and initial training has begun. District-wide training in the Parent Dispute Resolution Process will be provided in April and May 2003 with full implementation by June 2003.

5. The role of the Ombudsperson is identified to provide internal support to insure the implementation of IDEA through provision of an additional avenue for assistance, process review and to work collaboratively with the administration in order to provide the Board with an additional vehicle to insure proper implementation and oversight for the District's requirements under the Individuals with Disabilities Education Act (IDEA) as well as Section 504 of the Americans with Disabilities Act (ADA).

6. The Office of Board Governance provides direct support to the Board and works collaboratively but independently of the administration. Therefore the Director of the Office of Board Governance can easily support the fulfillment of the duties of Special Education Ombudsperson.

Strategic Plan Compatibility Statement

7. The recommendation supports the 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.

Statute, Administrative, or Board Rule Statement

8. This recommendation is consistent with federal laws, state statutes, and administrative policies.

Fiscal Impact Statement

9. There is no fiscal impact.

Committee's Recommendation

Your Committee recommends that the Board instruct the Director of the Office of Board Governance to fulfill the following duties as the Special Education Ombudsperson:

1. The Ombudsperson shall facilitate for parents who are navigating their way through the Parent Dispute Resolution Process.
2. The Ombudsperson shall facilitate the processing of unresolved complaints from employee representatives concerning employment conditions and related issues rising out of, or affecting, the delivery of special education services.
3. The Ombudsperson shall forward complaints to the Superintendent and to the appropriate department(s), and the Ombudsperson is granted the necessary authority to ensure follow-up and resolution of complaints.
4. The Ombudsperson shall be empowered to use full or part time staff or appropriate contracted assistance, to facilitate review of administrative processes for the benefit of the Board. This includes the use of personnel to work with any appropriate administrative department to identify or develop the systems or tools that are or may be used to effectively monitor and update the current status of all IEPs in the district at all times on an ongoing basis.
5. The Ombudsperson shall be granted the authority, as needed, to assist in ensuring that the district is diligently fulfilling the Board's obligation to provide FAPE and meeting the Board's goal of providing the best services feasible as are consistent with its mission.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 24 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Johnson moved to accept the reports of the Independent Hearing Panel of March 3, 4, 5, 6, 7, 10, 11, 12, 14, 25, and 26, 2003.

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

Ayes — Directors Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 7.
Noes — Director Hardin — 1.
Voting "present" — Director Blewett — 1.

* * * * *

In accordance with notice previously given, Director Gardner moved to discharge the Committee on Strategic Planning and Budget from further consideration of Resolution 0203R-038, regarding the expansion of the budgetary and hiring authority of school governance councils in the 2004 school year.

The motion prevailed, the vote being as follows:

Ayes — Directors Dannecker, Gardner, Horton, Johnson and President Spence — 5.
Noes — Directors Hardin, Morales and O'Neil — 3.
Voting "present" — Director Blewett — 1.

The Board recessed from 8:03 to 8:16 PM.

Director Gardner moved that the Board discuss the resolution as revised at the last meeting of the Committee on Strategic Planning and Budget.

Director Hardin moved to substitute and adopt the following response of the Administration to the revised resolution.

Introduction

Following a review of the City Attorney's March 17, 2003, legal opinion regarding Authority of the School Board to Delegate Certain Powers to School Governance Councils and the March 24, 2003, legal opinion regarding Director Gardner's revised school governance councils resolution, the Administration recommends the Board continue to support the Administration's current initiatives to improve the school administrator evaluation model, develop the capacity of school governance councils in every school working with a consensus building model, and enhance the school administrator hiring process with increased involvement by the school governance council. The Administration will report back to the Board of School Directors regarding progress made in planning and implementation in August 2003 with the expectation that a school governance consensus building model will be in place beginning in Fall 2003 with the Educational Plan and Spring 2004 as the FY05 Budget is developed. Consensus building is defined as agreement among parents, teachers, community members and administrators within the school governance council.

The Administration recognizes that there is currently significant need to further develop school governance councils in many of our schools. We will work diligently with school administrators to ensure that every school makes progress in increasing the involvement of parents and community members as partners in educating our children.

Educational Plan and Budget

The Administration strongly supports school governance council consensus building among parents, staff, community members and administrators in the development of the school educational plan and budget. Consensus building is defined as agreement among parents, teachers, community members and administrators within the school governance council regarding the school's Educational Plan and budget. The Superintendent has identified the following five capacity builders for all schools:

- All schools must have an effective Educational Plan.
- Professional Learning Communities must be developed at the school level through learning teams.
- Schools must implement school-wide instructional programs aligned to academic standards.
- There must be fiscal responsibility at each school and alignment to the Educational Plan.
- Each school must implement a Shared Decision-Making Model that actively involves parents and teachers.

A capacity builder rubric has been developed and will be used by the principal coaches to provide support for principals. These capacity builders and the rubric strongly support a consensus building school governance council model in every school.

The Parent Information Center is available to assist school governance councils with training. If a school governance council experiences difficulties relative to involvement in decision making, consensus building or other issues, the council may appeal to the Superintendent for problem solving and mediation. A panel composed of the Superintendent, a parent representative, and a teacher representative will be convened by the Superintendent to mediate issues when necessary.

Principal Evaluation

The Administration, under the direction of Dr. Karen Jackson and in collaboration with representatives of the Administrators and Supervisors Council, is currently developing a new evaluation and accountability system for school administrators that sets clear expectations for reaching state and district goals while promoting professional and personal growth of the principal. This performance-based principal evaluation system is based on research-based best practices, state administrative standards, and professional competencies. Parents, teachers, and community members

will have an opportunity to participate in focus groups that provide feedback during the evaluation document development process. The evaluation model is designed to fulfill the following objectives:

- To provide an instrument which reflects the day-to-day tasks of the principal.
- To provide a document that includes measurable indicators of performance.
- To provide tools which can be used as benchmarks for self-assessment and continuous improvement by the principal.
- To provide for a plan of assistance if goals are not met.
- To provide for frequent communications between the principal and the evaluator.
- To provide for a reduction in rank or termination if the desired improvement is not forthcoming after implementing a plan of assistance and unsuccessful completion in the Concentrated Assistance Program (CAP).

The principal evaluation process will be aligned with district goals, ensure due process, and reflect the five capacity builders (i.e. professional learning communities, shared decision making, an effective Educational Plan, alignment of curriculum with state standards, and fiscal responsibility). A capacity builder rubric is being developed and will be used by the principal coaches to provide support for principals. The six key goal areas included in the new evaluation model are:

- A vision of learning that is shared by the school community
- Instructional leadership
- Academic achievement
- Positive school learning environment
- Building management
- Community relationships

These goal areas will be assessed through observations, data and artifact collection including review of school governance council meeting agendas and minutes. In addition, school governance councils will be provided an opportunity to evaluate the effectiveness of the principal in facilitating consensus building within the school governance council. This elevated level of school governance council participation will be included as part of the summative principal evaluations compiled by the Administrative Specialists and provided to the Superintendent.

Principal Selection

The Administration under the direction of Dr. Karen Jackson is currently updating and clarifying the procedures for the involvement of school governance councils in the selection of school administrators. The Administration will report back to the Board of School Directors regarding the updated principal selection procedures in August 2003.

Summary

In summary, the Administration recommends the Board continue to support the Administration's current initiatives to improve the school administrator evaluation model, develop the capacity of school governance councils in every school working with a consensus building model, and enhance the school administrator hiring process with increased involvement by the school governance council. The Administration will report back to the Board of School Directors regarding progress made in planning and implementation in August 2003 with the expectation that a school governance council consensus building model will be in place beginning in Fall 2003 with the Educational Plan and Spring 2004 as the FY05 Budget is developed.

The motion to adopt the Administration's response prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

RESOLUTIONS

Resolution 0203R-050

by Director Dannecker

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 Public Schools Board places the name of Alan Borsuk on the statewide Media Honor Roll, calling attention to the ongoing responsible and exemplary nature of reporting on this community'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..

Resolution 0203R-051

by Director Dannecker

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 Public Schools Board places the name of Vivian King on the statewide Media Honor Roll, calling attention to the ongoing responsible and exemplary nature of reporting on this community'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..

Resolution 0203R-052

by Director Dannecker

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 Public Schools Board places the name of Joanne Williams on the statewide Media Honor Roll, calling attention to the ongoing responsible and exemplary nature of reporting on this community'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..

In accordance with notice previously given, Director Dannecker moved to suspend Board Rule 1.10(1) to take immediate action on Resolutions 0203R-050, 0203R-051, and 0203R-052.

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

Ayes — Directors Dannecker, Gardner, Horton, Johnson, Morales, and President Spence — 6.
Noes — Director O'Neil — 1.
Voting "present" — Director Blewett — 1.
Temporarily absent — Director Hardin — 1.

Director Dannecker moved to adopt the three resolutions.

Division of the question was ordered.

Resolution 0203R-050 was adopted on the following vote:

Ayes — Directors Blewett, Dannecker, Gardner, Horton, Johnson, O'Neil and President Spence — 7.
Noes — Director Morales — 1.
Temporarily absent — Director Hardin — 1.

Resolution 0203R-051 was adopted on the following vote:

Ayes — Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.
Temporarily absent — Director Hardin — 1.

Resolution 0203R-052 was adopted on the following vote:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

Director Blewett moved to reconsider Resolution 0203R-050 in order to include Sarah Carr with Alan Borsuk.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Hardin, Horton, Johnson, O'Neil and President Spence — 7
Noes — Directors Gardner and Morales — 2.

Director Blewett moved to adopt Resolution 0203R-050 amended to read "name<u>s</u> of Alan Borsuk <u>and</u> <u>Sarah</u> <u>Carr</u>."

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Horton, Johnson, O'Neil and President Spence — 6.
Noes — Director Morales — 1.
Voting "present" — Directors Gardner and Hardin — 2.

Resolution 0203R-053

by Director Blewett

WHEREAS, Principal coaches are some of the best-known and most highly-regarded principals in the system; and

WHEREAS, Principal coaches act as trained supervisors to help other principals increase student achievement at their schools; and

WHEREAS, A number of concerns regarding these coach positions have been raised both by MPS school employees and members of the general public; and

WHEREAS, Milwaukee Public Schools wants to take every measure possible to retain qualified employees and keep them in positions where they best serve children; and

WHEREAS, Current principal coaches include principals who leave their schools to become coaches, leaving assistant principals in charge of the school for the remainder of the school year; and

WHEREAS, There is disruption in the schools when the principals leave half-way through the year; now, therefore, be it

RESOLVED, That the Administration, in order to eliminate disruption to schools, be directed to develop a plan to use consultants, rather than district employees, to carryout this function; and be it

FURTHER RESOLVED, That this plan be presented to the Board for implementation in the 2003-2004 school year.

Referred to both the Committee on Innovation/School Reform and the Committee on Finance/Personnel.

Resolution 0203R-044 by Director Hardin regarding the assignment of safety assistants to elementary and K-8 schools, which had been introduced and referred to the Committee on Finance/Personnel on February 27, 2003, was also referred to the Committee on Strategic Planning and Budget.

The Board adjourned at 9:10 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 15, 2003

Special meeting of the Board of School Directors called to order by President Spence at 6:00 PM.

Present — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales (6:07 PM), O'Neil (6:06 PM), and President Spence — 9.
Absent — None.

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

April 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 at 5:45 p.m. on Tuesday, April 15, 2003, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conducting a performance evaluation of the Director, Office of Board Governance/Board Clerk.

Pursuant to Wisconsin Statutes, §19.85(1)(c), which provides that a governmental body may convene in executive session for the purpose of "considering employment, promotion, compensation or performance-evulation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may convene in executive session for the purpose stated above.

LYNNE A. SOBCZAK
Board Clerk

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes, §19.85(1)(c), to consider performance-evulation data for the Director, Office of Board Governance/Board Clerk.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson and President Spence — 7.
Noes — None.

The Board retired to executive session at 6:01 PM.

The Board adjourned from executive session at 6:27 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 15, 2003

Regular meeting of the Board of School Directors called to order by President Spence at 6:44 PM.

Present — Directors Blewett, Dannecker, Gardner (6:46 PM), Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Absent — None.

Before the Board commenced its agenda, the Rufus King High School Band performed the National Anthem.

AWARDS AND COMMENDATIONS

Special Commendation

Rufus King High School Boys' Basketball Team State Champions

The Milwaukee Rufus King High School boys' basketball team advanced to become the 2003 Division 1 State Champions on Saturday, March 22, by defeating Appleton West, 57-46. King, which entered the season as the favorite to win the Division 1 title, finished the season undefeated with a 25-0 record. This state championship is a special honor for the school community, as it is the first for King since 1995. In addition to the state championship, The Associated Press named King's head coach, Jim Gosz, Wisconsin's 2002-03 Coach of the Year.

Throughout the 2002-2003 season, King exhibited a high level of talent, senior leadership, and cohesiveness. 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, that ultimately led to the team's becoming state champions.

Milwaukee Rufus King High School
2002-2003 Varsity Roster

Principal	Andrew Meuler
Athletic Director	John Nolan
Head Coach	Jim Gosz
Assistant Coaches	Bob Buss Pat Duffy Mike Goodwin Al Jackson Ben Spector Lucius Washington
Manager	Danita Bush
Players	Mitchell Carter, Troy Cotton, Jahi Craig (Co-Captain), Terron Daniels, Robert Dixon, Khalifa El-Amin, Dupree Fletcher, Matt Goodwin, Mike Gutter, Laneal Harris, Drew Jackson, Jermyl Jackson-Wilson, Tom Lemke, James Pruitt, Micaiah Stallworth, Brian Terrell, Justin Willingham (Co-Captain)

Commendation to the
Rufus King High School Boys' Basketball Team

WHEREAS, During the 2003 season the Rufus King High School basketball team worked diligently to perfect their technical skills under the direction of the coaching staff; and,

WHEREAS, Members of the Rufus King High School basketball team exhibited high levels of leadership, cohesiveness and dedication; and,

WHEREAS, The team was a model of sportsmanship and positively represented the Rufus King High School community and Milwaukee Public Schools; and,

WHEREAS, The Rufus King team was the favorite to win the 2003 Division 1 title with a 25-0 undefeated season record; and,

WHEREAS, Jim Gosz, the team's coach, was named Coach of the Year for 2003 by *The Associated Press*; and

WHEREAS, The Rufus King High School basketball team ultimately was awarded the 2003 Division 1 State Champion; and,

WHEREAS, This is the first State Championship for Rufus King High School since 1995;

NOW, THEREFORE, The Milwaukee Board of School Directors and the Superintendent of Milwaukee Public Schools honors the Rufus King High School basketball team and the coaching staff for outstanding performance and grace under pressure.

* * * *

Adoption of a Resolution in Honor of Outgoing Board Member John Gardner

Director Dannecker moved to suspend Board Rule 1.10(1) in order to take immediate action on the following resolution.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — None.
Abstaining from voting — Director Gardner — 1.

WHEREAS, John S. Gardner was elected to the city-wide seat on the Board of School Directors in April 1995; and

WHEREAS, Director Gardner was re-elected to the city-wide seat on the Board of School Directors in April 1999;

WHEREAS, Director Gardner is now completing eight years of service as a member of the Board; and

WHEREAS, Director Gardner, in addition to his regular Committee assignments, served as chair of the Personnel Committee for one year and chair of the Committee on Strategic Planning and Budget for two years; and

.WHEREAS, Director Gardner advocated decentralized budgeting, fiscal and educational accountability, sharing of decision-making authority, and increased power for school governance councils; and

WHEREAS, Director Gardner supported high standards for MPS students, including high-school reform, improved mathematics instruction, and job and apprenticeship training; and

WHEREAS, Director Gardner supported charter schools and increased parental choice; and

WHEREAS, Director Gardner never hesitated to become passionately involved in controversial and difficult issues; now, therefore, be it

RESOLVED, That the Board of School Directors extend its sincere appreciation to Director John S. Gardner for his 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 Director John S. Gardner in tribute to his record of dedicated public service to the citizens of Milwaukee and the boys and girls in the public schools.

The resolution was adopted by consensus.

The Superintendent presented Director Gardner with student artwork in recognition of his service to the district.

* * * * *

Other Awards and Commendations

Students

The students listed below are being recognized for their achievements in the Black History Month Essay Contest sponsored by the University of Wisconsin-Milwaukee and Coca-Cola Enterprises of Milwaukee. Participants submitted essays on the theme, *You Have the Power to Mack a Difference, Explain Where You Would Start and Why*. The students were recognized at an awards ceremony at UW-Milwaukee.

Winners:

Kimberly Hinton, Bradley Technology and Trade School
Tanisha Parker, North Division High School
Elizabeth Soto, Project Stay
Collisce Walker, Juneau High School

Runners Up:

Lakendra Cooper, Project Stay
Amy Duncan, Pulaski High School
Isabel John, Milwaukee School of Languages
Ashlie McNeal, Custer High School
Anthony Parker, North Division
Wendy Smith, Washington High School
Ryan Taylor, Riverside High School
Terry Vaughn, Project Stay
Antonius Whalen, Bradley Technology and Trade School
Ketiwe Zipperer, Rufus King High School

The following students were recently honored at the 18th Annual Black Excellence Award sponsored by the *MilwaukeeTimes:*

Chucka Obi, Custer High School
Shaun Flanagan, Madison High School
Trevonte McClain, Milwaukee High School of the Arts
Tiffany Donald, North Division High School
Anitra Ford, North Division High School
Evan Reed, North Division High School
Sonia Summers, Riverside High School
Byron Terrell Adams, Rufus King High School
Alana Hamberlin, Rufus King High School
Sable Nelson, Rufus King High School
Alvin Powell, Rufus King High School
Brittany Lea Sabir, Rufus King High School
Shelton Gillie, Vincent High School
George Noble II, Vincent High School
Corey Benson, Washington High School
Jeffrey Carter, Washington High School
Rodney Cooks, Washington High School
Deon Copeland, Washington High School

Joel Graham, a senior at Project Stay, has been named one of ten National High School Student Winners for the "Time Warner Cable and C-SPAN's, The Common Good." Joel was one of more than 300 students who responded to the question "How do we balance civil liberties and national security to best serve the common good?" He will travel to Washington, DC, for a program specially designed by the Close-Up Foundation.

The Foundation for Educational Opportunity has awarded scholarships to the following five La Escuela Vieau students who submitted written 500-word essays on why it is important to excel in school and pursue a higher education. Students had to show a dramatic gain in test scores and improvement in grades by submitting certified copies of state test results.

Ana Gonzalez — $5,000 college scholarship
Marlene Garcia — $500 college scholarship
Jackie Soto — $250 college scholarship
Gabriela Palomino — $200 college scholarship
Joselyn Sostre — $200 college scholarship

Six students from La Escuela Vieau were winners of the Ninth Annual Reading Rainbow Young Writers and Illustrators Contest sponsored by Milwaukee Public Television. The contest, which was open to kindergarten through third-grade students, involved fact or fictional stories, prose, or poetry.

Janelmarie Ramirez-Pavon — First Place
Yarismari Ortiz — Second Place
Edward Urbina — Second Place
Genesis Mendoza — Special Merit Award
Karen Romero — Special Merit Award
Diana Sanchez — Special Merit Award

The following students have been selected to exhibit their artwork at the Ninth Annual Youth Photography Showcase, in the Rotunda of the Milwaukee City Hall. The program was sponsored by the Wisconsin Chapter of the Photographic Society of America. The Award of Merit winners received $100, and the Honorable Mention winners each received $50.

Award of Merit Winners
Sharimah Negron, Pulaski High School
Van Nguyen, Rufus King High School
Gavan Werner, Rufus King High School
Honorable Mention Winners
Lauren Adams, Rufus King High School
Julia Hey, Rufus King High School
Chantal Jurgens, Rufus King High School
Ruth Lopez, Rufus King High School
John Leppanen, Rufus King High School
Darnell Parker II, Milwaukee High School of the Arts
Amanda Raymond, Rufus King High School
Maixiong Thao, Rufus King High School
Nkaujlug Thao, Rufus King High School
Elizabeth Weiss, Rufus King High School

Schools

For the sixth time, Pulaski High School has been chosen as the recipient of the Metropolitan Milwaukee Association of Commerce Scholar Enrollment Award. This award is given to the target high school with the highest number of students enrolled in college. In addition, for the third time, Washington High School was chosen as the recipient of the Metropolitan Milwaukee Association of Commerce Scholar Academic Excellence Award, given to the target high school whose students have done well academically during their first year of college. On average, Washington High School graduates have achieved the highest grade-point averages of all the target high school scholars during the 2001-2002 school year.

Greenfield Elementary School was the recipient of $5,550, plus six $50 U.S. Savings Bonds, from the Sierra Club for its involvement in the national non-partisan project “Vote for Children,” which was aimed at increasing awareness in children and families of the importance of voting.

Staff/Departments

Beth Ann Schefelker, a fifth- and sixth-grade teacher at Henry David Thoreau Elementary School, was named the recipient of the 2003 Presidential Award for Excellence in Mathematics Teaching, sponsored by the National Science Foundation. She received a $7,500 award. Beth Ann attended the recognition events in Washington, DC, at which she also received a Presidential Citation.

The Neighborhood Schools Initiative received a Cornerstone Award from Builder Magazine, the trade magazine of the National Association of Home Builders, for its work in redeveloping the Washington Park neighborhood by building a new school and replacing the housing lost through rehabilitation.

Sharon Durkta, MPS curriculum specialist, received a Merit Award at the 50th Annual Awards Banquet of the Milwaukee County Historical Society. The award was presented to recognize her years of services to the social studies program of the Milwaukee Public Schools and for her efforts at developing innovative programs and resources for students and faculty.

The Office of Communications and Public Affairs received five awards in the 2002 NSPRA Gold Medallion Awards, Publications and Electronic Media Contest, and Golden Achievement Award competitions. Awards were for the District's Report to the Community, Choose a Leader, Choose MPS campaign, the Directions publication, Milwaukee Recreation Department Celebrity Lecture Series, and the MTG postcard.

Community

Four local education reporters nominated last month by the Milwaukee Board of School Directors have been placed on the Media Honor Roll sponsored by the Wisconsin Association of School Boards (WASB) and the Wisconsin School Public Relations Association (WSPRA). The four honorees are Joanne Williams, WITI-TV 6; Vivian King, WTMJ-TV 4; and Alan Borsuk and Sarah Carr, both from T*he Milwaukee Journal Sentinel.* The Media Honor Roll recognizes honorees in three categories: print, radio, and television. The honorees are recognized for their efforts to get to know the board president, superintendent, and mission and goals of the district; for their fair, accurate, and balanced reporting; for their focus on reporting positive school news; for their practice of visiting schools; and for their willingness to share information with school representatives.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of March 4, 13, and 27, 2003, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Approval of Negotiated Labor Agreements with MTEA (Substitute Teachers)

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

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

MTEA (Substitute Teachers) —
Two-year contract (July 1, 2001, through June 30, 2003)

It is the recommendation of the Superintendent that the Board adopt the above contract as highlighted on the summary document provided below.

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

Highlights of Contract Resolution Between
The Milwaukee Board of School Directors and
Milwaukee Teachers' Education Association (Substitute Teachers)

July 1, 2001, Through June 30, 2003

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

2. Salaries: 7/01/01.....2.334%
7/01/02.....1.087%

The above reflects the QEO salary increases.

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

Director Johnson moved to adopt the contract.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Suspension of Board Rule 1.01(1) and Rescheduling of the Board's Annual Organizational Meeting

Office of
Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

Board Rule 1.01(1) provides that the annual organizational meeting of the Board shall be held on the fourth Monday of April. Under the provisions of this Rule, the 2003 organizational meeting would be held on April 28. A number of Board members, however, have indicated that they have scheduling conflicts for that day.

Therefore, it is recommended that the Board suspend Board Rule 1.01(1) and change the date of the 2003 organizational meeting to Tuesday, April 29, 2003.

LYNNE A. SOBCZAK
Director/Board Clerk

Director Johnson moved to suspend Board Rule 1.01(1).

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

Director Johnson moved to reschedule the 2003 organizational meeting to Tuesday, April 29, 2003.

The motion prevailed, the vote being as follows;

Ayes — Directors Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of Item 9 of the report of the Committee on Finance/Personnel, a resolution to establish contracts to include unemployed City of Milwaukee residents.

On the motion of Director Johnson, the balance of the committees' reports was adopted, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, 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 Board Resolution 0203R-047 by Directors Morales and Blewett to Develop District-wide Educational Materials Teaching about World Conflict

Background

At its meeting on February 27, 2003, the Board referred resolution 0203R-047 by Directors Morales and Blewett to the Committee on Innovation/School Reform:

WHEREAS, Milwaukee Public Schools students will be profoundly affected both directly and indirectly by U.S. intervention in Iraq; and

WHEREAS, The district has an obligation to prepare students to be effective citizens in our democracy, an obligation that includes helping students develop skills for analytical thinking and inquiry about vital matters facing our community; now, therefore, be it

RESOLVED, That there be held a district-wide educational event at the school level on the background of the current crisis concerning Iraq, the options available to the United States and foreign governments to attempt to resolve that crisis, and the likely consequences of a United States military attack on Iraq; and be it

FURTHER RESOLVED, That this educational event be required in the high schools and middle schools and be optional in elementary schools, and that it include a minimum of one class period dedicated to presentations and discussions concerning this matter, and one after-school event for further presentations and discussion; and be it

FURTHER RESOLVED, That the Administration be directed to facilitate the collection of age-appropriate materials and presentations, representing diverse viewpoints on the background, options, and consequences concerning the crisis concerning Iraq, for use by the schools in preparing for this educational event.

Administration's Analysis

1. The District has an obligation to prepare students to be effective citizens in our democracy, which includes helping students develop skills for analytical thinking and inquiry about vital matters facing our community.

2. Discussions and activities concerning the teaching of world conflict within both the school and classroom curriculum are appropriate within the district guidelines. Staff is advised, however, to be cognizant about comments they make on the subject of Iraq and other areas of conflict. Since the student body and school community include persons deployed in the military and their families, persons from areas of conflict, and persons with a variety of viewpoints on current events and their solutions, it is important that discussions present a balanced perspective, allow for differences of opinion; and be grounded in mutual respect. All discussions and activities must be appropriate to the ages and levels of development of the students involved.

3. It is suggested that information be

- incorporated into the study of the geography (including map skills), history, government, economics, and culture (including traditions, religion, language) of the peoples in North Korea, Iraq, Iran, Palestine, Israel, Pakistan, Liberia, Albania, and other places of unrest and conflict in order to develop an understanding of the people and places of conflict. There are pertinent materials in current textbooks, on the Internet, and MPS home page;
- incorporated into strategies within the regular classroom curriculum for research and discussion of current events taking place in North Korea, Iraq, Iran, Palestine, Israel, Pakistan, Liberia, Albania, and other areas of conflicts, Vigilant efforts must be made to present and examine objectively the sources and roots of, issues involved in, immediate and long-term impact of, and resolution to past, present, and future conflicts, as well as the options available to resolve these crises;
- shared to increase understanding, appreciation, tolerance, and respect for students and staff from the Middle East and other areas of conflict;
- used to develop awareness of, and honor and respect for, the service men and women (parents, teachers, siblings, relatives, friends, and neighbors) deployed in these areas of conflict;
- used to encourage the discussion of democracy, freedom, loyalty, patriotism, (e.g., Pledge of Allegiance, documents such as the Declaration of Independence, U.S. Constitution, Bill of Rights);
- used to increase understanding, appreciation, tolerance, and respect for others, their choices, and their viewpoints in their local and global communities.

Statute, Administrative Policy, or Board Rule Statement

4. The Administration's response is consistent with Administrative Policy 7.01, Teaching and Learning Goals.

Implementation and Assessment

5. Guidelines for teaching about world conflict and resources for teachers, principals and parents have been distributed through the March 21, 2003, and March 28, 2003, MPS Administrators' Bulletins. Items have also been forwarded to the librarians' listserv.

6. A limited collection of articles, resources, and websites are being gathered and placed on the MPS homepage to assist schools in teaching about these conflicts.

Fiscal Impact Statement

7. This item does not authorize expenditures. There are no fiscal impacts at this time.

Committee's Recommendation

Your Committee recommends that the Board adopt the Administration's suggestions for the implementation of teaching about world conflict to increase understanding, appreciation, tolerance, and respect for others in their local and global communities.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 2) Action on Resolution 0203R-028 By Director Johnson to Expand the Current Edison K-8 Program to Include Grades 9 Through 12

Background

At its meeting of September 26, 2002, the Board referred Resolution 0203R-028 by Director Johnson to the Committee on Innovation/School Reform:

WHEREAS, The Neighborhood Schools Initiative has been in effect for over two years, since the Fall of 2000; and

WHEREAS, The approved Neighborhood Schools Plan called for Edison Middle School to be converted from an attendance area middle school to a three-section attendance area K-8 school, with a capacity of approximately 815 seats, 572 of which were to be used for kindergarten through the fifth grade, and the remainder to be used for grades six through eight; and

WHEREAS, The demand for the elementary-level seats at the Edison K-8 school has been much 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 Edison K-8 program to include grades 9 through 12.

Administration's Analysis

1. At its meeting of August 24, 2000, the Board adopted the plan for the Neighborhood Schools Initiative (NSI). The plan was subsequently adopted by the State Legislature's Joint Finance Committee on September 26, 2000.

2. Contained in the plan were the following recommendations relative to Edison Middle School:

> …Convert Edison Middle School from an attendance-area middle school to a three-section attendance area K-8 school serving an identified portion of the Carleton attendance area, having a capacity of approximately 815 seats, of which 572 seats would be for Grades K-5 and the remainder for Grades 6-8; [and]
>
> …to compensate for the 531 attendance area seats lost in the recommended conversion, offer the recommended new middle school seats at the McNair/Silver Spring (243 seats), Thurston Woods (162 seats), and Thirty-fifth Street (243 seats) Schools…

3. At its meeting of November 28, 2000, the Board 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's 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 Edison and the reassignment of its former middle-school attendance area were included in the approved changes.

4. With respect to Edison and the Neighborhood Schools Initiative, a contract for architectural services in the amount of $58,000 was awarded to Uihlein Wilson Architects by the Board at its meeting of February 28, 2002. Planning and design activities with the principal, staff, and school advisory committee had progressed to the 95% contract document stage, when they were suspended as a result of the response received during the FY03 student assignment process, in which only 17 requests were received for seats in Grades K4, K5, and Grade 1.

5. Prior to the suspension of the project, the Division of Facilities and Maintenance Services had issued two contracts totaling $14,725 for asbestos-abatement activities associated with the project. These abatement activities were subsequently completed during the 2002 summer recess. To date approximately $60,000 has been expended on the project.

6. At its meeting of December 19, 2002, the Board considered the Administration's response to this resolution and directed the Administration to:

   a. continue to work with the Edison principal, staff, and community to determine if a different program or grade organization was desired, with any proposal to be brought forward to the Board for its review and approval; and

   b. report back to the Committee no later than the March 2003 regular Board meeting.

7. Since December 19, 2002, the Administration has worked with the principal and staff at Edison to assist them in the development of the Thomas A. Edison Career Academy of Public Safety for 840 students in Grades 6-8 and 9-12. (The addition of grades 9-12 will be in accordance with the Superintendent's high-school reform efforts.)

   a. The proposed new program would offer a rigorous curriculum that would include all required MPS courses for graduation and electives related to public safety. Students will be introduced to public-safety classes in ninth grade and will select a particular focus in

their junior year. During their senior year, students will participate in a service learning project or internship.

b. Much of the public-safety coursework would be held in conjunction with the Fire and Police Academies at the Safety Academy or other off-site training facilities. Representatives from the Milwaukee County Sheriff's Department and the Milwaukee Fire Department are working collaboratively as plans for this specialty program unfold. A copy of the proposal was provided to Board members under separate cover.

8. The Edison school community has been fully involved in and committed to the development of the Thomas A. Edison Career Academy of Public Safety. Eighty-five percent of the Edison staff voted in support of this proposal. The proposal was shared with parents at PTO meetings on December 5, 2002, and February 13, 2003; at both Our Lights Are On Open House evenings; via a newsletter; and at an additional open house on January 23, 2003, at which parents were surveyed. Of those surveys returned, 47% supported the addition of a high school on the Edison campus; 33% had no opinion; and 20% did not support the addition of a high school on the Edison campus. Regarding the public-safety focus, 73% of those surveyed were in support; 20% had no opinion; and 7% were not in support. (A copy of the survey is attached to the minutes of your Committee's meeting.) Additionally, the Edison School Governance Council addressed the proposal at its meetings and unanimously supports Edison's efforts to create a small high school. A letter to this effect from the SGC chairperson is also attached to the minutes of your Committee's meeting.

9. The new program will stress the importance of leadership and of being a dutiful member of society. Discipline will be a key component. The school will work with its school governance council to determine an acceptable school-uniform policy consistent with the Board-approved District uniform policy for grades K-8. The program will include an extensive after-school program for enrichment and academics. For those students not meeting grade-level expectations, extensive tutoring will be required during the school day. The school will provide athletic opportunities through a partnership with Custer High School.

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 it supports the goal of family satisfaction as measured by their choices in the educational marketplace.

Statute, Administrative Policy, or Board Rule Statement

11. This recommendation is consistent with Administrative Procedure 5.01, Facilities Planning, regarding involvement of community and staff.

Fiscal Impact Statement

12. This item does not authorize expenditures. There will be costs associated with the new program, most of which will be assumed by the school. The FY04 costs are:

Inservice (40 staff for 3 days @ $270/day)	$ 32,400
Textbooks	72,500
Media center materials	25,000
Science equipment	6,500
Total	$ 136,400

13. The District will cover the cost of textbooks for the FY04 school year in the amount of $72,500 through the textbook account/grade-level expansion fund. The Edison school community will be responsible for the FY05, FY06, and FY07 purchase of textbooks. In addition, if this proposal is adopted, the school will be responsible for covering the cost of inservicing staff, media-center materials, and science equipment, as well as any other unanticipated costs. The Edison school community will use local resources, including GEAR-UP and Comprehensive School Reform (CSR) funds, to provide professional development for this transition.

Implementation and Assessment Plan

14 The student enrollment will be phased in over a four-year period, beginning with the FY04 school year. Existing students will have the option to remain at the school while the overall enrollments are reduced at the entry grades. The projected rollout is as follows:

Projected Student Enrollments				
Grade Level	FY04	FY05	FY06	FY07
6th	120	120	120	120
7th	150	140	120	120
8th	230	150	120	120
9th	120	120	120	120
10th		120	120	120
11th			120	120
12th				120
Total	620	650	720	840

15. Upon approval by the Board, the Thomas A. Edison Career Academy of Public Safety may initiate a student-recruitment program for the 2003-2004 school year. All grade-appropriate students will be able to register for available seats in the Thomas A. Edison Career Academy of Public Safety.

16. Students at the Thomas A. Edison Career Academy of Public Safety 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. The public-safety portion of the curriculum will be reviewed annually by the public-safety partners to ensure that its content is relevant and meets the educational needs of the professions involved.

17. The plan supports the principal, teachers, school-support staff, families, students, and community partners united behind a common vision that all children can learn and that failure is not an option, with grade-level proficiency as the standard. The core values of the program include citizenship, discipline, moral development, integrity, respect, character, service, and teamwork and collaboration. The objectives of the program include:

- graduating students at grade-level proficiency;
- exposing students to public safety as a possible career option;
- preparing students to attend the colleges of their choice;
- maintaining high standards and expectations for all students;
- developing positive community involvement and relationships.

18. Beginning with the 2003-2004 school year, the Thomas A. Edison Career Academy of Public Safety will adhere to the middle-school transportation zone for students in grades 6-8 and 9-12 to achieve the goal of 75% students coming from the middle-school transportation zone. Students in grades 9-12 will be transported via the city bus within the middle-school transportation zone. Those students who wish to attend the Thomas A. Edison Career Academy of Public Safety, but are not within the middle-school transportation zone, may do so if they provide their own transportation.

19. In order to support the goal of achieving 75% of the students coming from the middle-school transportation zone, the school will continue a strong marketing campaign as well as provide incentives for neighborhood students to attend the Career Academy of Public Safety. Additional details of recruitment efforts include:

- marketing of the school to neighborhood students — initial mailing to eighth-grade students to addresses north of I-794. Future mailings to students within neighborhood/middle-school transportation zone;
- offering regular informational sessions (evenings and Saturdays) for neighborhood community at the school and other locations within the community;
- actively recruiting students in the neighborhood — visits to other schools within Edison's neighborhood;
- giving preference to neighborhood students during enrollment times;
- posting flyers throughout neighborhood in locations such as libraries and grocery stores.

20. It should be noted that within the District's efforts to redesign high schools is possible replication of this program at a south-side location. Preliminary discussions have taken place with representatives of Milwaukee Area Technical College's South Campus as an interested sponsor.

Committee's Recommendation

Your Committee recommends that:

1. the Board authorize the Administration to create the Thomas A. Edison Career Academy of Public Safety to serve 840 students in Grades 6-8 and 9-12 on a phased-in basis through the 2006-2007 school year;
2. beginning with the 2003-2004 school year, Edison target 75% of its enrollment from the middle-school transportation zone on an annual basis; and
3. funds in the amount of $72,500 (one-year impact) from the textbook account/grade-level expansion fund be approved to fund textbooks for the Thomas A. Edison Career Academy of Public Safety for the 2003-04 school year.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 3) Report on Resolution 0203R-045 By Directors Dannecker and Johnson Regarding the Status of Sholes Middle School

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

Background

At its meeting of February 27, 2003, the Board referred the following resolution by Directors Dannecker and Johnson to the Innovation and School Reform Committee:

WHEREAS, Sholes Middle School is on the Wisconsin Department of Public Instruction's list of schools in need of improvement; and

WHEREAS, Sholes Middle School has attracted fewer and fewer middle-school students from the designated Sholes attendance area and from surrounding attendance areas; and

WHEREAS, MPS is experiencing an increase in available sixth-, seventh-, and eighth-grade seats because:

- The conversion of many MPS elementary schools to K8 schools — including Victory, IDEAL Charter, Cooper, Humboldt Park, Tippecanoe, Manitoba, and Fairview — predictably reduces the number of Sholes applicants;
- The MPS Neighborhood Schools Initiative will add significantly more middle-grade seats at both expanded middle schools and neighborhood-based K8 schools; and
- The accelerating popularity of Open Enrollment increases options for many students in the Sholes attendance area; and

WHEREAS, At least one, and as many as four, other schools have expressed interest in locating, or expanding enrollment, in the Sholes facility, including:

- IDEAL Charter School, which is already located in the Sholes Facility and which may wish to expand to its contracted limit of three hundred (300) seats in the next several years;
- The Professional Learning Institute (PLI), which needs space for its projected 2004 enrollment of 68 students;
- A possible new International Baccalaureate high school which is under consideration and development by MPS staff and parents in the Sholes attendance area; and
- A possible new early childhood program for younger siblings of students at all programs and facilities located in the Sholes facility; and

WHEREAS, The Sholes facility may prove an excellent, cost-effective, and community-building site for a shared educational-recreational complex with community partners such as the YMCA, YWCA, Boys and Girls Club, or other non-profit agencies; and

WHEREAS, Any or all of these attractive, successful programs will require additional space in which to operate and expand; now, therefore, be it

RESOLVED, That 2004 school-year enrollment at Sholes Middle School be restricted to students who apply at Sholes, with the following three exceptions:

- Special education students with identified needs that can be met best, or only, at Sholes;
- Siblings of currently enrolled Sholes students; and
- Students within the Sholes attendance area; and be it

FURTHER RESOLVED, That parents who have applied to enroll their children at Sholes Middle School for the 2004 school year be informed no later than March 31, 2003, that enrollment has been restricted for other students at Sholes, so that the full sixth-, seventh-, and eighth-grade programs may not be available for their children; and be it

FURTHER RESOLVED, That students who have selected Sholes Middle School as their first choice shall be assured their current second choice for enrollment; that students who have selected Sholes as their second choice shall be assured of their current third choice; and that all students who have selected Sholes will be informed of new options that may become available within the Sholes facility and other nearby sites; and be it

FURTHER RESOLVED, That students currently enrolled at Sholes Middle School shall be authorized to attend Sholes, to be promoted to the seventh or eighth grade, and to graduate from Sholes at the eighth grade, provided that they graduate no later than 2007.

Administration's Report

1. At its meeting of March 27, 2003, the Board concurred to phase out enrollment at Sholes over a three-year period. The Administration indicated that it would report to the Board in April on how it phased out the enrollment at Sholes.

2. On March 19, 2003, the Administration mailed an informational letter, in English and in Spanish, to parents indicating that there was a possibility that enrollment at Sholes would be phased out for all future 6th-graders. In this letter, parents were encouraged to select three new choices for their children for the 2003-04 school year. The letter also informed parents that a meeting would be held at Sholes on Wednesday, March 26, 2003, at which time administrative personnel would make themselves available to answer any and all concerns related to this item and its impact on students. The meeting on March 26 was one of many the Administration has participated in to monitor the school and community efforts.

3. Based on the Board's action at its meeting on March 27, 2003, the Administration has restricted enrollment at Sholes to students in grades 7 and 8 in order to begin the phased closing of the school. These students will be permitted to remain at Sholes until graduation, provided that they graduate no later than June 2005. Concurrently, the Administration will work with each of the proposed program occupants to determine building-space allocation for the building for FY04.

4. The parents of all potential Sholes 6th-graders, including special-education and neighborhood students, have been informed of the Board's March 27, 2003, action to phase out enrollment at Sholes. All potential 6th-grade students, including special-education and neighborhood students, have been reassigned.

5. Given the uncertainty about the status of some programs, and the need to inform parents in a timely manner, the building will be used by Sholes for remaining 7th-and 8th-grade students, IDEAL, and the Professional Learning Center for FY04. This will permit the Administration to identify the programs that will occupy the building on a long-term basis, to determine space needs associated with each, and to identify locations and required modifications.

6. As proposals for new programs are finalized and submitted to the Superintendent for review and approval, the Administration will determine space requirements for each program, will make final allocation of space within the building for the FY05 school year, will identify needed building modifications, and will prepare a cost analysis. The Administration will then share the analysis with the Board and make final recommendations for the use of the building in November 2003.

Next Steps

The Administration will conduct a space analysis for FY05 for all interested programs and report to the Board with final space allocations and costs no later than the November 2003 Board meeting. During this process, the Administration will bring to the Board anything requiring its action.

* * * * *

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

Douglas Community Academy

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

Low Bidder, Base Bid of.....$537,962.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	139	36	5	Corporation	1

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-10-4-974-055-327-255000 (W.O. 2-546450).

Kosciuszko Middle School

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

Low Bidder, Base Bid of.....$166,819.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	139	36	5	Corporation	1

Funds have been committed for this project from Facilities and Maintenance FY03 account code 1-14-4-243-050-327-255000 (W.O. 2-546442).

Manitoba School

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

Low Bidder, Base Bid of.....$261,284.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	139	36	5	Corporation	1

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-40-4-980-265-327-255000 (W.O. 2-546451).

Neighborhood Schools Initiative — New Building Addition

Greenfield School (Rebid)

(All bidders in an earlier bid for this project had been rejected because they failed to meet NSI Participation Plan requirements.)

Prime Contractor
Platt Construction, Inc.
7407 South 27th Street
Franklin, WI 53132

Low Bidder, Base Bid of.....$1,064,441.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes-MBE	30% MBE 5% WBE	30% MBE 5% WBE	139	30	9	Corporation	3

Funds have been committed for this project from Neighborhood School Initiative account code 1-40-4-861-202-327-255000 and ADA account code 2-41-4-976-202-327-255000 (W.O. 2-526764).

All bidders were rejected in an early bid for this project because they failed to meet NSI Participation Plan requirements.

LAN Technology — Electrical Work

Bid Package #63

Kilbourn School

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

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $85,132, plus $57,783 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 $16,931 for Mandatory Alternate Bid 2, to provide all new electrical work in non-instructional areas and MC, for a total contract of.....$159,846.00

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 Facilities and Maintenance FY02 account codes 2-10-4-975-237-327-255000 ($38,000), 2-10-4-974-237-327-255000 ($36,714), and FY03 TEACH Loan account code 2-40-4-953-600-327-255000 $85,132) (W.O. 2-413036).

Bid Package #65

Tippecanoe School

Prime Contractor
Connectivity Solutions Inc. of WI
W226 N825 Eastmound Drive
Waukesha, WI 53186

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $25,099, plus $48,120 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 $1,808 for Mandatory Alternate Bid 2, to provide all new electrical work in non-instructional areas and MC, for a total contract of.....$75,027.00

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 Facilities and Maintenance FY02 account code 2-4-974-362-327-255000 ($49,928) and FY03 TEACH Loan account code 2-40-4-953-600-327-255000 ($25,099) (W.O. 409390).

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 #1 (Electrical) of $87,400, plus $70,796 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 $8,500 for Mandatory Alternate Bid 2, to provide all new electrical work in non-instructional areas and MC, for a total contract of.....$166,696.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	34	6	4	Corporation	3

Funds have been set aside for this project from Facilities and Maintenance FY02 account code 2-10-4-974-268-327-255000 ($79,296) and FY03 TEACH Loan account code 2-40-4-953-600-327-255000 ($87,400) (W.O. 331239).

Division 1 — Victory School

Prime Contractor
Staff Electric Co., Inc.
P.O. Box 917
Butler, WI 53007

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $80,382, plus $111,882 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 $16,512 for Mandatory Alternate Bid 2, to provide all new electrical work in non-instructional areas and MC, for a total contract of.....$208,776.00

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 Facilities and Maintenance FY02 account code 2-10-4-974-387-327-255000 ($128,394) and FY03 TEACH Loan account code 2-40-4-953-600-327-25500 ($80,382) (W.O. 409388).

Bid Package #69

Thirty-fifth Street School

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

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $57,321, plus $57,911 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 $12,097 for Mandatory Alternate Bid 2, to provide all new electrical work in non-instructional areas and MC, for a total contract of.....$127,329.00

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 will be set aside for this project from Facilities and Maintenance FY02 account code 2-10-4-974-350-327-255000 ($70,008) and FY03 TEACH Loan account code 2-40-4-953-600-327-255000 ($57,321) (W.O. 2-413040).

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 #1 (Electrical) of $18,140, plus $23,815 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 $3,054 for Mandatory Alternate Bid 2, to provide all new electrical work in non-instructional areas and MC, for a total contract of.....$45,009.00

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 will be set aside for this project from Facilities and Maintenance FY02 account code 2-10-4-974-023-327-255000 ($26,869) and FY03 TEACH Loan account code 2-40-4-953-600-327-255000 ($18,140) (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 #1 (Electrical) of $31,651, plus $32,495 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 $7,671 for Mandatory Alternate Bid 2, to provide all new electrical work in non-instructional areas and MC, for a total contract of.....$71,817.00

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 will be set aside for this project from Facilities and Maintenance TY02 account code 2-10-4-974-398-327-255000 ($40,166) and FY03 TEACH Loan account code 2-40-4-953-600-327-255000 ($31,651) (W.O. 2-409386).

Construction Contracts

Total construction contract dollars awarded.....$2,885,006.00
Total dollars HUB participation $554,610.85
% of MBE participation.....17.38
% of WBE participation 1.84
% Minority employees within company.....18.79
% Women employees within company 4.86

Kitchen Equipment

Humboldt Park School

Prime Contractor
Kavanaugh Restaurant Supply Inc.
2920 Bryant Road
Madison, WI 53713

Low Aggregate Bidder, for a total contract of.....$152,231.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	12	0	3	Corporation	N/A

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

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

Doerfler School

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

For a cost not to exceed.....$122,131.00

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

Funds have been committed for this project from Neighborhood Schools Initiative account code 1-40-4-861-125-327-255000 (W.O. 2-545399).

Professional Service Contracts

Total professional service contract dollars awarded.....$122,131.00
Total dollars HUB participation $103,811.35
% of MBE participation.....80.00
% of WBE participation 5.00
% Minority employees within company.....60.00
% Women employees within company 40.00

Quarterly Report to the Board of Awards Approved by the Superintendent between $25,000.00 and $50,000.00

1st Quarter 2003

Month	Sch/Dept	Project Description	Contractor/Vendor	Hub %	Amount
Jan. 2003	HS Arts/Music	Digital Piano Lab	Bradford Piano & Organ, Inc	0	$41,150.00
Jan. 2003	Fac. & Maint.	Warehouse Stock / Lexan Sheets	G. E. Polymershapes	0	$27,351.16
Feb. 2003	Bradley Tech	Mechanical System Trainer	Amatol, Inc.	0	$23,202.00
Feb. 2003	Bradley Tech	Electronic Communications	Const/Mech Hampden Engineering	0	$27,652.00
Mar. 2003	Fac. & Maint.	Vehicle Replacement	Hiller Ford, Inc.	0	$29,052.00
Mar. 2003	Fac.& Maint.	Vehicle Replacement	Hiller Ford, Inc.	0	$33,200.00

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

Bid B-5323 Corrugated Samplemaker (Bradley Tech)

It is recommended that this bid be awarded to the only bidder, Data Technology, Inc., for the amount of $67,500. This requires the Board's approval because of the value of the bid.

The requisition that applies is 152576, and the budget code is 1-40-4-875-600-551-255000. $77,400 has already been encumbered against this account.

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

Bid B-5324 7 Trucks,Pickup, 4x4, 4,900 lb. (Opened 3/03/03)

Bidder	Bid	Terms
Hiller Ford, Inc.	$127,365.00	Net
Ewald's Hartford Ford	$134,505.00	Net 30
Badger Truck Center	$142,268.00	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

Funds were budgeted for these trucks in 2-10-4-909-451-562-254000

Bid B-5327 Truck Chassis, 11,000 lb. 4x2 Vac Truck (Opened 3/03/03)

Bidder	Bid	Terms
Hiller Ford, Inc.	$50,565.00	Net
Badger Truck Center	$51,576.00	Net
Ewald's Hartford Ford*	$51,818.00	Net-30
Industrial Marketing	$53,538.00	Net

*Rejected because bidder did not submit two copies of bid, as specified.

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

Funds were budgeted for this truck in 2-10-4-909-451-562-254000

Bid B-5329 Trackless Tractor w/Snowblower optional Spreader (Opened 3/03/03)

Bidder	Bid	Terms
Bruce Municipal Equipment	$58,603.00	Net-30
Bruce Municipal Equipment*	$62,660.00	Net-30

*With Optional Spreader

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

Funds were budgeted for this truck in 2-10-4-909-451-562-254000

Bid B-5330 2 Skid-Steer Loaders (Opened 3/03/03)

Bidder	Bid	Terms
Milw. Tractor & Equipment, Inc.	$65,792.00*	Net — 30
Tractor Loader Sales, Inc.	86,756.00	Net — 30

*Optional Hydraulic Sweeper — add $1,500.00

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 FY03 Budget contained $96,800 to replace a front-end loader. After review of equipment needs, it was determined that two skid-steer loaders would provide improved operational efficiency. The old front-end loader will not be replaced. Funding is in 2-10-4-909-451-562-254000.

AS-788 Authorization to Enter into a Sole-source Contract with Neal Schowalter to Provide Budgeting and Financial Reporting Support for the District's Title I Program

The Administration is requesting authorization to enter into a sole-source contract with Neal Schowalter to provide budgeting and financial reporting support for the District's Title I Program and to help facilitate the transfer of these duties to district staff. The contract will be through May 1, 2003. Upon completion of this contract, the Office of Finance and Operations will be responsible for performing the Title I budget and financial reporting requirements. This will be the third contract into which the District has entered with Mr. Schowalter for the 2002-2003 school year. The cost of this contract is $45,000. The total cost of the three contracts is $112,000.

Fiscal Information: This item authorizes expenditures of $45,000. Funds for the contract with Neal Schowalter are included in the district's FY03 Title I budget. BC: 1-14-4-105-576-311-239000.

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 accumulated annual contract amount exceeds Board levels for HUB participation and competitive bidding opportunities.

SS-737 Authorization to Enter into a Contract with Montello, LLC, to Design and Implement an On-Line Teacher Application System

Recommend authorization to enter into a contract with Montello, LLC, to further the design, build, and implementation of the MPS Web Teacher Application System. This contract will enhance the functionality of the Web System and interface with the District's HR Management System (PeopleSoft). The District must implement such a system to support the national and international recruitment of certified teachers.
Montello, LLC, was the selected vendor for the initial development. The sole source is requested to leverage the knowledge and experience of Montello, LLC, given their involvement, and to facilitate development to meet the FY04 teacher recruitment timeframe. The contract, which is for a fixed fee of $140,000, is scheduled for completion by June 30, 2003.

Budget Code: FY03: 1-10-4-812-600-312-266000

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

Purchasing Request Summary — April, 2003

Total contract dollars to be awarded	$ 554,825.00
Total dollars eligible for HUB participation	$ 0
Total HUB dollars	$ 0
% of MBE participation	0
% of WBE participation	0
%Minority employees within company	not reported
%Women employees within company	not reported
Total HUB Participation	0

Report of Revenues and Expenses and the Expenditure Control Report

These reports for March 2003 will be presented at the Board's regular May meeting.

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 4.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

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

This report for January 2003 has been provided under separate cover. This is an informational report, and no action is required.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Alcott	John Valdes	$250	Purchase memory to upgrade computers
Audubon	Target	$192	Student Incentives
Audubon	Judith Ann Designs	$1,793	Clothing for use in drama class

School	Donor	Amount	Gift or Purpose
Bay View	Elmer Beres	$5,000	ROTC Scholarship
Bell	Target	$127	"Take Charge of Education Rebate"
Bell	Graef/Anhalt	$150	50 reams paper ($3.00 a ream) for student/teacher supplies
Browning	Susan Riesch	$50	College Scholarship Fund
Fernwood	Ken Reibel	$100	Otoscope Ear examination Kit
Fernwood	Target	$270	"Take Charge of Education Program"
Goodrich	Sally and John Strupp	$10	School Supplies
Hayes	United Way	$500	United Way Incentive Gift
Hayes	Sierra Club Foundation	$5,000	The Foundation's for Students in Nature Fund (Upham Woods)
Hopkins	Target	$125	New Playground
Hopkins	Target	$123	New Playground
Humboldt Park	Target	$256	"Take Charge of Education Program"
Milwaukee German Immersion	German Immersion Foundation	$2,060	New Immersion Teacher Inservice
Milwaukee High School of the Arts	Marcus Center for the Performing Arts	$300	Support Jazz Activities and Needs
MPS Radio (WYMS)	Alois Eiglmeier/Johnson Control Foundation	$100	WYMS Donation
MPS Radio (WYMS)	Mark Maduza/Johnson Control Foundation	$50	WYMS Donation
MPS Radio (WYMS)	Douglas Drake/Johnson Control Foundation	$50	WYMS Donation
MPS Radio (WYMS)	Richard Schreiner/Johnson Control Foundation	$50	WYMS Donation
MPS Radio (WYMS)	Leonard Burant/Johnson Control Foundation	$50	WYMS Donation
MPS Radio (WYMS)	Keith Hemke/Quad Graphics	$500	WYMS Donation
MPS Radio (WYMS)	Terrence Hart/Quad Graphics	$25	WYMS Donation
MPS Radio (WYMS)	Emmy LaBode/Quad Graphics	$525	WYMS Donation
MPS Radio (WYMS)	John Rauenbuehler	$75	WYMS Donation
MPS Radio (WYMS)	Richard Hirschboeck	$100	WYMS Donation
MPS Radio (WYMS	Dennis and Nancy Jaeger	$25	WYMS Donation
MPS Radio (WYMS	Elaine Kubicki	$75	WYMS Donation
Neeskara	Hilton Milwaukee River	$2,500	12 Monitors and 9 CPUs for classroom resource/support
Riley	Target	$289	"Take Charge of Education Program"
Sixty-fifth	North Milwaukee State Bank	$50	Back-to-School Program

Committee's Recommendation

Your Committee recommends that the Board:

1. award the contracts as listed above;
2. authorize the purchases as listed above; and
3. accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Resignations; and Affirmative Action Reports

Classified Personnel Transactions

Name	Position	Assignment	Date	Salary
Appointments				
Tracey Anderson	School Safety Assistant	School Safety	03-31-03	$19,163.76
Glenda Carter	Information Specialist	Parent Information Center	03-24-03	$35,000.00
Rita Diaz	School Secretary I	Doerfler	03-17-03	$18,968.22
Deia Lawrence	Information Specialist	Parent Information Center	04-01-03	$32,000.00
Monica Lopez	Information Specialist	Parent Information Center	04-01-03	$32,000.00
Andre Nealy	School Safety Assistant	School Safety	03-31-03	$19,163.76
Laura Polk	Information Specialist	Parent Information Center	03-24-03	$34,500.00
David Rach	School Safety Assistant	School Safety	03-31-03	$19,163.76
Lutrice Strong	School Nurse Associate	Special Services	03-24-03	$21,341.88
Deadra Viverette	School Safety Assistant	School Safety	03-31-03	$19,163.76
Tommy Williams	School Safety Assistant	School Safety	03-31-03	$19,163.76
Promotions				
John Simchak	School Engineer I	Building Operations	03-31-03	$34,764.60
Reinstatements				
Elizabeth Owens	School Secretary I	Alcott	03-07-03	$21,743.69
Returns from Leave				
Teresa Ramos-Romo	School Secretary I	95th Street	03-03-03	$25,530.89
Changes in Status				
Robert Bergmann	Handicapped Children's Assistant	Marshall	03-07-03	$14,609.70
Toni Hall	Handicapped Children's Assistant	Milwaukee Spanish Immersion	02-26-03	$14,609.70
Evelyn Wilson	School Secretary I	Brown	03-24-03	$19,797.70

Certificated Appointments

Teachers, Schedule 01

Code	Yrs Exp Credit	Name	Assignment	Division	Salary	Start Date
r	0	Amandy A. Davis	PreK-3	B	$29,224	02/25/03
nr	0	Nicholas J. DeBonis	Upper Elementary	B	$29,224	03/03/03
nr	0	Timothy A. Droster	OI/CD	B	$29,224	03/17/03
r	0	Elizabeth A. Failla	Elementary Education	B	$29,224	02/25/03
r	0	Annie E. Gerlach	Elementary Education	B	$29,224	09/02/02
b, nr	11	John Girouard	Special Education	C	$49,320	03/17/03
nr	0	Hope E. Good	Visually Impaired	B	$29,224	03/17/03
nr	0	Lisa M. Holze	PreK-3	B	$29,224	02/25/03
r	0	Gina M. Kaisler	Elementary Education	B	$29,224	02/25/03
a, r	0	Katina T. Koch	Deaf, Hard of Hearing	BB	$30,643	03/10/03
r	0	Patricia A. Koehn	Art	B	$29,224	01/29/03
r	0	Patti A. Koscielak	Elementary Education	B	$29,224	03/03/03
nr	0	Jill M. Parker	English	B	$29,224	03/03/03
r	0	John C. R. Petito	Social Studies	B	$29,224	02/13/03
r	0	Valerie A. Rasner	English	B	$29,224	02/25/03
r	7	Charlbert R. Robinson	Pre-K — Grade 6	B	$38,214	02/17/03
nr	0	John T. Ryan	English	B	$29,224	02/26/03
r	0	Michael J. Sosinski	English	B	$29,224	03/17/03
r	0	Noelle A. Tomczyk	Art	B	$29,224	03/03/03
r	0	Jane K. Tomich	Art	B	$29,224	02/17/03
r	0	Elise A. Wachowiak	Special Education	B	$29,224	02/25/03

Codes

a Reappointment without tenure
b Reappointment with tenure

nr Non-Resident who must become a resident
r Resident who must remain a resident

Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 20, 2003:		
Karen Barrows	DSSC	March 6, 2003
Personal Leave, to June 20, 2003:		
Dashal Young	Gaenslen	March 24, 2003
Sabbatical Leave, to January, 2004:		
Roslyn Sampson	Maple Tree	September, 2003
Sabbatical Leave, to June, 2004:		
Patricia Cole	Milwaukee Education Center	September, 2003
Aida Cruz Farin	Morgandale	September, 2003
Extension of Sabbatical Leave to Study Leave, to June, 2004:		
Edgar Jordan II	Leave	September, 2003
Extension of Illness Leave to Personal Leave, to June 20, 2003		
Judithann LaMarre	Leave	February 3, 2003

Report on Resignations

Name	Position	Date
Noelia Arrizon	Teacher	06/20/03
Patricia Bernhardt	Teacher	06/20/03
Epifanio Dimas	Teacher	12/09/02
Jean Dineen-Lawler	Teacher	02/12/03
Michelle Dougherty	Teacher	02/12/03
Jennifer Guthrie	Teacher	02/15/03
Sally Kiekhaefer	Teacher	04/04/03
Lynn Morrison	Teacher	03/21/03
Sarah Orkowski	Teacher	03/27/03
Amelia Ramirez	Teacher	03/10/03
Eden Shadis	Teacher	01/31/03

Affirmative Action Report

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

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, teacher appointments, and leaves of absence as listed above.

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

				Salary		
Codes	Name	Position	Assignment	Sched	Range	Amount
2, r	Myron Cain	Principal	Steuben Middle School	III	14Z	$78,918.40
5, r	Sandra Peterson	Assistant Principal	Riverside University High School	III	12Y	$58,326.12
2, r	Yvette Moore	Assistant Principal	Washington High School	III	12Y	$68,082.58
5, r	Michelle Hagen	Assistant Principal	Forest Home Avenue School	III	10Z	$57,883.41
5, r	Susan Stoner	Assistant Principal	Garden Homes School	III	10Z	$55,571.76
2, r	Yvette Henderson	Assistant Principal	Kluge School	III	10Z	$59,333.81

Codes	Name	Position	Assignment	Salary Sched	Salary Range	Salary Amount
5, r	Sandra Stommel	Assistant Principal	Riley School	III	10Z	$68,328.00
2, r	Karen R. Jackson	Chief Administrative Officer	Office of Administrative Services	IIIE	17A	$111,763.60
5, r	Michelle Nate	Chief Financial Officer	Office of Finance and Operations	IIIE	17A	$111,763.60
4, r	Ada Rivera	Chief Pupil Services Officer	Office of Pupil Services	IIIE	17A	$109,457.24
5, r	William Molbeck	Commissioner of Sports and Athletics	Department of Recreation and Community Services	III	11A	$76,203.60
5, r	Patricia Ball	English Curriculum Specialist	Division of Teaching and Learning	III	11A	$67,924.41
5, r	Cynthia Raven	Research Specialist	Office of Assessment and Accountability	III	9A	$76.375.00
4, r	Jesus Santos	Bilingual/ESL Supervisor	Division of Bilingual Multicultural Education	III	8C	$59,636.54

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 Committees' reports.

* * * * *

(Item 4) Action on a Recommendation to Self-fund the District's Health Plan with United Healthcare, Effective July 1, 2003

Administration's Analysis

1. The District's healthcare actuary, Milliman USA, was retained to conduct a review of the feasibility of self-funding the District's existing health plan with United HealthCare (UHC), effective July 1, 2003. Milliman's report, which outlines the advantages, disadvantages, and estimated savings of self-funding this plan, is attached to the minutes of your Committee's meeting.

2. The District currently has two health plans — one that is self-funded and administered by Aetna US HealthCare, and one that is fully insured with UHC. Approximately 22%, or 3,766, of our employees and retirees are enrolled in the UHC plan. Annual UHC premium for FY03 is estimated to be $26,054,000. The preliminary renewal indications from UHC indicate a 26.4% premium increase on a conventionally insured basis. This hike in rates would increase the annual premium by $8,748,000 to $34,802,000, based on existing enrollment.

3. The primary advantages of self-funding the UHC plan are:
   a. claims-administration cost savings which are estimated to be $1.1 to $1.25 million per year (net of stop-loss insurance costs and claim run-out administration expenses) that translate into cumulative savings of $3.5 million over a three-year term of the proposed self-funding arrangement from UHC;
   b. additional savings if actual claim experience is less than what the underwriters assume in the development of fully insured premium rates;
   c. additional savings from prescription drug rebates also included in the UHC proposal that amount to approximately $45,000 to $90,000 in additional savings per year

d. greater flexibility in plan design, recognizing that the District is contractually committed to continue to meet all mandated benefit requirements of the insured plan unless otherwise collectively bargained;
e. continued access to HMO-level provider (physician and hospital) network pricing discounts;
f. in light of the above savings, the ability to keep the FY04 health insurance budget within the previously established 20% increase.

4. The primary disadvantages of self-funding the UHC Plan are:
a. additional costs, if actual claim experience is greater than what the underwriters assume in the development of fully insured premium rates;
b. potential annual claim experience fluctuations (reference page 4 of the attached report) that would otherwise not occur under a fully insured plan;
c. additional administration and oversight required by the Benefits and Insurance Services Division in the Department of Human Resources for the initial conversion to a new claims administration system, as well as the ongoing oversight inherent in the operation of a self-funded plan (e.g., audits, purchase and administration of stop-loss coverage, establishment of self-funded rates).

Strategic Plan Compatibility Statement

5. The recommendation is consistent with the practice of fiscal responsibility.

Statute, Administrative Policy, or Board Rule Statement

6. The recommendation is consistent with statutes and administrative policies and board rules.

Fiscal Impact Statement

7. The costs associated with self-funding the District's health plan with UHC, effective July 1, 2003, are within the proposed FY04 budget established for health benefits, which is based on a 20% overall increase in health plan costs.

8. The purchase of specific stop-loss insurance to limit the fiscal impact of claim fluctuations would cost $525,168. This insurance would limit losses for MPS to $250,000 per claim or incident incurred and paid during the fiscal year. Net of recoveries on the stop loss, this cost is estimated to be $319,000, based on current enrollment and current benefits. This cost has been deducted in estimating the net savings in paragraph 1 above.

9. Additional administrative workload within the Benefits and Insurance Services Division of the Department of Human Resources will be handled through the restructuring of work within the division. The increased staffing level in the proposed FY04 budget would provide the needed resources to support this.

10. Independent healthcare actuarial services needed to support the self-funded program can be absorbed within the proposed FY04 budget health insurance account.

11. The first independent audit of claims and operations will be conducted in FY05, the costs of which will be included in the FY05 budget. The cost of such an audit, which typically runs in the range of $50,000 to $75,000, would occur every 2-3 years, depending on the results of the audit.

Implementation and Assessment Plan

12. The Benefits and Insurance Services Division will incur additional workload from the change to a self-funded claims administration platform. Such a workload, which is both one-time and recurring, can be adequately handled with the addition of the FTE benefits administration position previously noted.

13. The conversion to a self-funded claims-administration platform can be accomplished by the July 1, 2003, deadline, provided a notice to implement is given to UHC prior to April 30, 2003.

14. The Benefits and Insurance Services Division, with the assistance of the City Attorney's office, will need to negotiate a service agreement with UHC that meets the District's fiscal and operational needs prior to July 1, 2003. This assistance has been requested and can be accomplished within the allotted timeframe.

Committee's Recommendation

Your Committee recommends that the Board approve and authorize the Administration to

1. self-fund the district's existing health plan with United HealthCare effective July 1, 2003, provided that an acceptable administrative services contract can be negotiated, as determined in concert with the office of the City Attorney. If such contract cannot be negotiated, or if the FTE benefits administration position is not approved in the FY04 budget, the Administration will proceed with a conventionally insured renewal of the existing health plan with UHC, effective July 1, 2003; and
2. purchase stop-loss insurance from UHC.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 5) Action on Two Resolutions to Implement the Requirements of the Health Insurance Portability and Accountability Act of 1996 in Connection with the MBSD Comprehensive Indemnity/PPO Health Plan and the MBSD Indemnity Dental Plan

Administration's Analysis

1. The Health Insurance Portability and Accountability Act of 1996, commonly called 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).

2. 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. These plans must be compliant with HIPAA privacy rules by April 14, 2003.

3. The Milwaukee Board of School Directors is the plan sponsor of two self-funded health plans, the MBSD Comprehensive Indemnity/PPO Health Plan and the MBSD Indemnity Dental Plans. In the case of the District's insured health plans, the insurance companies are responsible for compliance with HIPAA privacy rules.

4. 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.

5. In its capacity as plan sponsor of the Comprehensive Indemnity/PPO Health Plan and the Dental Indemnity 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.

6. A resolution must also be adopted so that these two healthcare plans are also in compliance with HIPAA privacy rules by:
   a. designation of a privacy official and privacy contact
   b. identification of individuals with access to PHI
   c. restriction to PHI
   d. privacy rules and procedures
   e. notices of privacy practices
   e. a method for resolution of issues of noncompliance

g. establishment of business associate agreements.

Strategic Plan Compatibility Statement

7. The recommendation is consistent with the practice of fiscal responsibility.

Statute, Administrative Policy, or Board Rule Statement

8. 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

9. This item authorizes expenditures from existing appropriations. Printing and mailing costs are estimated to be in the range of $10,000 to $14,000. The costs would be charged to the hospital and surgical insurance budget code 1-10-4-870-600-241-500000 and dental insurance budget code 1-10-4-870-600-243-500000.

Implementation and Assessment Plan

10. 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 effective as of the April 14, 2003, deadline.

Committee's Recommendation

Your Commitee recommends that the Board adopt the following resolutions:

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 Self-Funded Comprehensive Indemnity/PPO Health Plan and Indemnity Dental 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 Comprehensive Indemnity/PPO Health Plan and Self-insured Indemnity Dental Plan, self-funded health and dental insurance plans administered under an agreement with Aetna US Healthcare and Blue Cross & Blue Shield United of Wisconsin, that provide 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 Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental 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 Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental 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 Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental 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 Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental Plan; now, therefore, be it

RESOLVED, That

1. The Milwaukee Board of School Directors, when acting in its capacity as plan sponsor of the Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental Plan, will from time to time make uses and disclosures of protected health information with respect to individuals participating in the Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental 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 Comprehensive Indemnity/PPO Health Plan or the Self-insured Indemnity Dental 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 Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental Plan.
3. Effective April 14, 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 Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental 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 Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental 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 Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental 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 Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental 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 Comprehensive Indemnity/PPO Health Plan, the Self-insured Indemnity Dental 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 Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental 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 Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental 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 Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental Plan and the Privacy Contact for the Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental Plan.

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Resolution Implementing Requirements of the Health Insurance Portability and Accountability Act of 1996 in Connection with the Milwaukee Board of School Directors' Comprehensive Indemnity/PPO Health Plan and Indemnity Dental Plan

WHEREAS, the Milwaukee Board of School Directors operates a self-funded health insurance plan and a self-funded dental insurance plan, the Milwaukee Board of School Directors Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental Plan, for the purpose of providing health and dental 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 Milwaukee Board of School Directors Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental Plan are each a "health plan" as defined in 45 CFR section 160.103; and

WHEREAS, the Milwaukee Board of School Directors Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental Plan (the "Health Plan") are each 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, Aetna US Healthcare and Blue Cross & Blue Shield United of Wisconsin are 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 Milwaukee Board of School Directors Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental Plan; and

WHEREAS, Aetna US Healthcare and Blue Cross & Blue Shield United of Wisconsin are "business associates" with respect to the Milwaukee Board of School Directors Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental 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 Milwaukee Board of School Directors Comprehensive Indemnity/PPO Health Plan and Self-insured Indemnity Dental 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 Milwaukee Board of School Directors Comprehensive Indemnity/PPO Health Plan and Self-insured Indemnity Dental 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 Milwaukee Board of School Directors Comprehensive Indemnity/PPO Health Plan's and Self-insured Indemnity Dental 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 Comprehensive Indemnity/PPO Health Plan and the Self-insured Indemnity Dental Plan are 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 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 Milwaukee Board of School Directors Comprehensive Indemnity/PPO Health Plan and Self-insured Indemnity Dental 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 Milwaukee Board of School Directors Comprehensive Indemnity/PPO Health Plan and Self-insured Indemnity Dental 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" as required by 45 CFR section 164.5320, and to cause such notice to be mailed to all individuals covered by the Comprehensive Indemnity/PPO Health Plan and Self-insured Indemnity Dental Plan as named insureds, such mailing to occur prior to April 14, 2003. The Employee Benefits Supervisor is further authorized and directed to provide the notice to new enrollees in the Comprehensive Indemnity/PPO Health Plan and Self-Insured Indemnity Dental 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 Comprehensive Indemnity/PPO Health Plan and Self-Insured Indemnity Dental 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 Aetna US Healthcare and Blue Cross & Blue Shield United of Wisconsin 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 Committees' reports.

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(Item 6) Authorization to Enter Into a Lease Agreement to Erect a Cellular Transmission Antenna at Riverside High School

Administration's Analysis

1. 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 Administration was also authorized to enter into lease agreements with U.S. Cellular, Inc., to erect a wireless communication facility at the Central Services Administration building and with Sprint Communications, Inc., to erect a wireless communication facility at Hamilton High School. Both of these leases have been executed. The work at Hamilton High School is complete and the work at Central Services is currently underway.

2. The Administration has received a request from AT&T Wireless Services to erect a cellular transmission tower at Riverside High School, located at 1615 East Locust Street. AT&T Wireless Services is proposing to replace the existing 40-foot flagpole which is currently mounted on the roof with a new structurally designed monopole/flagpole of the same height. They would then mount the cellular antenna on the pole at a height of approximately 24 feet above the roof. This would be approximately 14 feet above the existing parapet wall and 100 feet above ground level. Exterior cabinets will be installed on a raised platform on the roof to house the electronic equipment.

3. All costs associated with the installation, maintenance, and operation of the tower will be borne by AT&T Wireless Services. In addition to the $1,000.00 nonrefundable application fee, MPS will receive rent of $1,000 per month. The initial term of the 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 after each term.

4. It is anticipated that the terms and conditions of the lease with AT&T Wireless Services will be similar to the leases with U.S. Cellular and Sprint.

Strategic Plan Compatibility Statement

5. The recommendations are consistent with the practice of fiscal responsibility to make informed decisions about the allocations of resources for district programs, functions, and operations.

Statute, Administrative Policy, or Board Rule Statement

6. The construction of transmitter towers is regulated by the Milwaukee Zoning Ordinance, Section 295-113(4)(b). As such, any wireless communications facility provider will be required to obtain approval from the City of Milwaukee for the construction of this proposed tower.

7. 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

8. The proposed lease does not require the expenditure of any district funds. All costs associated with the installation, maintenance, and operation of the tower will be borne by AT&T Wireless Services. The Administration projects revenues of $12,000 per year for this Wireless Communication Facility, which will be placed into the construction fund to accelerate the districts P.A./Housephone project.

Implementation and Assessment Plan

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

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a lease agreement with AT&T Wireless Services to erect a wireless communication facility at Riverside High School, with the proceeds of the five-year contract to be directed to Riverside High School.

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 7) Action on a Request for Authorization to Retain a Placement Agent and Bond Counsel for the Purpose of Borrowing $3,706,000 in QZAB Funds

Background

1. The Qualified Zone Academy Bond (QZAB) program, which is sponsored by the Internal Revenue Service (IRS), provides interest-free capital for the purpose of promoting special academic programs in partnership with the business community. Each year since 1998, the U.S. Department of Revenue has provided an allotment of QZAB funding authority to all 50 states. The states, in turn, have been directed to allocate QZAB funding authority to qualifying school districts.

2. The FY03 MPS Budget anticipated two QZAB allocations for the District: one allocation of $4,979,000 and a second of $3,706,000.

3. On November 21, 2002, the Board approved the retention of Foley and Lardner to serve as the District's bond counsel and the HUB firm of Siebert, Brandford, Shank to serve as the placement agent for the first allocation of $4,979,000 of QZAB authority. Bonds were issued to support the Fratney School renovation project and to enhance vocational programming at Webster Middle School and Pulaski High School and various district projects associated with the Neighborhood Schools Initiative.

4. The Administration is requesting that the Board authorize it to extend current 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. The authority will be used to further the Fratney School project and for projects associated with the Neighborhood Schools Initiative.

5. The extension of contracts is requested based on work performed for the previous borrowing by both vendors. They have devoted considerable time to establishing the District's QZAB process and developing the required QZAB documentation. Because they were aware of the second state award and the district's desire to go out for bid in the Spring of 2003, lender contacts made by both firms referenced this second borrowing. The framework for legal documents needed for the second borrowing has been prepared. Retention of both firms will facilitate timely and cost effective placement of the borrowing. In addition, both firms were originally selected for the original scope of work based on competitive quotes for services.

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 Statement

7. The recommendation is consistent with Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

8. This item authorizes expenditures. Approval of the item will authorize the Administration to extend contracts with Foley & Lardner as bond counsel and with Siebert, Brandford, Shank as placement agent. The cost of these services is expected to be under $100,000. Issuance costs will be deducted from the QZAB proceeds.

9. MPS will borrow $3,706,000 from the financial institution providing the most favorable terms. MPS will repay this amount over approximately 14 years. MPS will not pay interest expense on the borrowed funds. Rather, the IRS "pays" the interest expense to the financial institution in the form of tax credits.

Implementation and Assessment Plan

10. Following the Board's approval, Foley & Lardner will execute the legal agreements necessary to effect the QZAB borrowing, and Siebert, Brandford, Shank will begin negotiations with financial institutions interested in providing the District with $3,706,000 in QZAB financing.

Committee's Recommendation

Your Commitee recommends that the Board authorize the Administration to extend contracts with Foley & Lardner to act as bond counsel and with Siebert, Brandford, Shank to act as placement agent in connection with the QZAB borrowing of $3,706,000.

Adopted with the roll call vote on the balance of the Committees' reports.

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(Item 8) Project Loan Acquisition Network (PLAN)

Background

1. At the meeting of the Committee on Finance/Personnel on April 16, 2002, the Division of Finance outlined the concept behind a new fiscal-management program known as the Project Loan Acquisition Network, or PLAN. As explained at the meeting in April, PLAN would create a centralized fund into which participating schools would voluntarily deposit a portion of their carryover balances for a period of one to three years. Schools would then 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 would then make repayment over the course of one to three years.

2. By using the PLAN management tool, the Division of Finance 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 low-interest loans for essential school projects, schools will be 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 surpluses due to teacher vacancies or other factors and that choose to make a deposit to the PLAN fund will get a small return on their investments and will 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.

Update

3. In December 2002, the Milwaukee Board of School Directors approved the transfer of $760,000 to the PLAN fund. In early March of 2003, after reviewing their budgets, a number of schools requested the opportunity to deposit additional funds into PLAN. The Department of Finance granted schools the opportunity, with the understanding that funds would be returned over a three-year period in order to fortify fiscal stability at the school level.

Administration's Analysis

4. 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.

5. The appointed loan committee determines if loan requests fit predetermined criteria, makes recommendations on project requests, and assigns interest rates. The debt service will be subtracted up front from the annual budget of the school to ensure repayment.

6. 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 that funds provided through state aid are used as effectively and efficiently as possible.

Strategic Plan Compatibility Statement

7. 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, Administrative Policy, or Board Rule Statement

8. According to Administrative Policy 3.04, Fund Transfer Authority, the Board's approval is needed for fund transfers exceeding $100,000 between departments, programs, schools, or special accounts.

Fiscal Impact Statement

9 This item does not authorize expenditures. A fund transfer will be made to the central PLAN account.

10. 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.

11. Funds for educational projects will be used in a manner that will maximize efficiencies related to the District's share of state aid.

12. 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.

13. 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: 1-10-4-615-600-971-110000.

14. The deposits to be transferred into the PLAN fund at this time total $610,000.

— Richard Kluge Elementary School
(Account Number: 1-10-4-609-146-971-110000).....$ 300,000

— Milwaukee German Immersion
(Account Number: 1-10-4-609-337-541-110500).....$ 160,000

— Hayes Bilingual School
(Account Number: 1-10-4-609-214-973-110000).....$ 80,000*

— Honey Creek School
(Account Number: 1-10-4-609-334-398-110000)
(Account Number: 1-10-4-609-334-971-110000).....$ 70,000*

*Informational — Transfers below $100,000 are not subject to Administrative Policy 3.04.

Implementation and Assessment Plan

15. 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 the Board endorse the transfer of designated funds for PLAN, the Project Loan Acquisition Network, 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 accordance with the MPS Strategic Plan goal of maintaining financial stability while decentralizing decision-making authority.

Adopted with the roll call vote on the balance of the Committees' reports.

* * * * *

(Item 9) Follow Up to Resolution 0203R-023 by Director Morales To Establish Contracts to Include Unemployed City of Milwaukee Residents

Background

At its meeting on July 25, 2002, the Board referred the following resolution by Director Morales to the Committee on Finance/Personnel:

> WHEREAS, The Milwaukee Public Schools contracts for millions of dollars worth of facilities renovation and construction projects each year; and,
> WHEREAS, Many City of Milwaukee residents qualified in construction-related trades are unemployed or underemployed; and
> WHEREAS, Many of these same residents are the parents of Milwaukee Public Schools students; now, therefore, be it
> RESOLVED, That the Milwaukee Board of School Directors establishes that the workforce for all MPS construction projects that are not yet formerly committed by contracts will include a minimum of 25% unemployed City of Milwaukee residents, including 5% women; and be it
> FURTHER RESOLVED, That this requirement shall be included in the bid specifications and will be a contractual obligation of the builder.

At the Board's meeting on January 30, 2003, the Administration responded to the resolution. The Board was in accordance with the Committee's recommendation that directed the Administration to complete the recommended actions listed below and report back to the Board by March 2003

1. Develop findings outlining the purpose, problem and solution targeted by Resolution 0203R-023, for the Board of School Directors to take action on; and
2. Complete development of a Communities in Need Policy to be implemented district wide in accordance with the January 7, 2003, City Attorney's Opinion; and
3. Determine staffing and community resources necessary to gather information, maintain a database of eligible individuals, and provide regular reports to the Board and community; and
4. Issue a Request for Information (RFI) to determine costs, if any, to have Community Development Entities (CDEs) register individuals eligible for the Communities in Need Initiative; and
5. Present fiscal impact of implementing a Communities in Need Policy with appropriate resources.

Administration's Analysis

1. At its meeting of January 30, 2003, the Board directed the Administration to develop language for it to make appropriate findings for the Board's action prior to adoption of the COIN Initiative.

2. The Administration presented a City Attorney's opinion regarding a proposed MPS preference program to the Board during the January Board cycle. The City Attorney opined that, in order to help ensure a legally defensible policy, the Board should make appropriate findings prior to full adoption of the policy. A copy of the recommended findings language that supports the proposed COIN policy is printed under the first recommendation in the Recommendations at the end of this item.

3. The program, as proposed by Director Morales, would apparently be unique in the area. The City of Milwaukee has a residents' preference program that requires 25% of contract labor be performed by people living in a designated area of the City of Milwaukee. Under the COIN initiative, the following must be true in order for a person to qualify to participate in the program:

   a. The individual must be able to show he or she maintains a permanent residence in a US census tract where 14.3% or more of the residents live below the poverty level. The area may be inside or outside the city of Milwaukee.
   b. The individual must be able to provide proof that his/her combined family income falls below the poverty level, based upon the size of his/her family, including dependent adults.

4. The proposed COIN Initiative language is provided under the second recommendation in the Recommendations section of this item.

5. Persons who are already certified under the City of Milwaukee Residents Preference Program are eligible, provided they fit criterion a under item three and are within the eligibility period.

6. The proposed COIN Initiative would require that COIN participants perform a certain percentage of labor on construction contracts. The specific participation percentage would be set on a contract-by-contract basis by the District. The annual COIN participation goal would be 25%.

7. The City of Milwaukee program began in 1991 with a requirement that 14% of hours worked on Department of Public Works projects be performed by residents of the designated area. The current City ordinance requires a 25% participation rate.

8. The Milwaukee Public Schools district is committed to improving employment opportunities for area residents.

9. Labor comprises 30% to 40% of construction contract dollars. The rest goes for items like architect fees and project management.

10. Because this proposed program is unique, it is difficult to determine the effort or funding needed to achieve the 25% annual COIN goal on all district construction projects. It also is unknown what COIN participation rates would be practical or possible under different types of individual construction contracts.

11. Implementation of the COIN program throughout the District would potentially require that money be spent on monitoring and participant registration efforts at a time when district resources are limited.

12. The Office of Neighborhood Schools already has an Independent Monitor whose contract requires it to "[r]eview, approve and monitor all Participation Plans and implementation for Targeted Firms and Persons and educational involvement of MPS students as submitted by the Contractors for all projects, and conduct certification verification of both firms and residents." Monitoring NSI COIN activities would not require additional fees. The NSI COIN activities would be Phase I of district-wide implementation of the COIN program.

13. The NSI program includes a majority of the District's construction projects that would be included in a district-wide COIN program.

14. Implementing a Phase 1 COIN Initiative in NSI would give the District an opportunity to evaluate the merits and outcomes of the effort and to better assess its potential costs and benefits when determining how to phase the Initiative into all district construction projects.

Strategic Plan Compatibility Statement

15. Strategic Goal 1, Student success in further education and employment, and Strategic Goal 3, High Standards and Accountability — to institute high standards and accountability for the Board of School Directors, Superintendent, Central Services staff and MPS contractors in providing greater family satisfaction with the MPS education marketplace by creating employment opportunities.

Statute, Administrative Policy, or Board Rule Statement

16. Requires a new administrative policy.

Fiscal Impact Statement

17. This item authorizes expenditures in amounts that can only be estimated at this point. The Division of Facilities and Maintenance Services informally has asked two contractors how much they thought implementation of a 25% resident preference program — not the COIN Initiative — would add to their bids on NSI projects. One contractor said it would add $25,000 to a $1.3 million bid — about 1.9%. The other said it would add $14,500 — 2.5% — to a $500,000 bid.

18. FMS estimates the COIN Policy could add 2% to 5% project costs, including bid costs and contractor administrative costs. Very preliminary figures indicate the District may issue up to $40 million in NSI construction bids in FY04. That figure is subject to significant change. Based on the FMS estimate, the COIN initiative could add up to 5% to the cost of labor for these projects.

19. It is possible that projects could be delayed if enough program participants cannot be found in order for contractors to be qualified as bidders. This would likely increase project costs. The HUB office and FMS will continue to work together to avoid such delays by attempting to set aggressive, yet realistic, participation requirements on a contract-by-contract basis.

Implementation and Assessment Plan

20. Upon approval by the Milwaukee Board of School Directors, the Administration will launch Phase 1 of COIN by applying COIN requirements on all applicable NSI bid requests issued from May 1, 2003, through May 1, 2004. A report on the Phase I project will be presented to the Committee on Finance/Personnel during its June 2004 cycle.

21. The report will include an evaluation of Phase I based on performance measures to be developed by FMS and the HUB office with assistance from the Department of Finance.

Committee's Recommendation

Your Committee recommends that the Board:

1. make appropriate findings, as specified below, regarding the need for a preference program for individuals in neighborhoods where 14.3% of more households fall below the 2000 U.S. Census Bureau poverty level;
2. approve the proposed policy regarding communities in need, as presented below to apply to construction contract labor, for application to NSI construction contracts for a Phase 1 period of one year; and
3. direct the Administration to report on the results of the Communities in Need Initiative, as applied to NSI projects, to the Committee on Finance/Personnel during its June 2004 cycle.

BOARD OF SCHOOL DIRECTORS
FINDINGS TO SUPPORT THE
"COMMUNITIES IN NEED" INITIATIVE

Purpose

MPS believes that children should be given every opportunity to learn. Children who grow up in and around poverty are confronted with greater educational challenges than children who do not face similar circumstances. MPS would like to help neighborhoods that are in need.

The COIN Initiative addresses Board Strategic Goal 1, Student success in further education and employment and Strategic Goal 3, High Standards and Accountability-To institute high standards and accountability for the Board of School Directors, Superintendent, Central Services staff and MPS contractors in providing greater family satisfaction with the MPS education marketplace by creating employment opportunities.

Problem

According to the U.S. Census Bureau's most recently published statistics on poverty in America, a greater percentage of Milwaukee's families are living below the poverty level than are families in surrounding communities. More than 26,000 Milwaukee County families, or 11.7% of all families, live below the poverty level. More than 23,000 Milwaukee families, or 17.4% of city families, live below the poverty level). This is compared to 1.7% of families in Ozaukee County; 5.8% of families in Racine County, 2.6% of families in Washington County, 1.7% of families in Waukesha County and 5.6% of families in the entire state of Wisconsin.

Solution

MPS will launch the "Communities in Need" (COIN) Initiative in an effort to alleviate some of the area poverty levels. The COIN Initiative, to the extent possible, will assist MPS in providing increased job and financial opportunities for individuals who live in communities with high overall poverty; and who are in fact living below the level of poverty in their own households. It will require contractors to hire a certain percentage of workers who live in households with an income below the U.S. Census Bureau's Poverty threshold for 2000.

In order to best protect against a legal challenge, the program will not be limited to City residents, but will be available to any workers who live in poor households, if those households are located in neighborhoods (census tracts) in which 14.3% or more of the families fall below the poverty line.

Proposed Administrative Policy
Communities In Need Initiative — Phase one: NSI

MPS believes that children should be given every opportunity to learn. Children who grow up in and around poverty are confronted with greater educational challenges than children who do not face similar circumstances. MPS would like to help neighborhoods that are in need.

The COIN Initiative addresses Board Strategic Goal 1, Student success in further education and employment, and Strategic Goal 3, high standards and accountability — to institute high standards and accountability for the Board of School Directors, superintendent, Central Services staff, and MPS contractors in providing greater family satisfaction within the MPS education marketplace by creating employment opportunities.

The COIN Initiative shall require MPS construction contractors to hire a certain percentage of workers who live in households in neighborhoods with an income 14.3% or more below the U.S. Census Bureau's Poverty threshold for 2000.

The Milwaukee Board of School Directors establishes that the workforce for MPS Neighborhood Schools Initiative construction projects that are bid out from May 1, 2003, to May 1, 2004, will include a COIN participation requirement.

The Phase 1 COIN participation goal is 25% of construction labor hours. The Division of Facilities & Maintenance Services (DFMS) and the Historically Underutilized Business (HUB) Office shall adjust the participation percentage on individual contracts based on the type of work being performed and the extent of labor engaged in performing the work. Each individual contract percentage shall be a requirement and a matter of bid responsiveness. Non-responsive bids shall not be considered.

Under the provisions of the MPS COIN initiative, the following must be true:

(a) The individual must be able to show he/.she maintains a permanent residence in a US census tract where 14.3% or more of the residents live below the poverty level;
(b) The individual must be able to provide proof that his/her combined family income falls below the poverty level, based upon the size of his/her family including dependent adults.
(c) Persons who are already certified under the City of Milwaukee's Residents Preference Program are eligible, provided they fit criteria under item one and are within the eligibility period.

Waivers

Requests for waivers of this policy must be submitted in writing to the HUB Program Office and DFMS. Such requests shall specify measures taken to meet the requirements and/or documented justification for waiver. In the event evidence suggests a need to adjust the percent requirement on a particular contract, an addendum will be issued prior to bid opening. Contractors must notify the HUB Program Office and DFMS concerning difficulties in meeting the COIN requirement *prior* to bid opening. If a Waiver request has not been granted, Contractor will be required to meet the COIN participation levels or one or more of the following sanctions may be assessed.

Sanctions

Every MPS contract award shall contain language indicating that if any document submitted to MPS by a contractor, subcontractor, bidder or individual regarding COIN participation for the purpose of participating in any MPS contract contains false, misleading or fraudulent information, DFMS, upon conferral with the HUB Program Coordinator, may direct the imposition of any of the following sanctions on the offending contractor, subcontractor, bidder or individual:

(a) Withholding of payment by he Facilities & Maintenance Services Division and the Historically Underutilized Business Office, under the authorization and direction of the Milwaukee Board of School Directors, to prime vendors, subcontractor, bidder, or individual in the amount that would have been paid to COIN individuals until and unless proof of participation is provided and verified. If the contractor fails to meet the identified COIN requirement, MPS shall withhold a dollar amount equal to the dollar amount that would have been appropriated to the respective COIN employee(s);
(b) Termination, suspension, or cancellation of the contract in whole or in part;
(c) Denial to participate in any further contracts awarded by MPS for specified period of time, not to exceed three years.

Appeal of sanction action(s) must be directed to the director of the Facilities and Maintenance Services Division within seven (7) business days of sanction notification. The director shall conduct an appeals hearing within ten (10) business days of receipt of written appeals request. The hearing panel shall consist of no less than one (1) DFMS representative, one (1) HUB Program Office representative, one (1) MPS Board member, and one (1) community representative.

LEGAL REF.: Vincent v. Voight, 236 Wis. 2d 588, 638-9 (2000); Adarand Constructions, Inc. v. Pena, 15 U.S. 200, 212 (1995); Heller v. Doe, 509 U.S. 312, 320 (1993); United States v. Virginia, 518 U.S. 515, 533 (1996)

Director Hardin moved to adopt the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Gardner, 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

Service Information (based on data reported on March 27, 2003)

IEP Services

Total LEA Population Served.....17,019

IEP Evaluations

Open re-valuations 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).....1,990
Active Initial Referrals.....1,019
Re-evaluations (Completed since September 2002).....4,327
Active Re-evaluations.....1,104

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 4, 2003

SETS Training

- As of April 4, approximately 1,060 MPS resources have received SETS training
- SSIMS newsletter is being created by the training team
- LaTaunya Walker-Johnson, a 4GL Corp. trainer, was at MPS on March 25 and 26

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
- Phase 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 the week of March 24th
- MPS/SET Report Gap Analysis in progress
- A reports committee has been formed to review and advice on report requirements

Encounter Tracker (ET)

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

SETS Database Conversion from 4.17 to 4.5

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

Forms Updating SETS (FUS)

- FUS data mapping scheduled during March and April 2003
- FUS training conducted by LaTaunya Johnson-Walker on March 26
- FUS coding planned to begin in April 2003
- FUS implementation schedule for June 2003

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

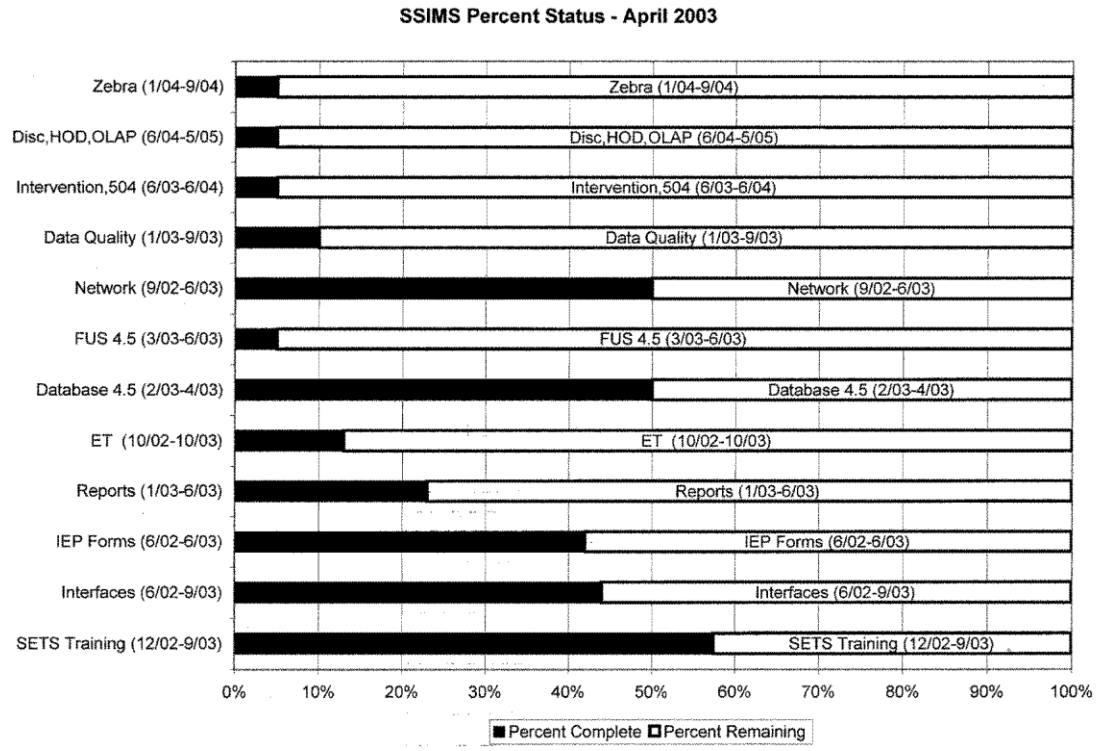
- SSIMS team meeting with IT to discuss logistics of confirmation of MPS school connectivity
- MPS IT gave SSIMS team spreadsheet showing which school are wired to MPS central computers
- SSIMS team working with non-conventional school representatives regarding connectivity

Data Quality Improvement

- Weekly interdepartmental data quality meetings take place Wednesday, 9-10 AM
- SETS Data Quality Milestone process has been briefly discussed at the Wednesday meetings
- Data Quality Improvement Mission Statement 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



Special Education Finance

The following Special Education Financial Summary is being provided at the request of the Committee.

	Budget	
	FY 02	FY03
Expenditures		
Board EEN Funds	139,623,536	143,424,325
IDEA Funds	16,892,174	22,171,522
Other Grants	712,797	1,094,887
Total Expenditures	157,228,507	166,690,734
Revenues		
Categorical EEN Funds	40,100,000	40,000,000
Medicaid Funds	4,800,000	4,000,000
IDEA Funds	16,892,174	22,171,522
Other Grants	712,797	1,094,887
Total Revenues	62,504,971	67,266,409
Revenue Shortfall	94,723,536	99,424,325

The state-aid reimbursement percentage, which was originally determined as part of the passage of Chapter 115, was set at 70% reimbursement for salaries and benefits for staff who are appropriately licensed and providing services to students with disabilities. The following is a summary of the actual reimbursement percentages that have been provided by the state to the District under this provision.

EEN State Reimbursement Percentages

Aid Year*	Instruction Percentage	Notes
1975	n/a	Statutory rate set at 70%
1976	70.00%	
1977	70.00%	
1978	70.00%	

EEN State Reimbursement Percentages

Aid Year*	Instruction Percentage	Notes
1979	70.00%	
1980	70.00%	
1981	67.90%	
1982	66.33%	Statutory rate set at 68%

EEN State Reimbursement Percentages

Aid Year*	Instruction Percentage	Notes
1983	63.35%	
1984	63.00%	Statutory rate set at 63%
1985	63.00%	
1986	61.20%	
1987	57.00%	
1988	60.75%	Statutory rate removed
1989	57.72%	Statutory rate set at 63%
1990	60.01%	
1991	59.24%	
1992	54.06%	
1993	49.72%	

EEN State Reimbursement Percentages

Aid Year*	Instruction Percentage	Notes
1994	45.48%	
1995	44.90%	
1996	42.47%	
1997	40.22%	
1998	37.53%	
1999	35.06%	
2000	34.33%	
2001	35.79%	
2002	33.66%	
2003	31.60%	Estimated Rate from DPI

*Aid is paid the year *after* the related costs are incurred

Special Education Oversight Plan Update — Continuous-monitoring Improvement

The District and the Department of Public Instruction have worked collaboratively to design and implement a continuous improvement monitoring strategy. The following information is provided as an update of progress and plans for the remainder of the school year.

Milwaukee Public Schools
Internal Audit System Action Plan

Implementation Errors: An MPS internal audit system will address requirements identified as "not implemented" during the DPI May 2000 and May 2001 on-site compliance reviews, as well as the requirements addressed in IDEA complaint CCAPs.

Outcome Documentation: By 6/30/03, the District will make records available to DPI to demonstrate that a district-wide internal audit system is in place to detect errors and to direct appropriate corrective action when errors are detected.

By 1/30/04 the district will make available to DPI records to demonstrate that the District is substantially in compliance with the requirements.

Corrective Activities	Timeline	Person(s) Responsible*	Activity Documentation	Completed
I. All district schools, including the schools reviewed by DPI in May 2002, will address the implementation errors through school education plans (SEPs).				
a. Local SEP steering committees receive information relating to requirements and include the implementation errors in section 11 of draft SEPs and submit to office of MPS superintendent.	10/21/02	DLS, DSS & SELLs	Draft SEP, Section 11	X
b. SEPs with appropriate Section 11s are in place for all buildings.	12/1/02	DLS & DSS	Final School Education Plans, Section 11	X
c. A district-wide plan for each building to self-assess is approved by DPI.	6/1/03	DSS & SELLs	District-wide assessment plan	
d. Staff is trained to perform building self-assessments.	9/3/03	DSS & SELLs	Names of staff trained, dates of training	

Corrective Activities	Timeline	Person(s) Responsible*	Activity Documentation	Completed
e. School staff completes initial building self-assessments.	10/1/03	DSS & SELLs	Written reports of results.	
f. Local SEP steering committees revise SEPs based on self-assessment results.	10/15/03	DSS & DLS	Revised SEPs.	
II. The District will establish an ongoing system of internal audit that addresses the implementation errors.				
a. Building-level reviewers are named district-wide.	10/4/02	Principals & SELL	Memo from each principal	X
b. Initial training of SELLs to promote consistency across the District.				
1. DPI staff and SELLs discuss standards for compliance errors, and SELLs apply same to work sample.	10/8/02	DSS, SELLs & DPI	List of staff trained, dates of training	X
2. SELLs visit schools in workgroups by level and apply standards.	11/1/02		List of staff participating, schools visited, dates	X
3. SELLs review findings with DPI staff.	11/15/02		List of staff participating, dates	X
c. SELLs conduct initial training of building reviewers (e.g., special education supervisors, IEP coordinators) for 18 schools, including the 9 schools reviewed by DPI in May 2002.	1/31/03	DSS & SELLs	List of staff trained, dates of training	X
d. Building-level reviewers begin ongoing work-product review for the 18 schools and provide feedback to building staff.	2/3/03	DSS & SELLs	Logs of cases reviewed and other review activities	X
e. SELLs begin ongoing periodic reviews of building reviewers' work and provide feedback.	3/3/03	DSS & SELLs	Log of SELL review activities	X
f. Replicate audit model in all district schools				
1. A plan for ongoing internal audit in all schools is developed and approved by DPI.	3/15/03	DSS & SELLs	Written plan	X
2. SELLs conduct initial training of building-level reviewers.	5/15/03	SELLs	Names of reviewers and dates of training	
3. Building-level reviewers begin ongoing work-product review and provide feedback.	5/15/03	SELLs & bldg reviewers	Log of cases reviewed and other review activities	
4. SELLs begin ongoing review of building reviewers' work and provide feedback.	5/30/03	SELLs	Log of cases reviewed and other review activities	

Corrective Activities	Timeline	Person(s) Responsible*	Activity Documentation	Completed
* DLS = MPS Department of Leadership Services DPI = Department of Public Instruction DSS = MPS Department of Special Services SELLs = MPS Special Education Leadership Liaisons				

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 19 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Dannecker moved to accept the reports of the Independent Hearing Panel of March 25 and 27 and April 1, 2, 3, 4, 7, 8, 9, and 14, 2003.

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

Ayes — Directors Blewett, Dannecker, Gardner, Horton, Johnson, Morales, O'Neil, and President Spence — 8.
Noes — Director Hardin — 1.

* * * * *

The Board adjourned at 7:37 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 15, 2003

Special meeting of the Board of School Directors called to order by President Spence at 7:44 PM.

Present — Directors Blewett, Dannecker, Gardner, 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 14, 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 April Board meeting, scheduled to begin at 6:30 p.m. The meeting will be held 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, Milwaukee Teachers Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/ Bookkeepers), PAMPS, Local 150 (Food Service Helpers and Building Service Helpers), Local 950, Local 1053 and Local 1616.

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

LYNNE A. SOBCZAK
Board Clerk

Director 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 Blewett, Dannecker, Gardner, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 9.
Noes — None.

The Board retired to executive session at 7:46 PM.

The Board adjourned from executive session at 8:07 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 5:35 PM.

Present — Directors Blewett, Dannecker, Hardin, Horton (5:48 PM), Johnson, Morales, O'Neil, and President Spence — 8.
Absent and excused — Director Gardner — 1.

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 Board of School Directors will be held at 5:30 P.M. on Tuesday, April 29, 2003, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conducting a performance evaluation of the Director, Office of Board Governance/Board Clerk.

Pursuant to Wisconsin Statutes, §19.85(1)(c), which provides that a governmental body may convene in executive session for the purpose of "considering employment, promotion, compensation or performance-evulation 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.

LYNNE A. SOBCZAK
Board Clerk

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(c), for the purpose of conducting a performance evaluation of the Director, Office of Board Governance/Board Clerk.

The motion prevailed, the vote being as follows:

Ayes — Directors Blewett, Dannecker, Hardin, Johnson, Morales, O'Neil, and President Spence — 7.
Noes — None.

The Board retired to executive session at 5:38 PM.

The Board adjourned from executive session at 5:55 PM.

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