BOARD OF SCHOOL DIRECTORS

MILWAUKEE, WISCONSIN

MAY 4, 1998

Annual organizational meeting of the Board of School Directors called to order by the Director, Office of Board Governance/Board Clerk, at 6:46 PM.

The following members responded to roll call:

Present—Directors Braun, Fisher, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and Todd—9.

Absent—None.

Director O'Neil was elected temporary Chair by unanimous consent.

ELECTION OF BOARD PRESIDENT

Director O'Neil, 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 Braun	Director Fisher
Director Fisher	Director Fisher
Director Gardner	Director Fisher
Director Hardin	Director Fisher
Director O'Neil	Director Fisher
Director Sinicki	Director Fisher
Director Small	Director Fisher
Director Thompson	Director Fisher
Director Todd	Director Fisher

Director Fisher—9.

Director Fisher, having been duly elected President of the Board of School Directors for the ensuing year, was escorted to the Chair by Directors Gardner and Todd.

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 Braun .....Director Braun
Director Gardner.....Director Braun
Director Hardin.....Director Braun
Director O'Neil.....Director Braun
Director Sinicki.....Director Braun
Director Small.....Director Braun
Director Thompson.....Director Braun
Director Todd.....Director Braun
President Fisher .....Director Braun

Director Braun—9.

Director Braun 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 Fisher indicated he would serve as the Board's representative on the Library Board.

APPOINTMENT OF REPRESENTATIVES TO THE MILWAUKEE AREA TECHNICAL COLLEGE APPOINTMENT COMMITTEE

Directors Braun, Gardner, Sinicki, Todd and President Fisher were appointed to the Milwaukee Area Technical College Appointment Committee.

APPOINTMENT OF REPRESENTATIVE TO THE WISCONSIN ASSOCIATION OF SCHOOL BOARDS

Director O'Neil was apppointed the Board's representative to the Wisconsin Association of School Boards.

APPOINTMENT OF REPRESENTATIVE TO CESA #1

Director Hardin was appointed as the Board's representative to CESA #1.

UNFINISHED BUSINESS

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

Held at the Board Level

Resolution 9798R-054 by Director O'Neil Regarding a Study of Whether MPS Could be Declared a Unitary System (12-17-97)

Resolution 9798R-058 by Director Todd Regarding Negotiations with the Administrators and Supervisors Council (12-17-97)

Innovation/School Reform Committee

Communication 9798C-022 from James Duncan Requesingt that a Group of Edison Middle School Students Address the Board or a Board Committee on the High School Admissions Policy (3-25-98)

Resolution 9798R-004 by Director Thompson Regarding Development of a Comprehensive Plan to Handle Disruptive Students (5-28-97)

Resolution 9798R-023 by Director Hardin to Create a Task Force to Revitalize North Division High School (6-18-97)

Resolution 9798R-035 by Director Fisher Regarding the Problem of Student Mobility during the School Year (8-27-97)

Resolution 9798R-037 by Directors Gardner, O'Neil, Sinicki, Thompson, and Todd Collaboration with the Archdiocese of Milwaukee to Ensure Continued Educational Services to Families of Schools that may be Threatened with Closure (8-27-97)

Resolution 9798R-041 by Director Todd to Provide a Computer for Every High School Student at Home (9-24-97)

Resolution 9798R-042 by Director Todd to Re-establish Comprehensive Phonics Literacy Instruction, Standards, and Measurement (9-24-97)

Resolution 9798R-049 by Director Sinicki Regarding Automation of the School Library Media Centers in the District (10-29-97)

Resolution 9798R-053 by Director Todd Regarding Summer School and Other Extended School Year Options (11-25-97)

Resolution 9798R-063 by Director Small Regarding Development of a Comprehensive Reading, Writing, and Language Arts Curriculum (1-28-98)

Resolution 9798R-069 by Director Todd Regarding utilization of Work Keys in MPS (3-25-98)

Resolution 9798R-073 by Directors Thompson, Gardner and Todd to Develop Plan to Utilize the Hartford School Building for a School that will Attract a Diverse Group of Students.

Resolution 9798R-078 by Director Hardin to Provide for Parent Coordinator Funding (3-25-98)

Accountability/Audit Committee

Resolution 9798R-060 by Director Small Regarding a Study of the Reporting of Dropouts (12-17-97)

Resolution 9798R-075 by Director Hardin Regarding an Evaluation of Specialty Schools and Programs (3-25-98)

Finance/Personnel Committee

Resolution by Director O'Neil Regarding the Definition of an Administrator (5-26-93)

Report of the Special Committee on Available Facilities

Communication 9798C-015 from George Simos Regarding the Sale of Land in Vicinity of North 107th Street and West Good Hope Road (9-24-97)

Communication 9798C-020 from Corey Heckle Regarding the Student Suspension Policy (2-25-98)

Communication 9798C-021 from Florian Oberhauser Requesting a hearing regarding pension matters (3-25-98)

Resolution 9798R-022 by Director Todd to Transfer the Division of Research and Assessment to the Office of Board Governance (6-18-97)

Resolution 9798R-024 by Directors to Thompson, Gardner, Sinicki and Small Establish a Plan for a Principal Selection Process (6-18-97)

Resolution 9798R-030 by Director Sinicki Compensation Administration Committee (8-27-97)

Resolution 9798R-036 by Director Fisher Regarding a Bond Referendum to Construct a New Milwaukee Trade and Technical High School (8-27-97)

Resolution 9798R-043 by Director Todd to Negotiate a Memorandum of Understanding with Local 1616/888J Regarding a Minimum Wage of $7.70 per Hour (9-24-97)

Resolution 9798R-045 by Director Todd to Move the Department of Communications and Public Affairs to the Office of Board Governance (10-29-97)

Resolution 9798R-047 by Directors Sinicki and Thompson to Develop a Plan for Job Sharing (10-29-97)

Resolution 9798R-050 by Director Hardin a Cost Analysis of All Schools Offering a Breakfast Program to Students Eligible for Free or Reduced Price Lunch (10-29-97)

Resolution 9798R-051 by Director Hardin Regarding a Cost Analysis of Placing Safety Assistants on School Buses (10-29-97)

Resolution 9798R-057 by Director Todd to Provide an Analysis of the Number of Employees, Vacancies, Underfilled Positions, Part-Time Positions and Consultant Services Currently in MPS (12-17-97)

Resolution 9798R-071 by Director Todd Regarding Contracting with the Milwaukee Education Trust and Other Vendors, Pass-Through Services and Board Approval of Title I Expenditures and Payments to Vendors (3-25-98)

Resolution 9798R-072 by Director Todd Regarding a Feasibility Study to Increase Safety and Security Around MPS Schools (3-25-98)

Resolution 99798R-074 by Director Todd to Move the Office of Governmental Relations to the Office of Board Governance (3-25-98)

Resolution 9798R-076 by Director Hardin to Require Board Approval of Title I Budgets (3-25-98)

Legislation, Rules and Policies Committee

Motion by Director Gardner to change the time of Board elections to coincuide with a high turnout election (12-17-97)

Communication 9798C-019 from Sebastian Riccobone Regarding the Residency and Qualifications of Outside Consultants (12-17-97)

Resolution 9798R-048 by Director Braun to Eliminate the Position of Director, Office of Board Governance and Revise the Duties of the Positions of Clerk of the Board and Chief Auditor (10-29-97)

Resolution 9798R-052 by Director Small Regarding Better Distribution of the Workload Among the Various Committees (11-25-97)

Resolution 9798R-068 by Director Todd to Support a Constitutional Amendment to Abolish the Position of State Superintendent of Public Instruction (2-25-98)

Strategic Planning and Budget Committee

Resolution 9798R-031 by Director Thompson Regarding a Census of Space in Existing School Buildings that could be made Available for Other Schools (8-27-97)

Resolution 9798R-032 Regarding a Plan for Elementary Schools that would Ensure, to the Extent Feasible, a Home School for Each Student (8-27-97)

Resolution 9798R-056 by Director Todd Regarding the Provision of Policy Options as Part of the Budget Process That Include Weighted Formulas for Exceptional Education (12-17-97)

Resolution 9798R-064 by Directors Thompson, Todd and Gardner to Build a School System that Serves the Needs of All Children (1-28-98)

Director Gardner moved to place all undinished business, referrals, resolutions and outstanding issues on file.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance, presented the following communication:

Communication 9899C-001 from Esperanza Unida, Inc., Regarding the Neighborhood Progress Project with El Puente High School

Referred to the Innovation/School Reform Committee.

RESOLUTIONS

Resolution 9899R-001

By Director Todd:

WHEREAS, The public schools of Milwaukee are in need of vast improvement to provide the children of the City the educational opportunities which they deserve and to which they are entitled; and

WHEREAS, Milwaukee Public Schools must aspire to operate a school system that will be recognized as among the best in the metropolitan area, the State of Wisconsin, and the United States; and

WHEREAS, In order to accomplish its aspirations, Milwaukee Public Schools must adopt meaningful policies and programs to improve the school system and to address and ameliorate the effects of the poverty which is the underlying condition affecting the education of an overwhelming number of school-age children residing in the City; and

WHEREAS, It is essential to the success of all efforts by Milwaukee Public Schools to improve its system to ensure that the performance of each school in the system be monitored and that compliance with all reform programs be enforced; and

WHEREAS, It is essential to the success of all efforts by Milwaukee Public Schools to improve its system that an independent and objective office be created to monitor the performance of the schools within the system, to enforce compliance with all reform programs, and to provide accountability; now therefore, be it

RESOLVED, That an Office of Audit and Accountability Standards, to report to the Office of Board Governance, be established; and be it

FURTHER RESOLVED, That the Office of Audit and Accountability Standards shall assist the Board of School Directors with the enforcement of district policies, procedures, and performance measures by monitoring, assessing, and reporting to the Board's Accountability/Audit Committee school progress towards meeting the following performance standards:

a) All schools must have an average daily attendance of 95% or higher.

b) Each building shall earn a rating of A or B from 75% or more of that building’s parents on an annual parents’ satisfaction survey.

c) Students in all elementary schools shall score above the performance standard on the Wisconsin Third-Grade Reading Exam and Wisconsin Fourth-Grade Student Achievement Test in percentages that meet or exceed state averages. In each elementary school, 90% or more of the students taking the tests shall pass the MPS examination to progress to middle school.

d) Students in all middle schools shall score above the performance standard on the Wisconsin Eighth-Grade Student Achievement Test in percentages that meet or exceed the state averages. In each middle school, 90% or more of the students taking the test shall pass the MPS examination to progress to high school.

e) Students in all high schools shall score above the performance standard on the Wisconsin Tenth-Grade Student Achievement Test in percentages that meet or exceed the state averages. In each high school, 90% or more of the students taking the test shall pass the MPS graduation proficiency exam.

f) The annual dropout rate in each high school shall not be higher than 6.4% of the student body; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors shall consider and take action on the reports of the Office of Audit and Accountability Standards for the purpose of ensuring continuous performance improvement and enforcing compliance with performance and operational standards.

Referred to the Finance/Personnel Committee.

Resolution 9899R-002

By Director Todd:

WHEREAS, Ameritech intends to close its Milwaukee service center plant and to move its operations to Appleton; and

WHEREAS, *Education Week* has identified Milwaukee as one of the most distressed areas in the country; and

WHEREAS, *Education Week* has identified the lack of legitimate employment opportunities as a key distress factor contributing to the overall extreme distressed status of the City of Milwaukee; and

WHEREAS, Milwaukee's inner city is an area so poor that 80% of Milwaukee's school children now come from poverty level families; and

WHEREAS, Livable wage paying job opportunities are critical to healthy stable family life; and

WHEREAS, Public school children of color are plagued by distress factors such as single parent families, single parent birth rate, teen pregnancy, crime and street violence, which stem primarily from lack of decent job opportunities—a key distress factor; and

WHEREAS, Academic achievement, truancy, and dropout statistics of public school children are negatively affected by such distress factors; and

WHEREAS, The opportunities for a family to earn a livable wage are critical to stable, secure, and safe home and neighborhood environments; and

WHEREAS, Stable, secure and safe home environments are critical to the academic success of public school children; and

WHEREAS, The unemployment rate of people of color in the central city is much too high; and

WHEREAS, Ameritech's action will remove 400 desperately needed jobs from Milwaukee's inner city; and

WHEREAS, Ameritech made $2 billion in profits last year; and

WHEREAS, The Ameritech decision displays a callous disregard for the well being of the central city black community; and

WHEREAS, The Ameritech decision sets an unacceptable precedent for systematically destroying the income of black Milwaukee; and

WHEREAS, Ameritech has labeled a mostly minority and mostly female service center as low performing; and

WHEREAS, Such simplistic stereotypes are venomous and pernicious coming from a corporate body and a dangerous precedent to allow to go unanswered; and

WHEREAS, The suggestion that the Ameritech employees undergo another middle passage to Appleton is outrageous; and

WHEREAS, The Ameritech policies and practices that led to this decision are classic examples of institutional racism; and

WHEREAS, Racist corporate greed is an unacceptable social policy; and

WHEREAS, Corporate policies and practices that represent institutional racism are reckless, reprehensible, and offensive to the black community and to the socially sensitive greater Milwaukee community; and

WHEREAS, This overt corporate racism creates resentment and ill-will toward the public utilities community and toward the public service commission; now, therefore, be it

RESOLVED, That MPS cease doing business with Ameritech and that the Board direct the superintendent to sever all ties and relationships with Ameritech; and be it

FURTHER RESOLVED, That the MPS administration send out an RFP seeking to do business with other competitive vendors and present to the Board a more socially conscious vendor; and be it

FURTHER RESOLVED, That Board direct the superintendent to seek relief from the Public Service Commission (PSC) and from the Federal Communications Commission (FCC) for this egregious offensive corporate act.

Referred to the Finance/Personnel Committee.

Resolution 9899R-003

By Director Todd:

WHEREAS, The School Budget committee was created in the early 1990's by the Superintendent as an advisory committee made up of Milwaukee Public Schools principals and providing them an active role in the decision making processes regarding their school budgets; and

WHEREAS, The School Budget Committee expanded last summer to include parents, teachers and MPS Central Service administrators, specifically to "radically redesign" central services and develop a weighted formula as approved by the Board during the FY97-98 budget process; and

WHEREAS, The Expanded School Budget Committee worked many hours and did develop the weighted school formula; and

WHEREAS, Principals need more time managing their school based resources and serving parents and children onsite at their school; and

WHEREAS, The Superintendent has resumed the responsibility for the redesign of central services; now, therefore, be it

RESOLVED, That the Board, through the Superintendent, send its thanks to the committee for its efforts and direct the Superintendent to permanently disband the School Budget Committee and the Expanded School Budget Committee, effective immediately; and be it

FURTHER RESOLVED, That the Board thank the school budget committee for their many long extended hours of service to MPS children.

Referred to the Strategic Planning and Budget Committee.

Resolution 9899R-004

By Director Todd:

WHEREAS, The Milwaukee Minority Ministerial Alliance finds it "INEXCUSABLE THAT

Only one out of every four Milwaukee high school freshmen now graduate from high school;

There is no summer school in the Milwaukee Public Schools;

There is not a nurse in every Milwaukee Public School—unhealthy children cannot learn;

Milwaukee children who cannot pass the academic work for one grade are still being promoted to the next;

There are now elementary schools in the city of Milwaukee containing more than 1,000 students;

Eighty percent of the children in Milwaukee's Public Schools today come from impoverished families;

It is rare to find a Milwaukee Public School classroom where one teacher is teaching 20 students or less;

The public schools of the great city of Milwaukee are actually inferior to those of the suburbs of Milwaukee;

Milwaukee, with its envious heritage of progressive thought and civic action, does not operate the best school system in the United States;" and

WHEREAS, The Milwaukee Minority Ministerial Alliance seeks the following sixteen reforms:

1. The Milwaukee School Board must resolve that achieving excellence in elementary school education is its most pressing priority.
2. By September 1 of this year there must be a fulltime registered nurse in every Milwaukee elementary school.
3. When school opens in the fall of this year there are to be no more than 20 students in any elementary school class for grades K-6.
4. Beginning this school year, summer school will be operated throughout the Milwaukee Public School system.
5. Beginning September 1, 1998, completely up-to-date vocational/technical education will be available to all students in the Milwaukee high schools.
6. Beginning this school year, no child will be promoted until he or she can satisfactorily perform the work of the grade they are in.
7. The Mayor of Milwaukee must develop a program to reduce poverty by at least 25% among Milwaukee Public School children by 2003.
8. When school opens in the Fall of 2001, there are to be no classes in any Milwaukee Public School with more than 20 students.
9. By September 1, 2001, there must be no public schools in Milwaukee with more than 500 students.
10. When schools open in the Fall of 2000, Milwaukee's elementary schools are to be situated so that every child can walk to their school. Community schools must become a practical, living reality in Milwaukee.
11. When school opens in the Fall of this year, every elementary school and its grounds will remain open until 10:00 PM every weekday, and will be open from 10:00 AM to 10:00 PM on weekends, properly supervised for quiet study, remedial help, and safe recreation.

12. Beginning September 1, 1998, every Milwaukee elementary student will be individually evaluated each school year. Remedial work, where necessary, will be individually carried out for each child. No child in Milwaukee will any longer remain anonymous.

13. Every school in Milwaukee must have programs of music, art, drama, forensics, band, dance, and intramural and interscholastic athletics, with the capacity to involve as many students in each activity as wish to participate. No student will be turned away for lack of capacity. To achieve genuine excellence, complete education must become a reality in Milwaukee.

14. There are to be full-time registered nurses in every Milwaukee middle school and high school.

15. Beginning September 1, 1998, each Milwaukee middle school and high school must have a counselor for every 250 students. Each high school must have a career counselor for every 200 students. Each middle school must have a career counselor for every two middle schools.

16. Beginning September 1, 1998, the Milwaukee School District will operate comprehensive birth through kindergarten child development programs in the communities of Milwaukee's 24 most impoverished elementary schools. Something meaningful must be done to break poverty's hold on our children; and

WHEREAS, The Milwaukee Minority Ministerial Alliance has identified the following: "First steps toward educational excellence....standards which every Milwaukee Public School must meet:

1. An average daily attendance of 95%

2. The approval of a school's parents - as evidenced by at least 75% of them giving the school either an "A" or "B" on an annual parent satisfaction survey.

3. The percentage of students at each Milwaukee public school who score above standard on the Wisconsin Student Achievement Exam must be at least as high as the state average (this test is given in grades 4, 8, and 10).

4. At least 90% of the students in each Milwaukee public school must pass the Milwaukee public school exam for promotion to the next school level (middle school, high school, or graduation from high school).

5 . The third grade students in each of the city's public elementary schools must pass the State of Wisconsin's third grade reading test at a rate which is not lower than the state average.

6. No Milwaukee high school will have a student dropout rate higher than 6% of its student body population."; and

WHEREAS, the Milwaukee Minority Ministerial Alliance recommends that: "THESE SIMPLE, STRAIGHTFORWARD SOLUTIONS CAN BREAK THE IMPASSE which now grips our entire city over the issue of education;" now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors endorse the sixteen reforms outlined by the Milwaukee Ministerial Alliance; and be it

FURTHER RESOLVED, That the Administration be directed to identify funding sources to make these reforms a reality.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-005

By Director Todd:

WHEREAS, The Milwaukee Public Schools is committed to meeting the four goals in the Governor's challenge; and

WHEREAS, The time and effort of the Superintendent and educational departments must be devoted to educational issues which relate directly to children and to these goals; and

WHEREAS, The Superintendent and the administration are currently working on a plan for district reorganization; and

WHEREAS, The Board wishes to support the Superintendent and to provide support to his initiatives; and

WHEREAS, The Board wishes to relieve the Superintendent of the responsibility for supervision of the routine day-to-day internal operations of the district so that his energies can be more focused on educational issues; now, therefore, be it

RESOLVED, That the Board approve as part of the reorganization plan the transfer of the following departments or divisions to the director of the Office of Board Governance: Facilities and Maintenance; Human Resources; Public Affairs and Communications; Intergovernmental Relations; Parent Services; and Research and Accountability.

Referred to the Finance/Personnel Committee

Resolution 9899R-006

By Director Todd:

WHEREAS, It is in the interests of the Milwaukee Public Schools to purchase goods and services from responsible contractors that provide quality products and services at a competitive price; and

WHEREAS, Milwaukee Public Schools does not want to do business with companies that compete by exploiting their workforce; and

WHEREAS, The Milwaukee Public Schools purchases items of apparel, an industry in which many scandals have been uncovered, including producers maintaining sweatshop conditions, such as paying poverty wages, violating workplace regulations, and suppressing worker rights; and

WHEREAS, Such conditions in apparel and other industries threaten the jobs and working conditions of all workers; and

WHEREAS, Sweatshop conditions flourish when the conditions of workers are hidden; and

WHEREAS, pressure from institutional purchasers such as school districts is one of the most effective ways to combat sweatshop production; now, therefore, be it

RESOLVED, That it is the policy of the Milwaukee Public Schools that it should not purchase or lease, items of apparel produced under sweatshop conditions, and that the following guidelines, criteria and procedures are adopted:

In order to ensure that Milwaukee Public Schools contracts with vendors that have responsible employment practices, the following criteria will be used in contracting for items of apparel:

A. Preference will be given to goods or services produced in the USA.

B. The bidder or vendor shall identify the name and address of each sub-contractor locations, substantially involved in providing goods or services covered by this resolution. Such information will be considered public information, and will be maintained by the Milwaukee Public Schools authority.

Referred to the Finance/Personnel Committee.

Resolution 9899R-007

By Directors Small, Fisher, Hardin, Sinicki and Todd:

WHEREAS, The Wisconsin Association of School Boards (WASB) is a state organization which acts as a resource, clearinghouse and advocate for many Wisconsin school boards including the Milwaukee Board of School Directors; and

WHEREAS, The Milwaukee Board of School Directors, as a dues paying member contributes more than $8,000 to the National School Board Association and an additional $10,000 is contributed to the WASB for these services; and

WHEREAS, Most of the school boards represented by the WASB are elected bodies to serve the interests of the students and staff in their respective geographical areas; and

WHEREAS, The governor's latest proposal to improve Milwaukee Public Schools calls for the elimination of the elected board to be replaced by a three-member oversight panel; and

WHEREAS, A constitutional provision in Article X Section 3 of the state statutes requires all school districts to be "nearly as uniform as practicable" and the court also has held that the principle of local control "is not merely a theoretical notion but rather is a constitutionally based and protected precept..."; and

WHEREAS, Local school boards could face losing local control in the future for unforeseen circumstances; and

WHEREAS, It is obvious that the proposed elimination of any elected school board flies in the face of the democratic process where municipalities vote to select their school district leaders; now therefore be it

RESOLVED, That the Board forward a request to the WASB asking its officials to encourage its member districts to write their state legislators to support elected school boards and the processes by which they are elected in an effort to preserve the right of the community in selecting its school district leaders.

Referred to the Legislation, Rules and Policies Committee.

Resolution 9899R-008

By Director Braun:

WHEREAS, The Milwaukee Board of School Directors consists of nine elected Board members; and

WHEREAS, These nine Board members have the title of Director; and

WHEREAS, In the organizational structure of the Milwaukee Public Schools department heads and some division heads also have the title of "Director;" and

WHEREAS, In this organizational structure, some "Directors" report to other "Directors," none of whom is an elected Director of the Board; and

WHEREAS, The use of the term "Director" contributes to confusion in the district's organizational structure; and

WHEREAS, The use of the term "Director" is extremely confusing to members of the public; now, therefore, be it

RESOLVED, That, effective immediately, the term "Director" shall apply in the Milwaukee Public Schools only to an elected member of the Milwaukee Board of School Directors.

Referred to the Legislation, Rules and Policies Committee.

Resolution 9899R-009

By Director Thompson:

WHEREAS, There is a permanent injunction against any further action under Section 118.40 (3) (c) and (7) of the State Statutes, which prevents MPS from granting charters to schools which are not instrumentalities of the district; and

WHEREAS, There is no injunction under Section 118.40 (1m), which allows teachers within the district to petition the Milwaukee Board of School Directors to establish a charter school as an "instrumentality of the district;" and

WHEREAS, If the Board denies such a petition, the teachers may appeal to the Department of Public Instruction, pursuant to Section 118.40 (2) (c) of the Statutes; and

WHEREAS, The Board may establish charter schools by Board initiative rather than by teacher petition; and

WHEREAS, It must be determined whether or not such a school is an instrumentality of the district; and

WHEREAS, If a charter school is established as an instrumentality of the district, the district must employ all personnel for the charter school and certificated employees so employed may participate in the Wisconsin Retirement System and non-certificated employees so employed may participate in the City of Milwaukee Employees Retirement System; and

WHEREAS, There are no legal barriers preventing MPS from establishing charter schools; and

WHEREAS, The Board has no guidelines or procedures in place to process such requests; now, therefore, be it

RESOLVED, That Board direct the Office of Board Governance to work with the City Attorney to develop guidelines relating to the designation of charter schools within the MPS system; and be it

FURTHER RESOLVED, That the Board direct the Office of Board Governance to work with the City Attorney to develop guidelines for the establishment of an MPS Charter Review Committee.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-010

By Director Hardin:

WHEREAS, The Milwaukee Board of School Directors spends approximately $56 million on transportation each fiscal year; and

WHEREAS, The Milwaukee Public Schools brings to the Board for approval in excess of $46.5 million in purchases each fiscal year; and

WHEREAS, These items are submitted to the Board's Finance/Personnel Committee for approval each month; and

WHEREAS, There are many policy issues related to the approval of transportation contracts and delivery systems and purchasing contracts; and

WHEREAS, The large number of items which come before the Finance/Personnel Committee each month may put constraints on time available for debate; and

WHEREAS,, Some ideas may be overlooked or understated because of the sheer magnitude of the expenditures presented to the Board; now, therefore, be it

RESOLVED, That the Board amend Board Rule 2.01 to provide for six standing committees; and be it

FURTHER RESOLVED, That the Board establish the Purchasing/Transportation Committee to meet each month to handle purchasing and transportation transactions to be forwarded to the Board for action at its monthly meeting.

Referred to the Legislation, Rules and Policies Committee.

Resolution 9899R-011

By Director Thompson:

WHEREAS, Milwaukee Technical High School has had a long and valued history of preparing students for the trades and technical careers; and

WHEREAS, The present Milwaukee Tech building suffers from obsolescence and years of neglect; and

WHEREAS, Effective facilities planning must proceed from effective educational program planning; now therefore, be it

RESOLVED, That the Administration develop a planning process that will include the following steps, in order of sequence:

1. Identify the technical and trade needs of the Milwaukee community looking towards the next twenty years, both from the point of view of the student and of the job market; and then
2. Identify the programs and the characteristics of these programs that Milwaukee Tech should have to serve these needs, including changes in present programs, labor contract changes, sharing of responsibilities with other organizations such as MATC, etc.; and finally
3. Identify the facilities needs, develop specific architectural plans for the present site, and identify capital funding sources including the issuing of bonds by the City of Milwaukee and/or MATC; and be it

FURTHER RESOLVED, That the Administration encourage the participation in this process by the staff, parents, students and alumni of Tech, business and labor interests, and any others interested in the future of technical and trade education and who support the planning process outlined above.

Referred to the Strategic Planning and Budget Committee.

The Board adjourned at 7:02 PM.

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

STANDING COMMITTEES

Accountability/Audit

Directors Todd, chair; Gardner, Hardin, O'Neil, Small

Innovation/School Reform

Directors Small, chair; Braun, Fisher, Sinicki, Todd

Finance/Personnel

Directors Braun, chair; Gardner, Hardin, Small, Todd

Strategic Planning and Budget

Directors Sinicki and Thompson, co-chairs; Braun, Fisher, Gardner, Hardin, O'Neil, Small and Todd

Legislation, Rules and Policies

Directors Hardin, chair; Braun, Fisher, Sinicki, Small, Thompson, Todd

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 5, 1998

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

Present—Directors Braun, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—7.

Absent and excused—Directors Gardner and Hardin—2.

The Assistant to the Director, Office of Board Governance, read the following call of the meeting:

May 1, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 6:30 PM, Tuesday, May 5, 1998, in Committee Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conducting a conference, deliberating and taking action in the matter of an appeal of the Superintendent's decision to non-renew a non-tenured teacher under Part IV, Section M(10)(c) of the contract between the Board of School Directors and the Milwaukee Teachers' Education Association-Teachers.

The conference will be held in public or private at the request of the appellant, under the provisions of Section 19.85 (1) (b), Wisconsin Statutes.

The Board may retire to executive session to deliberate the matter and reconvene in open session for action on matters considered in executive session under the provisions of Section 19.85 (1) (a), Wisconsin Statutes.

SUZANNE M. LUNDIN
Director/Board Clerk

At the request of the appellant, Director Thompson moved to close the conference under the provisions of Wisconsin Statutes 19.85 (1) (b).

The motion prevailed, the vote being as follows:

Ayes— Braun, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—7.

Noes—None.

The conference was closed at 6:44 PM.

The Board recessed from 7:17 to 7:35 PM, 9:20 to 9:29 PM and 9:32 to 9:50 PM.

Director Todd left at 8:16 PM.

Director Thompson left at 9:20 PM.

The conference concluded at 11:17 PM.

Director Braun moved that the Board retire to executive session to deliberate, under the provisions of Wisconsin Statutes 19.85 (1) (a).

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, O'Neil, Sinicki, Small and President Fisher—5.

Noes—None.

The Board retired to executive session at 11:18 PM.

The Board reconvened in open session at 11:39 PM.

Director Braun moved that the Board sustain the Superintendent's recommendation to non-renew the teaching contract of a non-tenured teacher, Mr. Larry Robinson.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, O'Neil and Small—3.

Noes—Director Sinicki and President Fisher—2.

The Board adjourned at 11:40 PM.

ROBERT J. LAWRENCE
Assistant to the Director, Office of
Board Governance

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 20, 1998

Special meeting of the Board of School Directors called to order by President Fisher at 6:34 PM.

Present—Directors Hardin, O'Neil, Small, Todd and President Fisher—5.

Absent and excused—Directors Braun, Gardner, Sinicki and Thompson—4.

The Assistant to the Director, Office of Board Governance, read the following call of the meeting:

May 19, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 6:30 PM, Wednesday, May 20, 1998, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving public hearing on labor negotiations with the following bargaining units: Milwaukee Teachers' Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/ Bookkeepers), ASC, Local 150 (Food Service Helpers and Building Service Helpers) and Local 1053.

SUZANNE M. LUNDIN
Director/Board Clerk

The Board proceeded to give public hearing on labor negotiations matters.

The Board adjourned at 7:28 PM.

ROBERT J. LAWRENCE
Assistant to the Director, Office of
Board Governance

BOARD OF SCHOOL DIRECTORS

MILWAUKEE, WISCONSIN

MAY 27, 1998

Regular meeting of the Board of School Directors called to order by President Fisher at 6:36 PM.

Present—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Absent—None.

AWARDS AND RECOGNITIONS

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, special commendation is being given to the following:

Wisconsin State Sesquicentennial Award Winners
and
Milwaukee Public Schools'
Superintendent's Scholar Athletes

WISCONSIN STATE SESQUICENTENNIAL AWARD WINNERS

The Northwest Ordinance of 1787 established the terms for statehood in the lands "north and west of the Ohio River." On May 29, 1848, Wisconsin became the 30th state in the Union. In honor of Wisconsin's 150th Anniversary of Statehood, the Milwaukee Public Schools held a Wisconsin Sesquicentennial Contest for students and provided an opportunity to celebrate Statehood Day by reflecting on the State of Wisconsin and her people. Students competed in the contest by designing either a new state flag, tourism poster, or commemorative block of four stamps.

The following students were selected as winners in the Wisconsin Sesquicentennial Contest for their creative designs:

Yanghoua Lor, Edison Middle School
Andrea Ledger, Edison Middle School
Jennifer Bell, Edison Middle School
Nicole Kraut, Edison Middle School
Leslee Lloyd, Edison Middle School
Moises Saavedra, Edison Middle School
Natalie Cruz, Forest Home Avenue Elementary School
Amanda Krachtt, Forest Home Avenue Elementary School
Jasmine West, Milwaukee Education Center
Va Yang, Milwaukee Education Center
Samantha Bartos, Milwaukee German Immersion School
Brandon Willis, Milwaukee German Immersion School

Each student will receive a collector's pin, and each school will receive a Wisconsin Sesquicentennial flag.

Superintendent's Scholar Athlete Award

The Superintendent's Scholar Athlete Award is a new award started by the Interscholastic Athletic Advisory Committee to honor students who excel in academics and athletics. Eligibility requirements to receive this award are as follows: 3.5 cumulative grade-point average as of May 1, junior standing/third year of high school, and varsity letter winner. The following high school students were selected to receive the Superintendent's Scholar Athlete Award:

BAY VIEW HIGH SCHOOL

Yang Bee	Jason Lowery
Alaina Bogdonovich	Tim Lybeck
Leila Bokhari	Laura Maternowski
Laura Clemins	Laura Merrkle
Kelly Crouse	Stephanie Nowak
Marina Dimitrijevic	Jeffery Oliver
Nicole DuVall	Monique Patterson
Amanda Ergen	Julie Richardson
Erica Gabrielson	Robin Rozinski
Shannon Hajducki	Joe Schaefer
Michele Harvey	Katie Trant
Melissa Jones	Robert Tourticott
Beth Kralik	Amber Wilkowski

CUSTER HIGH SCHOOL

Teon Austin	Mary Nguyen
Nicole Banks	Kelly Patek
Terimarie Degree	Michael Payne
Rebecca Ledger	Gordon Thunder

HAMILTON HIGH SCHOOL

Ken Ahler	Tricia Kaczmarek
Ziniye Baralatei	Rachel Lipovsek
Dylan Belcher	Jennifer Lukaszewicz
Carrie Cihasky	Chrissie Martinez
Jessica Cook	Crystal McCain
Julie Desai	Elizabeth Muelver
Jenny Durski	Minerva Munoz
Richard Fegyver	William Pscheidt
Shawn Geiger	Luke Runnoe
Jamie Glaeser	Rula Soudah
Jory Granger	Kelly Stuart
Tiffany Hansen	Jaime Treutelaar
Lisa Hernandez	Angela Ulma
Kyle Jaeger	Valariuann Weed

JUNEAU HIGH SCHOOL

Leah Dougaty	Lisa Gutknecht
Kristopher Franzen	Megan Konecny

PULASKI HIGH SCHOOL

David Bugalski	James Sommer
Ann Coppersmith	Elise Eachowiak
Nikolas Maske	Zoe Walden
Thomas Pecoraro	Tiffany Walsh
Jennifer Roeglin	Xiong Yang

RUFUS KING HIGH SCHOOL

Erik Amonson
Melvin Ayale
Bruce Blunt
Michelle Button
Ben Byleen
John Carian
Robert Colin
Lindsay DeCarlo
Thomas Dinkins
Bryan Gabor
David Gardner
Lauren Grahovac
Claudia Guzman
Todd Halsey
Bridgette Hardrick
Derek Hekel
Ryan Hekel
Ana Henika
Ben Huyck
Jon Kirkish
Lan Liu
Robert Lorber
Allison Madra
Megan Mcdonald
Tiffany McGee
Rachel Nuetzel
Nora O'Connell
Beau Plath
Ajmel Quereshi
Chris Schmitt
Chad Schroedl
Ronald Taylor

MADISON HIGH SCHOOL

Juanita Brazzell
Steven Chycinski
Nick Conners
Jennifer Ford
Joseph Franz
Ernest Gibson
Terry Gordon
Melvin Grisby
Bryan Handley
Joe Hankins
Josh Hankins
Mikija Taylor
Sarah Vang
Karen Zemek

MARSHALL HIGH SCHOOL

Tracy Allen
Jalandria Ellis
Maxine Ford
Carmen Gutter
Kendall Kuhfuss
Tara Mahan
Tiffany Spears

MILWAUKEE HIGH SCHOOL OF THE ARTS

Jolie Bailey
Bryan Beckman
Sarah Dawson
Helena Ergen
Erin Gregorcich
Allison Hanig
Steven Kohlmann
Katherine Krepel
Kelly McCreary
Bobbi Jo Mettlach
Mary Moran
Melissa Nof
Carolyn Ratkowski
Julie Ravet
Brooke Reinders
Alicia Rice
Anne Riebau
Katie Rourke
Joan Vollbrecht
Elizabeth Watson
Ben Wszalek
Christopher Wszalek

MILWAUKEE TECH HIGH SCHOOL

Alea Benston
Corrine Deopke
Rashida Gregory
Chellei Harris
Dacult Justin
Daniel Sanders
Malina Wiggins

NORTH DIVISION HIGH SCHOOL

Adella Deacon

RIVERSIDE HIGH SCHOOL

Rebecca Andretti	Jessica Quindel
Heather Chin	Cesar Rojas
Abigal Foth	Elizabeth Schultz
Krystal Ganz	Anjuli Shah
Whitney Gulbronson	Joe Sief
Quintin Johnstone	Rachel Stein
Krista Kerhin	Iara Strnad
Annie Koller	Johnnie Tangle
Jennifer Krutina	Donnie Tolbert
Melissa Legler	Jessica Wolniakowski
Andrea Lovejoy	Robin Wood
Craig Miller	Adria Young
Sarah Purcell	Annie Young

SOUTH DIVISION HIGH SCHOOL

Elise Matuszeski	Gustavo Salazar
Sylvia Ortiz	Linda Solis

WASHINGTON HIGH SCHOOL

Erik Amoroso	Tuyen Ngo
Jessica Kern	Seng Yang
Kou Lor	

Other Awards and Recognition

Congratulations are extended to the more than **7,000 Milwaukee Public Schools students** who participated in the ***37th Biennial All-City Music Festival*** at the Wisconsin Center Arena on May 13 and 14, 1998. The music festival included performances by nine student groups: the elementary school festival chorus, middle school festival chorus, high school honors chorus, all-city honors band, all-city honors orchestra, all-city swing choir, all-city jazz ensemble, all-city Suzuki violin ensemble, Elm Creative Arts School Show Choir, Sherman Multicultural Arts School African Drum Ensemble, German Immersion School Country Line Dancers, and other pageantry groups. Appreciation is extended to all of the parents for continuing to provide support to their children involved in the music festival, as well as to all the current and retired staff members who generously volunteered countless hours to ensure the festival's success.

Congratulations to the more than **350 Milwaukee Public Schools students** selected to attend the ***7th Annual Student Dinner with the Superintendent*** in the Grand Ballroom at the Pfister Hotel on May 21, 1998. The purpose of the event is to recognize the academic achievement of students — both high achievers and those students who have shown tremendous improvement in their grades, attendance, and attitudes. Two students from each of our schools attended the event, along with one parent or guardian and the school principal. Appreciation is extended to all of the corporate sponsors and other organizations that made contributions to support the event.

The Milwaukee Public Schools joins the entire nation in recognizing the week of May 3-9, 1998, as **National Teacher Appreciation Week**. The Milwaukee Board of School Directors, all of our students, parents, and the entire community express appreciation to the Milwaukee Public Schools teachers for their commitment to excellence in education. Thank you, teachers, for your dedication and efforts on behalf of our children and youth.

Dr. Cynthia Ellwood, Director for High Standards Reform, has been honored by the Annenberg Institute for School Reform as an Annenberg Fellow. The thirteen Annenberg Fellows selected from around the country are "committed scholars and successful urban educators . . . who have

demonstrated through their work with children and/or their scholarship, a dedication to the righting of inequities in our current educational system." The Annenberg Fellows will meet periodically throughout the year to exchange views and critically examine the evidence about the impact of urban educational reform. The Fellows are expected to contribute to the national school reform dialogue through a series of papers and forums.

The Milwaukee High School of the Arts Forensics team won the 1998 State Forensics title for the third time in four years. The team won more individual trophies and crowned more state champions than any other team in the tournament. The team beat 93 schools from across the state of Wisconsin to earn the state championship! The team's coach is **David Valdes.**

Adella Deacon, a student at North Division High School, was named the 1998 Youth of the Year for Wisconsin by the Boys and Girls Clubs of America for her leadership and community service. Adella was also selected to receive a college scholarship through the Oprah Winfrey Angels Network. She recently travelled to Chicago to appear on the Oprah Winfrey show.

Erin Walsh, a teacher at **Grand Avenue Middle School**, has been selected as one of Wisconsin's leading science educators. Walsh will be one of 58 science educators attending a week-long workshop this summer, sponsored by the Department of Public Instruction's Science World '98 program.

Rufus King High School was one of two 3rd-place winners in the first national Teen Health Information Surf Day in celebration of National Consumers Week 1997. Entries were judged on the following criteria: evaluation of the Internet as a resource for consumer health information, product, creativity, marketing strategy, and overall project.

James Clark, **a senior at South Division High School**, is the recipient of the 1998 Phillip H. Geil Athletic Award. The award is given annually to the best senior basketball player in the conference as determined by the vote of the conference coaches. The award was named for the former principal of Audubon Middle School and a long-time secretary of the Eastern Wisconsin Officials' Association.

Claudia Guzman, **a senior at Rufus King High School**, has been recognized as a Scholar finalist in the National Hispanic Scholar Recognition Program sponsored by the College Board. Over 120,000 students nationwide compete in the program by taking the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test. Claudia is among the 3,000 students selected as finalists nationwide.

Kirpal Clark, **a senior at Rufus King High School**, has been recognized as an Honorable Mention finalist in the National Hispanic Scholar Recognition Program sponsored by the College Board. Over 120,000 students nationwide compete in the program by taking the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test. Kirpal is among the 3,000 students selected as finalists nationwide.

Anita K. Sparks, principal at **Hopkins Street Elementary School**, is a recipient of the UWM Alumni Association's GOLD (Graduate of the Last Decade) Award. The GOLD Award recognizes recent UWM graduates who have achieved a measure of success in their fields, bringing credit to themselves and the University.

Long Kha, a 4th-grader at **Twenty-First Street School**, is one of six students in Wisconsin to win $50 in the statewide art contest sponsored by the Wisconsin Troopers' Association. Winners will be recognized in the Summer 1998 issue of *Wisconsin Trooper Magazine.*

The **Milwaukee High School of the Arts Wind Ensemble** captured First Place, Concert Band, Class AA, and was named the Festival Grand Champion at the Walt Disney Magic Music Days Festival in Orlando, Florida, in April 1998. Band director **Barry Applewhite** led the 38-member wind ensemble in its three award-winning selections: "Africa: Ceremony, Ritual, and Song"; "Purgatorio", and "Paridisio".

The **Milwaukee High School of the Arts** performed a staged reading of Euripides' Greek classic *Medea* on May 11 and 12 at the Boulevard Ensemble Theatre. MHSA has been selected to perform the

entire production of *Medea* in August 1998 at the Edinburgh Fringe Festival in Scotland, the most prestigious theatre festival in the world. MHSA is the first and only school from Wisconsin to participate in this festival.

River Trail Elementary School students participated in a book-signing event at the Barnes and Noble Stores located at Bayshore and Brookfield Square on May 2, 1998, for a school-generated published book written and illustrated by the students.

Sylaja Murikipudi, a senior at Rufus King High School, was selected as one of 132 All-State Scholars. The students were selected on overall high school grade-point average and ACT scores. Winners receive a one-year Robert C. Byrd federal honors scholarship of $1,500, which may be renewed for an additional three years contingent upon continued success in college and available funds. The All-State Scholars program is sponsored by the Association of Wisconsin School Administrators, *Wisconsin State Journal*, Wisconsin Education Association Council, and the Wisconsin Department of Public Instruction.

Ms. Marybeth Gaborsky, **Art Specialist at Lloyd Street Elementary School**, was named the *1998 Humane Educator of the Year* by the Wisconsin Humane Society for her efforts in working to instill humane attitudes in her students. She was honored in a ceremony at the Mayfair Mall on May 6, 1998, during Be Kind to Animals Week.

Walker Middle School captured first place Saturday, May 2, 1998, in the sixth annual *Word Series* at Marquette University. Walker teammates **Sarah Anderson, Kimberly Johnson, Adrien Sills,** and alternate **Shawn Villwock** won a four-day trip to Washington, D.C. **Janice Keel** and **Christine Olson** were coaches for all the teams. Second place went to **Grand Avenue Middle School.** Grand teammates **Lindsay Adams, Mark Norton, Becky Leichtling,** and alternate **Ben Hurley** each received a $100 gift cerfiticate**. Cass Middle School** and **Sarah Scott Middle School** took third and fourth place, respectively. Students were tested on their literacy, spelling, editing, and language skills. The event was sponsored by the Greater Milwaukee Committee, the YMCA of Metropolitan Milwaukee's One on One program, Milwaukee Public Schools, and the Greater Milwaukee Education Trust.

The **Roosevelt Middle School Forensic team** once again took first place in the large-school division at the State Championship Tournament held at the University of Wisconsin-Oshkosh. This is the tenth win for Roosevelt at the state tournament since 1987. No other middle school in the state of Wisconsin has such a winning record. They are coached by **Mr. Berry, Ms. Pier, Ms. Bates, and Ms. Burke**.

A coalition of Bay View schools and the South Shore Park Watch sponsored an *Earth Day Environmental Awareness Day* at South Shore Park on April 22, 1998. Approximately 350 students in grades 3-8 from **Bay View High School, Clement Elementary School, Dover Elementary School, Fernwood Elementary School, Fritsche Middle School, and Trowbridge Elementary School** took part in the event. They were able to choose sessions offered by presenters representing a variety of organizations including Keep Greater Milwaukee Beautiful, Milwaukee Recycling, Nature in the Park, Enviro-Access, South Shore Park Watch and Milwaukee Public Schools. Students from Bay View High School helped in sessions, created Earth Day buttons with the younger students, and helped coordinate the flow of students from one activity to another. Activities included paper making, worm composting, and games. All of the sessions were centered around environmental issues, such as recycling, erosion, and waste management. In addition to attending sessions in the pavilion, the students also went on an awareness walk of South Shore Park. They were able to observe first-hand the effects of nature on the environment.

Lara Strnad, an 11th-grade student at **Riverside University High School**, and **Jose Gabriel Rodriguez**, a 12th-grade student at **South Division High School**, were honored by the United Community Center (UCC) as young people who are scholastic and personal achievers, volunteers, and role models for others. This year, two of the five Milwaukee Area students inducted into the UCC/Ameritech Youth Wall of Fame during the UCC's 28th anniversary celebration were from Milwaukee Public Schools.

Anne Riebau, a junior at the **Milwaukee High School of the Arts**, will be participating in the *1998 National Youth Leadership Forum* on Medicine June 28-July 8, 1998, in Chicago. Anne will be

among 350 high school juniors and seniors from across America who have attained the qualifications required to participate in the Forum. Anne was selected because of her outstanding academic achievements and her interest in the profession of medicine. At the forum, Anne will join her fellow students for 11 days of discovery and mentorship at some of the nation's most prominent and technologically advanced medical institutions. Students will also have the opportunity to study and learn from some of the nation's most distinguished medical leaders.

More than 250 students from **Cooper Elementary School** raised $4,180 for the American Heart Association by Jumping Rope for Heart. They learned about the benefits of lifelong, heart-healthy lifestyles while having a whole lot of fun. The funds will be used for critical cardiovascular research and education.

Susan Ayvazzadeh, first-grade teacher at **Honey Creek Elementary School,** is the recipient of the 1998 Alice Kadish Teacher of the Year Award sponsored by Betty Brinn Children's Museum. She was honored for her outstanding achievements and exemplary work in education.

Tammy Need, a senior at **Hamilton High School**, was elected to run for Central Region Vice President for the National DECA (Distributive Education Clubs of America). She is the only student from Wisconsin selected to run for the position following a lengthy interview. The central region includes 13 states.

LaVarnway Middle School students won the "Best of Show" Research Category Trophy at the second Technofest held at Washington High School in May 1998. Fourteen students and five teachers worked in three teams to plan, implement and present the final research activities around Scale Modeling and Architecture, Bridges and Hot Air Balloons. The middle school proficiencies and benchmarks were the foundations for all the activities.

Debra Crenshaw, teacher at John Muir Middle School, was selected as a Children's Champion Award Winner by Start Smart Milwaukee for spearheading a food drive which collected 915 food items to feed needy families and was the leading force behind a toy drive which collected 103 new toys for childen of needy families.

Six Marshall High School students participated in the National Cable Television Association's annual convention in Atlanta using their broadcasting and television journalism skills to cover the event. The program was sponsored by Time Warner Cable's Kidz Biz program. The team's reports aired on the Cable News Network and will air on Kidz Biz programs in the Milwaukee area. The **Marshall High School students are Tracey Coleman, Andrew Hodges, Sharonda Hunter, and Jonathan Tillman.**

The following students were selected to receive the 1998 Time Warner Cable City of Milwaukee Scholarships: Carrie Cihasky, Hamilton High School; Lee Hill, Riverside High School; Anna Lawson, Milwaukee High School of the Arts; and Dana Townsend, Rufus King High School.

Charles Davis, Sarah Pergande, Kaitlin Gavin, Jerrell Brantley, Chimere Cox, and Dana Sisley, high school students from the Milwaukee School of Languages, competed in the German Culture Day at UW-Milwaukee and won the award for "Best Overall Performance." These freshman and sophomore students in the German language program at the Milwaukee School of Languages competed against mostly juniors and seniors in several areas of competition, including: culture, language, geography, and food.

Students from the **Milwaukee School of Languages** participated in the National French contest and won several awards. The students' scores were compared with those of students from across the United States. Three of the students placed in the Top Ten in the country for their category:

Maud McGraw achieved Eighth-Place standing
Susan Schoenecker achieved Tenth-Place standing
Mariessa Dobrick achieved Tenth-Place standing

The following students from the Milwaukee School of Languages also earned awards in the National French contest:

10th-Grade Advanced category for all of Wisconsin

Maud McGraw achieved First-Place standing
Susan Schoenecker achieved Second-Place standing
Jacob Weber achieved Third-Place standing
Chanel Cannon achieved Sixteenth-Place standing

9th-Grade Advanced category for all of Wisconsin

Mariessa Dobrick achieved Fourth-Place standing
Marcus Triggs achieved Seventh-Place standing
Sarah Alderman achieved Ninth Place standing

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of April 8, 20, 28, and 29, 1998, were approved as corrected.

* * * * *

COMMUNICATION FROM THE SUPERINTENDENT OF SCHOOLS

(Item A) Action on a Recommendation to Ratify Negotiated Labor Agreements with the Psychologists' Association in the Milwaukee Public Schools (PAMPS) and Local 1616, AFSCME

TO THE BOARD OF SCHOOL DIRECTORS:

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

- **Psychologists Association in the Milwaukee Public Schools (PAMPS) — Two-year contract (July 1, 1997, through June 30, 1999)**
- **Local 1616 (Technical Employees) — Three-year contract (July 1, 1997, through June 30, 2000)**

It is the recommendation of the Superintendent that the Board approve and adopt the above contracts as highlighted on the attached summary documents and that changes in salaries and benefits as reflected in the attached documents be extended to exempt classified personnel excluded from membership in Local 1616.

Sincerely,

ALAN S. BROWN, Ed.D.

Superintendent of Schools

Attachment

HIGHLIGHTS OF CONTRACT RESOLUTION BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS
AND
PSYCHOLOGISTS ASSOCIATION IN THE MILWAUKEE PUBLIC SCHOOLS (PAMPS)

JULY 1, 1997, THROUGH JUNE 30, 1999

1. Two- (2-) year agreement: July 1, 1997, to June 30, 1999
2. Health insurance language — design changes:

   $5 Prescription co-pay

   $25 Emergency room co-pay
3. Salaries: Effective 7/1/97 — 2.0%

   Effective 7/1/98 — 2.0%

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

HIGHLIGHTS OF CONTRACT RESOLUTION BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS
AND
AFSCME, LOCAL 1616

JULY 1, 1997, THROUGH JUNE 30, 2000

1. Three- (3-) year agreement: July 1, 1997, to June 30, 2000
2. Health insurance language — design changes:

   $5 Prescription co-pay

   $25 Emergency room co-pay
3. Salaries: Effective 7/1/97 — 3.0%

   Effective 7/1/98 — 3.0%

   Effective 7/1/99 — 3.0%

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

Director Small moved to approve the Superintendent's recommendations.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher—8.

Noes—None.

Voting "present"—Director Todd—1.

* * * * *

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

(Item A) Action on a Request from the City Attorney for the Board's Permission for the City Attorney to Continue to Represent the City of Milwaukee on Charter School Matters and Possible Action to Retain Outside Legal Counsel Regarding Charter School Matters

TO THE BOARD OF SCHOOL DIRECTORS:

The City Attorney has notified the Board President and the Superintendent that there may be a potential divergence between the City of Milwaukee and MPS on the issue of charter school special education responsibility.

In a letter to the President and the Superintendent dated May 20, 1998, City Attorney Grant Langley stated:

> Given the potential divergence between the City and MPS on the issue of charter school special education responsibility, I am ethically compelled by Supreme court Rule 20:1.7 to notify MPS of this potential conflict, and to request written permission from MPS in order to continue our representation of the City's interest in this matter. In my view, our continued representation of the City on the special education issue, and generally on other City's charter school issues, would not adversely affect our representation of MPS in other matters.
>
> Therefore, I respectfully request MPS' consideration of this communication and indication as to whether or not it will provide me with a written consent to allow my office's continued representation of the City on the charter school special education issue and other related charter school issues. Because of this potential conflict of interest, MPS may retain outside legal counsel, if it so chooses, on the charter school special education issue. Section 119.12(6), Stats. Please do not hesitate to contact me if you have any questions regarding this matter.

A copy of the complete communication is attached.

Recommendations

1. That the Board determine its position with respect to the City Attorney's request for written consent to allow the office to represent the City on the charter school special education issue and other related charter school issues.

2. That the Board determine whether or not to retain outside legal counsel in this matter.

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

Director Small moved that the Board give the City Attorney written consent to continue to act as the City's lawyer regarding charter school matters and that the Board authorize the Office of Board Governance to seek outside legal counsel to represent the Board in charter school matters.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, O'Neil, Sinicki, Small, Todd and President Fisher—7.

Noes—None.

Voting "present"—Director Hardin—1.

Temporarily absent—Director Thompson—1.

* * * * *

REPORTS OF STANDING COMMITTEES

COMMITTEE ON FINANCE/PERSONNEL

Director Braun 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; Acceptance of Donations; Contingency Fund Transfer for Negotiations Services; and Report on Administrative and School Fund Transfers

Award of Contracts

The following recommendations are made based on bids received on Tuesday, March 31, 1998:

MASONRY RESTORATION WORK

Cass Street School
Prime Contractor

R.D. Woods Co., Inc.
6420 South Howell Avenue
Oak Creek, WI 53154

Low Bidder, Base Bid of.....$218,700.00

Certi-fied M/WBE	Required M/WBE Partici-pation	Proposed M/WBE Partici-pation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcon-tractors
No	10%	14% MBE	15	2	1	Corporation	2

The following recommendations are made based on bids received on Thursday, April 9, 1998:

ROOF REPLACEMENT

Webster Middle School
Prime Contractor

Specialty Associates Inc.
11122 West Rogers Street
West Allis, WI 53227

Second low Bidder, Base Bid of $499,500
Note: Low Bidder did not meet HUB requirement.

Certi-fied M/WBE	Required M/WBE Partici-pation	Proposed M/WBE Partici-pation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcon-tractors
No	3%	1% MBE 2% WBE	140	5	4	Corporation	2

The following recommendations are made based on bids received on Tuesday, April 14, 1998:

MASONRY RESTORATION WORK

Milwaukee Trade and Technical High School
Prime Contractor

Wisconsin Restoration, Inc.
427 East Waterford Avenue
Milwaukee, WI 53207

Low Bidder, Base Bid of $83,690, plus $9,660 for Mandatory Alternate Bid 1 to provide caulking of all stone coping and cornices on building for a total contract of.....$93,350.00

Certi-fied M/WBE	Required M/WBE Partici-pation	Proposed M/WBE Partici-pation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcon-tractors
No	10%	10% MBE	6	0	1	Corporation	1

TECHNOLOGY INFRASTRUCTURE PROGRAM MANAGEMENT SERVICES

Various Sites
Prime Contractor

Intelligent Network Solutions
1025 South 108th Street, Suite 202
West Allis, WI 53214

For a monthly retainer of $2,700 for general consulting work for a contract of .....$32,400.00, plus the cost for the administration of technology-related projects in accordance with the fee structure listed in the proposal.

Certi-fied M/WBE	Required M/WBE Partici-pation	Proposed M/WBE Partici-pation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcon-tractors
No	0%	0%	3	0	1	Corporation	0 for retainer

The following recommendations are made based on bids received on Thursday, April 16, 1998:

MASONRY RESTORATION WORK

Rufus King High School
Prime Contractor

Pukall Co., Inc.
W63 N173 Washington Avenue
Cedarburg, WI 53012

Low Bidder, Base Bid of $96,600, plus $28,850 for Mandatory Alternate Bid 1 to provide caulking of all stone coping on building for a total contract of $125,450.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	10%	10% MBE	20	3	1	Corporation	1

The following recommendations are made based on bids received on Tuesday, April 21, 1998:

BOILER REPLACEMENT

Palmer School
Prime Contractor

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

Low Bidder, Base Bid of $106,819.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	10%	9% MBE 1% WBE	140	15	15	Corporation	4

Fairview School
Prime Contractor

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

Low Bidder, Base Bid of $163,079.00

Certi-fied M/WBE	Required M/WBE Partici-pation	Proposed M/WBE Partici-pation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcon-tractors
No	10%	8% MBE 2% WBE	140	15	15	Corporation	3

The following recommendations are made based on bids received on Thursday, April 23, 1998:

ROOF REPLACEMENT

Clemens School
Prime Contractor

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

Low Bidder, Base Bid of $165,374.00

Certi-fied M/WBE	Required M/WBE Partici-pation	Proposed M/WBE Partici-pation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcon-tractors
No	0%	0%	97	23	4	Corporation	0

Lloyd Street School
Prime Contractor

Specialty Associates Inc.
11122 West Rogers Street
West Allis, WI 53227

Low Bidder, Base Bid of $64,175.00

Certi-fied M/WBE	Required M/WBE Partici-pation	Proposed M/WBE Partici-pation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcon-tractors
No	0%	0%	140	5	4	Corporation	0

ASBESTOS ABATEMENT

Division 1 — Hamilton High School
Prime Contractor

Fidelity Environmental, Inc.
1055 Fond du Lac Avenue
Kewaskum, WI 53040

Low Bidder, Base Bid of $63,196.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	3%	3% WBE	50	26	2	Corporation	2

Division 2 — MacDowell School
Prime Contractor

Fidelity Environmental, Inc.
1055 Fond du Lac Avenue
Kewaskum, WI 53040

Low Bidder, Base Bid of $64,348.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	3%	3% WBE	50	26	2	Corporation	2

The following recommendations are made based on bids received on Tuesday, April 28, 1998:

ROOF REPLACEMENT

Hartford Avenue School
Prime Contractor

Robert's Roofing Inc.
4929 North Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of $102,000.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	0%	0%	35	5	4	Corporation	1

Irving School
Prime Contractor

Specialty Associates Inc.
11122 West Rogers Street
West Allis, WI 53227

Low Bidder, Base Bid of $84,825.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	0%	4% WBE	140	5	4	Corporation	2

BOILER REPLACEMENT

Philipp Avenue School
Prime Contractor

S. J. Mechanical, Inc.
5464 North Port Washington Road, Suite 178
Glendale, WI 53217

Low Bidder, Base Bid of $138,800, plus $8,500 for Mandatory Alternate Bid 1 to insulate existing steam and condensate piping, valves and fittings and all domestic cold- and hot-water piping for a total contract of.....$147,300.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
Yes	10%	100% MBE	28	6	4	Corporation	7

NEW TOT LOTS

Division 2 - Hi-Mount School
Prime Contractor

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

Low Bidder, Base Bid of $87,982.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	10%	10% WBE	48	9	15	Corporation	4

Division 3 — Maple Tree School
Prime Contractor

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

Low Bidder, Base Bid of $54,876.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	10%	10% WBE	48	9	15	Corporation	4

The following recommendations are made based on bids received on Wednesday, April 29, 1998:

ROOF REPLACEMENT

Thirty-eighth Street School
Prime Contractor

Robert's Roofing, Inc.
4927 North Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of $147,000.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	0%	0%	35	9	5	Corporation	2

The following recommendations are made based on bids received on Thursday, April 30, 1998:

EXTERIOR PAINTING

Dr. Martin Luther King, Jr. School
Prime Contractor

Skyway Painting Co. Inc.
6416 West Capitol Drive
Milwaukee, WI 53216

Low Bidder, Base Bid of $58,000.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
Yes	10%	100% MBE	7	6	1	Corporation	0

GYM FLOOR REPLACEMENT

Bay View High School
Prime Contractor

Prostar, Inc.
3101 West Cameron Avenue
Milwaukee, WI 53209

Low Bidder, Base Bid of $139,400.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	10%	10% MBE	27	7	5	Corporation	2

BOILER REPLACEMENT

Washington High School
Prime Contractor

Illingworth Corporation
615 South 89th Street
Milwaukee, WI 53201

Low Bidder, Base Bid of $268,930.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	10%	3% MBE 8% WBE	180	14	18	Corporation	4

Kluge School
Prime Contractor

Mared Mechanical Contractors Corporation
4230 West Douglas Avenue
Milwaukee, WI 53209

Second low Bidder, Base Bid of $191,500.00
Note: Low Bid contained an error of omission.

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	10%	2% MBE 10% WBE	67	7	3	Corporation	6

PLAYGROUND, PARKING LOT AND TOT LOT WORK

Division 2 — Engleburg School
Prime Contractor

American Asphalt Paving, Inc.
N56 W12828 Silver Spring Road
Menomonee Falls, WI 53051

Low Bidder, Base Bid of $79,957.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	10%	4% MBE 6% WBE	26	2	3	Corporation	4

Division 3 — Grant School
Prime Contractor

American Asphalt Paving, Inc.
N56 W12828 Silver Spring Road
Menomonee Falls, WI 53051

Low Bidder, Base Bid of $72,577.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	10%	10% MBE	26	2	3	Corporation	2

Total construction contract dollars awarded $2,998,338.00
Total dollars HUB participation.....$403,033.62
% of MBE participation 10.73%
% of WBE participation..... 2.71%
% of M/WBE participation 0.00%
% Minority employees within company..... 13.57%
% Women employees within company..... 10.12%

Authorization to Make Purchases

Item: **Request for Waiver of Board Policy on Contract Extension Length**
RFP-201 Employee Assistance Program

The Administration is requesting that a waiver be granted to Board policy #4.09, which requires service contracts to be rebid after three years. Permission is being requested to extend the existing contract with Family and Employee Services (FES) for the Board's Employee Assistance Program (EAP) for an additional three-year period to start on July 1, 1998.

When this contract was last bid in 1995 (RFP-#201), it was awarded to FES because it offered the most competitive three-year proposal in terms of scope of service as well as price. FES has complied with the terms of the proposal. The quality of the services FES has provided during this time has been consistently very good.

In order to ensure a cost-effective approach for the continuity of these confidential services to our employees, it is recommended that the Administration be permitted to extend the contract length an additional three years. The proposal includes expanded services and increased employee training. The fee would be $46,000 per year, rather than the current fee of $48,000 per year. The Administration believes that it could not obtain a more competitive proposal in the current marketplace.

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B-5222 **Printing Press (Milw. Trade & Tech.)**

Recommend authorization to purchase one A.B. Dick offset printing press totaling $50,673 from the low bidder, Printing & Business Solutions. The price reflects the $1,250 trade-in of a Heidelburg press. FY98 funds from the Superintendent's graphic arts budget will be used.

Bidder	Net Bid	Payment Terms
Printing & Business Solution	$50,673	Net
Guaranteed Service & Supplies	$52,500	Net

SS-427 **Consulting Service for Mathematics Curriculum (Superintendent)**

Recommend authorization to award a sole-source contract to Evans-Newton, Inc., for approximately $185,000 to align the MPS mathematics curriculum in grades 6 through 8 and to provide support services and products to the schools implementing the new mathematics curriculum at those grade levels. Title 1 funds will be used. An informational presentation on the project has been scheduled for the June meeting of the Board's Innovation/School Reform Committee.

The TAC (Technology Advisory Committee) recommends the following:

SS-421 **550 Macintosh Computers (Div. of Special Services)**

Recommend authorization to purchase approximately 550 Apple Macintosh model G3 computers, additional memory, software, and interface cards totaling an estimated $1.8 million, to replace older machines for Special Service staff. Approximately 500 of these will be laptop computers for use by staff members who move from one school to another. The quantity is approximate, pending final pricing and feature options. Federal IDEA (technology grant) funds will be used.

The TAC (Technology Advisory committee) has reviewed and approved the following projects. Because these technology purchases are needed for new programs that will begin approximately May 1, the TAC has also authorized the Purchasing Division to make the necessary purchases and/or enter into lease-purchases:

SS-420 **Computer Networking Upgrade (MEC Middle School)**

Recommend authorization to purchase a Citrix Win Frame, file servers, printers, software licenses, and related equipment and services totaling approximately $126,000. This purchase will improve the performance of the current computers and enable the school to convert from token-ring to the current MPS Ethernet standard. A combination of FY98 carryover funds and FY99 Title 1 funds will be used.

SS-422 **20 Apple Macintosh G3 Computers (Hamilton)**

Recommend authorization to purchase 20 Macintosh G3 computers with 17" screens, one 24" printer, one camera, software, and related supplies totaling an estimated $61,000. FY98 funds from the Superintendent's graphic arts budget will be used.

SS-423 **9 Apple Macintosh Computers and 3 Printers (Marshall)**

Recommend authorization to purchase one Tektronix color printer, 2 Apple laser printers, 1 camera, 1 scanner, and related supplies and software totaling an estimated $55,000. FY98 funds from the Superintendent's graphic arts budget will be used.

SS-424 81 Macintosh G3 Computers, 40 Windows Computers, 1 Video Lab (7 Replicable Schools)

Recommend authorization to enter into three-year lease-purchases for standard MPS Enterprise model computers (81 Apple Macintosh model G3 computers and 40 Hewlett-Packard Vectra model Pentium Windows computers) and a video lab totaling an estimated $260,000. The first payment will be made from FY99 Replicable Schools fund.

Recommend authorization to purchase related technology equipment totaling an estimated $210,000. FY98 Replicable Schools funds will be used.

The equipment for the lease-purchases and the outright purchases total approximately $470,000. The seven schools are the first group in the new Replicable Schools Project.

SS-425 Three-Year Lease-Purchase of File Server (Technology Div.)

Recommend authorization to purchase one Hewlett-Packard file server, software licensing, installation, and related items and services totaling an estimated $110,000 from AE Business Solutions. These items are needed for implementing such District-wide technology initiatives as the Student Management System. The items will be acquired via a three-year lease-purchase using the established line of credit with CitiCorp Leasing Company.

SS-426 Three-Year Lease-Purchase of Copier (Riverside)

Recommend authorization to purchase one Oce copier totaling an estimated $60,000 from IKON Office Solutions. It will be acquired via a three-year lease-purchase using the established line of credit with CitiCorp Leasing Company.

Report of Revenues and Expenses and the Expenditure Control Report

May 27, 1998

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Attached are detailed reports of REVENUES as of April 30, 1998. Below is a summary of those revenues for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction and Extension Funds.

	Adopted Budget	Approved Transfers(1)	Revised Budget	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$ 709,711,816	$ 3,400,000	$ 713,111,816	$ 486,512,438	$ 226,599,378	68.2%
Categorically Aided	75,906,479	27,101,975	103,008,454	57,504,495	45,503,959	55.8%
School Nutrition	25,382,268	0	25,382,268	19,953,758	5,428,510	78.6%
Construction	14,200,000	11,121,991	25,321,991	14,259,422	11,062,569	56.3%
Extension	6,889,122	0	6,889,122	6,366,280	522,842	92.4%

Attached are detailed reports of EXPENDITURES as of April 30, 1998. Below is a summary of those expenses for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction and Extension Funds.

	Adopted Budget	Approved Transfers(1)	Revised Budget	Year-to-Date Expense(2)	Unexpended Balance	Percent Expended
School Operations	$ 709,711,816	$ 18,335,763	$ 728,047,579	$ 549,000,684	$ 179,046,895	75.4%
Categorically Aided	75,906,479	30,169,157	106,075,636	70,582,634	35,493,002	66.5%
School Nutrition	25,382,268	33,083	25,415,351	20,390,187	5,025,164	80.2%
Construction	14,200,000	21,510,107	35,710,107	26,739,248	8,970,859	74.9%
Extension	6,889,122	46,306	6,935,428	5,582,944	1,352,484	80.5%

(1) Represents Board approved transfers during fiscal year 1998 and appropriations for purchases encumbered in fiscal year 1997.

(2) Encumbrances and expenditures included through April 30, 1998, and payrolls through April 17, 1998.

The monthly report on expenditures has been attached to the minutes of your Committee's meeting of June 16, 1998.

Acceptance of Donations

SCHOOL	DONOR	VALUE	GIFT OR PURPOSE
Barton	A.O. Smith	$1,000	Science Camp
Burbank	PTO	$2,430	Educational supplies, materials
Burbank	PTO	$1,260	Student incentives, awards, supplies
Burbank	PTO	$1,665	Special events
Burbank	PTO	$500	AV equipment, cordless microphone
Burbank	PTO	$200	Peer mediators
Burbank	PTO	$100	Health room supplies
Burbank	PTO	$3,000	Parent Center
Burbank	PTO	$6,940	Field trips
Burbank	PTO	$500	Paperback books
Cooper	PTO	$3,292	Copy machine and cabinet
MacDowell	RIF Institution	$1,000	RIF Ameritech Grant
MHSA	Carmelo DeAngelis	$1,300	Scholarship
MHSA	Peter Goldberg	$50	Theatre Festival
Milw. Tech	Wilde Toyota	$1,000	Nortron tire balancer
Milw.Tech	Wetzel Brothers, Inc.	$3,128	Graphic arts materials
Morse	PTO	$2,500	Computer equipment, blinds — office
Morse	PTO	$37,854	Support of school programs
MPS High Schools	M&I Trust & Mortgage	$10,280	Economics classes

Contingency Fund Transfer for Negotiations Services

On February 6, 1997, the Board signed an agreement with Whyte Hirschboeck Dudek S.C. and the Hall Team of Hall, Patterson & Charne S.C. to provide negotiations counsel relative to policy and negotiations matters involving the Milwaukee Teachers Education Association and the Administrators and Supervisors Council. The amount of $70,000 was placed in the Division of Labor Relation's budget to cover the invoices. The invoices have exceeded the $70,000 by $114,464.

Report on Administrative and School Transfers

The listing of administrative and school transfers required by Board Policy 4.04 is attached. This is an informational report, and no action is required.

Committee recommendations

Your Committee recommends that:

1. The Board award the contracts as listed above;

2. The Board authorize the purchases as above;

3. The Board accept the report of revenues and expenses;

4. The Board accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board; and

5. The Board authorize $114,464 to be transferred from the contingent fund to the appropriate account.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Teacher Appointments; Reappointment of Probationary Personnel; Report on Non-Renewal of Probationary Personnel; Approval of Leaves of Absence; Report on Resignations; Approval of Prevailing Wage Rates; and Affirmative Action Report

Approval of Classified Personnel Transactions

1. In accordance with action taken by the Board on August 1, 1971, (Proc. pp. 82-83) concerning the approval of personnel transactions relating to full-time classified employees, the Superintendent presents the following report to the Board, recommending the appointments and promotions, effective as of the dates indicated.

Approval of Certificated Appointments — Teachers

2. The Superintendent recommends that the Board approve the following appointments of teachers, effective as indicated.

Reappointment of Probationary Personnel

3. The Superintendent recommends that the Board approve the following reappointments of probationary teachers, teacher-librarians, principals, assistant principals, and members of the support staff, contingent upon proper Wisconsin certification.

Report on Non-Renewal of Probationary Personnel

4. This report follows; it is informational, and no action is required.

Approval of Leaves of Absence

5. The Superintendent recommends that the Board approve the following leaves of absence, effective as of the dates indicated.

Report on Resignations

6. The following resignations have been accepted by the Superintendent, effective as of the dates indicated. This is an informational report, and no action is required.

Approval of Prevailing Wage Rates

7. 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). A communication from the Milwaukee Building and Construction Trades Council is attached, dated April 24, 1998.

Affirmative Action Report

8. The Affirmative Action Report for the month of April is attached. This is an informational report and no action is required.

Committee recommendations

Your Committee recommends that:

1. The Board approve the classified personnel transactions, teacher appointments, reappointment of probationary personnel, and leaves of absence as listed below; and

2. The Board grant authorization to pay the prevailing wage rates detailed in the attached communication in contracts with contractors and subcontractors and that increases for MPS construction craftsmen be authorized as of the dates indicated on the attached communication.

Approval of Classified Personnel Transactions

APPOINTMENTS

Name and Assignment	Position and Salary	Date
Cheryl Kavanagh Mitchell	Clerk Typist I $14,480.00/yr.	04-01-98
Bonnie Pionke Fac. & Main. Services	Programmer/Analyst $47,000.00/yr.	05-04-98

PROMOTIONS

John Beard Madison	Boiler Attendant Trainee $22,936.42/yr.	04-20-98
Lolita Dixon Kosciuszko	Building Service Helper II $21,896.42/yr.	04-20-98
William Garrison Fac. & Main. Services	School Engineer I $27,845.48/yr.	04-20-98
Leon Kernyczny King	Boiler Attendant Trainee $22,936.42/yr.	04-20-98
Spencer Siems Muir	Boiler Attendant Trainee $28,561.26/yr.	04-20-98

REINSTATEMENTS

Evelyn Duncan-Coney Title I	School Secretary I $21,043.11/yr.	04-06-98

CHANGES IN STATUS

Judith Benz Finance	School Secretary I $23,207.60/yr.	06-22-98
Treena Canady Special Services Center	Handicapped Children’s Assistant $12,301.67/yr.	04-20-98
Diane Kmichik Pulaski	School Secretary I $17,252.00/yr.	05-04-98

Joanne Nowak Greenfield	Food Service Manager I $15,500.50/yr.	04-20-98
Cynthia Podolski-Werner Comm. Rec. — MEC	School Secretary I $23,204.22/yr.	04-20-98

Approval of Certificated Appointments — Teachers

Ethnic Code	Teachers - Schedule 01	Division	Salary	Years-of-Experience Credit	Start Date
nr	Rufus Belser Biology	C	$27,893	0	8/25/98
nr	Jennifer R. Bolen French/ESL	B	$24,684	0	8/25/98
r	Alisa C. Buth Social Studies/History	B	$24,684	0	9/17/97
nr	Cheryl N. Crosby L.D.	C	$27,893	0	8/25/98
nr	Marcia R. Filipiak ESL	B	$24,684	0	4/2/98
r	Matthew L. Flynn English/Middle School	B	$25,919	1	8/26/97
r	Peggy M. Gaitan Elementary/Bilingual	C	$37,655	7	8/25/98
r	MingYon L. Harris Art	B	$24,684	0	8/25/98
r	Amanda V. Lowder Art	B	$24,684	0	4/21/98
nr	Dawn M. McElrath PreK-Grade 6	B	$24,684	0	4/1/98
nr	Christy L. Montney L.D.	B	$24,684	0	8/25/98
r	Cynthia R. Moore PreK	B	$24,684	0	3/30/98
nr	Edward A. Ricks Instrumental Music	B	$27,152	2.5	8/25/98
r	Robin K. Simpson English	B	$24,684	0	4/7/98
r	Pua Song Grade 1	B	$24,684	0	2/23/98
nr	Kristen M. Stowell Grade 1-6	B	$24,684	0	3/30/98
r	Jodi L. Tremarello Elementary	B	$25,919	1	3/10/98
r	Kathy E. Weiss Grade 4	B	$24,684	0	3/17/98

r	Kristine K. Wickersham Elementary	B	$24,684	0	4/1/98
nr	Elizabeth A. Williams English	B	$24,684	0	8/25/98

Reappointment of Probationary Personnel

TEACHERS AND TEACHER-LIBRARIANS
(Completing One Semester)

Abler, Laurie
Abramoff, Phillip D.
Alvarez, Leonardo A.
Badura, Beth Ann
Barber, Yolanda D.
Barilla, Rosemary E.
Bathrick, Jennifer C.
Bault, Jennifer L.
Beekman, Demetri A.
Bevilacqua, Craig A.
Binns, Lester D.
Blackburn, James K.
Bosi, Lee Ann
Brame, Walter M.
Bretall, Curtis J.
Briggs, Pauline A.
Brooks, Erika S.
Brown, Jodi A.
Calloway, Lois M.
Childs, Katherine D.
Cirillo, Michael J.
Coffin, Paul R.
Collin, Jennifer B.
Colon, Iris M.
Dames, Robert B.
Davis, Andrea M.
Dinan, David M.
Donohue, Timothy M.
Ederesinghe, Esther
Edwards, Rachel L.
Ehlinger, Scott M.
Eibl, Nora E.
Ekunsanmi, Toye J.
Ellis, Larry
Fare, Amy E.
Farris, Larry D.
Filipiak, Marcia R.
Fisher, Darren H.
Fox, Michael A.
Franco, Gloria
Frank, Holly L.
Galien, Jason A.
Garland Jr., George A.
Garstecki, Renae L.
Gaynor, William J.
Genke, Todd M.
Gilbert, Shirley A.
Giles, Beth R.
Gill, Claydia N.
Glazewski, Kimberly A.
Glowacki, Leon P.
Golden, Jennifer R.
Gordon, Constance
Grover, Kristin M.
Gull, Peter
Haggerty, Mary S.
Hanlon, Meghan P.
Hart, Erin C.
Haslett, Thomas G.
Hauser, Michael J.
Hill, Joseph J.
Hines, Carol A.
Hoelscher, Matthew T.
Houlihan, Daniel E.
Hubbard, Dana C.
Hyden, John B.
Idzikowski, Lisa A.
Irvin, Anderson
James, Michelle R.
Janti, Mary H.
Jelenchick, Paul L.
Jenkins, Michelle A.
Jessick, Lisa
Johnson, Monica L.
Jones, Keona
Jones-Zimmermann, Debra A.
Jorvig, Daniel A.
Kartz, Daniel A.
Kassulke, Rebecca A.
Kehl, Heather R.
Kittredge, Eugene T.
Klug, James M.
Kostuck Jr., Richard A.
Kotas, Amy E.
Kuula, Jeffrey W.
LaFosse, Maria M.
Larson, Laura L.
Lea, Angela M.
Ledesma, Claudia
Little, Daphne D.
Lockhart, Trina D.
Loechler, Kathy Y.
Lopez, Mariadelina
Lorenz, Cynthia K.
Lyday, Bryan M.
Mallegni, Todd J.
McClellan, Manulita G.
McFarland, Maureen M.
McGinnity, Susie M.
McTrusty, Lynda R.
Medrano, Dale S.
Mejia, Juan C.
Menocal, Julian G.
Michalak, Diane J.
Michel, John D.
Miles, Martha S.
Millan, Alma
Morrell, Elizabeth
Mosby II, Avis L.
Mudgett, Diane M.
Neal, Michelle A.
Neis, Janet M.
Newell, Suzzette M.
Nichols, Charles E.
O'Keefe, Kelly A.
Obernberger, Ann Marie
Offord, Lynne C.
Ortiz, Hilda I.
Osmon, Jennifer E.
Pajot, John J.
Parulski, Jean A.
Pezanoski-Browne, Susan
Pocquette, Carrie A.
Quiles, Norma I.
Reinke, Renata D.
Reiser, Andrew C.
Richard, Hazel L.
Rill, Christina R.
Robinson, Alison A.
Robinson, Charles H.
Robrahn, Jennifer K.

Rodriguez, Luis
Rodriguez, Pascual A.
Rodriguez-Reed, Lisette
Ruditys, Nancy B.
Rupcich, Maria S.
Saccomando, Julie A.
Schofield, Kevin J.
Schubert, Elizabeth
Schwantes, Theresa
Searl-Wnorowski, Jodena M.
Seitz, Terri L.
Sevedge, John W.
Sheridan, Andrea M.
Shields, Patrick J.
Shungu, Wembo L.
Simpson, Robin K.
Sims, Geraldine
Skaar, Nicole C.
Smith, Jerome T.
Song, Pua
Spector, James S.
St. John, Tammy A.
Staples, Lynn M.
Sticha, Catherine A.
Stowell, Kristen M.
Strong, Jamie M.
Styers, Amy Jo
Suggs, Leona Y.
Sullivan, Mara
Thome, Dana K.
Toruno, Marina C.
Tremarello, Jodi L.
Truettner, Deborah A.
Vang, Choua Cha
Vila, Julie A.
Vuchichevich, Ann M.
Wagner, David G.
Warren, Kami J.
Weiss, Kathy E.
Wildt, Jennifer L.
Winston, Camille L.
Wodajo, Kifle Y.
Womack, Belinda Y.
Woznick, Tammy M.
Xiong, Daniel N.
Zarob, Kristen A.
Zeise, Mary B.
Zentz, Renee
Zinke, Deborah J.
Zolinski, Donna M.

TEACHERS AND TEACHER-LIBRARIANS
(Completing Two Semesters)

Aardappel, Paul D.
Aaron, Laurie A.
Abston, Rosanne
Adair, Tonya
Adelmeyer, Patricia A.
Afolayan, Michael O.
Afolayan, Precious O.
Allen, Jill V.
Allison, Kelly K.
Alvarez, Bertha
Ambrus, Arthur B.
Anderson, James P.
Anderson, Kim M.
Angell, Mary M.
Ash, Kendra Y.
Atandare, Dara
Awe, Sam
Bacon, Marlys E.
Bailey, Monique Y.
Balestrieri, Liza M
Banasik, Bryan J.
Bangert, Heidi A.
Barnes, Tina M.
Behlendorf, Erinne J.
Bensemann, Koreen L.
Bent, Patricia V.
Bentley, Tynisha T.
Benton, Barbara A.
Berg, Risa M.
Berkompas, Dustine L.
Betancourt, Linda-Lee
Biallas, Michele S.
Biba, Michael L.
Biersterveld, Laura M.
Birschbach, Karla A.
Bjeloshevich, Christina
Blakely, James L.
Bloch, Stephen N.
Bloom, Martha A.
Boettcher, Larisa
Bohn, Mary Jane
Bond, Victoria A.
Bosma, Angela M.
Bosold, Heather A.
Bourne, Valerie S.
Boyd, Sherry L.
Brantley, Jonathan D.
Brasch, Meiga L.
Braxton, Cherie
Bretzel, Kimberli A.
Bringa, Katie A.
Britt, Eugenia H.
Brown, Sherlyn
Bruce-Konuah, Gail D.
Brunette, Cynthia L.
Buchanan, Velicia D.
Bui, Uyen
Bukowski, Heidi A.
Bulger, Frances M.
Buraczynski, Jeanne M.
Burns, Kelli V.
Burrus, Maria A.
Burton, Andra S.
Busche, Mary A.
Buskager, Angela K.
Buth, Alisa C.
Byrdsong, Kellar A.
Callaway, Kim
Campbell, Victor
Carey, Melissa J.
Carrick Jr., James G.
Carter, JoAnne D.
Charles, Salomie T.
Cheatham, Tosca C.
Chiappetti, Edith E.
Chiconas, Lisa D.
Christensen, Sara L.
Christoph, Brady G.
Cleator, Merle M.
Cleveland, Trila
Clodjeaux, Catherine A.
Coker, Christopher A.
Collins, Audrey
Colmus, Steven R.
Colon, Patricia B.
Corcoran, Bryan S.
Cortez, Yolanda
Crofts, Amy J.
Crook, Lisa A.
Crothers, Patrick J.
Daly, Kathleen M.
Danby, Pamela T.
Dardis, Maureen E.
Dargin, Stephanie M.
Darrough, Ruthie
Davidson, Rebecca M.
Davis, Caryl D.
De La Pasqua, Katherine E.
De La Torre, Cexochitl
De Trempe, Mary T.
Delury, Andrea E.
Denison, Edith R.
Depies, Shirley A.
Dhillon, Paramjit
D'Alessio, Paul
Diamond, Mary K.
Dimitrijevic, Zorica
Disi, Lila A.

Doss, Donald F.
Douglas, Michelle S.
Driscoll, Deidre A.
Duellman, Wigma I.
Dulmes, Amee M.
Dunst, Janet
Dye-Thompson, Fontella
Dyer, Celinda A.
Edler, James W.
Eggers, Kristin M.
Eggert, Patricia
Elliott, April R.
Elliott, Brian M.
Ellsworth, Pamela C.
Elwing, Jennifer R.
Eppinger, Tierney D.
Erickson, Lesa M.
Espinoza, Minerva
Feldman, Jane M.
Finnie, Camra A.
Fischer, Antonio
Fischer, Jodi A.
Fitzgerald, Amy C.
Fitzgerald, Caroyln
Fluker, Wendy
Flynn, Ann Marie L.
Flynn, Matthew L.
Franco, Graciela
Frank, Robert K.
Fredricks, Christopher A.
Free, Kathie A.
Friehe, Lori A.
Fritsch, Amy M.
Fritz, Brenda J.
Fromm, Martha F.
Fromm, Sherri L.
Fruendt, Melissa A.
Fukuchi, Tami L.
Galvin, Ellen M.
Gatewood, Daniel R.
Geers, Stephanie A.
Geisen, Marybeth
Gentile, John M.
Gessner, Paul T.
Gibbs, Caroline L.
Giese, Kristi S.
Gilles-Perkovich, Dawn M.R.
Gingrasso, Charlotte D.
Ginter, Michael D.
Girman, Stephen M.
Gladney Melinda G.
Glass Sr., Rev. Steven B.
Glojek, Laura A.
Glowacki, Patricia M.
Goeman, Karen L.
Goins, Levi D.
Goldstein, Michelle B.
Gomez Solis, Alicia
Gonzalez, Enid
Gosh Lee, Cindrea J.
Gossens, Sara I.
Graham-Bender, Glenda
Gray, Jo E.
Gremmer, Edith L.
Gretenhardt, Aleta M.
Grewal, Darshan
Griepentrog, Jennifer A.
Griffin, Talonda M.
Gundrum, Thomas W.
Gunther, Dream A.
Gutekunst, Maria
Gutierrez, Rolando
Hagan, Anne H.
Haggerty, Margaret C.
Hahn, Diane C.
Hall, Syvell H.
Halverson, Sarah B.
Halwig, Terri C.
Hamilton, Ashanti T.
Hammond, Erin L.
Hannis, Jennifer H.
Hanson, Sondra L.
Hardin, Michelle M.
Hardt, Jerome D.
Harmatys, Dawn M.
Harrigan, Kelly A.
Harris, Billie J.
Harris, MarShon K.
Harris, Paula M.
Harris-Lawson, Yadira
Harrison, Dalton C.
Harrison, Thora
Hart, Jennifer E.
Hartl, Stephanie M.
Hatch, Jill R.
Hayden Jr., Herbert
Heim, Steven J.
Hellenbrand, Amy
Hellenthal, Christine J.
Heller, Claudia P.
Helmer, Steve C.
Hencsik, Todd M.
Henry, Rachel R.
Herting, Jane C.
Hickethier, John A.
Hildreth, Sharice L.
Hill, Robert L.
Hillus, Kelly A.
Hintz, Amy J.
Hoelzl, Kristin M.
Holmes, Stephen G.
Houser, Jeffrey P.
Hult, Eileen J.
Hunt, Cathleen
Hust, Catherine M.
Hutchinson, Lori B.
Jabir, Mark F.
Jach, Joan C.
Jackson, Elveeca B.
Jakubowski, Thomas W.
James, Alvin C.
Jenkins, Cleo
Jenson, Margaret M.
Jester, Kim D.
Johnson, Ann Marie
Johnson, Wendy A.
Jones, Sherri
Kaat, Kristy M.
Kalili, Helen K.
Karas, Mimi A.
Kasbeer, Janet L.
Kass, Maddalena A.
Keith, Heddy
Kelly, Mary Anita M.
Key, Damon
Kieper, Linda L.
Kirwin, Martha M.
Kittredge, Raquel A.
Klein, Catherine M.
Kleszczynski, Lee T.
Knopp, Joseph K.
Knuese, Annette M.
Knutson, Jennifer L.
Komisarek, Lisa M.
Konings, Debbie L.
Kopec, Barbara
Koss, Scott J.
Kroll, Karina P.
Krueger, Dawn M.
Krueger, Kathryn R.
Krupar, Chad W.
Kubetz, Sarah R.
Kuether, Maria C.
Kuhn, Sonya J.
Kuhns, Stephanie M.
Kuhs, Sharon L.
Kunz, Rebekah M.
Kupka, Edward M.
Kuznik, John A.
Lange, Shelly A.
Larmay, Krystal L.
Larsen, Jennifer E.
Laycock, Rael M.
Lee, Alice A.
Lee, Sarah A.
LeFlore, Shawon
Lehman, Jodi J.
Lemieux, William F.
Lemke, Jason
Lenz, Diane M.
Lind, Anne E.
Lindner, Sally A.
Lipski, Jodi A.
Long, Jennifer A.
Long, Neva E.
Lopez, Carlene R.
Losey, Linda M.

Louage, Barbara C.
Lowery, Nick J.
Luedtke, Colleen M.
Mackowski, Catherine A.
Maiorelle, Rita M.
Majkowski, Christine
Marcinkiewicz, Eric K.
Markiewicz, Donald A.
Marquez, Rhode E.
Martin, Anthony L.
Mason, Mayimuna M.
Maxwell, Christine B.
May, Keith A.
Mayer, Henry M.
McCauley, Jennifer R.
McCrary, Michael W.
McDonough, Kevin T.
McKay, Pamela
McKeown, Meredith A.
McKinney, Heather C.
Mclaughlin, Angela
McMahon, Kimberly C.
McNeil, Francine
Means, Antionette L.
Meier, John W.
Melk, Linda A.
Mercer, Gether A.
Meuler, Kathleen M.
Meyer, Karen S.
Miller, Heather F.
Miller, Reg M.
Miller, Virginia J.
Milski, Martin J.
Minich, Susan D.
Minnis, Stacy L.
Minniti, Nicole A.
Mitchell, Tony C.
Moe, Celeste A.
Montemurri, Joette S.
Moore, Alvin
Morgan, Anthony J.
Morrill, Kirk V.
Morris, Julie A.
Morrison, Lynn A.
Morrow, Marilyn L.
Morse, Jeffrey A.
Moscicki, Betsy R.
Moutry, Tamairo A.
Mueller, Jennifer A.
Mulvey, Patrick J.
Mystrow, Margaret A.
Nagel, Wendy L.
Nash, Shurone
Nastulski, Kristan L.
Nelson, Freddie L.
Nelson, Kristine J.
Nemoir, Jennifer P.
Nicholas, Tabia N.
Nichols, Linda J.
Nicholson, Lavance E.
Nirode, Susan M.
Nolte, Linda A.
Nonneman, Renee C.
Novak, Toni L.
Nowaczynski, Maryann
Nuoffer, Denise A.
O'Hara, Brien P.
O'Neil, Matthew J.
Obenberger, Nancy A.
Odegaard, Joseph E.
Okoronta, Sara A.
Oliver, Wrye D.
Olson, Adrienne J.
Olson, Beth A.
Olson, Joan K.
Opel, Rachel A.
Orozco, Gloria
Orta, Evelyn
Otallah, Amira
Paasch, Rebecca J.
Pace, Renee D.
Parks, Halligan M.
Parrett, Monifa B.
Passage, Carrie A.
Pati, Arati
Paulus, Lori J.
Payne, Maureen A.
Peavy, Tamila L.
Pence, Harold J.
Pence, Jennifer B.
Perkins, Anthony F.
Pernell-Cyiark, Cathy
Perry, Yvonne
Peterson, David A.
Pitchford, Denise L.
Plach, Sara A.
Plieseis, Nicole B.
Plummer, Abigail B.
Poepping, Catherine A.
Poeschl-Sobczak, Lisa M.
Prell, Kimberly A.
Price, Edward C.
Prokopek, Barbara J.
Pups, Stephanie J.
Quinn, Claudette
Quistgard, Heidi Sue
Ramirez-Acevedo, Maria
Raml, Jody L.
Raml, Kimberly J.
Randolph, Sherise L.
Ray, Matthew E.
Ray, Tonia M.
Rebholz, Barbara A.
Reed, Latish C.
Reed, Rashida B.
Reiter, Bonnie L.
Renner, Stacy L.
Rich, Bobbie A.
Rich, Kathryn K.
Richards II, Edward E.
Rieck, Laurel L.
Riedel, Daniel C.
Riemer, Marisa K.
Ring, Michelle L.
Ringeisen, Lisa M.
Rivera Jr., Eladio
Robbins, Rick S.
Roberson, Reniti R.
Robinson, Benjamin W., Jr.
Robinson, Brenda L.
Robinson, Ted W.
Rock III, Robert M.
Rodriguez, Jesse J.
Roesch, Mavis J.
Roland, Stephanie R.
Ronchetto, Sharla
Roseboro, Dimitric
Rosemeyer, Trina L.
Rosenberg, Lisa N.
Royston, Leslie A.
Ruege, Tammy A.
Ruhland Katherine M.
Ruiz, Carmen L.
Runde, Jill M.
Ryan, Patricia M.
Saemann, Katherine L.
Samson, Linda L.
Sanchez, Gloria M.
Sanders, Donald C.
Schaber, Nancy K.
Schaefer, Christopher J.
Scherff, Amy L.
Schmal, Janet M.
Schmidt, Amy L.
Schmitt, Andrew M.
Schmitt, Thomas A.
Schneider, Laurel H.
Schroeder, Steven J.
Schultz, Jill A.
Schultz, Kathy R.
Schwab, Molly E.
Schwanz, Kerry A.
Schwartz, Teresa L.
Schwinn, Philip A.
Seekins, Andrea S. B.
Sevilla, Arlene H.
Sheeley, Brigid Ann
Shefchik, Susan A.
Shermach, Kevin W.
Siegfried, Kathleen C.
Siekmann, David E.
Simmons, Stephanie N.
Sisouphone, Rene C.
Sitron, Thomas K.
Skover, Jennifer K.
Smith, Dominique Q.
Smith, Lamonte L.

Smith-Mack, Francine
Soto, Shannon
Spain, Lisa A.
Spiegel, Kerry
Spinelli, Nicole K.
Sprout, Christine M.
St. Arnold, Heather R.
St. Clair, Jo Ellen
Stanenas, Romualdas P.
Stark, Ruth
Steeves, Linda M.
Stephany, Julie A.
Stiemsma, Jennifer L.
Stillman, Danielle L.
Stoltz, Chad B.
Sumbry, Alethea E.
Summerville, Stephen C.
Sunstrom, Sue L.
Swan, Ronni
Szymborski, Dawn M.
Tagliavia, Maria C.
Tani, Hanako M.
Taylor, Cassandra A.
Tessler, Kristy J.
Thames, James H.
Theys, Therese
Thiele, Maria-Christina
Thomas, J. Lovie
Thomas, Katherine F.
Thomas, Raina M.
Thompson, Louise
Thompson, Mary K.
Thompson, Veronica S.
Tiezzi, Linda J.
Tinajero, Martha
Tobin, Jillian L.
Tolefree, Tiffeny L.
Towne, Howard A.
Trautman, Alys E.
Truman, Mary E.
Tylke, Suzanne M.
Tynes, Yolanda Y.
VanEimeren, Kathleen M.
Veglia, Francesca A.
Vele, Shawn A.
Verette, Jennifer L.
Verkuilen, Colleen M.
Vernor, Larry J.
Vigars, Shelley
Villarreal, Marc A.
Vincent, Kathleen M.
Vivas, Vivian M.
Wagner, Carl J.
Wagner, Jeffry F.
Wagner, Patrick W.
Wallus, Rebecca R.
Warbler, Julie L.
Ward, Carlean A.
Warfel, Stephen L.
Warning, Kimberly A.
Weiss, Deborah S.
Weiss, Pamela Ann
Welker, Douglas W.
West, Heidi R.
Westmoreland-Pate, Ruby H.
Westrich, Kathleen M.
Wettengel, Susan J.
Whitaker, Clare
White, Felicia S.
Widenski, Laura E.
Wiesmueller, Colette L.
Wilbourne, Amy E.
Wilde, Kevin D.
Williams Evelyn M.
Williams, Beverly D.
Wilson, Carol M.
Wilson, Nicole A.
Wise, Georgia N.
Witherspoon, Linda J.
Wolf, Mary Jo A.
Wu, Esther L.
Xiong, Pang
Yang, John C.
Yusuf, Mian M.
Zeiger, Patience J.
Zielinski, Joel
Zimmerman, Debra R.
Zych, Amy L.

TEACHERS AND TEACHER-LIBRARIANS
(Completing Three Semesters)

Allen, Shunda L.
Alt, Edward M.
Anschuetz, Sally L.
Asch, Laurie A.
Baldwin, Bridgette A.
Barton, Keith A.
Bell, Preston C.
Berry, Christopher P.
Bersch, Matthew R.
Bersch, Michael L.
Bond Jr., Milton C.
Britt, Eugenia H.
Browning, Melissa J.
Buford, Tonya A.
Byrd, Clavon
Castaneda, Maria I.
Chapman, Sandra L.
Chappelle, Lee Anne P.
Cord, Barbara J.
Cox, Courtney M.
Crosetto, Ann L.
Cruz, Aida R.
Cruz, Justin B.
Daniels, Dennis E.
Delancenserie, Patrick H.
Drake, Rick S.
Duncan, Jimmy L.
Ellis, Tamera L.
Fadness, Sarah L.
Ferrell, Kelly L.
Gahan, Suzanne M.
Geis, Cynthia A.
Gillespie, Andre L.
Green, Doris A.
Grimm, Maureen M.
Gruber, Jennifer A.
Haar, Michael J.
Hannah, Chyann T.
Hanson, Barbara A.
Hardy, Diane M.
Hartnett, Daniel J.
Hohenfeldt, Denise G.
Hollowell, Ahmed D.
Ivy, Jeannece M.
Johnson, Rodney
Kaczmarek, Ann E.
Kieckhaefer, Joel J.
King, Cheryl L.
Klein, Julie A.
Klein, Theresa L.
Koch, Charles A.
Koll, Rachel A.
Kormanik, Karen A.
Kuehn, Keleen M.
LaCocque, Patricia A.
Lapp, Cindy L.
Maly, Laura M.
Maney, Stephanie R.
Mason, Kenneth J.
Maxwell, Melissa A.
Mays, Nicole L.
McClain, Marie S.
McCurdy, Marqurite Y.
McLean, Nancy J.
Miota, Michael P.
Mitchell, Denise S.
Mooney Jr., Wesley J.
Morgan, Robbin P.
Olsen, Nada M.
Pape, Phillip J.
Paul, Joseph D.
Pauli, Lee J.

Peck, Rick G.
Perry, Annette
Pokrandt, Karen A.
Post, Rosanne
Rasimus, Kerrilynn
Reich, Dara H.
Richardson, Gloria J.
Rohde, Lisa A.
Roscoe, LaShawn E.
Ross, Janice L.
Rouleau, Amy L.
Sand, Ilene E.
Shaw, Camille A.
Somppi, Elizabeth M.
Straszewski, Lucille M.
Thomas Bickman, Lovie J.
Thompson, Crystal L.
Vazquez, Henry
Villarreal, Randall C.
Walczak, Tracy A.
Weatherspoon, Darryl L.
White, Chrystal U.
Whitehead, Betty R.
Williams Jr., Floyd E.
Williams, Kathleen
Wrubbel, Karen M.
Xiong, Cheu K.
Zarnowski, Mary E.
Zizzo, Sebastian J.
Zolecki, Andrea S.

TEACHERS AND TEACHER-LIBRARIANS
(Completing Four Semesters)

Aigamaua, Karen S.
Allen, Candyce A.
Allen, Dorinda M.
Anderson, Jesse M.
Anderson, Meghan B.
Anderson, Tracy L.
Anich, Mary Beth
Avila, Maria G.
Baltutis, Tracy
Banks, Kathleen
Baron, Kenneth L.
Barth-Czarkowski, Barbara R.
Barton, James P.
Bartz, Timothy J.
Becker, Lori A.
Beitz, Corrine M.
Belken, Gloria J.
Bell, Dianne K.
Bleimehl, Andrea L.
Blueberry, Lucy
Bly, Robert R.
Bochat, Steven J.
Boeck, Jill E.
Boettcher, Duke
Bolm, Jane A.
Bouakongxaya, Khampheua
Boyer, Dyan L.
Brazzoni Jr., Armando C.
Bremer, Kim A.
Brier, Susan J.
Brooks, Jennifer L.
Brown, Karol E.
Brown, Kelvin B.
Brown, Thelma M.
Bruno, Thomas S.
Byrd, Lisa C.
Cafaro, Kara M.
Caous, Gary V.
Carmichael, Lori C.
Cary, Dennis C.
Catalano, James E.
Cerda, Rosa M.
Chaparro-Hernandez, Luz E.
Chavez, Elin J.
Christopher, Corpella P.
Christopherson, Kirsten M.
Cifax, Patricia L.
Cole, Marlys M.
Coleman, Rogers
Comfort, Cynthia L.
Constantine, Nicole L.
Corley, Nicole C.
Corsten, Leysa J.
Cross, Tiffany R.
Cullen, Kelly A.
Curro, Tina G.
Dallam, Rebecca
Danes, Magdalena
Daniels, Audrey
Davis, Catherine A.
DeLain, Laura N.
Dell, Ruth C.
Denor, Jessica S.
Diaz, Diana R.
Doherty, Rebecca A.
Dorn, Michelle C.
Dresden, Heidi L.
Dreyer, Shelley L.
DuPree-Cain, Tiffany N.
DuSaint, Patriq A.
Dye, Buelah M.
Dyke-Ruh, Elizabeth S.
Eggert, David B.
Ehrmann, Robin K.
Eltrich, Thomas E.
Emmling, Steven P.
Enderle, Melissa L.
Erdmann, Jennifer M.
Ertl, Kristin J.
Fairbanks, Joseph A.
Falk, Susan M.
Fansler-Mazza, Elaine
Farchione, Janet J.
Farren, Jefferey S.
Feldkamp, Diane M.
Finnerty, Colleen M.
Forgy, Ervin L.
Forjan, Kristin M.
Foster IV, Charles J.
Fote, Lori A.
Fowler, Trenette R.
Fox, Lindalu
Frederick, Cheri A.
Freimuth, Jean A.
Gagliano, Angy C.
Galvan, Christine
Galvan, Kathleen
Girard, Susan M.
Goeman, Karen L.
Goldner, Sean J.
Green, Karen A.
Green, Melinda F.
Gregerson, Christina L.
Gribble, Corine E.
Gruber, Lynn R.
Hahm, Wendy M.
Harris, Dedric L.
Harris, Gina M.
Harris, Reginald
Harris, Tina V.
Harter, Gina M.
Hawkins, Scott E.
Heredia-Peltz, Margaret
Hernandez-Bakula, Nilsa J.
Heus, Dean P.
Hnat, Catherine G.
Hoffman, Michelle L.
Hoppert, Rick M.
Horwath, Jennifer J.
Hurlebaus, Kerri L.
Idell, Ruth
Jackson, Tyra Y.
Jaeger, Karen J.
Janicki, Jane C.
Jefferson, Holly L.

Jessmon, Geraldine L.
Johnson, Darlena C.
Johnson, Stephanie A.
Johnson, Tamara J.
Jones, Gloria T.
Jones, Lisa A.
Jung, William H.
Jurgens, Danette H.
Keener, Phyllis A.
Kell, Lauren F.
Kelley, Kathleen P.
Kerr, Susan L.
Kindness, Jean M.
Klein, Julie A.
Klein, Paula J.
Kleiser, Michelle J.
Knight, Alice M.
Kohnke, Daphne T.
Kolade, Sharon V.
Komberec, Diane B.
Kroeger, Marsha L.
Krug, Patricia Y.
Krukar, Jeffrey D.
Kruschke, Theresa R.
Kujath, Jennifer J.
Kuluras, Marlee A.
Kurek, Susan T.
LaFond, Lisa M.
Laird, Lola D.
Lamb, Susan M.
Larsson, Marla J.
Lasecki, Robin M.
Leather, Nicola J.
Lelinski, Ann M.
Lenoach, Alica M.
Leverence, Timothy M.
Liebl, Diane L.
Liebl, Joanna S.
Loeffler, Colleen
Logan, Barbara M.
Long, David F.
Lopez, Luis A.
Ludwig, Deborah A.
Madler, Timothy E.
Manville, Debra L.
Markert, Susan A.
Marlow, Ann M.
Marshak, Stefanie F.
Martin, Tracy L.
McClellan, Patricia J.
McClure, William A.
McIntyre, Ethel L.
McManus, Maria C.
Mehn, Melody S.
Mehra, Mona
Meulemans, Rochelle A.
Meyer, Christine M.
Miller, David C.
Miller, Julie A.
Miller, Sheila M.
Molnar, Heather A.
Mooney, Mary E.
Moore, Darryl A.
Moore, Neallie J.
Mork, Rebecca J.
Moser, H. Edward
Mucha, Linda L.
Muszytowski, Linda
Mytych, Maureen K.
Naumann, Daniel E.
Nehring, Scott A.
Nelson, Debra A.
Neubauer, Stephen J.
Neumann, Scott C.
Newnam, Kathleen F.
Newson, Hosea R.
Newton, Kirk R.
Newton, Lisa A.
Nichols, Nichole F.
Nichols, Randy B.
Nicholson, Christopher D.
Nicholson, Laurie M.
Nolan, Terri E.
O'Brien, Mary K.
O'Connell-Koch, Megan C.
O'Connell, Sue C.
O'Donnell, Kristen M.
Ocampo, Loretta M.
Paar, Kendra
Pacala, Leonard C.
Pace, Toni M.
Parins, Jennifer L.
Passley, Wilbert G.
Patti, Angela T.
Paul, Sharon M.
Peters-Freeman, Nicol T.
Petersen, Anna R.
Peterson, Joan D.
Peterson, Judith M.
Peterson, Patricia L.
Pitchford, Edith M.
Potts, Mary E.
Prellwitz, Amy L.
Radtke, Lisa M.
Ranieri, Ronald M.
Rayburn, Regina M.
Raymond, Scott G.
Rehm, Curtis A.
Reinelt, Sharon A.
Reinke, Brian L.
Resch-Bartz, Lynn E.
Rezner, Melissa A.
Richards, Alison P.
Rieger, Lisa M.
Roberts, Heidi J.
Rummel, Kimberly D.
Rupert, Everett E.
Sabbar, Redouane
Sabel, Marcie L.
Sadowski, Lara S.
Sanders, Donald C.
Sanfelippo, Gina M.
Sattler, Heather R.
Sauve', Valerie A.
Savignac, Katherine M.
Sayaovong, Pangying T.
Schaefer, Heidi
Schendel, John A.
Schlomer, Matthew D.
Schmidt, Christopher J.
Schmidt, Erica M.
Schneiker, Katherina A.
Schuldt, Karin L.
Schuler, Amanda L.
Schultz, Deann L.
Schultz, Linda L.
Schulz, Robin K.
Schuster, Linda M.
Schwab, Teri L.
Scianni, Renee S.
Seals, Tasha M.
Sensenbrenner, Sharee L.
Shinkle, Catherine E.
Siegner, Kristin A.
Simon, Rebecca A.
Smith, Denise R.
Smith, Jennifer L.
Smith, Peggy A.
Soto, Ricarda
Souers, Timothy R.
Spivey, Ann M.
Sublett, Debra C.
Suitor, M. Lee
Surmer, Dana A.
Swan, Melissa L.
Swan, Robin B.
Tadych, Terri S.
Thao, May Soua
Theisen, Amy L.
Thiele, Maria-Christina
Thomas, Annie B.
Thomas, Calliope S.
Thomas, Raina M.
Thomas, Tyra A.
Thompson, Mary K.
Tiezzi, Linda J.
Tillmann, Ann
Traughber, Kathleen J.
Trochinski, Becky S.
Turner, Maurice E.
Vance, Penny A.
Vande Hei, Tara R.
Van Den Busch, Carey M.
Van Dorn, Stephan M.
Van Dusen, Maria C.
Vang, Mao T.
Van Gemert, Jill M.

Van Offeren, Jamie L.
Vargas, Linda M.
Velez, Donna M.
Vitrano, Jennifer M.
Vogel, Julie A.
Wagner, Tanya M.
Warner, Cherita L.
Warthen, Chrishirella F.
Weathers, Bernadette N.
Weaver, Krista M.
Weber, Erica J.
Westphal, Barbara E.
Whitaker, Alina D.
Wiegert, Julie A.
Williams, Kevin P.
Williams, LaConia M.
Willis, Caryn I.
Wingers-Smith, Laura A.
Wohlgemuth, Laurie A.
Zimmer, Donald M. Jr.
Zimmermann, David S.

TEACHERS AND TEACHER-LIBRARIANS
(Completing Five Semesters)

Agbaji, Erica N.
Ambrosh, Karen A.
Archer, Anne M.
Bagrowski, Julie B.
Bargo, Nora L.
Barrett, Jennifer H.
Benson, Jeanie K.
Bierman, Tracy J.
Boettcher, Gregory
Boettcher, Kim M.
Boggs, Stefanie L.
Burrows, Beth K.
Calarco, Dawn M.
Carr, Shannon L.
Carson, Kellie M.
Carter, Willie T.
Chandler, Sharon L.
Cuellar, Cynthia S.
DeShong, Karen L.
Enk, Rachelle L.
Flynn, Carrie S.
Fuhrmann, Jennifer M.
Glander, Timothy M.
Gonzalez de Nunez, Maria C.
Green, Rex
Griffin, Laura M.
Hahn, Richard V.
Harrington, Cheri R.
Harris, Sharonda M.
Hauser, Christopher J.
Herrider, Karen E.
Hoffman, Lawrence M.
Johnson, Latricia C.
Johnson, Reginald
Jordan, Sandra K.
Kardell, Scott C.
Kirksey, Nicole C.
Klosterman, Neil S.
Konieczny-Heideman, Jean M.
Large, Lee Ann
Luckett-Roberson, Loula
Maxfield, Jeannette L.
Mester, Josef G.
Miller, Leela P.
Moncrieffe, Joann
Murray, Shannon E.
Nash, David J.
Newman, Wilford L.
Newport, Heather J.
Ogunbowale, Gregory Y.
Ortiz, Migdalia N.
Pankau, Jennie R.
Pietruszka, Rebecca L.
Riemer, Julie M.
Roehr, Kristin R.
Rottkamp, Ellen M.
Rybka, Cheryl E.
Scherrer, Julie M.
Schwabe, Susan E.
Schwarz, Carol Kay
Silvernail, Barbara G.
Steevens, Patricia M.
Summers, John W.
Tome, Gary S.
Ulrich, Nancy C.
Ward-Jagodzinski, Ann M.
Ward, Jason
Watson, Ruth C.
Werner Shannon M.
Wisniewski, Tammy S.
Woida, John J.
Wolferd, Danielle G.

TEACHERS AND TEACHER-LIBRARIANS
(Completing Six Semesters)

Acevedo, Jose A.
Adair, Jeanne M.
Alberti, Susan
Alexander, Ivy B.
Allen, Sherri L.
Allmann, Paula K.
Alunkal, Susan A.
Alvarez-From, Angela M.
Anderson, Alan K.
Anderson, Kelly R.
Anderson, Michelle L.
Anderson, Samuel L.
Bacun, Bari L.
Balistreri, Thomas D.
Banks, Betty A.
Baranzyk, Timothy W.
Bark, Allen F.
Bayer, Catherine L.
Beal, Felice A.
Beamon, Lori R.
Beck, Kathy L.
Beitzel, Monica A.
Belton, John R.
Bendada, Abdallah
Berry, Marina C.
Biersack, Elisabeth M.
Bisio, Christina M.
Blomgren, Gary A.
Bourrage, Rodney D.
Broadwater, Jean M.
Bukiewicz, Nancy A.
Burns, Mable L.
Bursek, Brenda L.
Butler, Janet D.
Callesen, Jeffrey A.
Canser, Nneka S.
Carbin, Christine L.
Carney, Kathleen K.
Carpenter, Nancy L.
Carus, Tracy A.
Ceizyk, Lenore J.
Christman, Tracy L.
Ciepluch, Deborah A.
Clayton, Ronald K.
Coan, Michelle L.
Coleman, Nicole V.
Copening, Nina L.
Corby, Tiffany A.
Correll-Hufnal, Amy L.
Craig, Amy J.
Craig, Annette A.
Crawford, Lena M.
Crowley, Keila D.
Crump, Pauline
D'Acquisto, Elisabetta R.
David, Georgina K.
Davis, Denise

Davis, La Shawnda R.
Dawson, Debra L.
Dawson, Fred T.
Dawson, James A.
De Groot, Elizabeth M.
De La Cruz-Gutierrez, Raquel
De Priest, Brenda I.
Dierks, Jack L.
Dimas, Epifanio
Dingman, Lori A.
Dittmer, Julie A.
Dorsch, Melissa M.
Eichstedt, Mary A.
Eimon, Carolyn A.
Emerson, Mary A.
Encarnacion, Luz D.
Encarnacion, Marta
Erdmann, Debbie L.
Erlandson, Mark A.
Esser, Jennifer R.
Evans, Larry
Everson, Todd M.
Ewert, William M.
Ewig, Laura A.
Ewing, Portia D.
Eyers, Maria C.
Feiereisen, Lori A.
Fendt, Dominic J.
Finley, Catherine A.
Firer, Susan A.
Flater, Andrew E.
Flegel, James J.
Ford-Jackson, Angela G.
Freeman, Bryan R.
Freeman, Dianne A.
Freeman, Michelle M.
Frontier, Jennifer A.
Fuller, Brett A.
Gallina, Christine A.
Gallitz, Jordan A.
Galvan, Eduardo M.
Ganas, Catherine L.
Gandy, Shanda L.
Garcia, Eduardo
Gardner, Amy R.
Gastrow, Diana M.
Gatz, Jean M.
Gauger, Tyrone A.
Gauthier, Joseph G.
Gerbasi, Amy S.
Germanson, Frank E.
Gest, Margarita
Gholson, Collita P.
Gietzen, Catherine J.
Gillard, Kerry L.
Gleason, Tina M.
Glueckert, Jennifer L.
Goetz, Susan M.
Green, Karen J.
Gregory, Kathryn A.
Griffin-Rice, Tammy D.
Grogan, Terrence P.
Gruszewski, Amy S.
Gundry, Judith M.
Hamberg, Pamela A.
Hamley, Timothy R.
Hannemann-Gran, Elizabeth M.
Hansen, Christopher J.
Hansen, Pamela M.
Hansome, Cherylynne M.
Hanson, Gary L.
Harmon, Darlyn K.
Harris, Aimee C.
Harris, Ijoister
Harvey, Brenda N.
Hauser, Kari A.
Herman-Ukasick, Beth A.
Herrera, Maria G.
Herrera-Delgadillo, Lucia
Herring, Timon A.
Hessenauer, Laura L.
Higley, David C.
Hitz, Kathleen J.
Hodge, Melissa J.
Hollweck, Nancy K.
Holly, Vincent
Holt, Sandra A.
Howard, Janel L.
Hughes, Rebecca J.
Hurst, Suzanne M.
Hurtado-Perez, Jose M.
Husting, Laura L.
Ingram, Heather M.
Ingram, Tony A.
Ireland, Barbara J.
Jagmin, Karen A.
Janopoulos, Jennie
Jasinski, Kathryn E.
Johnikin, Kevin D.
Johnikin, Melody D.
Johnson, Benjamin O.
Johnson, Jan M.
Johnson, Jon S.
Jonet, Bonnie L.
Jordan, Edgar X.
Joseph, Carolyn F.
Jostock, Valerie A.
Katter, Katherine L.
Kelln, David J.
Kennedy, Cynthia A.
Kleban, M. Grace
Klug, Elizabeth A.
Kringel, Jennifer A.
Krueger, Deborah N.
Krystowiak, Mary B.
Kuper, Leslie L.
Kurka, Jeffrey T.
Lammers, Frank
Lathan, Norma J.
Lebron, Luz M.
Lee, Kimberly M.
Lehman, Jennifer J.
Lendved, Patricia A.
Lietzow, Bert A.
Lindgren, Frederick C.
Loebel, Dale S.
Loeffel, Michelle E.
Loppnow, Marcus J.
Lotz, Kathleen R.
Lucas, Jennifer L.
Luckett, Zannetta R.
Lugo, Juan A.
Lynch, Carrie A.
Malik, Rahman
Mallory, Barbara L.
Manzke, Timothy B.
Marlega, Cheryl A.
Marston, Cheri N.
Matel, Tracy E.
Martin, Jennifer D.
Martin, Kim M.
Martin, Rose M.
May, Rhonda K.
Mayeur, Roxane L.
McGivney, Megan K.
McNally, Julie M.
Mehring, Kristen L.
Mertins, Amy L.
Mikell, Brenda R.
Miller, Natasha L.
Miller, Susan M.
Morris, Michelle D.
Mosier, Lisa M.
Mozejewski, Gail M.
Mrochinski, Amy C.
Muller, Rose Mary
Muslim, Kamillah L.
Nathan, Rhoda F.
Neese, Jane A.
Newell, Antoinette
Nichols, Linda K.
Nogalski, Sara R.
O'Brien, Patricia M.
Odom, Janice M.
O'Donnell, Kelly A.
Offenbacher, Judith M.
Opland-Dobs, Danah D.
Owens, Mary E.
Panasiuk, Heide M.
Pangallo, Nancy G.
Paniagua, Deborah A.
Pankowski, Jennifer M.
Parker, Frelesha A.
Parworth, Garett L.
Patterson, Deborah A.
Patterson, Reginald

Phillips, Robert N.
Pierson, Cynthia J.
Piggee, Lorna L.
Plumley, Micheal D.
Porter, Christina J.
Powell, Angie R.
Powell, Tosha L.
Pratt, Dianne P.
Quirk, Kathleen M.
Ramirez, Roberto Z.
Ramstack, Thomas P.
Reeves, Meredith K.
Reinke, Cheryl A.
Reiter, Amy A.
Rian, Eric Z.
Ricard, Jennifer S.
Rodriguez, Antonio
Rodriguez, Ector M.
Rosado, Ada E.
Rosado, Luis A.
Ross, James W.
Saavedra-Rivera, Julieta
Salmon, James H.
Santner, Krista S.
Schaefer, Kim C.
Schley, Julie A.
Schlichting, Eva Marie
Schmidt, Heidi R.
Schmidt, Nicole W.
Schroeder, Kim J.
Schulz, Christine M.
Scott, Cagney D.
Seston, Steven M.
Shaw, Regina D.
Shurte, Ann L.
Simonsen, Lynn P.
Singleton, Jeanine
Sisk, Bert M.
Slaybaugh-Pyatt, Kathleen A.
Smiley, Alberta A.
Smith, Jennifer L.
Snyder, Marie A.
Sonnemann, Rene L.
Spalla, Bryan D.
Spearman, Angela D.
Spoerk, Mark J.
Stanioch, Carolynne V.
Stroede, Jean E.
Strojny, Susan M.
Stuart, Andrew E.
Suminski, Jane E.
Sutter, Kristine M.
Szocik, Robert J.
Taylor, Synthia A.
Tessmer, Anne M.
Thelen, Darcy A.
Thornton, Lisa D.
Tilley, Joseph K.
Tjugum, Roxane L.
Toman, Patricia L.
Tracy, Mary K.
Trulen, Paula K.
Tucker, Wendy R.
Udoeyop, Edet E.
Uhen, Barbara A.
Uhrin, Christine M.
Urben, Penelope L.
Verban, Nicholas M.
Vite, Andrea L.
Volke, Cynthia J.
Vollmers, Teresa M.
Wachs, Rochelle E.
Waldheim, Mary C.
Walker, Heidi J.
Wallace, Tracy R.
Warner, Tasha D.
Washington, Doncella R.
Washington, Krissy N.
Wasielewski, Kristin M.
Weiss, Dale N.
Welch, Melissa A.
West, Michelle E.
Wick, Gretchen L.
Wigen, Edelmira R.
Williams, David A.
Williams, Marcella C.
Wise, Traci E.
Wittig, Catherine A.
Wolfe, Stephanie A.
Womack, Aaron, Jr.
Worman, Christopher M.
Wright, Tina M.
Yanke, Jeffrey J.
Zembrosky, Diane B.

PRINCIPALS

Completing One Semester

Jane Bogart
Murray Jackson
Mondell Mayfield
Patsy Parker Safford
Edward Szopinski

Completing Two Semesters

Kathy A. Bonds
Cassandra A. Brown
Cheryl A. Clancy
Thyra M. Handford
Thomas P. Hanley
Yvette D. Martel
Anita K. Sparks
Mary L. Zimmermann

Completing Three Semesters

Adell Fair
Ramelann Kalagian
Robert R. Meyer
Ronald E. Price
Deborah A. Thompson

Completing Four Semesters

Phillip J. Dosmann
Sara Marquez

Completing Five Semesters

Willie J. Fuller

Completing Six Semesters

Nancy H. Conner
Arleen C. Dansby
Everlena Hyche
Minnie Pulliam-Novy
Margaret A. Rogers
Robert W. Wenner

ASSISTANT PRINCIPALS

Completing One Semester

Thomas Matthews
Maria Sanchez

Completing Two Semesters

Clark E. Addison
Lorraine Applewhite
Celin A. Arce
Katrice M. Cotton
Tami J. Doss
Hughes B. George
Sheila L. Harris
Willie J. Hickman
William B. Johnson
Annie K. Jones
Hattie E. Knox
Paul J. Kroog
Jeffrey W. Krupar
Reginald L. Lawrence II
Ruth E. Maegli
Stanley W. McWilliams
David C. Merollo
Carolyn Tate McIntosh
Michele L. Pena
Darrell L. Williams

Completing Three Semesters

Alvin K. Baldwin
Milton L. Collins
Gardenia Farris
Billy R. Fisher

Completing Four Semesters

Carolyn A. Armour
Rosana Benishek
Edith M. Bivens
Lavina E. Doberstein
Anna M. Hooker
Sharon D. McDade
Mary B. Pitrof
Keith P. Posley
Annie E. Rheams

Completing Five Semesters

Cheryl D. Hunter
Patricia L. Joseph
Jeri Jayne W. Stillman

Completing Six Semesters

James C. Bellehumeur
Bettye L. Bunch
Jordan M. Fishman
Mary K. Garcia Velez
Florence Harris
Augustus Harris
Ella A. Hayes
Sylvester J. Jolley
Doris F. Kennedy
John E. Kincaid
Jonathan D. Leinfelder
Kathleen G. Lenz
Roseann Lococo
Sharon L. McKinney
Cynthia Y. Miller
Marion L. Reiter
Ada I. Rivera
John A. Sanchez
Harold D. Schmidt
Mark E. Tenorio

SUPPORT STAFF

Completing One Semester

JoAnn Buhr
Offie Hobbs

Completing Two Semesters

Stacy A. Herbst
Pikki Lai
Chris M. Protz
Kevin L. Reed

Completing Three Semesters

Cecelia A. Edmond
Robert J. Gavronski
Monica A. Kaskey
Sandra K. Procopio
Virginia G. Stamper
Russell W. Thomas

Completing Four Semesters

Douglas A. Kloss
Michelle J. Lenski
Timothy J. McElhatton

Completing Five Semesters

Thomas C. McIntosh

Completing Six Semesters

(None)

Report on Non-renewal of Probationary Personnel

Pursuant to the Rules of the Milwaukee Board of School Directors, the appointment of probationary personnel initially requires the nomination of the Superintendent. In the event that a person already serving in a probationary position is not nominated by the Superintendent for reappointment, such act serves to terminate the probationary employee's employment in the district from his/her probationary position without further action required from the Board.

The following names of probationary personnel not nominated for reappointment are being provided to the Board for informational purposes only:

Name	Position
Lisa Kujawa	Assistant Principal
Larry Robinson	Teacher

Approval of Leaves of Absence

	Present Assignment	Effective From
Maternity Leave, to June 14, 1998:		
Carolyn Yager	Bruce	November 17, 1998
Personal Leave, to June 15, 1998:		
Ibis Sanchez	Edison	April 3, 1998
Personal Leave, to June 14, 1999:		
Laura Bostrom	95th Street	August 25, 1998
Cynthia Dill	Audubon	August 25, 1998
Daniela Jaramillo	Kosciuszko	August 25, 1998
Leland Lannoye Jr.	Day-to-Day	August 25, 1998
Sabbatical Leave, to June 14, 1999:		
Karen Bradley	Allen Field	August 25, 1998
Jennifer Davis	Goodrich	August 25, 1998
Extension of Maternity Leave, to June 14, 1999:		
Tami Baker	Leave	August 25, 1998
Extension of Personal Leave, to June 14, 1999:		
Jude Kesl	Leave	August 25, 1998
Eileen Schwalbach	Leave	August 25, 1998
Patricia Zimmerman	Leave	August 25, 1998

CURTAILMENT OF LEAVE:

Martha Donnell	Rescinded her illness leave that was granted from November 3, 1997, through June 15, 1998.
Anne O'Boyle	Rescinded her illness leave that was granted from January 30, 1998, through June 15, 1998.
Linda Owens	Rescinded her illness leave that was granted from January 26, 1998, through June 15, 1998.

Report on Resignations

Name	Position	Effective Date
Nancy M. Anderson	Teacher	06/15/98
Laurence G. Babiash	Teacher	06/15/98
Pearlie P. Barnett	Teacher	04/01/98
Shirley M. Bell	Teacher	06/15/98
Maria G. Berridge	Asst. Princ.	06/17/98
Milagros Caceres	Teacher	06/16/98
William T. Fantry Jr.	Asst. Princ.	06/30/98
George A. Garland Jr.	Teacher	02/03/98
Patricia J. Godsey	Teacher	06/15/98
Ann M. Griffiths	Principal	07/02/98
Earl H. Hill	Teacher	06/15/98
Josietana B. Hill	Teacher	06/15/98
Lawrence M. Hoffman	Teacher	06/15/98
Deanna Housfeld	Director	07/01/98
Lorena W. Jacobson	Teacher	06/15/98
S. Sonia Kendzierski	Teacher	06/15/98
Santa J. Lassa	Teacher	06/15/98
Amanda V. Lowder	Teacher	04/21/98
Nicole A. Minniti	Teacher	06/05/98
Barbara L. Moll	Teacher	04/03/98
Shirley B. Moutry	Asst. Princ.	05/06/98
Mildred J. Powell	Asst. Princ.	06/17/98
Graciela V. Rodriguez	Teacher	06/15/98
John P. Schmidt	Teacher	06/01/98
Robert P. Schulz	Teacher	04/09/98
Dorothy J. Story	Teacher	01/03/98
Vera V. Walker	Teacher	04/24/98
M. Donalyn Walsh	Teacher	06/15/98
Roberta Wilkerson	Principal	06/17/98
Eddie L. Wren	Teacher	06/15/98

* * * * *

(Item 3) Action on Resolution 9899R-002 by Director Todd to Direct the District to Sever Its Relationship with Ameritech Corporation under Certain Circumstances

Background

At its annual organizational meeting on May 4, 1998, the Board referred the following resolution by Director Todd to the Finance/Personnel Committee:

WHEREAS, Ameritech intends to close its Milwaukee service center plant and to move its operations to Appleton; and

WHEREAS, Education Week has identified Milwaukee as one of the most distressed areas in the country; and

WHEREAS, Education Week has identified the lack of legitimate employment opportunities as a key distress factor contributing to the overall extreme distressed status of the City of Milwaukee; and

WHEREAS, Milwaukee's inner city is an area so poor that 80% of Milwaukee's school children now come from poverty level families; and

WHEREAS, Livable wage paying job opportunities are critical to healthy stable family life; and

WHEREAS, Public school children of color are plagued by distress factors such as single parent families, single parent birth rate, teen pregnancy, crime and street violence, which stem primarily from lack of decent job opportunities—a key distress factor; and

WHEREAS, Academic achievement, truancy, and dropout statistics of public school children are negatively affected by such distress factors; and

WHEREAS, The opportunities for a family to earn a livable wage are critical to stable, secure, and safe home and neighborhood environments; and

WHEREAS, Stable, secure and safe home environments are critical to the academic success of public school children; and

WHEREAS, The unemployment rate of people of color in the central city is much too high; and

WHEREAS, Ameritech's action will remove 400 desperately needed jobs from Milwaukee's inner city; and

WHEREAS, Ameritech made $2 billion in profits last year; and

WHEREAS, The Ameritech decision displays a callous disregard for the well being of the central city black community; and

WHEREAS, The Ameritech decision sets an unacceptable precedent for systematically destroying the income of black Milwaukee; and

WHEREAS, Ameritech has labeled a mostly minority and mostly female service center as low performing; and

WHEREAS, Such simplistic stereotypes are venomous and pernicious coming from a corporate body and a dangerous precedent to allow to go unanswered; and

WHEREAS, The suggestion that the Ameritech employees undergo another middle passage to Appleton is outrageous; and

WHEREAS, The Ameritech policies and practices that led to this decision are classic examples of institutional racism; and

WHEREAS, Racist corporate greed is an unacceptable social policy; and

WHEREAS, Corporate policies and practices that represent institutional racism are reckless, reprehensible, and offensive to the black community and to the socially sensitive greater Milwaukee community; and

WHEREAS, This overt corporate racism creates resentment and ill-will toward the public utilities community and toward the public service commission; now, therefore, be it

RESOLVED, That MPS cease doing business with Ameritech and that the Board direct the superintendent to sever all ties and relationships with Ameritech; and be it

FURTHER RESOLVED, That the MPS administration send out an RFP seeking to do business with other competitive vendors and present to the Board a more socially conscious vendor; and be it

FURTHER RESOLVED, That Board direct the superintendent to seek relief from the Public Service Commission (PSC) and from the Federal Communications Commission (FCC) for this egregious offensive corporate act.

Administration's Analysis

Milwaukee Public Schools has had two relationships with Ameritech:

1. A partnership

   - There have been formal, long-term relationships, such as the P.A.L. (Partnership At Lincoln) program, with individual schools. These relationships typically have consisted of Ameritech sponsorship of student and/or staff participation at community events, tutoring students, mentoring students, strategic planning advice for staff, and engaging in career awareness events.
   - There have been invitation programs like "Business Day" for students from many schools. This program simulated running a business and gave student teams an opportunity to compete for prizes. The winning school team was the one that established the most successful business.
   - Ameritech established a support program for high school students who intend to go to college and are seeking telecommunications careers. Students maintained a part-time job with Ameritech from high school into college. Many of the students from this program are now successful Ameritech employees.
   - There have been Ameritech-sponsored recognition programs such as the Teacher Awards Program, which provided public recognition for successful teachers.
   - Numerous MPS schools have received grants from Ameritech to assist with the development of experimental and other special programs and events.
   - The "SuperSchool" program provided MPS an opportunity to investigate emerging technologies and determine the educational added value.
   - Leaders within Ameritech have made themselves a regular part of advisory and planning teams.

2. A business relationship.

   - Ameritech was the exclusive local exchange carrier until recently. This business was regulated by the FCC (Federal) and the PSC (Wisconsin).
   - Deregulation of the telecommunications industry is creating opportunities for others to provide competitive local telephone service.

Current Status

A combination of factors has created the opportunity for MPS, for the first time, to develop a competitive bidding process for communication services. These factors include:

- Communications industry deregulation;
- MPS Technology Strategic Plan;

- Telecommunications Act of 1996 and the resulting discount program (e-rate) for schools and libraries;
- TEACH Wisconsin Program;
- Design of a new communications infrastructure for MPS.

MPS, with the assistance of an independent consultant, developed competitive RFPs for communication services. Bid responses were received from three major communication service providers, and they were subjected to rigorous review in compliance with MPS and Wisconsin regulations. Major evaluation categories included: (1) Functionality, (2) Timeline, (3) Scalability, (4) Price. Ameritech ranked first in all of these categories. Accordingly, contracts were awarded to Ameritech, contingent upon successful award of federal e-rate discounts.

A summary of all e-rate project awards was sent to Board members in a letter on April 22, 1998.

Legal Concerns

The Administration would recommend the Board seek legal opinion to determine if existing contracts could be abrogated. Criteria for eliminating a qualified vendor from future bids would need to be established.

Fiscal Impact

There could potentially be a significant negative fiscal impact to the district in that prohibiting a vendor from participating in the competitive bidding process could give other bidders a financial advantage.

Approval of the resolution could also jeopardize the e-rate contracts approved by the Board at its meeting on February 25, 1998.

Committee Recommendation

Your Committee recommends that the Board seek legal counsel regarding its exposure with respect to this resolution and that the Administration establish an ad hoc committee to develop socially conscious guidelines for vendors that serve MPS.

* * * * *

(Item 4) Action on the Report of the Special Committee on Available Facilities

Report of the Special Committee on Available Facilities

The Administration seeks Board approval for leasing one classroom at Emmaus Lutheran School, located at 2818 North 23rd Street. The additional classroom would be used by Twenty-First Street School to expand the number of all-day K5 seats.

The Special Committee on Available Facilities established five main goals or criteria when examining facilities:

1. Make available elementary and middle schools and classes in overcrowded communities
2. Expansion of full-day K5 opportunities for Milwaukee parents
3. Reduce class size
4. Expand over-subscribed educational programs for families in overcrowded communities
5. Other priorities, such as:
   - Specialty rooms such as music or art space
   - Expansion of K4
   - Reducing transportation costs

The proposal addresses these goals by:

* An additional twenty-five (25) all-day K5 seats will be available
* Approximately twenty-five (25) students will no longer require mid-day bus service, saving $10,000 annually

Total cost of the project is estimated at $96,000. MPS costs are initially identified at $75,000 for renovation and equipment. A five- (5-) year lease, at an annual cost of $4,200 (700 sq. ft @ $6) to cover utilities and custodial services, is projected.

The Special Committee of Available Facilities approved the proposal on a 4-0 vote.

Strategic Plan Compatibility Statement

The proposal addresses the Board's budget priority of Early Childhood expansion.

Statute, Board Policy or Rule Statement

No Board policy or rule would require modification.

Fiscal Impact Statement

The Division of Facilities and Maintenance has allocated $250,000 for Early Childhood expansion projects. Total first-year cost is projected at $75,000. Lease costs will be funded out of Twenty-First Street School funds.

Implementation and Assessment Plan

Facility is expected to open in Fall 1998.

Committee Recommendation

Your Committee recommends that:

1. The Board direct the Administration to enter into a lease agreement with Emmaus Lutheran School to lease one (1) classroom at 2818 North 23rd Street;

2. The Board approve the expenditures of $75,000 from the Construction Fund to fund renovation and equipment costs; and

3. The Board approve a five- (5-) year Lease Agreement with Emmaus Lutheran School at an annual cost of $4,200.

* * * * *

(Item 5) Action on a Proposal to Build a School with the Boys' and Girls' Club

Administration's Analysis

1. During the past several months, the Administration has been in discussions with the Department of City Development and the Boys and Girls Clubs of Greater Milwaukee to explore the possibility of jointly developing a neighborhood school/community center complex located at a site bounded by 33rd Street, 35th Street, and North Avenue, adjacent to Metcalfe Park Playfield. This development would not only aid in the redevelopment of the area, but would also support the Board's goals of First Choice and the development of neighborhood schools. The joint project would involve the City of Milwaukee, Boys and Girls Clubs, and Milwaukee Public Schools.

2. As part of the proposed concept, the City of Milwaukee would acquire all of the property along North Avenue between 33rd and 35th Streets for the site. The City, utilizing the Neighborhood Improvement Development Corporation (NIDC), would construct a 32,000 sq. ft. community center facility which would be located between 33rd and 34th Streets. The facility would then be leased by the Boys and Girls Clubs, which would operate the center and provide programming activities. This community facility

would provide space for a gymnasium, full cooking kitchen, lunch room, art room, industrial arts room, computer center, music room in the new facility, and an auditorium in an existing building at 33rd Street and North Avenue, which would be retained as part of the site. MPS would then develop a 500-seat elementary school adjacent to this complex between 34th and 35th Streets and would utilize the community center facilities as part of its operation, thus eliminating the need to duplicate similar spaces in the school.

As part of the development of the school, MPS would upgrade the community center facilities to meet our standards. While numerous details need to be worked out, the concept provides that, at the end of a fixed period of time, MPS would own the entire complex by acquiring the community center facility for a nominal charge in exchange for providing funding for all maintenance and utilities for the entire complex.. MPS would then provide the Boys and Girls Clubs with a long-term lease to utilize the community facility in exchange for the programming and operating of the after-school/evening programs.

3. The site is located within the Clarke Street School attendance area, which has previously been identified as an area in need of a new elementary school since nearly 1,500 students are transported to other MPS schools due to a lack of space within the attendance area. Construction of a new school would reduce the number of students transported by nearly one-third and enable these students to attend school in their neighborhood.

4. The proposed concept would require the development of an Intergovernmental Cooperation Agreement between the City of Milwaukee, MPS, and the Boys and Girls Clubs. In addition, Milwaukee County may need to be involved in the agreement because of the inclusion of Metcalfe Park in the project.

Strategic plan compatibility statement

5. The recommendations are consistent with the Board's goal of fiscal responsibility to aid in making informed decisions about allocations of resources for district programs, functions, and operations. They also help to further the Board's goal of First Choice by the development of neighborhood schools and the reduction of busing costs.

Statute, board policy or rule statement

6. Section 66.30, Wisconsin Statutes requires Board approval for execution of an Intergovernmental Cooperation Agreement.

Fiscal impact statement

7. Approval of the proposed development in concept will have no fiscal impact at this time, since only staff time is required to continue with planning activities and negotiation of the Intergovernmental Cooperation Agreement.

8. The total cost of the project is approximately $8.1 million. The Boys and Girls Clubs' portion of the project is estimated to cost $3.6 million, which would be raised through NIDC. In order to construct the school portion of this complex, approximately $4.5 million would be required, including $250,000 to upgrade the facilities within the Boys and Girls Clubs' portion. Funding for these funds, as well as the needed funds for the school portion, does not currently exist, and a plan detailing the source of these funds would be presented to the Board at the time the agreement is brought back for approval. These funds will be in addition to all sources currently included in the capital plan.

9. Construction of the school at this site would reduce the number of students transported out of the attendance area by enabling them to walk to school. Assuming 400 students would no longer require transportation, the annual saving would be approximately $180,000.

Implementation and assessment plan

10. Upon approval, the Administration will proceed with the planning required with the Department of City Development and the Boys and Girls Clubs to negotiate the Intergovernmental Cooperation Agreement for the operation and construction of this facility. Upon completion of the negotiations, the agreement, along with a funding plan, will be brought back to the Board for approval.

Committee Recommendations

Your Committee recommends that:

1. The Board approve in concept the development of a joint-use school/community center with the Boys and Girls Clubs, to be located between 33rd and 35th Streets and North Avenue, adjacent to Metcalfe Park; and

2. The Board authorize the Administration to proceed with the planning of the project and negotiations required to develop an Intergovernmental Cooperation Agreement for consideration by the Board, with the understanding that the funding required to implement this project come from sources other than those presently identified for the implementation of the current capital plan.

* * * * *

(Item 6) Action on a Recommendation to Accelerate the Renovations at the Milwaukee School of Languages, Roosevelt Middle School of the Arts and Rufus King High School for the College Bound

Administration's Analysis

1. At its meeting of May 28, 1997, the Board approved the 1998-2002 multi-year capital plan to permit negotiations with the City so that funds for the projects could be included in its FY98 budget. Contained in the plan were expansion-of-capacity projects for renovations at Roosevelt Middle School of the Arts, Rufus King High School, and Milwaukee School of Languages. These projects were to be funded on a multi-year basis, with Roosevelt funded at $9 million over a five-year period, King funded at $11 million over a four-year period, and Milwaukee School of Languages funded at $3 million over a four-year period.

2. In the development of the 1998-2002 capital plan, it was necessary to phase the construction of these projects over several years in order to maintain an adequate level of funding for preservation of capacity projects (major maintenance, code compliance, security, etc.) without exceeding the annual $10 million in borrowing authority from the City of Milwaukee for facilities maintenance and expansion of capacity projects. The following chart shows the current funding allocation by fiscal year for these projects:

Project	FY97	FY98	FY99	FY00	FY01	FY02	Total
R. King	$500,000	$3,000,000	$3,150,000	$3,200,000	$1,700,000		$11,550,000
Roosevelt	$500,000	$1,000,000	$2,050,000	$2,150,000	$2,150,000	$1,600,000	$9,450,000
School of Languages		$500,000	$1,250,000	$650,000	$550,000		$2,950,000

3. On April 30, 1998, the Board approved contracts for construction management services at Roosevelt and Rufus King. When proposals for construction management services for these projects were received, the responders indicated that the district could save approximately $1 million of project management fees if the project could be constructed over 18 months instead of the 4-5 years indicated in the RFP. In order for this to be accomplished, all funding for these projects that is shown in the chart for FY00 and beyond would need to be borrowed in FY99. This would also result in approximately $600,000 in increased buying power due to savings from inflation, based upon 3% per year.

4. The acceleration of the construction on these projects has several advantages and disadvantages. The advantages of accelerating the schedule include:

a. Drastically minimizing the disruption to the schools by reducing the construction period;
b. State-of-the-art resources are made available to students 2-3 years earlier than scheduled;
c. The savings from the project management fees will offset the additional cost to borrow the money earlier;
d. Additional cost savings due to construction efficiencies will offset a very tight construction budget.

The disadvantages of accelerating the schedule:

a. The funding to repay not only the $12 million in principal but also the interest must come now from tax levy funds and not from borrowed funds. This means that a portion of the current construction fund tax levy currently projected to be used for preservation of capacity projects would have to be reallocated to repay this borrowing. Conversely, a greater portion of the projected $10 million in annual borrowing allocated to expansion of capacity projects would now be used to fund preservation of capacity projects.

b. Under the phased method of construction, the Board has the opportunity to stop any of the projects in any given year and reallocate those funds to another project of greater urgency. Under this proposal, once the funds are borrowed in 1999, the funds to repay the debt service are committed and cannot be reallocated.

Strategic Plan Compatibility Statement

5. The recommendation is consistent with the Board goal of Fiscal Responsibility to aid in making informed decisions about allocations of resources for district programs, functions, and operations.

Statute, Board Policy or Rule Statement

6. Authorization to borrow funds and to execute an Intergovernmental Cooperation Agreement with the City of Milwaukee must be approved by the Board.

Fiscal Impact Statement

7. Should the Board wish to proceed with the acceleration, an additional $12 million in borrowing would be completed by the Board in FY99 instead of the City of Milwaukee. While the overall amount of borrowing would be the same, the Board will now incur a cost of approximately $970,000 in interest costs, based on 4 % interest per year for 3 years. (The cost would be approximately $1.5 million at 4 % interest per year if the funds were borrowed over 5 years). This interest cost is offset by the projected $1 million reduction in project management fees and approximately $600,000 in increased buying power due to savings from inflation.

8. The funding associated with the acceleration of these projects will come from the current project budgets. Funding may need to be reallocated between projects in order to distribute the fiscal impact.

9. While there is no guarantee that the City of Milwaukee will continue to borrow funds at a rate of $10 million/year, the Administration and City staff have agreed to fund the proposed capital plan at that level. Should the Board agree to accelerate the borrowing and funds are not borrowed by the City, the Board would have only two options to fund the shortfall:

a. Reduce funding in the Operations Fund by the amount of annual debt.

b. Reduce the funding for maintenance projects in the Construction Fund by the amount of the annual debt.

Implementation and Assessment Plan

10. Construction is currently scheduled to begin this summer on Rufus King and Roosevelt, with completion scheduled for the summer of 2001 for King, and 2002 for Roosevelt. The Milwaukee School of Languages is currently scheduled to begin in the spring of 1999, with completion scheduled for the summer of 2001. Under this proposal, it is projected that the renovation of King and Roosevelt would now be completed by December 31, 1999, and the Milwaukee School of Languages would be completed by September 1999.

11. Upon approval, the Administration will take the necessary steps with the architects and construction managers to accelerate these projects and will begin working with appropriate City officials to negotiate the Intergovernmental Cooperation Agreement. This agreement will be brought back to the Board upon completion of the negotiations.

Committee Recommendations

Your Committee recommends that:

1. Authorization be given to accelerate the construction at Roosevelt Middle School of the Arts, Rufus King High School, and Milwaukee School of Languages.

2. Authorization be given to negotiate an Intergovernmental Cooperation Agreement with the City of Milwaukee for the advanced borrowing of these funds, and that this Intergovernmental Cooperation Agreement be brought back to the Board for final approval.

* * * * *

(Item 7) Action on Recommendations Regarding the Sale of Site #74 (N. 107th St. & W. Mill Rd.)

Administration's Analysis

1. At its meeting of February 16, 1998, the Finance/Personnel Committee considered recommendations relative to the sale of a portion of Site #74, located at North 107th Street and West Mill Road, to Mr. August Urbanek. At that time, the Committee took no action on the recommendations, holding the item in Committee and directing the Administration to review with Mr. Urbanek the feasibility of purchasing additional land and to examine the drainage needs of the district with respect to the location of a proposed storm-water detention pond.

2. Since that time, the Administration has received from Mr. George D. Simos, on behalf of his client Mr. August Urbanek, another communication containing three alternative proposals for the purchase of a portion of the site which he felt would be acceptable to both him and the Board. These alternatives are in addition to his previous offer, which was discussed at the February 16, 1998 meeting. These alternative proposals include:

a. Purchase of 9.0 acres at a price of $8,000 per acre, plus 2.0 acres at a price of $10,000 per acre, for a total purchase price of $92,000 for 11.0 acres. This proposal would incorporate into Mr. Urbanek's development a storm-water detention pond large enough to serve both his development and Milwaukee Public Schools' needs. A total of 12 acres would remain for future school use.

b. Purchase of 9.6 acres at a price of $8,000 per acre, plus $20,000 for an easement to develop a storm-water detention pond on Milwaukee Public Schools property to serve both his development and Milwaukee Public Schools' needs. A total of 13.4 acres would remain for future school use. The total purchase price would be $96,800, plus the cost of construction of the detention area.

c. Purchase of 10 acres at a price of $8,000 per acre, for a total of $84,000. The location of the storm-water detention pond would serve only the Urbanek development, while Milwaukee Public Schools would be required to comply with its requirements at the time of development. A total of 13.0 acres would remain for future school use.

A copy of Mr. Simos's communication is attached.

3. The Administration has analyzed each of the proposals relative to the future development of the remaining Milwaukee Public Schools portion. Eppstein Uhen Architects have created feasibility site plans using estimated areas to accommodate the major elements of construction of a future middle school on the site — parking, building area, and outdoor play space. Copies of each proposal and feasibility site plan are attached. Based on these studies, it would appear that the proposal in Exhibit I of Mr. Simos's communication provides the best solution for both parties and best response to the concerns raised by the Committee.

Strategic Plan Compatibility Statement

4. The proposal is consistent with the Board goal of Fiscal Responsibility to aid in informed decisions about allocations of resources for district programs, functions, and operations.

Statute, board policy or rule statement

5. Board authorization is required to dispose of surplus property and to authorize the City Real Estate Agent to execute the appropriate documents.

Fiscal impact statement

6. If the Board accepts the offer from Mr. Urbanek, the sale of this property will result in $92,000 of unanticipated revenue, which will be placed into the Construction Fund and utilized to accomplish additional facility needs. There is no effect on the tax levy for the district.

Implementation and assessment plan

7. Should the Board decide to pursue disposing of the site to Mr. Urbanek, the City Real Estate Agent will prepare the appropriate documents and resolutions for review by the City Attorney and for approval by the Common Council. At the time of closing, the funds received will be placed in the Construction Fund.

It is proposed that the remaining portion of the site be retained for future school purposes for a period of five years. At that time, the retention of the site will again be reviewed and a new recommendation for its retention will be brought to the Board, assuming the site has not been developed at that time. Should the decision be made to utilize the site, the appropriate items will be brought forward to the Board.

Committee Recommendations

Your Committee recommends that:

1. The offer from Mr. August Urbanek of $92,000 to purchase an 11.0-acre portion of Site #74, located at North 107th Street and West Mill Road, be accepted, with the remainder of the site to be retained for future school purposes; and

2. The City Real Estate Agent be authorized to take all appropriate action to execute the sale.

* * * * *

(Item 8) Action on Recommendations Regarding Reductions in Transportation Expenditures

Administration's analysis

1. At its April 29, 1998, meeting, the Board approved a budget amendment that reduced the transportation budget by $2,584,085, capping busing costs at ninety-five percent (95%) of the FY98 budget. The Administration had requested a 2.1% increase over the FY98 budget. To minimize the increase, the Administration had already enacted a number of cost-saving measures.

The Administration will present recommendations to change student assignment and transportation procedures to reduce transportation costs. The Administration will also make recommendations to maintain a balanced district budget.

2. The Administration presented a report to the Board on transportation in November 1997. Some of the main points of the report are listed below for reference:

- Sixty-three percent (63%) of MPS students receive transportation services. Forty-nine percent (49%) are transported to accommodate school choice, eight percent (8%) to ease overcrowding, and six percent (6%) to receive special services as EEN students.
- Since FY92, the number of students transported has increased by eight percent (8%), or 1.6% per year. The primary reasons for the increase are the expansion of city-wide programs in the

1993-94 to 1994-95 school years, and a 10.5% increase in EEN students requiring special services.

- Since FY92, the cost of transportation has increased by 16.8%, or 3.38% per year. Since FY92, inflation has averaged 3.2%. Audit #704, Review of Transportation Services, determined that fifty percent (50%) of the increase in transportation costs was due to growth in the number of students transported. Transportation costs, after subtracting for growth in students transported, have increased at a rate less than that of inflation.

Transportation is a service which MPS provides for its students. The transportation system should not be a detriment to either our children's safety or their ability to achieve academic success. Therefore, the Administration will not recommend a three-tiered bell schedule or placing middle-school students on the Milwaukee County Transit System. Each of these actions has been discussed previously.

There are few actions that can be taken to significantly reduce transportation costs, short of reducing the number of students on buses. The only way to reduce the number of students on buses is to have more attend their neighborhood schools.

3. In February 1998, the Administration presented a plan to modify attendance areas and the School Selection Process. The Administration is requesting that the Board consider this plan in light of the heightened need to reduce transportation expenditures. The revised attendance areas and school selection process would apply for the Spring, Summer, and future registration periods. No current assignments would be affected. A copy of the plan has been transmitted to the Board under separate cover.

Main points of this plan are:

- The proposed changes to attendance areas would succeed in reducing the number of students in overcrowded areas by thirty percent (30%). This would enable more students who register in Spring and Summer to attend their neighborhood schools.
- Students would be placed in one of two categories: students who live in attendance areas where space is available in their neighborhood schools, or students who live in attendance areas that are overcrowded. Students in each category would have various options for selecting schools to attend. (See Statute, Board Policy or Rule Statement below for details.)

During the Spring and Summer enrollment periods, approximately 7,000 students choose schools. Previously, most required transportation. It is estimated that implementing the guidelines above would allow fifty percent (50%) of the students to attend their neighborhood schools. This would alleviate the need to add additional bus service at the start of school, saving an estimated $300,000. Greater transportation savings can be achieved in FY2000 if these guidelines are adopted for the 1999-2000 School Selection Process.

4. One measure of transportation efficiency is the number of students scheduled per bus. City-wide schools have a student load rate that is forty percent (40%) less than attendance area schools. Pairing city-wide schools together could reduce the number of buses required. However, the current teacher contract does not provide enough flexibility in time schedules to enable more pairing. There is only five minutes in the afternoon between the end of the student-day and the end of the teacher-day. There is not enough time to load students and travel to another school.

With a minor modification to the teacher-day, the Administration has identified sixteen (16) schools that could be paired, eliminating twenty (20) routes at a savings of $315,000. The Administration recommends negotiating a modification a modification of the teacher-day window. Should negotiations with the MTEA prove unsuccessful, schools may have to allocate funds to pay additional staff time to supervise bus arrival and departure.

5. The services listed below are not mandated by any state statute or Board policy. However, transportation is an integral component of the program / activity. The list is provided for information purposes only. The Administration does not recommend eliminating these services.

Intramural Athletics	$40,000	Interscholastic Athletics	$550,000
School Age Parents	$320,000	Interscholastic Academics	$60,000
Shelter/Homeless	$280,000	Career Ed/Voc Ctr	$390,000
After School Activity	$560,000	Service for Ill Students	$170,000

6. The transportation budget request was built on a four percent (4%) increase in bus rates. A reduction of one percent (1%) in the rates equates to approximately $400,000 in reduced costs. All major contracts are up for bid this year, with bids scheduled to open in late May and early June. By September 1998, the Administration will be able to project transportation expenditures for FY99. Until transportation costs are known, the Administration recommends holding the $2.3 million in the contingent fund for transportation operations to cover the expected budget deficit.

Strategic Plan Compatibility Statement

7. The Administration's recommendations maintain the Board's priorities of First Choice Within MPS and Early Childhood Expansion. The Administration's recommendations are consistent with the Board goal of fiscal responsibility.

Statute, Board Policy or Rule Statement

8. The guidelines for governing the Student Assignment Process are as follows:

Students Living in an Attendance Area with Available Space

Students living in attendance areas with available space would have the following options:

1. Attend their neighborhood schools
2. Select a city-wide school
3. Attend schools in which they enhance the racial balance

Students Living in Overcrowded Attendance Areas

Students living in attendance areas that are overcrowded would have the following options:

1. Attend their neighborhood schools if selected through a lottery process
2. Attend one of several schools in their elementary assignment regions where space is available
3. Select a city-wide school
4. Attend schools in which they enhance the racial balance

Current policies regarding city-wide school assignments will not change.

Fiscal Impact Statement

9. Implementation of the Administration's recommendations could reduce transportation costs by $615,000. Pending an accurate estimate of transportation costs, the district's $2.3 million contingent fund should be allocated to cover the expected transportation budget shortfall.

Implementation and Assessment Plan

10. The Administration will report to the Board in September on projected transportation expenditures.

Committee Recommendations

Your Committee recommends that:

1. The Board approve the revisions to the school selection plan as proposed by the Administration; and

2. The Board authorize the Administration to initiate negotiations with the MTEA to modify the teacher-day window.

* * * * *

(Item 9) Approval of Interdistrict Student Transfer Agreements

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 March of 1998, the Administration mailed to each suburban district the 1998-1999 Interdistrict Student Transfer Agreement (transmitted under separate cover) with a request that the agreement be signed by that district's board president and returned to the Milwaukee Public Schools.

3. As of May 8, 1998, 13 suburban districts have returned the 1998-1999 Interdistrict Student Transfer Agreement signed by their board presidents.

4. The chart below highlights the number of available seats made available by the suburban districts that have returned the 1998-1999 Interdistrict Student Transfer Agreement.

District	1998-1999 Contracted	1997-1998 Contracted	1997-1998 Actual Enrollment
Franklin	403	400	383
Greendale	153	151	147
Greenfield	243	358	215
Hamilton/Sussex	75	75	72
Menomonee Falls	345	345	318
Mequon/Thiensville	194	194	165
Oak Creek	125	174	143
Shorewood	306	326	318
South Milwaukee	388	414	351
St. Francis	135	134	128
Wauwatosa	852	842	779
Whitefish Bay	379	369	364
Whitnall	226	218	197
TOTAL	3824	4000	3580

5. In June 1998, the Administration will bring to the Board the remaining ten Interdistrict Student Transfer Agreements, if available.

Strategic Plan Compatibility Statement

6. The recommendation under this proposal is consistent with Board Goal #1, academic achievement; Board Goal #2, reduction of the achievement gap between minority and non-minority students; and Board Goal #3, fiscal responsibility to obtain resources necessary to provide quality education and to use these resources efficiently and effectively.

Statute, Board Policy or Rule Statement

7. The resolution regarding Chapter 220 Interdistrict Student Transfer Agreement is referenced to:

- Wisconsin State Statute 121.85(3)
- Board policy adopted May 24, 1995

Fiscal Impact Statement

8. Milwaukee Public School District and suburban school districts receive state funding for each student participant.

Committee Recommendation

Your Committee recommends that the Board approve the 1998-1999 Interdistrict Student Transfer Agreement and authorize the Board President to execute the 1998-1999 transfer agreements for the following school districts:

Franklin	Shorewood
Greendale	South Milwaukee
Greenfield	St. Francis
Hamilton/Sussex	Wauwatosa
Menomonee Falls	Whitefish Bay
Mequon/Thiensville	Whitnall
Oak Creek	

* * * * *

(Item 10) 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, effective upon assignment following approval by the Board:

(r)	Ada Rivera	Principal Audubon Middle School	Schedule III, Range 14Z $66,861
(r)	Cynthia Ellwood	Principal Cass Elementary School	Schedule III, Range 14Z $71,582
(r)	Cynthia Miller	Principal Fifty-third Street School	Schedule III, Range 13Z $68,013
(r)	Lorraine Applewhite	Principal Maryland Avenue Elem School	Schedule III, Range 13Z $54,322
(r)	Sharon McKinney	Principal Sixty-eighth Street School Early Childhood Program	Schedule III, Range 13Z $68,013
(r)	Terry McKissick	Assistant Principal Westside Academy II	Schedule III, Range 10Z $53,931
(nr)	Vylette Flamme	Secondary Staffing Specialist Department of Human Res.	Schedule III, Range 10A $71,707
(nr)	Ronnie Thompson, Jr.	Asst Title 1 ESEA Program Coordinator Div of Curriculum & Instruction	Schedule III, Range 8A $60,000
(r)	James Gother	Asst to the Head Start Program Coordinator Div of Curriculum & Instruction	Schedule III, Range 7A $57,005
(r)	Paul Stawicki	Accountant II/Accounts Payable Supervisor Department of Finance	Schedule III, Range 5A $51,122

Committee Recommendation

Your Committee reports that a motion to approve the appointments and promotions failed on a 2-3 vote. Your Committee therefore recommends that the appointments and promotions not be approved.

* * * * *

Separate consideration having been requested of Items 1 (part 5), 2 and 8, on the motion of Director O'Neil, the balance of the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

With respect to Item 1, part 5, a Contingent Fund transfer for labor negotiations services, Director Small moved to approve the transfer.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher—8.

Noes—Director Todd—1.

With respect to Item 8, regarding reductions in transportation expenditures, Director Sinicki moved to adopt the Committee's report.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Todd and President Fisher—7.

Noes—None.

Temporarily absent—Directors Sinicki and Thompson—2.

By unanimous consent, the Board decided to take up Item 2 at the end of the meeting.

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 20 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Braun moved to accept the reports of the Independent Hearing Panel of April 30, 1998, at 9:30 AM; May 1, 1998, at 9:00 AM; May 1, 1998, at 11:00 AM; May 4, 1998, at 2:00 PM; May 5, 1998, at 2:00 PM; May 7, 1998, at 9:30 AM; May 7, 1998, at 11:30 AM; May 8, 1998, at 11:00 AM; May 12, 1998, at 9:30 AM; May 12, 1998, at 2:00

PM; May 13, 1998, at 2:00 PM; May 14, 1998, at 9:30 AM; May 14, 1998, at 2:00 PM; May 15, 1998, at 9:30 AM; May 15, 1998, at 2:00 PM; May 18, 1998, at 9:30 AM; May 18, 1998, at 11:00 AM; May 18, 1998, at 2:00 PM; May 18, 1998, at 2:00 PM; and May 19, 1998, at 9:30 AM

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

Ayes—Directors Braun, Gardner, O'Neil, Sinicki, Small and President Fisher—6.

Noes—Directors Hardin and Todd—2.

Temporarily absent—Director Thompson—1.

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communications:

Communication 9899C-002 from James Duncan Requesting that a Group of Edison Middle School Students Address the Board or a Board Committee on the High School Admissions Policy

Referred to the Innovation/School Reform Committee.

Communication 9899C-003 from Christine Carpentier Requesting a Hearing on Concerns Related to the Milwaukee Sign Language School.

Referred to the Finance/Personnel Committee.

* * * * *

RESOLUTIONS

Resolution 9899R-012 (9798R-078)

By Director Hardin:

WHEREAS, Parental involvement is a crucial ingredient in helping elevate student achievement for Milwaukee Public Schools (MPS); and

WHEREAS, The role of Parent Coordinators should be uniform and consistent throughout the district; and

WHEREAS, The role of Parent Coordinators should be expanded to closely address the issues of achievement, drop-out prevention and attendance; and

WHEREAS, Funding for Parent Coordinator positions is determined through Title I funding; now, therefore, be it

RESOLVED, That all Parent Coordinator funding be coordinated through a centrally located account, effective July 1, 1998 ; and be it

FURTHER RESOLVED, That the Administration present a quarterly report of activities in the account to the Board.

Referred to the Innovation/School Reform Committee

Resolution 9899R-013 (9798R-076)

By Director Hardin:

WHEREAS, The FY98 Title I allocation for MPS is in excess of $48 million; and

WHEREAS, There is currently no provision for Board review of Title I budgets; and

WHEREAS, At one time the Board did review and approve Title I expenditures; and

WHEREAS, Given the significant amount of Title I funds and the district's reliance on them, Board supervision of the expenditure of these funds is appropriate; now, therefore, be it

RESOLVED, That all Title I budgets be brought to the Board for approval, effective with the FY99 fiscal year.

Referred to the Finance/Personnel Committee.

Resolution 9899R-014 (9798R-075)

By Director Hardin:

WHEREAS, MPS has numerous specialty schools and programs; and

WHEREAS, Increasing first choice is a Board priority; and

WHEREAS, One of the ways of increasing first choice is to replicate successful specialty schools and programs; and

WHEREAS, Prior to replicating specialty schools and programs, it is necessary for the Board to have accurate data on the effectiveness of the schools and programs; now, therefore, be it

RESOLVED, That the Administration be directed to conduct an evaluation of all specialty schools and programs in the district to determine their effectiveness; and be it

FURTHER RESOLVED, That the results of this evaluation be presented to the Board in time for use in the development of the FY2000 budget.

FURTHER RESOLVED, That the administration hire or assign a staff person to oversee the evaluation of all specialty schools and programs.

Referred to the Accountability/Audit Committee.

Resolution 9899R-015 (9798R-051)

By Director Hardin:

WHEREAS, Milwaukee school bus drivers transport tens of thousands of Milwaukee Public Schools (MPS), private school and Chapter 220 students to and from school each day on a fixed schedule; and

WHEREAS, The bus drivers are often distracted by students who misbehave during the bus ride; and

WHEREAS, The distractions caused by students have led to accidents while the bus driver is attempting to maintain order and drive the bus at the same time; and

WHEREAS, The employment of MPS Safety Assistants to ride on the buses and to monitor student behavior would ensure the safety and discipline of students during the bus ride; now, therefore be it

RESOLVED, That the Board direct the Administration to do a fiscal impact analysis of the employment of one MPS Safety Assistant on each school bus throughout the district during the school day ; and be it

FURTHER RESOLVED, That the Administration report back to the Board the findings of this analysis.

Referred to the Finance/Personnel Committee.

Resolution 9899R-016 (9798R-050)

By Director Hardin:

WHEREAS, The Milwaukee Public Schools (MPS) population reflects a high degree of children who live in poverty; and

WHEREAS, A strong connection has been made that good nutrition and student achievement go hand in hand; and

WHEREAS, The free and reduced lunch program is a federally funded program in which all MPS schools participate; and

WHEREAS, Only some of the schools in MPS participate in the reduced or free breakfast program; now, therefore be it

RESOLVED, That the Board direct the Administration to work with community consultants to develop a plan by which all MPS schools can offer students free or reduced breakfast during the school year; and be it

FURTHER RESOLVED, That the Administration report back to the Board the cost of such a program and possible funding sources.

Referred to the Finance/Personnel Committee.

Resolution 9899R-017 (9798R-023)

By Director Hardin:

WHEREAS, A high level of retention over a four-year span is of the utmost importance to North Division High School, as it is to any other school in the Milwaukee Public School system; and

WHEREAS, North Division has been marginal in its rates of student attendance over the past decade; and

WHEREAS, Community and parental involvement are strongly needed and necessary to strengthen North Division; and

WHEREAS, Student, Parent and Community input is of vital importance to the selection process in the formation of a task force to revitalize North Division High School; and

WHEREAS, The North Division curriculum’s thrust lends itself to student career development, an International Baccalaureate program, and the opportunity for positive assignments and re-assignments of student through student services and by counselors from middle and high Schools; now, therefore, be it

RESOLVED, That the Board direct the Superintendent to work with the Community, Administration, Parents, Students, the Principal and Staff involved in the educational aspects of North Division High School and to create a revitalization task force for North Division High School; and be it

FURTHER RESOLVED, That this task force be charged with the development of a plan to implement an International Baccalaureate program and other programs necessary to completely revitalize North Division High School; and be it

FURTHER RESOLVED, That the task force submit its plan to the Board no later than December 1997 for Board approval in order to initiate the renewal of the school for the fall of 1998.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-018 (9798R-060)

By Director Small:

WHEREAS, A significant number of students drop out of MPS before they graduate; and

WHEREAS, The various dropout reports issued by MPS and other agencies, such as the Department of Public Instruction, do not always agree; and

WHEREAS, This disagreement is caused by the use of different methods of counting dropouts; and

WHEREAS, It is difficult for MPS to assess the dropout problem without accurate and consistent data; and

WHEREAS, The current method of reporting dropouts does not address the cause of dropping out nor provide any information as to what happened to the students who dropped out; and

WHEREAS, This information is needed to develop strategies for reducing the dropout rate; now, therefore, be it

RESOLVED, That the Administration review the reporting of dropouts in order to provide more accurate and consistent information; and be it

FURTHER RESOLVED, That the Administration develop information regarding the reasons students have for dropping out and their activities subsequent to dropping out.

Referred to the Accountability/Audit Committee.

Resolution 9899R-019 (9798R-052)

By Director Small:

WHEREAS. The Board instituted its Committee structure for the 1997-98 Board year; and

WHEREAS, The Committee structure with five standing Committees became fully effective in August, 1997, and all Committees are of equal value to the Board; and

WHEREAS, Each Committee has its own charge and must understand the financial impact of any proposal in order to make an informed recommendation to the Board; and

WHEREAS, During the past four months, 147 items have been considered by the standing Committees, and of those items, 68 (or 46%) have been considered by the Finance/Personnel Committee; and

WHEREAS, The Strategic Planning and Budget Committee has considered only 15 items; now, therefore, be it

RESOLVED, That the Office of Board Governance be directed to distribute the workload among the Committees as equally as possible according to the charge of the Committee and that financial impact be included when appropriate; and be it

FURTHER RESOLVED, That the Office of Board Governance be directed to propose appropriate revisions to the Board Rules in order to more clearly include the charge of each standing Committee; and be it

FURTHER RESOLVED, That the Office of Board Governance bring its recommendations back to the Legislation, Rules and Policies Committee at its January meeting.

Referred to the Legislation, Rules and Policies Committee.

Resolution 9899R-020 (9798R-063)

By Directors Small, Fisher, Hardin and Todd:

WHEREAS, Only 68% of MPS third-graders met state standards on the 3rd-grade reading test during the 1996-97 school year, down from 77% in the 1995-96 school year; and

WHEREAS, Reading is critical in order to function in society; and

WHEREAS, Teaching reading, writing and language strategies are essential to student achievement and high standards; and

WHEREAS, Curriculum is the body of information and knowledge that is taught within subject areas and grade levels; and

WHEREAS, Prior to 1990, a framework for a district-wide, coordinated curriculum existed, and curriculum guides, as well as a suggested scope and sequence curriculum, were in place and used by new teachers as a starting point, and assessment of student learning was aligned with the curriculum that was taught in the classroom; and

WHEREAS, There are no longer an MPS standardized, coordinated reading curriculum in each grade level or curriculum scope and sequence guides; and

WHEREAS, An effective standardized coordinated reading curriculum with curriculum guides and a suggested scope and sequence curriculum will provide:

1. A starting point for new teachers;
2. A consistent method of classroom instruction;
2. A framework for teaching at each grade level;
4. A uniform coordinated method of instruction for mobile students; and
5. A focus on basic skills as the foundation of future learning; now therefore, be it

RESOLVED, That the MPS Administration design and implement a comprehensive reading, writing and language arts curriculum that includes curriculum guides, and a suggested scope and sequence curriculum with assessments aligned with instruction strategies, with specific grade-level expectations for students included; and be it

FURTHER RESOLVED, That the Administration provide effective staff development prior to implementation; and be it

FURTHER RESOLVED, That six reading specialists be assigned to work with the three leadership specialists in Educational Services to support classroom teachers with curriculum questions and to bring innovations and new methodologies in curriculum to the classroom teacher; and be it

FURTHER RESOLVED, That the Administration hold schools accountable for each student's meeting district-wide grade-level expectations.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-021 (9798R-004)

By Director Thompson:

WHEREAS, Students, parents, and teachers identify disruptive students as interfering with the education of other students and driving out serious students from MPS, and

WHEREAS, Disruption is often a sign that the student is not benefitting from his or her school, with many of these students having been programmed to fail by not receiving the support and structure they need, and

WHEREAS, Too often the response to disruptive students meets neither their needs nor the needs of the other students; now therefore, be it

RESOLVED, That the Administration develop a comprehensive plan to handle students who would otherwise disrupt classes, including:

- A tabulation of the numbers and types of students with a history of disruption, including (but not limited to) students who are promoted socially, but are academically unprepared, and those reentering MPS from institutions such as Wales;
- An assessment of present and potential programs to meet the needs of these students, including summer school, various support services, charter schools, evening programs, contracts, alternative programs, etc.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-022 (9798R-047)

By Directors Sinicki And Thompson:

WHEREAS, MPS aims to be family-friendly, including to the families of its teachers; and

WHEREAS, MPS needs to find creative ways to increase its pool of teachers; and

WHEREAS, Some teachers wish to work part-time in order to spend more time with their families or for other purposes; and

WHEREAS, A substantial growth in part-time positions would incur substantial additional costs for benefits; and

WHEREAS, Other school districts have developed plans for job sharing; now therefore be it

RESOLVED, That the Administration develop a plan for job sharing that would not result in additional benefit costs, working within the confines of the labor contract, if possible, or working with the MTEA to develop the appropriate memorandum of understanding, if needed.

Referred to the Finance/Personnel Committee.

Resolution 9899R-023 (9798R-073)

By Directors Thompson, Gardner and Todd:

WHEREAS, The Hartford Avenue School, located in the heart of the East Side, on the UWM campus, is ideally situated to attract a racially and internationally diverse student body drawn by a challenging curriculum; and

WHEREAS, In recent years, by contrast, Hartford Avenue has drawn a decreasing number of students from its attendance area—declining from 86 to 56 between 1995 and 1997 (out of 625 students)—such that a school that met the MPS standard for racial diversity in 1995 no longer does; now, therefore, be it

RESOLVED, That the MPS Administration prepare a plan to utilize the Hartford Avenue School building for a school that will attract a diverse group of children, to be implemented by the start of the 1999-2000 school year, and that it report to the Board on options, including

- Negotiations with the University of Wisconsin-Milwaukee to operate a UWM charter school at the Hartford Avenue site;
- A plan to use the Hartford Avenue building to replicate one of the oversubscribed specialty programs, such as Montessori, language immersion, gifted and talented, or International Baccalaureate; and
- A report on the willingness of the present Hartford Avenue staff to offer programs, such as the International Baccalaureate, that will attract students from both the attendance area and the UWM community and that will be enthusiastically supported by the Hartford Avenue staff.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-024 (9798R-064)

By Directors Thompson, Todd and Gardner:

WHEREAS, Recent press reports have underlined the continuing loss of middle-class children from MPS, reflected in a decline of mainly white children from 66% in Fall 1972 to 19.5% in Fall 1997, and an increase in students qualifying for free and reduced lunches from 61.6% in 1989 to 71.6% in 1997; and

WHEREAS, This middle-class decline helped drive a decline in MPS minority teachers from 24% in 1975 to 16% in 1997 and a projected decline to below 10% by 2005; and

WHEREAS, This decline in middle-class families and children from middle-class homes has had a number of adverse consequences, including:

- Increased regional racial disparities, such that, while MPS enrollment is 80% minority, suburban enrollment is 20% minority;
- A decline in the number of schools that can claim an integrated ethnically diverse student body;
- Decreased support among voters for MPS; and
- A negative impact on the Milwaukee economy and property tax base; and

WHEREAS, The decline in middle-class enrollment reflects not only broader demographic trends but also the acts of commission and omission of MPS and other governmental agencies, in particular giving middle-class parents the impression their children would not be properly challenged educationally in MPS; and

WHEREAS, The MPS Board of School Directors recognizes that parents' primary responsibility is to the welfare of their children and that parents' choice of MPS schools depends on convincing evidence that doing so maximizes the welfare of their children; now, therefore, be it

RESOLVED, That the MPS Board of School Directors intend to build a school system that serves the diverse needs of all children; and be it

FURTHER RESOLVED, That the Board acknowledge that no single educational model will serve all children's educational needs; and be it

FURTHER RESOLVED, That as part of its current planning process, the Administration develop strategies aimed at implementing the Board's number-one goal of first choice in public education (which includes neighborhood schools) and strategies at reversing the decline in middle-class enrollment, including, but not limited to:

- Replication of over-subscribed specialty programs in middle-class areas, geographically arraigned to maximize efficiencies in transportation; and
- Strategies focusing on substantive academic enhancement of the attractiveness of schools to neighborhood residents, particularly where doing so would enhance integration and not give any court future cause for concern about MPS's 'backtracking' policies; and be it

FURTHER RESOLVED, That the Administration provide the Board with recommendations for the collection and interpretation of data on parents' decision making about schools and appropriate elements of customer service to parents in order to increase the effectiveness of this strategy.

Referred to the Strategic Planning and Budget Committee.

Resolution 9899R-025

By Directors Small and Todd:

WHEREAS, Wisconsin Statute 119.12 (6) states that "The city attorney of the city shall be the legal advisor and attorney for the board except that the board may retain an attorney to represent the board in any matter if the board determines that it requires specialized legal expertise not possessed by the city attorney, the city attorney does not have sufficient staff to adequately represent the interests of the board or a conflict of interest exists;" and

WHEREAS, The Statute further specifies that "The board shall provide the city attorney with reasonable notice of any board meeting at which the board will consider retention of an attorney;" and

WHEREAS, On occasion, issues arise for which the Board requires specialized legal expertise not possessed by the city attorney, or the city attorney does not have sufficient staff to adequately represent the interests of the Board, or a conflict of interest exists; and

WHEREAS, Current policy and procedure does not allow for the Board to hire outside legal counsel in an expeditious manner on a case-by-case basis; now, therefore, be it

RESOLVED, That the Board consider a change in its rules to allow the Office of Board Governance to retain outside legal counsel on behalf of the Board under the following conditions: (1) notification of the City Attorney's office; (2) reporting back to the Board of the action taken; and (3) inclusion of a "termination for convenience" clause (with a 10-day notice) in the employment contract, in the event that the Board does not concur.

Referred to the Legislation, Rules and Policies Committee.

Resolution 9899R-026

By Director Small:

WHEREAS, Dropout prevention and lowering the dropout rate for MPS high school students is a major Board goal; and

WHEREAS, The MPS annual census identifies an average of 13,000 MPS pupils at risk of dropping out of school; and

WHEREAS, Since 1984, MPS has contracted with private non-profit, non-sectarian community-based organizations to provide special alternative programs for youth at risk of dropping out; and

WHEREAS, MPS's reliance on contracted or partnership schools to serve at-risk students has grown from an investment of $1,665,944 in contracts in 1992 to $10,012,038 in 1998; and

WHEREAS, Many of these programs have been recognized as highly effective by the Wisconsin Legislative Audit Bureau and in annual quantitative and qualitative evaluations conducted by the MPS Division of Small Community Schools; and

WHEREAS, The City has offered these partnership schools the prospect of a five-year contract as charter schools;

WHEREAS, A change to City charter school status would reduce access to effective educational programs for MPS students at risk of school failure; now, therefore, be it

RESOLVED, That the Administration be authorized to offer a five-year contract to partnership schools with a ten-year proven history of success with the Milwaukee Public Schools in serving youth at risk of dropping out of school; and be it

FURTHER RESOLVED, That the Administration be authorized to offer a three-year contract to partnership schools with a five-year proven history of success with the Milwaukee Public Schools in serving youth at risk of dropping out of school; and be it

FURTHER RESOLVED, That the Administration be authorized to offer a one-year contract to new partnership schools; and be it

FURTHER RESOLVED, That any and all Board and Administrative Policies and Procedures regarding the awarding and the length of contracts be suspended in order to allow the implementation of the provisions of this resolution.

Referred to the Finance/Personnel Committee.

Resolution 9899R-027

By Director Hardin:

WHEREAS, The Milwaukee Public Schools must continue to provide a full continuum of services and a full continuum of placements for all students with exceptional education needs; and

WHEREAS, Placement decisions for children with exceptional education needs must be based on the specific needs and IEP of each child; and

WHEREAS, Under the law, students with exceptional education needs must be educated in the least restrictive environment and the district must provide a full continuum of services; and

WHEREAS, Decentralization and other changes often have had an impact on exceptional education programming as schools have changed levels of service and types of placement; and

WHEREAS, There is no system-wide policy on inclusion, but there is system-wide policy to provide programming in the least restrictive environment; and

WHEREAS, Many different groups, including a broadly based task force of parents, teachers and administrators, have studied this issue and made recommendations; and

WHEREAS, There is a need to develop and implement a policy and guidelines for inclusion; now therefore, be it

RESOLVED, That the Administration bring to the Board a report that would include reference to the recommendations of the previous Task Force on Inclusion as well as current inclusion practices in the district and an analysis of district policies and practices with respect to State and Federal requirements under IDEA; and be it

FURTHER RESOLVED, That the Administration include recommendations which ensure appropriate programming for all students with disabilities.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-028

By Directors Braun, Fisher, Gardner, O'Neil, Sinicki, Thompson and Todd:

WHEREAS, Hi-Mount Community School, Union Hill Missionary Baptist Church, Community Baptist Church, and St. Catherine's Church have developed an innovative, effective, and highly regarded four-campus MPS school; and

WHEREAS, Through this collaboration MPS has demonstrated its commitment and ability to develop neighborhood schools that use community facilities to strengthen and support families, neighborhoods, and public education; and

WHEREAS, Parents of kindergarten students at the three sites for Hi-Mount kindergarten classes would like their children to stay in the neighborhood and stay enrolled at Hi-Mount; and

WHEREAS, St. Catherine's has classroom space that may be available for increased numbers of classes for a number of years; and

WHEREAS, A plan for effective, long-term collaboration among MPS, Hi-Mount Community School, and St. Catherine's might generate another quality neighborhood school without incurring costs for new construction or additional tax levies to Milwaukee taxpayers; now, therefore, be it

RESOLVED, That the Board instruct the Superintendent to appoint a committee to include representatives of Hi-Mount, St. Catherine's, Community Baptist Church, other community representatives, and MPS personnel to develop one or more plans by which MPS and Hi-Mount could expand MPS classes at the St. Catherine's campus; and be it

FURTHER RESOLVED, That these plans shall integrate facility expansion, finances, staff, governance, and the possibility, where appropriate, of developing a new MPS school at the St. Catherine's campus.

Referred to the Finance/Personnel Committee.

Resolution 9899R-029

By Directors Fisher, Gardner, O'Neil, Sinicki, Thompson, and Todd:

WHEREAS, A small number of independent child care agencies expanded kindergarten and early childhood classrooms in August and September of 1997 to accommodate the sudden expansion of W2 participants who required on-site child care to supplement school for their children; and

WHEREAS, These agencies have provided transportation services for some students from the beginning to the end of the 1997-98 school year; and

WHEREAS, MPS reimburses parents four hundred dollars ($400) per child to provide transportation services to qualifying students in independent and religious schools; and

WHEREAS, These agencies have not been reimbursed for the costs of transportation from the State of Wisconsin, W2 agencies, or Milwaukee County; and

WHEREAS, Payment to these agencies requires authorization from the Board because the onset of W2 made it impossible to meet the policy deadline of May 15, 1997, to apply for MPS transportation reimbursement; now, therefore, be it

RESOLVED, That the Board instruct the Administration to provide one-time payments of not more than four hundred dollars ($400) per qualifying student to child care centers who have provided licensed school programs to Milwaukee students for the 1997-98 school year; and that the total amount of these reimbursements shall not exceed twenty-five thousand dollars ($25,000).

Referred to the Finance/Personnel Committee.

Resolution 9899R-030

By Directors Fisher, Gardner, O'Neil, Sinicki, Thompson, and Todd:

WHEREAS, The Special Committee on Available Facilities was established to expedite and expand MPS's identification and acquisition of facilities to reduce transportation costs, expand all-day kindergarten classes, reduce class size, and meet parents' choices for quality neighborhood schools; and

WHEREAS, The Committee has developed guidelines, timetables, procedures, and evaluation criteria to identify, evaluate, and recommend sites to the Personnel and Finance Committee; and

WHEREAS, The Committee has been well served by two volunteers appointed by the President, in addition to the four members; and

WHEREAS, The Committee's current members and volunteers request direction regarding the Committee's authorization to investigate space within existing MPS facilities, including schools; now, therefore, be it

RESOLVED, That the Committee is charged with identifying any and all space that may be used for the purposes approved for the Committee's work, including space within existing MPS schools; and be it

FURTHER RESOLVED, That the Committee shall be expanded from four to six members, with the additional two members to be appointed by the President.

Referred to the Legislation, Rules and Policies Committee.

Resolution 9899R-031

By Director Todd:

WHEREAS, The Administrators' and Supervisors' Council (ASC) is, and has been, the exclusive bargaining agent for its members for more than 25 years; and

WHEREAS, ASC was determined by a vote of the membership to be the bargaining agent for its members; and

WHEREAS, The vote was conducted under the auspices of the WERC; and

WHEREAS, Upon certification of the vote, the Board of School Directors voluntarily recognized ASC by a unanimous vote on September 7, 1971; and

WHEREAS, Since 1986, ASC has, in consideration of continuing recognition, voluntarily agreed to, and has, refrained from seeking statutory inclusion under Wis. Stats. 111.70; and

WHEREAS, ASC and the Milwaukee Board of School Directors have successfully bargained and negotiated continuous successive contracts since 1971; and

WHEREAS, The current contract extended with ASC expired on August 1, 1997; and

WHEREAS, The Board has never taken any action, either formally or informally, to refuse to bargain with ASC or to cease to bargain with ASC or not to recognize ASC as a bargaining agent; and

WHEREAS, That on August 2, 1997, the Board negotiator requested that ASC agree to have a mediator from the WERC appointed; and

WHEREAS, Bill Houlihan, the appointed WERC mediator, has worked with the parties; and

WHEREAS, The MPS negotiators have refused to meet with ASC bargaining representatives to bargain since December 4, 1997; and

WHEREAS, ASC has sent a letter of demand to bargain to the Administration, which has been ignored; and

WHEREAS, The Administration unilaterally and without presenting a proposal at the bargaining table is attempting to impose an extended-work-year calendar on high school principals; and

WHEREAS, the ASC has filed a Prohibitive Practice with the WERC seeking a remedy by way of an order requiring MPS to resume negotiations with ASC and to refrain from unilaterally implementing changes in the contract, and

WHEREAS, Engaging in alleged prohibitive practices is counterproductive to attaining the Board's goals and strains relationships with all of our employee groups; now, therefore, be it

RESOLVED, That the MPS Board of School Directors direct the negotiating team to go to the bargaining table and negotiate a contract that represents the will of the Board of School Directors; and be it

FURTHER RESOLVED, That Administration report to the Board the number of meetings it has had with ASC and the progress that is being made; and be it

FURTHER RESOLVED, That the Administration and negotiating team refrain from practices that can lead to complaints of Prohibitive Practice.

Ordered held at the Board level.

Resolution 9899R-032

By Director Todd:

WHEREAS, The MPS expulsion rate has increased dramatically as a result of the district's zero-tolerance policy for violence and drugs; and

WHEREAS, Many of the expulsions involve students possessing or using illegal drugs; and

WHEREAS, Many of the students expelled are offered no educational services by the district while they are serving their expulsions; and

WHEREAS, Taking preventative steps with the students may eventually eliminate the need to expel students; now, therefore, be it

RESOLVED, That the Administration develop a comprehensive random drug testing process to screen for illegal drugs being used by all MPS students; and be it

FURTHER RESOLVED, That in developing the process, the Administration employ the same testing strategy used by the International Olympic Committee to test its athletes, or an appropriate variation of the IOC's plan that will fit the needs of the district; and be it

FURTHER RESOLVED, That all Board Members agree to submit to the policy as an example to the students and other stakeholders that true accountability should work on all levels in the district; and be it

FURTHER RESOLVED, That the Administration return to the Board in September to recommend for Board approval a process to be implemented at the beginning of the second semester of the 1998-99 school year.

Referred to the Finance/Personnel Committee.

Resolution 9899R-033

By Director Todd:

WHEREAS, Many partnership schools were established with the specific purpose of educating young people returning from correctional institutions, but have evolved to educating all students labeled at-risk; and

WHEREAS, The state defines an at-risk student as one who is one or more years behind his/her age group in the number of high school units attained, or two or more years behind his/her age group in basic skill levels, and is labeled as at least one of the following: a dropout, a habitual truant, a teen parent or an adjudicated juvenile; and

WHEREAS, Despite the definition of at-risk, some students can be described as situationally at-risk where they may meet the criteria, but in some cases have a more sound academic track record; and

WHEREAS, Some partnership schools have consistently increased in performance, mainly because many of the students enrolled fall into the situationally at-risk category; and

WHEREAS, The MPS system of evaluating the students before labeling them at-risk fails to make adjustments for students who fall into the situationally at-risk category; and

WHEREAS, The Board's intent is not to allow the creation of another Milwaukee school system by farming out its responsibilities and paying organizations to perform services that MPS is capable of providing; now, therefore, be it

RESOLVED, That the Board direct the Superintendent and the Administration to develop a supplemental system of evaluation to make allowances for students who fall into the situationally at-risk category; and

FURTHER RESOLVED, That the Superintendent and the Administration report back to the Board no later than September 1998 with a plan and its fiscal note to be implemented during the 1999-2000 school year.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-034

By Director Todd:

WHEREAS, Members of the 1983 Milwaukee Board of School Directors voted to place all pending items from the previous Board year on file in an effort to promote efficiency as the new Board is seated at the annual organizational meeting; and

WHEREAS, That practice may have been appropriate at that time, but is no longer; and

WHEREAS, Board members are forced to reintroduce their resolutions at a later date, which delays a necessary timetable for possible implementation of the ideas proposed in the best interest of the district; and

WHEREAS, State statute 119.10 (1) calls for the Board, after the annual organizational meeting, to report the pending items of business to the appropriate committees, unless otherwise directed by the Board; now therefore be it

RESOLVED, That the Board report the pending items of business to the appropriate committees at the annual organizational meeting of the Board, effective for the 1999-2000 Board year.

Referred to the Legislation, Rules and Policies Committee.

Resolution 9899R-035

By Directors Gardner and Thompson:

WHEREAS, Dr. Robert Nash of the University of Wisconsin-Oshkosh has developed methods to teach reading that may be appropriate and effective for MPS students who now fail to read adequately; and

WHEREAS, The Wisconsin Department of Public Instruction has retained Dr. Nash to assist MPS in improving elementary students' reading; and

WHEREAS, Dr. Nash has personally taught five MPS classes at five elementary schools; and

WHEREAS, Dr. Nash is available, willing, and eager to instruct up to thirty (30) MPS teachers in each of up to three (3) summer 1998 courses; now, therefore, be it

RESOLVED, That MPS offer Dr. Nash's course in reading instruction to up to ninety (90) MPS teachers and pay half of the cost — exclusive of Dr. Nash's salary, benefits, and direct costs, which are born by DPI, and exclusive of space, facilities, and materials costs, which will be borne by MPS — of hosting and sponsoring this staff development, provided that the Wisconsin Department of Public Instruction funds the remaining half of the costs; and be it

FURTHER RESOLVED, That the Office of Research and Assessment shall conduct a quantitative and qualitative evaluation of the effect of the staff development and submit that evaluation to the Board no later than January 31, 1999.

Referred to the Innovation/School Reform Committee.

The Board took up Item 2 of the Report of the Finance/Personnel Committee, Monthly Personnel Matters.

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

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher—8.

Noes—Director Todd—1.

The Board retired to executive session at 7:28 PM.

The Board reconvened in open session at 7:51 PM.

Director Braun moved to adopt the Committee's report.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher—8.

Noes—Director Todd—1.

The Board adjourned at 7:52 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 9, 1998

Special meeting of the Board of School Directors called to order by President Fisher at 5:40 PM.

Present—Directors Braun, Gardner (6:27 PM), Hardin, Sinicki, Small (5:43 PM), Thompson and President Fisher—7.

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

The Assistant to the Director, Office of Board Governance, read the following call of the meeting:

June 4, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 5:30 PM on Tuesday, June 9, 1998, 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: Milwaukee Teachers' Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/ Bookkeepers), ASC, Local 150 (Food Service Helpers and Building Service Helpers) and Local 1053.

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 Thompson moved that the Board retire to executive session under the provisions of 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 Braun, Hardin, Sinicki, Thompson and President Fisher—5.

Noes—None.

The Board retired to executive session at 5:42 PM.

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

ROBERT J. LAWRENCE
Assistant to the Director,
Office of Board Governance

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 24, 1998

Special meeting of the Board of School Directors called to order by President Fisher at 6:00 PM.

Present—Directors Braun, Hardin, O'Neil (6:05 PM), Sinicki, Small (6:05 PM), Thompson and President Fisher—7.

Absent and excused—Directors Gardner and Todd—2.

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

June 23, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 6:00 PM on Wednesday, June 24, 1998, 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: Milwaukee Teachers' Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/ Bookkeepers), ASC, Local 150 (Food Service Helpers and Building Service Helpers) and Local 1053.

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 Sinicki moved that the Board retire to executive session under the provisions of 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 Braun, Hardin, Sinicki, Thompson and President Fisher—5.

Noes—None.

The Board retired to executive session at 6:01 PM.

The Board adjourned from executive session at 6:15 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 24, 1998

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

Present—Directors Braun, Gardner (6:37 PM), Hardin, O'Neil, Sinicki, Small, Thompson (6:33 PM), Todd (6:40 PM) and President Fisher—9.

Absent—None.

AWARDS AND RECOGNITIONS

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 give special recognition to:

Chad Bogan,
Fifth-Grade Student, La Escuela Fratney

and

Adella Deacon,
Eleventh-Grade Student, North Division High School

Chad Bogan

As a part of an in-depth research project at Fratney Elementary School, Chad Bogan wrote a biography of His Holiness, the 14th Dalai Lama of Tibet. When he heard that the Dalai Lama was coming to Wisconsin to address the Wisconsin State Legislature on May 13, 1998, Chad wanted to give him a copy of his report as a gift. He also wanted to be helpful in providing state legislators and others with background information on the Dalai Lama.

With the help of Wisconsin State Representative Rosemary Potter, Chad's report was distributed to the Wisconsin State Legislature, Governor Tommy Thompson, the Madison City Council, the Chancellor of the University of Wisconsin-Madison, the Wisconsin Tibetan Association, and the Students for a Free Tibet Association—University of Wisconsin—Madison Chapter.

Chad was surprised and honored when Representative Rosemary Potter used the title of his report, "Living Peace," when introducing the Dalai Lama to the Wisconsin State Legislature. The Dalai Lama was presented with a color copy of Chad's report. Following his address, His Holiness, the 14th Dalai Lama, greeted Chad and spoke to him briefly about his biography.

Chad received more notice when he was interviewed by WITI-Fox TV 6 news. The interview introduced the story on the Dalai Lama, which began the 9:00 p.m. news on May 13th. Chad was also thrilled to learn that his report is being catalogued and included in the Wisconsin Authors Reference section of the Children's Room at the Milwaukee Public Library.

What started out as a school research project turned into a wonderful experience for Chad and an opportunity to showcase an example of the excellent-quality work which MPS students produce. In a letter

to Superintendent Alan S. Brown, Chad and his parents, Kathy Geiger-Bogan and Ron Bogan, commended Fratney's fifth-grade teachers, Jesus Santos (Spanish teacher) and Bob Peterson (English teacher), for "their tremendous efforts, time, caring and compassion, and commitment to child-centered teaching that is an integral part of the Two-Way Bilingual Program at La Escuela Fratney. The Fratney Family certainly has instilled in Chad the MPS motto: High Standards Start Here."

The Milwaukee Board of School Directors and the entire school community recognize Chad Bogan for his outstanding report on His Holiness, the 14th Dalai Lama, and for his continued excellent work in school.

Adella Deacon

Adella Deacon was named the 1998 Youth of the Year for Wisconsin by the Boys and Girls Clubs of America for her leadership and community service. She was also selected to receive a college scholarship through the Oprah Winfrey Angels Network.

Adella is an outstanding honor student with a 3.696 cumulative grade-point average. She is enrolled in North Division High School's medical specialty program and is planning a career in sports medicine and physical therapy. This summer, Adella is participating in a six-week science enrichment program for physical therapy at Marquette University.

In addition to her excellent record of academics, Adella is also active in a number of school activities. She participates in a number of team sports, including baseball, softball, and basketball, as well as the track team.

Adella is also very involved with community service. She is a member of the LaVarnway Boys and Girls Club, where she volunteers at the club's Golden Phoenix Keystone Club, a credit union. The club's credit union teaches children and youth the importance of saving money, along with leadership skills. She is past president of the club's credit union, serves as a board member, and works in a number of areas, such as cashier/teller. Through her service at the boys and girls club, Adella has helped raise money to benefit abused children.

In May, Adella traveled to Chicago to tape an appearance on the Oprah Winfrey show. She was interviewed on the show and showcased as one of Oprah's Angels. Adella was also featured in an article in The Milwaukee Journal Sentinel by reporter Joyce Evans-Campbell on May 11, 1998.

The Milwaukee Board of School Directors and the entire school community recognize Adella Deacon for her outstanding academic achievement, school participation, and community service.

Other Awards and Recognitions

Congratulations are extended to the following in recognition of their achievements and/or awards.

The U.S. Department of Education has named Samuel Morse Middle School a Blue Ribbon School for its success in meeting national education goals. This is the second time that Morse has been named a Blue Ribbon School. More than 600 schools nationwide submitted applications for the award last fall. The school will receive national recognition at a ceremony in November in Washington, D.C., and will be recognized by the Milwaukee Board of School Directors in the fall 1998.

Philip Ott, teacher at Milwaukee School of Languages, has been honored for the seventh year by being invited to Festival Day at Camp Side-by-Side as a guest artist. The camp is located in Campbellsport, WI, with a festival population consisting of students with severe and moderate cognitive disabilities, autistic students, and orthopedically impaired and regular education middle-school students.

Charles Asch, a 5th-grade student at Milwaukee German Immersion School, has won the top award for musical composition in the 1997-'98 National PTA Reflections arts education program. He will take an expense-paid trip to the national PTA convention in Nashville, where he will perform his piece, "Mountain Day." He also will receive a $250 scholarship, a $750 Scholarship, and a gold-plated medallion.

The Wisconsin Center for Academically Talented Youth and American Family Insurance presented the

1998 Talent Search Awards to the top-scoring sixth-, seventh-, and eighth-graders in the state. The students earned the academic awards through participation in Talent Search, a national program for administering advanced-level tests to middle-school students. The ceremony participants' test scores put them among the top 1% of all student in their grade levels nationally. They are:

- Travis Bird, 8th grade, Morse Middle school
- Jill Bolanowski, 8th grade, Sholes Middle School
- Kristin Modra, 7th grade, Morse Middle School
- Jonathan Nieznanski, 7th grade, Morse Middle School
- Nathaniel Reik, 7th grade, Morse Middle School
- Dana Reinoos, 8th grade, Morse Middle School
- Tia Tanzer, 8th grade, Greenfield Montessori School
- Miranda Trimmier, 8th grade, Roosevelt Middle School
- Corrie Tritz, 7th grade, Lincoln Middle School
- Stacy Vogel, 8th grade, Hartford Avenue School

King's Realm, Rufus King High School's student newspaper, has won a first-place award for the 1997-98 school year from the American Scholastic Press Association. The paper achieved an overall score of 935 out of a possible 1,000 points. It received a perfect score in page design.

The Civic Music Association has named its 1998 Norbert J. Beihoff Scholarship Awards. The scholarships will pay for 30 private lessons for each of the following young musicians:

- Calvin Fisher, Clarinet, 10th grade, Vincent High School
- Sara Brewer, Violin, 7th grade, Audubon Middle School
- Charissa Jones, Clarinet, 7th grade, Morse Middle School
- Heather Woodliff, Violin, 8th grade, Audubon Middle School

Wallace Cheatham, a composer and teacher at Elm Creative Arts School, will present a paper at a conference at the University of Northern Arizona in June. He will speak on "The 1940's: a Decade of Productivity for African-Americans in Opera."

The following students are the recipients of various awards from the 1998 Young People's Art Exhibit held at the Wisconsin State Fair:

Summer Studio Scholarship Award ($335)

- Kara Cameron, 11th grade, Milwaukee High School of the Arts
- Erika White, 11th grade, Milwaukee High School of the Arts
- Patrick Mbida, 10th grade, Milwaukee High School of the Arts

Youth Center Award ($150)

- Marsha Her, 8th grade, Kosciuszko Middle School

$35 Cash Award

- Christopher Coleman, 11th grade, Milwaukee High School of the Arts
- Zayonara Rodriguez, 8th grade, Kosciuszko Middle School
- Anna Chmura, 8th grade, Kosciuszko Middle School
- Claire Gaynor, 10th grade, Milwaukee High School of the Arts

$25 Cash Award

- Bryson Ayala, 9th grade, Milwaukee High School of the Arts

$15 Cash Award

- David Tomow, 8th grade, Kosciuszko Middle School
- Anna Chmura, 8th grade, Kosciuszko Middle School
- Jenny Peters, 9th grade, Milwaukee High School of the Arts
- Kim Sobczak, 10th grade, Milwaukee High School of the Arts

Poster

- Daquanda Gibson, 8th grade, Kosciuszko Middle School

Madison University High School's inaugural videoconference, "Meet the Candidates," was selected as a 1998 Pioneering Partners Award Winner. As a result, a team of three teachers will attend a summit in Ohio this summer to develop strategies for promoting the use of their videoconferencing facility.

Douglas Glasenapp and Henry Kranendonk, teachers at Rufus King High School, were awarded a grant totaling $12,000 as part of GTE Corporation's Growth Initiatives for Teachers (GIFT) Program. The award-winning project is titled "Where Are the Yellow Perch?" Students will conduct research and develop theories explaining the decline of yellow perch in Lake Michigan and the related preservation of ecological systems of the Great Lakes. The GIFT grant provides $5,000 for professional development for the winning teachers, as well as $7,000 for a school enrichment program.

Sabine Beirold and Nancy Ehlinger, teachers at Rufus King High School, have been selected as participants in the 1998-99 Hessen-Wisconsin Teacher Seminar. The seminar will provide them with further insights that will benefit their teaching and the students in our district.

Debra Crenshaw, a teacher at John Muir Middle School, was the recipient of a Children's Champion Award from Start Smart Milwaukee for spearheading a food drive which collected 915 food items to feed needy families and was the leading force behind a toy drive which collected 103 new toys for children of needy families.

Marisela Gamez, a senior at South Division High School, and Adrienne Cooper, a senior at Alexander Hamilton High School, have been awarded Salute to Excellence scholarships sponsored by Humana Healthcare and the Milwaukee Bucks. They were awarded their $1,000 scholarships during the half-time of a Bucks basketball game.

Michael Hatten, a junior at Riverside University High School, has been chosen to participate in the 1998 National Youth Leadership Forum on Medicine in Chicago, Illinois. Michael is one of 350 high school students from across America selected because of his outstanding academic achievements and interest in medicine.

Rufus King High School's chess team placed fourth in the 1998 National High School Chess Tournament held in Los Angeles, California. Members include John Carian, Lue Her, James Thao, Kou Vang, and Alejandro Arce. The team is coached by Clyde Salyards and Charles Griffin.

The following students were winners in the second annual "Celebrate America!" essay contest for 5th-graders throughout Milwaukee County. This year's contest, whose theme was "Why I'm Glad That America is a Nation of Immigrants," is sponsored by the Wisconsin Chapter of American Immigration Lawyers Association.

- Grant Teply, 1st Place, Golda Meir School
- Puneet Kaur, 2nd Place, 38th Street School
- Rachel Valdes Lukasik, 4th Place, Milw. Spanish Immersion School
- Melissa Pudelek, 5th Place, Cooper Elementary School

- Quashanda Holliman, Honorable Mention, Congress School
- Shana Daniels, Honorable Mention, Hartford Ave. School
- Adyna Pajic, Honorable Mention, Riley Elementary School
- Brandon Simmons, Honorable Mention, Tippecanoe School
- Sunshine Xiong, Best Personal Story, 38th Street School
- Shoua Yang, Best Personal Story, 38th Street School

Vanessa Viruet, a 5th-grader at Kagel Elementary School, won the Best Friends Essay Contest for Fifth Graders. She read her winning essay at the National Best Friends Recognition Ceremony held in Washington, DC. Best Friends is an educational program for adolescent girls that fosters self-respect and promotes responsible behavior. It is sponsored by a grant from the Lynde and Harry Bradley Foundation and Time Insurance Foundation.

Antoine Burns and Jocelyn Carlos, seniors at North Division High School, have been awarded the Eleanor Backus Peace Award from the Milwaukee Religious Society of Friends. Their names will be engraved on a plaque at North Division, and each will receive a $100 check.

Rufus King High School students captured third in the nation in the Lifesmarts competition in Phoenix, Arizona. Rufus King students earned the right to represent Wisconsin by winning the state competition held earlier this year. The team members include Sylaja Murikipudi (captain), Eleonore Wesserle, Allyson Modra, Erin Modra, and Christopher Schmitt.

Alpha Phi Alpha honored the following outstanding high school seniors as the African-American community's future leaders at the Grand Beautillion Scholarship Ball on June 27, 1998. The 1998 honorees are:

- Mario Bentley-Henderson, Hamilton High School
- Demond Coleman, Riverside High School
- Michael Crawford, Rufus King High School
- Steven Gladney, Bay View High School
- Haven Goggans, Rufus King High School
- Harold Gray, Rufus King High School
- Dallas Groce, Rufus King High School
- Lee Roy Hill II, Riverside High School
- Bryan Jackson, Pulaski High School
- Titus Jones, Riverside High School
- Rodney Parks, Juneau High School
- Byron Purdy, Rufus King School
- Tyrone Rhone, Vincent High School
- Jason Rush, Riverside High School
- Emmitt Smith, Washington High School
- Vincent Stump, Bay View High School
- Ronald Taylor, Rufus King High School

Himanshu Parikh, pension specialist in the Department of Human Resources, is recognized for receiving his Certified Public Accountant credential this month. He has been with MPS since March 1997.

Joan Schmidt, a teacher at Fritsche Middle School, was named the Coach of the Year by the Wisconsin High School Forensics Association. She is currently the debate and forensics coach at Fritsche Middle School.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of May 4, 5, 20, and 27, 1998, were approved as printed.

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REPORTS OF STANDING COMMITTEES

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Small 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 9899R-012 by Director Hardin Regarding Parent Coordinator Funding

Background

At its regular meeting on May 27, 1998, the Board referred the following resolution by Director Hardin to the Innovation/School Reform Committee. The resolution was initially introduced on March 25, 1998, and was considered by the Innovation/School Reform Committee at its meeting on April 20, 1998.

WHEREAS, Parental involvement is a crucial ingredient in helping elevate student achievement for Milwaukee Public Schools (MPS); and

WHEREAS, The role of Parent Coordinators should be uniform and consistent throughout the district: and

WHEREAS, The role of Parent Coordinators should be expanded to closely address the issues of achievement, dropout prevention and attendance; and

WHEREAS, Funding for Parent Coordinator positions are determined through Title I funding; now, therefore, be it

RESOLVED, That all Parent Coordinator funding be coordinated through a centrally located account effective July 1, 1998; and be it

FURTHER RESOLVED, That the Administration present a quarterly report of activities in the account to the Board.

Administration's Analysis

A preliminary analysis of this item was presented at the April 20, 1998, meeting of the Innovation/School Reform Committee. The Administration recommended that the Board maintain the current policies and procedures as they related to parent coordinators and direct the Administration to communicate to schools the importance of focusing parent coordinators' work toward addressing the issues of achievement, dropout prevention, and attendance whenever possible.

At its April 20, 1998, meeting, the Innovation/School Reform Committee held the item for further analysis by the Administration and requested that the Administration report back in June with answers to the following questions:

1. What are the job descriptions/responsibilities of the various parent coordinators?
2. How are the parent coordinator positions funded?
3. What are the salaries of the parent coordinators?
4. Are there any contract issues involved?

Responses to these questions are as follows:

1. What are the job descriptions/responsibilities of the various parent coordinators?

   There are two types of parent coordinators working in the Milwaukee Public Schools — parents hired through the Empowerment Program of the Greater Milwaukee Education Trust, and those hired through the Milwaukee Public Schools Department of Human Resources. The job descriptions and responsibilities of each follow:

   Empowerment Program Greater Milwaukee Education Trust Parent Assistant

   - Call parents regarding student attendance (help with attendance)
   - Visit homes of incoming students
   - Recruit parent volunteers
   - General office duties
   - Match volunteers with teacher requests, e.g. classroom tutors, home projects, library helper, field trips
   - Oversee volunteers' schedules & update as needed
   - Compile volunteer data (monthly volunteer hours)
   - Help organize parent activities, educational programs, etc.
   - Help establish parent groups
   - Help train volunteers
   - Work in conjunction with school social worker on attendance referrals
   - Help with the implementation and design of an incentive program based on student improvement of attendance, attitude, and achievement
   - Promote volunteer involvement through PTA/PTSA, Title I, school committees, open houses, orientation events, family nights, etc.
   - Attend and arrange for volunteer training through the Greater Milwaukee Education Trust
   - Lunch room duties
   - Call students' homes regarding habitual tardiness or truancies
   - Other duties as assigned by the Empowerment Program Coordinators, school principal, or his/her designee.

   Milwaukee Public Schools — Parent Coordinators/Parent Group Leaders

   - Meet with principals, teachers, and other school personnel to discuss strategies for improving school-family partnerships
   - Develop a plan to involve parents in the school

- Under the direction of the principal or designee, send out communications to families informing them of events and inviting them to meetings and activities
- Under the direction of the principal or designee, plan and hold ongoing activities that attract parents and families to the school
- Develop and conduct training for parents and families that will enable them to work more effectively with their children
- Read literature that broadens self-awareness on effective strategies for working with parents. Use strategies for training and dissemination to parents and families
- Read principals' bulletins to keep abreast of upcoming events and district activities to present to parents
- Keep a log of all parent and family activities that take place in the school, including meetings and activities initiated by PTA/PTO and other groups
- Work with school authorities to ensure that adequate space and other resources are available to create a comfortable environment for parents and families
- Collect children's clothes, toys, and other items that children and parents may need (as appropriate)
- Develop and maintain a database of all parents and families in the school
- Call parents to personally invite them to participate in their children's schooling

2. How are the parent coordinator positions funded?
    - Greater Milwaukee Education Trust — Empowerment Program Parent Assistants are funded through the school's Title I budget
    - Milwaukee Public Schools — Parent Coordinators and Parent Group Leaders are funded through the school's Title I budget or P5 budget
3. What are the salaries of the parent coordinators?
    - The salaries for the Greater Milwaukee Education Trust — Empowerment Program Parent Assistants is $7.70 per hour.
    - The salaries for the Milwaukee Public Schools — Parent Coordinators and Parent Group Leaders range from $11.19 to $12.42 per hour.
4. Are there any contract issues involved?
    - The Greater Milwaukee Education Trust contract is between the school and the Trust.
    - Parent Coordinators and Parent Group Leaders hired through the Milwaukee Public Schools Department of Human Resources do not sign a contract.

The Superintendent recommended that the Board maintain the current policies and procedures as they relate to parent coordinators and direct the Administration to communicate to schools the importance of focusing parent coordinators' work toward addressing the issues of achievement, dropout prevention and attendance whenever possible.

Committee Recommendation

Your Committee recommends that the Board amend the resolution by adding a third Resolved, that the Administration bring back a job description and salary schedule for parent coordinators, with a report back to the Innovation/School Reform Committee.

* * * * *

(Item 2) Report on Project SEED and Action on a Recommendation for Expansion of the Program

Background

At its regular meeting on September 24, 1997, the Board of School Directors approved Resolution 9798R-009 by Director O'Neil to implement Project SEED during the 1997-1998 school year and requested an evaluation and recommendation for possible expansion of the program within MPS.

Administration's Report

1. Project SEED is a 35-year-old national program in which mathematicians and scientists teach algebra, calculus, and higher mathematics to urban elementary school children on a daily basis as a supplement to the standard mathematics program. SEED instruction uses an interactive, Socratic method that involves students enthusiastically in the discovery of concepts from algebra and higher mathematics. The method emphasizes conceptual understanding, logical reasoning, and communication about mathematics while students investigate number systems, patterns, and algebraic concepts. Simultaneously, the program provides professional development for classroom teachers. Rigorous independent evaluations have shown that Project SEED raises students' achievement in mathematics:

- SEED students out-perform matched-comparison students on standard achievement tests.
- SEED students repeat a grade less frequently
- SEED students take more advanced mathematics courses in high school.

2. Currently Project SEED works with students and teachers in Philadelphia, Camden, Detroit, Milwaukee, Indianapolis, Dallas, and the San Francisco Bay Area.

3. Project SEED has been validated by the U.S. Department of Education's National Diffusion Network and has been disseminated by the Eisenhower Regional Consortia and Clearinghouses. Books and articles featuring Project SEED as an exemplary program for urban students include Reaching All Students with Mathematics (NCTM 1993), Breaking the Barriers: Helping Female and Minority Students Succeed in Mathematics and Science (Clewell, Anderson, Thorpe 1992), Teaching Diverse Populations (Hollins, King, Hayman 1994), and "Effective Programs for Latino Students in Elementary and Middle Schools" (Fashola, Slavin, Calderón, Durán 1997).

4. The Milwaukee Public Schools took interest in Project SEED several years ago when Diane Neicheril, principal of Clarke Street School, and others had observed the Project SEED program in Philadelphia, Pennsylvania, and in demonstrations at national educational conferences. In April 1997, at the National School Boards Association's Annual Conference, Project SEED conducted a demonstration which some MPS school board members attended. In May 1997, a very successful Project SEED demonstration was held at Clarke Street School for administrators, principals, and teachers of MPS. Several principals became interested in getting Project SEED in their schools.

5. In August 1997, nine schools committed to have the program for a minimum of three years. The Board unanimously passed the resolution to begin the project in September 1997. The Division of Curriculum and Instruction facilitated the process for implementing the project. Details of the contract agreement were worked out with the assistance of the city attorney's office. An agreement between MPS and Project SEED was signed in December 1997, enabling implementation of the program in January 1998.

6. From January through June 1998, Project SEED worked directly with 24 classroom teachers and their classes in nine schools on a daily basis for an average of fifteen weeks. The principals facilitated the process for other classroom teachers to observe the on-going Project SEED instruction. In addition, Project SEED conducted orientation and staff development workshops in the Project SEED group discovery methodology for the entire staff of each school (over 350 teachers and educational assistants). Furthermore, Project SEED held orientations and workshops for more than 100 parents.

Strategic Plan Compatibility Statement

7. Implementation of Project SEED is compatible with Board Goal 1 to improve academic achievement.

Statutes, MPS Policy or Board Rule Implication Statement

8. According to the contract agreement, Project SEED adheres to the policies and procedures of the Milwaukee Board of School Directors.

Fiscal Impact Statement

9. According to the agreement, the 1997-1998 cost per MPS classroom participating in the program is $10,000. The cost will remain the same for 1998-1999, with schools using local and categorical funds to pay for the program.

Implementation and Assessment Plan

10. Schools participating in Project SEED during the 1997-98 school year are:

Browning	Dr. M.L. King, Jr.	Pierce
Clarke Street	Maryland Avenue	Tippecanoe
Congress	Palmer	Twenty-seventh Street

11. The Administration is working with schools to plan the continuation of Project SEED in current schools and the expansion to additional elementary schools. Per the agreement, MPS can, upon Board approval, expand to fifty (50) classes during 1998-1999, and 80 during 1999-2000. To date, in addition to the nine original schools, Carleton and Thirty-eighth Street Schools have committed funding to implement Project SEED during 1998-1999.

12. Regarding evaluation, according to the agreement, Project SEED is responsible for the program evaluation by an external evaluator approved by MPS. Annual evaluations for each year of program implementation are to be provided to the Board. The evaluation for 1997-1998 will be presented to the Board in September 1998. Information on student and teacher evaluation of the program will be presented, along with any available student performance data. A three-year evaluation will be presented on or before August 2000.

Committee Recommendation

Your Committee recommends that the Board accept the Administration's report and approve the recommendation to expand the Project SEED program to up to fifty (50) classes during 1998-1999, contingent upon available funding.

* * * * *

(Item 3) Action on Resolution 9899R-009 by Director Thompson Regarding the Establishment of Charter Schools as Instrumentalities of the Board

Background

At its meeting on May 4, 1998, the Board referred the following resolution, 9899R-009 by Director Thompson, to the Innovation/School Reform Committee:

WHEREAS, There is a permanent injunction against any further action under Section 118.40 (3) (c) and (7) of the State Statutes, which prevents MPS from granting charters to schools which are not instrumentality of the district; and

WHEREAS, There is no injunction under Section 118.40 (1m), which allows teachers within the district to petition the Milwaukee Board of School Directors to establish a charter school as an "instrumentality of the district;" and

WHEREAS, If the Board denies such a petition, the teachers may appeal to the Department of Public Instruction, pursuant to Section 118.40 (2) (c) of the Statutes; and

WHEREAS, The Board may establish charter schools by Board initiative rather than by teacher petition; and

WHEREAS, It must be determined whether or not such a school is an instrumentality of the district; and

WHEREAS, If a charter school is established as an instrumentality of the district, the district must employ all personnel for the charter school and certificated employees so employed may participate in the Wisconsin Retirement System and non-certificated employees so employed may participate in the City of Milwaukee Employees Retirement System; and

WHEREAS, There are no legal barriers preventing MPS from establishing charter schools; and

WHEREAS, The Board has no guidelines or procedures in place to process such requests; now, therefore, be it

RESOLVED, That Board direct the Office of Board Governance to work with the City Attorney to develop guidelines relating to the designation of charter schools within the MPS system; and be it

FURTHER RESOLVED, That the Board direct the Office of Board Governance to work with the City Attorney to develop guidelines for the establishment of an MPS Charter Review Committee.

Office Of Board Governance Analysis

As part of the State of Wisconsin 1995 Executive Budget Act, Wisconsin state statutes were revised to expand the authority of the Milwaukee Board of School Directors to create charter schools. Under the revised statute, MPS was authorized to grant charters to operate any number of charter schools in Milwaukee, either as an instrumentality of the district or as a non-instrumentality of the district.

On February 7, 1996, the Board of School Directors adopted (1) the Policy on Charter School Proposals and Petitions, (2) Parameters for Charter Schools, and (3) Parameters to Guide the Administration in Developing Procedures for Processing Charter School Proposals and Petitions and for Developing and Administering Contracts for Charter Schools. These policies and parameters were adopted to provide specific criteria, procedures, and guidelines relative to the process MPS would use to solicit charter school proposals, evaluate the proposals, and award charter school contracts.

On June 2, 1997, Judge Frank Crivello, Milwaukee County Circuit Judge, issued a summary judgment which declared Wis. Stat. 118.40(3)(c) and (7) unconstitutional due to the violation of the procedural requirement for such legislation under the Wisconsin Constitution. As a result, a permanent injunction which prevents MPS from establishing charter schools under these specific provisions was issued.

In April 1998, the Office of Board Governance received a City Attorney's opinion which stated that, since Judge Crivello's decision did not apply to Sec. 118.40 (1m), MPS could under this section of the statutes establish a charter school as an instrumentality of the district.

Section 118.40 (1m) allows teachers within the district to petition the Milwaukee Board of School Directors to establish a charter school. The petition must be signed by 10% of the teachers employed in the district or by at least 50% of the teachers employed at one school in the district and must address each of the following 15 issues:

1. The name(s) of the person(s) seeking to establish the charter school.
2. The name(s) of the person(s) who will be in charge of the charter school and the manner in which administrative services will be provided.
3. A description of the educational program of the school.
4. The methods the school will use to enable pupils to attain the educational goals under s. 118.01.
5. The method by which pupil progress in attaining the educational goals under s. 188.01 will be measured.

6. The governance structure of the school, including the method to be followed by the school to ensure parental involvement.

7. Subject to sub. (7) (a) and (am) and ss. 118.19 (1) and 121.02 (1) (a) 2., the qualifications that must be met by the individuals to be employed in the school.

8. The procedures that the school will follow to ensure the health and safety of the pupils.

9. The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district's population.

10. The requirements for admission to the school.

11. The manner in which annual audits of the financial and programmatic operations of the school will be performed.

12. The procedures for disciplining pupils.

13. The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.

14. A description of the school facilities and the types and limits of the liability insurance that the school will carry.

15. The effect of the establishment of the charter school on the liability of the school district.

Sec. 118.40 (2) m, which also was not part of Judge Crivello's decision, provides another method by which MPS can establish a charter school. This statute allows a school board on its own initiative to contract with an individual or group to operate a charter school, provided that the contract, at a minimum, includes the fifteen issues specified above.

In an April 22, 1998, letter to Senator Michael Ellis, six members of the Board of School Directors, as individual Board members, reaffirmed their support to allow the Board to convert a public school to a charter school when staff and parents request a change, provided that each charter school remain an instrumentality of the school district covered by collective bargaining.

Policies and parameters adopted by the Board in February 1996 addressed both types of charter schools, instrumentality and non-instrumentality. As a result of Judge Crivello's decision, the policies and parameters must be revised.

The Superintendent recommended adoption of the resolution.

Committee Recommendation

Your Committee reports this matter to the Board without recommendation, pending receipt of the current policy and guidelines in charter schools.

* * * * *

(Item 4) Action on Resolution 9899R-035 by Directors Gardner and Thompson Regarding Staff Development in Reading Instruction

Background

At its regular monthly meeting on May 27, 1998, the Board referred the following resolution by Directors Gardner and Thompson to the Innovation/School Reform Committee:

WHEREAS, Dr. Robert Nash of the University of Wisconsin-Oshkosh has developed methods to teach reading that may be appropriate and effective for MPS students who now fail to read adequately; and

WHEREAS, The Wisconsin Department of Public Instruction has retained Dr. Nash to assist MPS in improving elementary students' reading; and

WHEREAS, Dr. Nash has personally taught five MPS classes at five elementary schools; and

WHEREAS, Dr. Nash is available, willing, and eager to instruct up to thirty (30) MPS teachers in each of up to three (3) summer 1998 courses; now, therefore, be it

RESOLVED, That MPS offer Dr. Nash's course in reading instruction to up to ninety (90) MPS teachers and pay half of the cost — exclusive of Dr. Nash's salary, benefits, and direct costs, which are born by DPI, and exclusive of space, facilities, and materials costs, which will be borne by MPS — of hosting and sponsoring this staff development, provided that the Wisconsin Department of Public Instruction funds the remaining half of the costs; and be it

FURTHER RESOLVED, That the Office of Research and Assessment shall conduct a quantitative and qualitative evaluation of the effect of the staff development and submit that evaluation to the Board no later than January 31, 1999.

Administration's Procedural Analysis

1. What steps need to be taken to proceed with the resolution?

   Dr. Robert Nash has submitted a proposal to teach two sections of "Pure Phonics for the Remediation of Reading and Spelling Deficits" during the summer of 1998. The course is currently listed in the MPS 1998 Summer Staff Development Catalog. The Office of Research and Assessment will work with Dr. Nash to develop an appropriate research evaluation.

2. What is the suggested timeline for implementation of the resolution?

   The first section of the course begins June 22, 1998, and the second section begins July 13, 1998. Each runs for three consecutive weeks from 8:00 a.m. to 12:30 p.m.

3. What are the implications if the resolution is adopted?

   A. Are significant policy questions involved?

      No changes to Board policy are required at this time.

   B. Is a City Attorney's opinion required? How long will it take?

      A City Attorney's opinion is not required.

   C. Is there a significant cost to implement?

      The two sessions offered will accommodate sixty participants. Due to a previous arrangement with P-5 schools, up to thirty teachers and ten educational assistants will be paid their hourly rates using P-5 funds. The cost of training the remaining thirty teachers would be approximately $75,600. Because MPS has budgeted no funds for this purpose, it is recommended that the remaining participants receive three MPS inservice credits and forty-five DPI clock hours for successful completion of the course; alternatively, participants may select three graduate or undergraduate college credits, for which they would pay UW-Oshkosh tuition.

   D. Will significant staff time be needed to implement?

      A minimum of forty-five hours of training across a three-week period is required to complete Dr. Robert Nash's phonics course.

Committee Recommendation

Your Committee recommends that the Board accept the Administration’s report in response to the resolution.

* * * * *

(Item 5) Report and Possible Action on Student Proficiency Standards for the Year 2000: Middle School Proficiency Standards

Background

1. At its February 1996 meeting, the Board of School Directors requested that middle school proficiency requirements be developed in communication, mathematics, and science to apply to the eighth-grade class of 2000 and subsequent classes. These were developed, and the Board passed the proficiencies in June 1997.

2. At the February 1998 and March 1998 meetings of the Innovation and School Reform Committee and the full Board, the middle school principals and the Administration provided updates on Proficiency 2000, the implementation of middle school proficiencies. At that time, the Board asked that the Middle School Principal Collaborative and the Administration return in May or June 1998 to provide an additional report on the Student Proficiency Progress Report (report card) and other developments in the implementation of Proficiency 2000.

3. This report provides an update on four areas: the Proficiency Progress Report (including recommendations for action), refinements to the proficiency requirements and assessment system, procedures for students who do not meet proficiency by the end of grade eight, and staff development planning.

The Student Proficiency Progress Report

4. At the initiative of the Middle School Principals Collaborative, a committee was formed to draft a proposed Proficiency Progress Report or report card for students. The purposes of the progress report would be 1) to keep parents and students informed of students' progress toward the proficiencies, and 2) to help staff focus and align the curriculum to ensure all students get the instruction and support they need to reach proficiency in mathematics, science and communication.

5. All K-8, middle schools, and MPS middle-grades alternative schools were invited to send representatives to the middle-grades proficiency report card committee. Eighty (80) people from 32 schools participated, including both teachers and principals. Five schools (two middle, two K-8, and one alternative school) did not send representatives. The committee also included a representative from the city-wide PTA, curriculum specialists, research and assessment staff, and Sr. Mary Diez of Alverno College, who co-chaired the committee.

6. The first draft of the report card was produced in early February 1998. Schools were asked to get feedback on the draft from parent groups and staff. It was also shared with city-wide parent groups. The first draft was lengthy and included "benchmarks," or grade-level expectations, for each proficiency. Based on the feedback received, the committee reduced the report card to a single legal-size page which gave feedback on the proficiencies themselves, but eliminated the benchmark skills.

7. The committee produced a second draft, refined from input from principals, in early March. Schools were asked to share this second draft with parents at the March parent-teacher conferences. Translated copies were included. The proficiency report shared with parents was filled out for a hypothetical student and included a cover letter as well as a survey on which parents could provide feedback. The cover letter indicated that the current recommendation being considered was that schools would use their current report card 4-6 times a year, and the proficiency progress report two times a year. (See attachment.)

8. In addition to the verbal feedback in the committee and principals' meetings, written responses to the first and second draft of the proficiency progress report were received from 176 parents, 123 students, 121 staff and 4 administrators. Drafts were also shared with representatives of the PTA, the Parent Communication Network, Exceptional Education Task Force, Crusade to Save our Children, the Parent Standards Project, and the YMCA's One on One Program. All middle school teachers were sent copies of the proficiency report, and it was shared with such groups as the middle school learning coordinators and mathematics-science resource teachers.

9. Ninety-eight (98) surveys were submitted by parents in response to the second (current) draft of the progress report. Of parents submitting surveys, 70% checked the box indicating agreement with the statement, "The Middle School Proficiency Progress Report will clearly tell me how my child is progressing toward proficiency." 11% of survey respondents indicated opposition to having the proficiency progress report at all. (The survey did not have boxes specifically to indicate approval or opposition to the idea of a proficiency progress report. It was taken as a given that parents and students would need some way of learning about students' progress toward proficiency.)

About half (47%) of the parents responding wrote comments or posed questions about the progress report (a category that overlaps with the 70% and 11% above). Key themes among the comments were:

- The great majority of comments on the draft proficiency progress report indicated the desire for more information. Many parents indicated they would like more information about the proficiencies themselves and what they can do as parents to help their children be successful. Five parents said they would like to see more space allocated to the "comment" section of the report card. Four parents asked whether the report would include information on other classes, such as the arts. Four parents indicated they would like to see progress toward component skills, grade-level expectations, or daily assignments (much like the benchmarks taken out of the earlier draft). Three parents indicated they would like to know more about effort and behavior.
- Among the 11 respondents who were opposed to the progress report, all voiced the view that they preferred the current grading system. Four respondents said the proficiency report was too much paperwork for teachers, and three said it was too long or complex. Three of the parents who indicated agreement with the proficiency progress report also indicated they would like to see grades continued so the proficiency progress report would not take the place of grades.
- Positive comments about the report expressed appreciation for the information about a student's current reading level and included the view that the report was clear, understandable, and a "good idea."

10. In order to get further feedback and experience with the draft progress report, as well as to provide information to parents and students, all schools have been asked to fill out the draft proficiency progress report for their sixth grade students and send them home at some point in April or May. An electronic screen has been developed for the mainframe that will allow schools to input and track the progress of individual students and groups of students.

Implementation and Timeline for Student Proficiency Progress Report

11. The progress report will be filled out and sent home for all sixth- and seventh-graders two times during the 1998-99 school year and thereafter. (As the class of 2000 moves up, the reports will also be issued in eighth grade.) Schools will continue to use their "regular" report card 4-6 times a year. Schools will use the Proficiency Progress Report once each semester, with the timing to be determined by the individual school. Each school will decide whether to use the Proficiency Progress Report as a substitute for the regular report card (using regular report cards four times per year) or as a supplement to the current reports at two points in the year.

Refinements to the Proficiencies

12. The Middle School Principals Collaborative initiated a process for refining the proficiencies. Middle schools, K-8 schools, and K-6 schools were included in the process. The group of principals and teachers a) made minor modifications in the proficiencies and assessments to ensure that the proficiencies could be more smoothly integrated into the daily curriculum and instruction; b) created a document that gives parents and staff a reader-friendly encapsulation of the proficiency requirements, how they are assessed, and when students have opportunities to meet the proficiencies. This helps to address some of the questions parents raised in responding to the draft proficiency progress report. (See attachment)

Procedures for Students Who Do Not Meet Proficiency by Grade 8

13. Administrative procedures for students who do not reach proficiency are being drafted with the involvement of K-8, middle and high school principals, teachers, Central Services staff, and others. Over the next two years, additional details will need to be worked out regarding such aspects of implementation as budget, facilities, accountability, staffing, appeal processes, legal issues and procedures for any student who does not meet proficiency after an additional year of intervention.

Staff Development

14. As part of a continuing process, a staff development committee comprising teachers, principals and assistant has gathered information from a larger group of teachers and principals as well as from providers of staff-development resources. The committee is developing a comprehensive plan for staff development for the proficiencies that weaves together a variety of approaches and opportunities for staff development:

- Orientation to the proficiencies, including what the proficiencies are, how they are assessed, what supports exist, how to introduce students to the proficiency requirements and suggested strategies for student success.
- District staff-development activities. District offerings will include staff development on the newly adopted middle school mathematics curriculum, grade-specific networks of teachers who will meet throughout the year to support the implementation of the mathematics curriculum, Target Teach alignment tools, and guidelines for compiling and assessing portfolios. They are intended for all teachers who work with students on the proficiencies.
- Mentoring supports. Teacher-to-teacher mentoring is an important staff-development tool. We are working to ensure that all the current mentoring programs work in a coordinated fashion with all other staff-development opportunities to support teachers in implementing the proficiencies. Mentoring supports include the MUSI Mathematics / Science Resource Teachers, the Milwaukee Teacher Education Center (MTEC), the MPS/MTEA new teacher mentors, the Milwaukee Multicultural Teacher Education Project mentors, and the Dorothy Danforth Compton coaches.
- School clusters and school-level staff development. Four middle schools joined into a staff-development cluster, in which they brought their sixth-grade teachers together several times during the year. They reported that this was a powerful approach to staff development that enabled teachers to share strategies (and frustrations) and also enabled the schools to bring to the teachers information the teachers said they needed. Other staff-development activities have been organized at the individual school level or among a small number of schools by the MUSI mathematics/science resource teachers and local school staff. Teachers are more likely to attend staff development that is organized at the school level, and it is more likely to be focused on their specific needs.
- Other networks and courses. A number of extraordinarily rich staff-development opportunities exist for teachers willing to commit the time to becoming better grounded in specific content areas. MUSI offers courses in mathematics and science through UWM. Other opportunities include the Sally Ride summer academy (mathematics and science); the NSF-sponsored Linked Learning project for algebraic thinking, jointly designed by staff from MPS and Marquette University; Alverno's Assessing Learning Project; and the AT&T project, Project Science, and others. Most of these involve teams of teachers in schools in a continuous cycle of learning together, applying what they learned, and coming together to share what happened in the classroom and learn more.

The committee has produced a draft comprehensive staff-development plan, which it is sharing with principals, teacher leaders, and curriculum specialists for refinement. It is expected that a final draft will be produced in May and will serve as a guide to teachers of the staff-development opportunities available to them.

Committee Recommendations

Your Committee recommends that:

1. The Board accept the report of the Middle School Principals Collaborative and the Administration on Proficiency 2000.

2. The Board authorize the Administration to make minor refinements to the middle school Proficiency Progress Report and direct the Administration to implement the progress report.

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(Item 6) Report on the Implementation of the Target Teach Educational Program

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

Background

At its regular meeting on April 29, 1998, the Board of School Directors requested an informational presentation on TargetTeach. The Administration made a presentation on the Evans Newton, Inc., TargetTeach Five-Step Program of Curriculum Alignment and Instructional Management to provide more in-depth information on the program.

Presentation Outline

The Administration addressed the following key points on the implementation of the program:

- Background on the district's need for services on alignment and instructional management
- Overview of alignment theory and steps to alignment
- MPS Reading Alignment Project: Core Assessments and Core Materials
- MPS Alignment Implementation Process for:
  - — Teachers
  - — Students
  - — Administrators
  - — Parents
- Program Costs and Evaluation
- Questions and Answers

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(Item 7) Follow-up Report to Resolution 9798R-027 by Director Todd Regarding the Music Curriculum and the High School of the Arts and Other Interested Schools

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

Background

At its regular meeting held on August 27, 1997, the Board amended the following Resolution 9798R-027 by Director Todd to request that the Administration bring back to the Board a music feasibility study in December 1997 at the Milwaukee High School of the Arts and other interested schools.

In November 1997, the timeline for the report to the Board was moved to May 1998.

WHEREAS, There has been public interest expressed in three types of music-oriented curricula: 1) Julliard, 2) Music as a Learning Enhancement, and 3) Music as a First Platform; and

WHEREAS, The Board's first goal is first choice within the Milwaukee Public Schools (MPS); and

WHEREAS, The Milwaukee High School of the Arts to date has a waiting list of nearly 50 students waiting to enter as ninth graders as their first choice and additional students who selected the school as their second or third choices; and

WHEREAS, Suburban school districts continue to express a strong interest in sending students to MPS specialty schools; now therefore, be it

RESOLVED That the Administration bring back to the Board a feasibility study in November 1997 to implement the three types of music curriculum at the Milwaukee High School of the Arts and other interested schools: 1) Julliard-type program, 2) Music as a Learning Enhancement, and 3) Music as a First Platform for implementation in the 1998-1999 school year.

Administration's Report

The Administration developed a program definition/description for each instructional model listed in the Board resolution. Guidelines for conducting a study at the local school level were developed and disseminated to schools. (See Attachment.) A survey of schools was conducted to determine the level of local school interest in each model. The survey garnered one response, from the Milwaukee High School of the Arts (MHSA). The Administration, in conjunction with staff from the Milwaukee High School of the Arts, developed a description of the ways that the MHSA program incorporates a combination of the three instructional models. (See Attachment.)

Overview of the Current Status of Music Education Curriculum

The music staff is currently reviewing and aligning the most recent MPS music curriculum to the State of Wisconsin's Music Education Standards. This includes reviewing the MPS "Share the Music" K-12 music curriculum guide, dated 1996. Music education staff will be inserviced on the revised curriculum.

The current status of music education curriculum in the Milwaukee Public Schools includes textbook study at each level. The following curriculum materials and activities are offered at the elementary, middle and high school levels:

Elementary

Most elementary schools use a textbook-series curriculum. The series contains standard music theory and appropriate music literature textbooks. Share the Music (MacMillan/ McGraw-Hill) is used in grades K-4, and The Music Book (Holt, Rinehart and Winston) is used mostly in grades 4-8.

Selected elementary schools are also participating in the ACE (Arts in Community Education) Program, which is sponsored by the Milwaukee Symphony Orchestra. The ACE program involves a curriculum that all teachers are involved with and is taught through music instruction. ACE enhances the regular curriculum, including reading, language and social studies, science and mathematics.

Some schools (e.g., Burdick and Elm) have received special recognition for outstanding music programs.

Middle School

Most general music classes at the middle school level also use the textbook series listed in the elementary section. The middle schools also supplement the curriculum with other popular songs, where appropriate, for general music students. Band, orchestra, and chorus are offered in most middle schools.

High School

Most high schools do not use standard textbooks. Instead, the ensembles are public-performance oriented, with teachers currently instructing students in the elements of music through the use of the performance literature. There is a text for the music appreciation courses.

Instrumental Music Lessons

K-12 students have the opportunity to study privately or in small groups through the services of the Traveling Music Teacher Program and through the MPS Saturday Instrumental Music Program. The Saturday Music Program is located at three sites throughout the city: Muir, Pulaski, and Steuben.

Approximately 3,690 students participate in the MPS choral and instrumental music programs. A summary breakdown is as follows:

Band	High School	600	Stage Band	80
	Middle School	800		
Orchestra	High School	300	Swing Choir	70
	Middle School	480		
Choir	High School	240	African Drumming	80
	Middle School	540	Drum Program	500

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(Item 8) Report Regarding the Development of a Comprehensive Reading, Writing, and Language Arts Curriculum; Reestablishment of Comprehensive Phonics Literacy Instruction, Standards and Measurement; and Automation of School Library Media Centers as Related to Reading and Language Arts (Follow up to Resolution 9899R-020 by Directors Small, Fisher, Hardin and Todd)

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

Background

At the February 10, 1998, meeting of the Innovation/School Reform Committee, Resolution 9798R-042, regarding phonics instruction, was held in committee. The Administration was asked to bring back an inventory of what is currently occurring in the district as it relates to phonics instruction. The Administration has attached a copy of the elementary scope and sequence for your information. The scope and sequence provides an overall view of the skills and strategies currently taught at the elementary level.

At its regular meeting held on February 25, 1998, the Board approved Resolution 9798R-063 by Directors Small, Fisher, Hardin, and Todd, regarding the development of a comprehensive reading language arts curriculum, and directed the Administration to report back and make recommendations according to the timeline.

At the March 4, 1998, agenda planning meeting, Director Todd requested information on the following questions as they relate to the comprehensive phonics resolution 9797R-042:

1. How will Dr. Nash be used in relation to this item?
2. What inservice will be provided to teachers?
3. What is the impact of new teacher certification requirements in regard to this item?
4. How will the new Exceptional Education law regarding phonics instruction affect this item?
5. How is/will technology be integrated into the reading program?

In addition, in response to a portion of Resolution 9798R-049 by Director Sinicki, Board members requested that the Administration include in this item the role media centers play in the development of a comprehensive reading, writing, and language arts curriculum.

Administration's Report

The Administration has addressed the issues listed above in one item in order to best show how they are connected.

The development of the high school language arts scope and sequence began in school year 1993-94, commencing with the high school level. This work was precipitated by high school English teachers' call for a clearly articulated curriculum. To date, most of the city-wide literature selections have been slotted into a grade level. Four workshops, entitled "Developing the High School Literature Scope and Sequence," have been conducted and attended by high school language arts teachers. Having been developmental for the last three years, the committee is ready to commence working on grade-level expectations in language arts at the high school level.

During the winter of 1998, the language arts and reading curriculum specialists held K-12 workshops to review and align the Wisconsin Model Academic Standards to the MPS academic standards. It was necessary to preserve some of the MPS standards as they related to multiculturalism.

Workshops consisting of middle and high school teachers for the purpose of aligning the middle school proficiencies with the state standards will be held in June and July 1998. A preliminary analysis of the State Model Academic Standards and the MPS middle school proficiencies indicates that the state standards are more encompassing than the middle school proficiencies. A scope and sequence for middle school reading/language arts curriculum will be developed during June and July. An elementary team is currently working to develop a comprehensive, integrated curriculum, including a scope and sequence and related assessments. A comprehensive curriculum, including scope and sequence and related assessments, will be presented to the Board at the October 1998 meeting.

The development of a teacher-friendly curriculum guide is a priority. The major components of a K-12 scope and sequence in reading and language arts will include the following:

- Grade-level expectations in reading and language arts for each grade. These will be predicated upon the adoption of the state standards and adaptation of some MPS standards.
- Instructional strategies which are grounded in the current research.
- Alignment of curriculum with the WSAS at grades 4, 8, and 10.
- Alignment of curriculum with the Wisconsin Reading Comprehension Test.
- Alignment of the writing curriculum with the MPS Writing Proficiencies.
- A major staff-development focus to be undertaken during the summer of 1998, through which ongoing and consistent staff training will be provided.
- A scope and sequence with related assessments.
- Practice assessments to be implemented district-wide. The practice assessments will be included in the newly developed curriculum materials.

Additional Information Requested at March 4, 1998 Meeting

1. Dr. Robert Nash is currently working with students and teachers at the following schools: Franklin, Twenty-seventh, Thirty-seventh, Vieau, and Wheatley.

2. Dr. Nash will also offer training for sixty teachers in teaching explicit phonics in two three-week courses which will be offered between June 22 and July 31, 1998.

3. This course, or other courses having a phonics component, will satisfy state law requiring such training, effective July 1, 1998. Initial applicants or those renewing elementary, middle-level English, and Reading Teacher #316 licenses must meet this requirement.

4. The Exceptional Education bill regarding phonics instruction did not complete the legislative process.

5. Technology is integrated into the reading program through several avenues. Computer-assisted instruction programs from national education companies, Jostens and Computer Curriculum Corporation, are used to support reading/language arts as well as other subject areas. Reading and writing skills are further addressed through the technology support in the newly adopted elementary reading programs.

In addition, Library Media Centers are used to provide a range of materials and resources for academic support as well as for enjoyment. Electronic databases allow students and teachers access to information beyond that found in books. Many schools now have Internet access, which is utilized to support teaching and learning in all content areas.

Timeline

The Language Arts Specialist and the Reading Specialist are proposing the following timeline:

- June – July 1998 — Conduct work sessions to develop a reading/language arts scope and sequence in grades K-12.
- August 1998 — Conduct staff-development inservices on newly developed scope and sequence materials.
- September 1998 – August 1999 — Continue staff-development training sessions.
- October 1998 — The Administration will submit a comprehensive reading, writing, language arts curriculum, including scope and sequence and related assessments, at the Board's October Innovation/School Reform Committee meeting.

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(Item 9) Report on the District's Plans to Implement the Amendments to the Individuals with Disabilities Education Act (IDEA)

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

Background

The full implementation of the majority of the 1997 Amendments to IDEA must be in place by July 1, 1998. In August 1997, December 1997, and March 1998, the Administration provided the Board with key information relative to the law and its implementation within the district. The following is an update of the implementation activities as of June 1, 1998.

Summary Of Actions

A. The following committees have been formed to address critical IDEA requirements:

- The IDEA Advisory Committee meets on a monthly basis to assist on the determination of the inservice and training direction to be taken by the district, as well as to provide input regarding the overall implementation strategies.
- The Discipline Committee has drafted proposed discipline guidelines, which MTEA, Task Force, and City Attorney are now reviewing.
- A committee has been meeting to address the issues of state-wide and city-wide assessments and modifications, proficiencies, and graduation requirements. MPS has several representatives on a state-wide committee to address the same issues.
- Several representatives from MPS are participating on state-wide committees to make recommendations relative to criteria changes for areas of disability and state-recommended minimum and maximum caseloads.
- Division staff are currently meeting and revising current policies and procedures relative to the referral, identification, IEP team, placement, and programming practices. Resource materials for all staff are being reviewed and modified. Resource materials will be ready for distribution by Fall 1998.

B. School community training sessions have been held in every school in the district (except for three sites that have scheduled training dates in August). School communities have had an opportunity to learn about the overall changes and their implications for the district and their schools. Feedback from school staff members is being included in the district-wide implementation procedures.

C. School-based IDEA resource team training sessions will begin in August 1998. Each school will solicit a group of volunteers to compose a 5- or 6-person school-based IDEA resource team. The team members will be trained and will serve as liaisons and resource to their building staff during the full implementation of IDEA. The team membership should include an LEA (administrator) and a parent. Additional members might include an exceptional education teacher, a regular education teacher, support services staff member, or an educational assistant. The exceptional education supervisor and the diagnostic teacher will automatically be a part of each school's resource team.

School-based IDEA resource teams will complete training activities throughout the 1998-99 school year. The training sessions will provide in- depth training to enable individuals to be a resource to teachers and parents. There will be a focus on pertinent issues in special education, best practices, MPS procedures, and policy reviews. The teams will have ongoing opportunities to examine working drafts of resource material being developed for the district.

D. The Director of Special Services has identified a Special Education Administrator, Special Education Supervisor, and a group of diagnostic / program support staff who will ensure that the appropriate IDEA inservice activities and training programs are offered to all school staff and community members throughout the 1998-99 school year. Training will include hands-on activities relative to new procedures, as well as activities designed to increase the skills of all staff in the areas of best practices and curriculum. In addition, parents and other school community members will have a number of valuable training opportunities throughout the year.

E. The Division of Special Services is working closely with other departments, divisions, and school administrators to implement appropriate programming opportunities for students which feature specially designed services being offered in the least restrictive environment for each student. The division is moving to implement the practice so that students who require resource-level service (mild) will generally not have to be moved from their originating schools.

The Administration will continue to submit to the Board periodic informational reports and recommendations regarding development of new policies and procedures.

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(Item 10) Progress Report on Summer School

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

Administration's Report

At its March 25, 1998, regular meeting, the Board asked the Administration to provide the following information regarding the 1998 Summer School Program:

- Hiring of Teachers
- Profile of Students Enrolling in Summer School (Measurable Inputs)
- Measurable Outcomes

Hiring of Teachers

The hiring of teachers for Summer School 1998 is proceeding according to agreements negotiated with the MTEA. Teachers hired for Summer School are licensed and have taught in their specific areas in the past three years. In addition, the Administration negotiated with the MTEA in situations where the hiring practice under Part VI of the teacher's contract should not be used. Notices of the first round of hiring for certificated personnel were mailed to staff on May 22, 1998. Adjustments to the number of staff hired will be made after considering student enrollment and the available budget.

Profile of Students Enrolling in Summer School

The enrollment criteria for summer school vary according to the program offered. The eighteen (18) sites using Title 1 funds have more than 50% of their student bodies from homes at the federal level of poverty.

The criteria for enrollment in the elementary program were broadened to include students reading six months below grade level. Grade-6 students recommended for summer school are students who appear to be at risk of failing the proficiencies. Grade-7 and grade-8 students enrolling in summer school have failed and must attend to be promoted to the next grade in fall. Grade-8 graduates can attend summer school at the high school level to take Algebra Readiness and an English/Study skills class. High School students enrolled in summer school are attending to make up high school credit or to repeat courses they failed.

The deadline for registering for Summer School was extended to May 22, 1998. As of June 3, 1998, the number of students registered for summer school is as follows:

Elementary Program.....	8666
Middle School (Grade 6).....	1091
Middle School (Grades 7 & 8)	1483
High School.....	3076
Local School Programs	2054
GRAND TOTAL	16,370

Measurable Outcomes

The Curriculum Specialists from all areas offering summer classes have developed goals and measurable outcomes for classes offered in Summer 1998. The Board will receive a report indicating student performance as a result of participation in summer school.

Elementary Reading (Grades 1-6)

Descriptor: The reading/language arts component will provide opportunities for students to increase their word knowledge, skills, strategies and writing through the use of specifically selected trade books appropriate for students grades one through grade six. Intermediate students (grades 4-6) will learn group skills for the purpose of providing structure for discussions about literature.

Goal: Increase student achievement in word recognition, reading comprehension, and language arts through interactive reading for information and pleasure.

Outcomes:

- Increase the opportunities for students to be engaged in reading and writing and enable them to move to higher levels of thinking, questioning, and responding.
- Students in grades one through three will demonstrate increased word recognition using the Dolch Word List.
- Based upon a rubric, students in grades one through six will demonstrate an increase in comprehension through their ability to identify the story elements of narrative text.

Evaluation: Pre- and post-tests will be administered. In Grades 1-3, word recognition will be measured using the Dolch Word List. Comprehension assessment in Grades 1-3 will use story mapping of a narrative selection. In grades 4-6, the comprehension assessment requires a written summary of a narrative selection.

Elementary Integrated Mathematics And Science (Grades 1-5)

Descriptor: The integrated mathematics and science program is a hands-on program with a language arts emphasis created for grades 1-5.

Goal: Provide a complete range of mathematics and science skills, content, and processes that begin to develop the abilities necessary to meet middle school proficiencies.

Outcomes:
- Develop scientific and mathematics thinking
- Have opportunities to record scientific observations in a variety of meaningful ways (e.g., graphs, measurement, geometric relationships, tables, experience stories, drawings)
- Explore materials first-hand in open-ended investigations
- Describe observations and discoveries to others
- Use mathematics applications in science

Evaluation: Pre- and post-tests, embedded assessments, and ongoing mini-science and math projects will measure mathematics and science outcomes.

Mathematics Program (Grades 6-8)

Descriptor: The Middle School Math program will focus on Proficiency 2000.

Goal: Provide a complete range of mathematics experiences that lead sixth-graders to proficiencies, develop mathematics strategies for problem solving and critical thinking for grade-7 students, and increase algebra readiness abilities for grade-8 students.

Outcomes:
- Strengthen skills in mathematics for grade-six students in order that they be successful in meeting the middle school mathematics proficiencies.
- Emphasize problem-solving and critical thinking abilities for seventh-graders.
- Develop pre-algebra concepts and skills necessary for success in ninth-grade algebra.

Evaluation: Pre- and post-tests, weekly assessments, and daily journals will measure student progress.

Science Program (Grades 6-8)

Descriptor: A hands-on program has been developed with selected middle-level science modules that present the middle school scope and sequence.

Goal: Incorporate the elements, abilities and science skills the student must attain to meet the 8th-grade proficiencies.

Outcomes:
- Create a project demonstrating the use of the scientific method and other problem-solving strategies
- Use the metric system and standard measuring units and devices to make observations
- Use standard laboratory equipment and apply appropriate math skills to scientific investigations

Evaluation: Pre- and post-tests and embedded assessments will be administered. Students will conduct ongoing mini-projects.

High School Courses

Descriptor: Various courses are offered to meet graduation requirements. Students are enrolled in classes they have failed or if they are behind their age peers in earned credits.

Evaluation: Students will meet course expectations as reflected in teacher-developed tests. The number of students enrolled in the courses will be compared with the number of students successfully completing the courses. Students enrolled in the proficiency courses will be compared with their performances on the proficiency tests given in summer.

English as a Second Language (ESL) — (Grades 1-12)

Descriptor: The ESL summer program will provide opportunities for students at the beginning through intermediate levels of English to increase their English proficiency in all skill areas (understanding, speaking, reading, and writing). The ESL summer program will integrate to the extent possible, especially at the intermediate levels, language and content instruction.

Goal: Provide reading/language arts instruction to ESL students in Limited English Proficient (LEP) levels 1-3 that will result in greater proficiency in English-based reading and writing assessments.

Outcomes:
- Improve student performance in all areas of assessment (reading and writing)
- Successfully complete summer course work at their levels as demonstrated by a portfolio of their work and a passing grade.

Evaluation: Pre- and post-tests will be administered.

Bilingual Program

Descriptor: The Bilingual Program considers the students' linguistic and cultural needs and gives them the opportunity to increase their achievement and better prepare them to function in our society.

Goal: The Bilingual Program will follow the same goals and objectives as the regular Summer School program.

Outcomes:
- Improve student performance in all areas of assessment
- Successfully complete summer course work at their levels as demonstrated by a portfolio of their work and a passing grade.

Evaluation: Assessment will be provided to limited English-proficient (LEP) students in Spanish. At the secondary level, students will be assessed in Reading/Language arts with portfolios of their work and a passing grade. Non-LEP students will follow the same guidelines for evaluation as monolingual students.

Special Services Programs

Descriptor: Students with exceptional education needs may enroll in the general education summer school program or in extended-school-year (ESY) services as mandated by the Individualized Education Plan (IEP).

Goal: The Special Services Programs will follow the same goals and objectives as the regular Summer School program. In addition, students with IEP-mandated ESY services will have instruction in the areas outlined in the IEP.

Outcomes:
- Improve student performance in all areas of assessment
- Successfully complete summer course work at their levels as demonstrated by portfolios of their work and a passing grade.

Summer Recreation Wrap-Around Program: Program Outcomes

I. Assist Summer School personnel in reducing the overall dropout rate of elementary students

- Provide parents with a safe setting, caring adults, and structured activities for their children during wrap-around program hours
- Provide a wide variety of recreation activities for children to choose from on a daily basis that are flexible to the needs of children, provide a sense of belonging, and directly engage children
- Provide a full-day wrap-around program with early drop-off (7 AM-8:15 AM) and late pick-up hours (4-6 PM) to support the child care needs of working parents
- Contact parents on a daily basis regarding student absences and encourage regular attendance

II. Support Summer School efforts and the Governor's Challenge to MPS to have all elementary children performing at or above grade level in reading

- Teach children to access and use public libraries
- Assist children in the process of obtaining a library card
- Enroll each child in the Milwaukee Public Library Summer Library Club
- Provide supplemental reading materials
- Provide designated reading time on a daily basis
- Encourage children to read at home with parents and siblings

III. Supplement the Milwaukee Public Schools goal of having all students performing at high levels

- Reinforce math skills through innovative, practical. and fun math applications
- Provide hands-on science experiences through field trips to nature centers and county parks

IV. Enrich the lives of children in this community through a variety of recreational activities

- Provide children with an introductory water safety program
- Provide specialized instruction in music, art, dance, and drama
- Provide opportunities to participate and receive instruction in various sports and games
- Provide children with opportunities to attend community outings

* * * * *

Separate consideration having been requested of Items 1 and 3, on the motion of Director Small the balance of the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

Vice President Braun in the chair.

With respect to Item 1, a resolution on parent coordinator funding, Director Gardner moved to place the report on file.

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

Ayes—Directors Gardner, O'Neil and Thompson—3.

Noes—Directors Hardin, Sinicki, Small, Todd and President pro Tem Braun—5.

Temporarily absent—President Fisher—1.

Director Thompson moved to refer the report back to Committee.

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

Ayes—Directors Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President pro Tem Braun—7.

Noes—Director Gardner—1.

Temporarily absent—President Fisher—1.

President Fisher in the Chair.

With respect to Item 3, a resolution on establishment of charter schools as instrumentalities of the Board, Director Thompson moved to adopt the resolution.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, O'Neil, Sinicki, Thompson and President Fisher—6.

Noes—Directors Hardin, Small and Todd—3.

COMMITTEE ON ACCOUNTABILITY/AUDIT

Director Todd presented the following report for the Committee on Accountability/Audit:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Accountability/Audit presents the following report:

(Item 1) Receipt of and Possible Action on the Summary of Partnership School Financial/Compliance Reviews

Background

1. Annually, the Office of Board Governance—Audit Services conducts audits of the alternative partnership schools. The objectives of the partnership school audits are to determine whether the partnership schools (1) used resources provided by MPS in an appropriate manner to operate the school's alternative education program, (2) accurately reported alternative education contract expenditures to MPS, and (3) complied with alternative education policies and contract provisions. To achieve the objectives of the audit, financial and compliance reviews were performed for seven partnership schools.

2. Individual audit reports have been completed for each partnership school reviewed. These reports

present audit findings and recommendations, as well as partnership school responses to audit recommendations. Individual partnership school financial and compliance audit reports are available upon request.

3. A summary report of the results of the individual partnership school financial and compliance reports 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 partnership school reviewed.

4. The summary report and each school's individual financial and compliance review report have been provided to the Superintendent and the Division of Small Community Schools.

Recommendations

Your Committee recommends that:

1. The Board receive the summary report of the partnership school financial and compliance reviews.

2. The Board direct the Division of Small Community Schools to work with the partnership schools to resolve the exceptions reported in the partnership school financial and compliance reports and to prepare and submit a report to the Office of Board Governance by October 1998, to report how the exceptions were resolved.

* * * * *

(Item 2) Action on Recommendations from the School-Based Governance Financial Standards Committee

Background

At its regular monthly meeting on June 18, 1997, the Board approved a resolution introduced by Director Thompson to establish a School-Based Governance Financial Standards Committee ("the Committee"). The Committee's goal is "to recommend to the MPS Board such policies, standards, and procedures relating to school-based governance budgeting, expenditures, reporting, accounting, and auditing as the Committee deems necessary and appropriate to place school-based governance financial decision making and oversight on a footing of irreproachable integrity."

At its November 25, 1997, meeting, the Board approved the Superintendent's selection of five financial experts to the School-Based Governance Financial Standards Committee. The full Committee comprises the following persons:

- Dr. Alan Brown, Superintendent, Milwaukee Public Schools
- Mr. W. Martin Morics, Comptroller, City of Milwaukee
- Mr. Richard Brown, Partner, KPMG, and Board President of the Mequon School District
- Mr. Ken Kinney, Project Manager, Parsons, Brinckerhoff
- Mr. Vincent Lyles, Esquire, Vice President, Robert W. Baird Investment Bankers
- Mr. Mark Mader, Legislative Assistant, Waukesha County Board
- Mr. Timothy Somers, Vice President, Firstar Bank, and Board Member of the Whitefish Bay School District

Administration's Analysis

1. The charge of the School-Based Governance Financial Standards Committee was "to recommend to the MPS Board such policies, standards, and procedures relating to school-based governance budgeting, expenditures, reporting, accounting, and auditing as the Committee deems necessary and appropriate to place school-based governance financial decision making and oversight on a footing of irreproachable integrity." The Committee believes its recommended financial policies and standards will allow school

management teams to achieve the Milwaukee Public Schools' educational goals while encouraging acceptable financial practices and results.

2. The Committee met five times during the first quarter of calendar year 1998. During these meetings, the Committee queried administrative personnel as well as principals from all school levels regarding the need for financial standards.

3. The Committee made the following assumptions in conducting its review and in developing its recommendations:

- Site-based management will continue to be a critical element of the Milwaukee Public Schools' strategy to improve educational performance throughout the system.
- Effective site-based management requires that school administrators be given maximum flexibility in resource allocation and spending decisions in order to encourage innovative educational strategies.
- Financial systems should be designed in ways that produce the desired results with minimum demands on the time of principals and other educational staff.

4. Using the information gathered from MPS personnel, as well as their own financial expertise, the members of the Committee developed for consideration the following financial policies. (Although these policies support the financial standards being recommended by the Committee, adoption of the financial standards is not dependent upon the Board's taking action on these financial policies.)

- In keeping with the philosophy of site-based management, principals and school management teams should be given maximum flexibility in making and implementing budgetary decisions. This includes decisions about the purposes and amounts of expenditures, as well as suppliers of goods and services.
- Consequently, the number of rules should be kept to a minimum. The standards listed below are consistent with this "minimalist" approach.
- Principals should be held accountable for adhering to the financial policies of Milwaukee Public Schools. Their annual performance reviews should contain a financial element that is real, i.e., rewards and penalties should be a result of thr principal's financial performance.
- Milwaukee Public Schools should establish a formal financial training program for all principals and designated financial staff.
- Milwaukee Public Schools should establish a formal audit policy. During a principal's first two years of tenure, there should be routine semi-annual audits. One-third of all other schools should be chosen randomly for audits based on appropriate risk assessment. The audits should be seen as part of an overall financial training program, and principals should participate in the audit process. Audits should be "reasonable," designed to ensure that principals and management teams are reaching reasonable financial goals and standards, not to ensure that they reach standards of perfection. "Materiality," rather than "zero tolerance," should be the basis for conducting these audits.

Strategic Plan Compatibility Statement

5. The proposed school-based governance financial standards policy is compatible with the Board goal of Equity, to provide equitable distribution of financial resources across schools.

Statute, MPS Policy, or Board Rule Implication Statement

6. The above school-based governance financial standards adhere to:

Board Rules	1.19	Conflicts of Interest
	3.01	Gifts and Gratuities, and Conflict of Interest
Board Governance Policies	4.07	Asset Protection
	4.08	Lease Agreements

Administrative Policies	.....3.08	Student Activities Funds Management
	.....3.09	Purchasing and Bidding Requirements
	.....6.04	Employee Code of Ethics
	.....6.05	Code of Ethics: Employee Notification
	.....6.06	Gifts and Solicitations: Staff
	.....7.22	School Fund Raising Activities
	.....8.40	Student Gifts and Solicitations
	.....9.06	Gifts to the Schools
	.....9.07	Public Solicitations in the Schools
Administrative Procedures	.....3.06(1)	Payroll
	..... 3.08	Student Activities Funds Management
	.....5.01(3)	Rentals and Services (Leases)

Code of Ethics: Employee Notification

School Fund-Raising Activities

Fiscal Impact Statement

7. Adopting the recommended school-based governance financial standards will result in additional costs, including the cost of incorporating the financial standards into the Board policy book and the cost of providing in-services to principals in order to inform them of the new standards. These costs are expected to be absorbed within the current FY98 budget and the adopted FY99 budget.

Implementation and Assessment Plan

8. The recommended standards would be implemented in FY99. Assessment would be part of the principals' annual performance reviews.

Committee Recommendations

Your Committee recommends that:

1. The Board affirm the principles outlined in paragraph 4 above, with the last bullet revised to read as follows:

- Milwaukee Public Schools should establish a formal audit policy. During a principal's first two years of tenure, there should be routine semi-annual audits or financial reviews. One-third of all other schools should be chosen randomly for audits or financial reviews based on appropriate risk assessment. The audits and reviews should be seen as part of an overall financial training program, and principals should participate in the audit or review process. Audits and reviews should be "reasonable," designed to ensure that principals and management teams are reaching reasonable financial goals and standards, not to ensure that they reach standards of perfection. "Materiality," rather than "zero tolerance," should be the basis for conducting these audits and reviews.

2. The Board adopt the following school-based governance financial standards policy:

School-Based Governance Financial Standards

Separation of Duties

Separation of duties is important in limiting an employee's opportunity to misuse school funds or to misappropriate school assets.

The area of highest risk at a school is cash management. Ideally, different employees should be assigned to counting, depositing, recording, and reconciling cash. When this is not possible, at a minimum

no employee should be allowed to perform any two consecutive functions. For example, an employee may both count and record cash, but not count and deposit cash; or an employee may deposit and reconcile cash, but not record and reconcile cash.

In addition, the employee charged with receiving fixed assets at a school should not also record fixed assets into the F.A.T.E. System. Principals should sign their fixed asset reports at year-end and send it to the Department of Finance.

If possible, duties should be rotated every one to two years, more often if misconduct is suspected.

Conflicts of Interest

Principals should avoid conflicts of interest, e.g., hiring a friend or family member to work for the school. If a principals is in doubt whether hiring someone constitutes a conflict of interest, he or she should contact the Department of Human Resources prior to hiring the person.

A conflict of interest may also occur if a principal accepts a gift from a vendor, potential vendor, or student. Board and administrative policies should be consulted before a gift is accepted.

Budget Management

School budgets should be managed and controlled to maximize benefits allowed under the financial standards. Principals are responsible for using appropriate account codes; establishing and authorizing purchasing procedures; retaining adequate funding levels throughout the fiscal year; and aligning budget preparation with the school's educational plan.

Contracts

All professional service contracts must be reported to the Department of Finance. Principals should consider conflict-of-interest issues when they are contracting for professional services. Principals should also be aware of market rates of pay before they agree to a professional service compensation plan. All consultant contracts must be paid by Central Services to meet Internal Revenue Service reporting requirements. Employees should not be paid on a professional service contract.

Capital Cash

Capital cash should be used for small expenditures that are to be reimbursed by Central Services and charged to a school's budget. Principals should submit a payment request when accumulated expenditures reach approximately $2,000, or at least monthly. Capital cash should not be used for travel, out-of-town seminars, consultants, or large equipment purchases.

Student Activity Fund Records

Financial records must be updated on a monthly basis, with completion by the 15th of the following month. This includes posting of receipts, disbursements, electronic funds transfers, and general journal entries to the S.A.F.E. system, and producing and reviewing reports.

Bank Statement Reconciliation

Bank statements should be reconciled with the school's cash account each month. If reconciliations are not current, principals will not know the amount of cash available for expenditures and will not be able to detect when funds are being misused. Principals should review bank reconciliations regularly.

Blank Checks/Signature Stamps

Principals should not sign blank checks. Principals should also not "sign" checks with a signature stamp. Check stocks should be safeguarded to protect against unauthorized use.

Payroll Authorization

Principals should authorize their payrolls each pay period. Principals should "password protect" the authorization function and should not reveal their authorization password to secretaries or other employees,

except in an emergency. Also, principals should review their payroll distribution reports each pay period to verify (1) personnel being paid are school employees, (2) personnel are being paid only for hours worked, and (3) personnel are being paid at the correct rate.

Fixed Asset Tracking

Fixed assets should be recorded in the F.A.T.E. System as soon as possible after they are received. All fixed assets should be tagged and secured. Periodically during the school year, random audits should be made to determine if assets are being properly used.

* * * * *

Separate consideration having been requested of Item 1, on the motion of Director Small the balance of the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

With respect to Item 1, partnership school financial/compliance reviews, Director Thompson moved to adopt the Committee report.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher—8.

Noes—Director Todd—1.

Director Braun moved to suspend Board Rule 1.08 (2) to permit consideration of the Report of the Strategic Planning and Budget committee, formulated less then 48 hours prior to the Board meeting.

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

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Directors Sinicki and Thompson presented the following report for the Committee on Strategic Planning and Budget:

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Report and Discussion on the Impact of the State Supreme Court Decision on School Choice

Your Committee reports having received a verbal report from the Administration on the impact on MPS of the State Supreme Court decision on school choice. Your Committee has requested that the Administration follow up with a written report at a future meeting.

* * * * *

(Item 2) Report and Possible Action on the Milwaukee Public Schools Strategic Plan, 1998-2003, and Proposed Central Services Organization Structure to Achieve the Goals of the Plan

Your Committee reports the following item to the Board, with dates for future consideration and public hearing, if necessary, to be determined by the Board.

Administration's report

1. In October 1997, the Superintendent informed the Board that he would be developing a five-year strategic plan for the district.

2. At the October 22, 1997, meeting of the Strategic Planning and Budget Committee, the Superintendent provided the Board with a draft outline of the process to be used to conduct strategic planning sessions in the eight Board districts and one city-wide. Committee members provided input on the draft process.

3. During the months of December 1997 and January, February, and March 1998, a series of nine strategic planning sessions was held to assist in the development of the plan. Invitation lists were developed by each Board member with assistance from the Administration. Invited participants included students, parents, principals, assistant principals, teachers, and other community and business leaders. To ensure that students and parents could share their ideas openly, one strategic planning session included only students and parents.

4. Using a positive goal-setting process, participants were asked to share their ideas about the priorities the district should set and about ways in which the district and the community could work together to improve the education of all of our children.

5. Once all sessions were completed, it was necessary to focus our energies on specific targets from the Board, the Administration, the Governor, and the customers we serve — namely, students, parents, and the community. The specific target areas included:

- Student Achievement
- Accountability and High Standards
- Parental/Community Involvement
- Attendance Improvement
- Graduation Rate Increases
- Dropout Prevention/Reduction
- Early Childhood Education
- Access to Schools of First Choice

6. Suggestions gleaned from the strategic planning sessions were then analyzed, duplicates were eliminated, and the remaining items were grouped into the strategic target areas listed above. A draft report was developed.

7. On May 4, 1998, the draft report was sent to all Board members and all participants of the nine strategic planning sessions. Participants were asked to prioritize their suggestions and indicate the top ten strategic plan ideas they felt were most important in helping to achieve our primary goal of high student achievement.

8. After receiving this final input from students, parents, principals, assistant principals, teachers, and other community and business leaders, a draft Executive Summary of the Milwaukee Public Schools Strategic Plan, 1998-2003 was developed. Participants in the nine strategic planning sessions were notified that this item would come before the Board’s Finance/Personnel Committee at its June 16, 1998, meeting, where public testimony could be given. The item is also scheduled for the Board’s Strategic Planning and

Budget Committee meeting on June 22, 1998. An updated version of the Executive Summary of the Milwaukee Public Schools Strategic Plan, 1998-2003, is attached.

9. The draft strategic plan identifies five goals in the following areas:

- Student Achievement
- Attendance/Dropout
- First Choice
- High Standards and Accountability
- Parent/Community Involvement

Objectives and strategies are identified for each of the goals, along with statements of evidence. The attached draft contains the following revisions:

- Measurable outcomes which will assist MPS stakeholders in determining our success in achieving the goals.
- A component that outlines how individuals and schools will be held accountable.
- Revisions to the goal on first choice.

  These revisions have been underlined.

10. The Board of School Directors directed the Administration to develop a redesign of Central Services. The 1998-1999 Proposed Central Services Organizational Structure is aligned with the Milwaukee Public Schools Strategic Plan 1998-2003. It supports Milwaukee Public Schools' vision, mission, core beliefs, and strategic plan, including goals, objectives, strategies, and evidence. This document is also attached. The Superintendent will make a presentation on both the strategic plan and the organizational structure at the June 22, 1998, meeting of the Strategic Planning and Budget Committee.

11. The Administration and the Board will schedule a worksession in July to discuss the strategic plan and the organizational structure.

12. It is anticipated that the strategic plan and the organizational structure document will come before the Board at the July 29, 1998, meeting for approval.

* * * * *

(Item 3) Action on Resolution 9899R-011 by Director Thompson to Develop a Planning Process to Determine Future Technical Education Program and Facility Needs in MPS

Background

At its organizational meeting on May 4, 1998, the Board of School Directors referred the following resolution to the Strategic Planning and Budget Committee for further consideration:

WHEREAS, Milwaukee Technical High School has had a long and valued history of preparing students for the trades and technical careers; and

WHEREAS, The present Milwaukee Tech building suffers from obsolescence and years of neglect; and

WHEREAS, Effective facilities planning must proceed from effective educational program planning; now therefore, be it

RESOLVED, That the Administration develop a planning process that will include the following steps, in order of sequence:

1. Identify the technical and trade needs of the Milwaukee community looking towards the next twenty years, from the points of view of both the student and the job market; and then

2. Identify the programs and the characteristics of these programs that Milwaukee Tech should have to serve these needs, including changes in present programs, labor contract

changes, sharing of responsibilities with other organizations such as MATC, etc.; and finally

3. Identify the facilities needs, develop specific architectural plans for the present site, and identify capital funding sources, including the issuing of bonds by the City of Milwaukee and/or MATC; and be it

FURTHER RESOLVED, That the Administration encourage in this process the participation of the staff, parents, students, and alumni of Tech; business and labor interests; and any others who are interested in the future of technical and trade education and who support the planning process outlined above.

Administration's Preliminary Analysis

Overview of Current Trade and Technical Programs

Listed below are some of the current trade and technical education programs that make up a comprehensive offering 9-12 at Milwaukee Trade and Technical High School:

Automotive	Commercial Art	Graphic Arts
Building Construction	Electricity	Metals Manufacturing
Cabinet Making	Engineering	Plumbing

1. What steps need to be taken to proceed with the resolution?

   A. Administration will obtain the latest labor market needs information from community and labor resources.

      - Meet with the current Milwaukee Tech Ad Hoc Committee, consisting of teachers, parents, community, and labor representatives, to develop a proposed program for Milwaukee Tech.
      - Conduct meetings to continue the planning process, determine leadership responsibilities, and generate a plan of action and timeline.

   B. Identify the technical and trade needs of the Milwaukee community looking towards the next twenty years, from the points of view of both the student and the job market.

      - Identify current and future labor market needs in Metropolitan Milwaukee and the state related to trade and technical education.
      - Report results to the Superintendent and Milwaukee Tech Ad Hoc Committee.

   C. Identify the programs and the characteristics of these programs that Milwaukee Tech should have to serve these needs, including changes in present programs and labor contracts.

      - Administration identifies existing program offerings in trade and technical education.
      - Reviews programs and compares results with labor market needs
      - Makes recommendations to the Superintendent on programs to be offered, changes to be made in current offerings, and strategies to be used in sharing responsibilities with other institutions.

   D. Identify the facility needs.

      - Meet with appropriate staff in Department of Facilities and Maintenance as needed to discuss and identify facility and maintenance issues/needs.
      - Identify capital funding sources. Meet with the Department of Finance to discuss other funding issues.

2. What are the suggested timelines for implementation of the resolution?

   July

   Collect information on labor-market needs, using community resources such as MMAC, MATC, UWM, labor organizations, State of Wisconsin, and Manpower Inc.

   Design program based on needs and input from parents, teachers, community, and businesses.

   Generate plan of action and timeline.

   Identify and make recommendations on program offerings and changes to the Superintendent.

   Superintendent reviews recommendations and begins identifying facility needs and fiscal implications.

   Develop a budget based on facility and program needs.

   August 1998

   Superintendent submits proposed program for Milwaukee Tech to the Board.

3. What are the implications if the resolution is adopted?

   MPS and MATC have been involved in Tech Prep efforts. Tech Prep is a component of Wisconsin School-to-Work legislation, which includes four major elements:

   - Integrated instruction for students
   - A coherent sequence of courses for students
   - Upward mobility for students through formal articulation with post-secondary institutions
   - Cooperation with business and industry

   Students can participate with the technical college in their junior and senior years and receive both high school and technical credit in specific courses.

   Adopting this resolution may result in using a modified tech prep model to identify and deliver programs that will serve the needs of the community and Milwaukee Trade and Technical High School.

   A. Policy Questions:

      Issues regarding MPS's capacity to offer a full range of programs 9-12 would have to be reviewed.

   B. City Attorney's Opinion:

      No City Attorney's opinion is needed at this time.

   C. Cost:

      The Administration will conduct a thorough fiscal analysis of all the options presented in order to move forward with this resolution.

      The Administration is currently developing architectural plans, to be submitted by late summer, for estimated $15 million basic facility renovations. Additional improvements could be made if more funding sources are identified.

   D. Assessment Plan:

      Expansion of trade and technical programs may result in improved measurable outcomes such as:

Increased graduation rates

Improved attendance and retention

Increased employment in identified business areas

Increased attendance at post-secondary institutions

Increased numbers in apprenticeships

Committee Recommendation

Your Committee recommends that the Board adopt the resolution and direct the Administration to develop recommendations with respect to trade and technical education programs and offerings at Milwaukee Trade and Technical High School.

* * * * *

(Item 4) Action on Resolution 9899R-003 by Director Todd to Disband the School Budget Committee and the Expanded School Budget Committee

Background

At its meeting on May 4, 1998, the Board referred the following resolution by Director Todd to the Strategic Planning and Budget Committee:

WHEREAS, The School Budget committee was created in the early 1990s by the superintendent as an advisory committee made up of Milwaukee Public Schools principals to provide them an active role in the decision-making processes regarding their school budgets; and

WHEREAS, The School Budget Committee expanded last summer to include parents, teachers, and MPS Central Service administrators, specifically to "radically redesign" Central Services and to develop a weighted formula as approved by the Board during the FY97-98 budget process; and

WHEREAS, The Expanded School Budget Committee worked many hours and did develop the weighted school formula; and

WHEREAS, Principals need more time managing their school-based resources and serving parents and children on-site at their schools; and

WHEREAS, The Superintendent has resumed the responsibility for the redesign of Central Services; now, therefore, be it

RESOLVED, That the Board, through the Superintendent, send its thanks to the committee for its efforts and direct the Superintendent to permanently disband the School Budget Committee and the Expanded School Budget Committee, effective immediately; and be it

FURTHER RESOLVED, That the Board thank the members of the School Budget Committee for their many long extended hours of service to MPS children.

Administration’s Report

1. At its meeting on March 24, 1998, the Board voted that the School Budget Committee and the Expanded School Budget Committee be thanked for their productive and useful work on the weighted school budget formulas and that they be informed that their work for the 1998-99 MPS budget is now complete. The motion was passed 7-1.

2. The Administration will continue to seek all stakeholders’ input on matters of importance.

3. Based on the action of the Board on March 25, 1998, no further action appears necessary regarding the School Budget Committee and the Expanded School Budget Committees.

Committee Recommendation

Your Committee recommends that the Board adopt the resolution.

* * * * *

(Item 5) Report on Health Services in the Milwaukee Public Schools

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

Administration's Report

1. The Milwaukee Public Schools — Elementary Schools Health Services Initiative was initiated during the 1997-1998 school year. Two articles are attached which describe the services provided to schools by St. Mary's Hospital and Aurora HealthCare.

2. The sponsoring Health Systems are:

- Aurora HealthCare
- Children's Health System
- Covenant Healthcare System
- Horizon Healthcare, Inc.
- Medical College of Wisconsin/Children's Hospital of Wisconsin
- University of Wisconsin-Milwaukee School of Nursing

3. The Elementary Schools involved are:

	Aurora HealthCare Systems	**Children's Health System**	**Covenant Health-care System**	**Horizon Health care Inc.**	**MCW / CHW**
Zip Code(s)	**05**	**06**	**09**	**12**	**33**
	Lloyd St.	Auer Ave. Franklin Green Bay Keefe LaFollette Lee Twenty-first Wheatley Hopkins	Silver Spring Philipp	MLKing Jr. Garfield Fratney Holmes Gaenslen Palmer Pierce—UWM Mier	MacDowell
Zip Code(s)	**04, 08, 15**	**05**			**04, 08, 15**
	Allen-Field Neeskara Lincoln Ave.	Clarke Urban-Waldorf Starms EC Starms Disc			Twenty-seventh Hi-Mount
# Students	**2.624**	**7,396**	**806**	**4,216**	**1,884**
Total Students = 16,926					

4. Other partners in this Health Services Initiative are:

- City of Milwaukee Health Department
- State of Wisconsin Department of Health and Family Services
- Greater Milwaukee Education Trust

- PrimeCare Health Plan, Inc.; Compare Health Services; Managed Health Services; Humana Health Care Plan; and Genesis HealthCare Inc.

5. The scope of health services provided in collaboration with MPS is:

- Medical Services (acute, preventive, and comprehensive)
- Health Education/Promotion
- Mental Health Services
- Social Services

6. Indicators for evaluation for Health Services in MPS are:

- Accessibility of Services
- Health Status of children receiving services over time
- Reduction in absenteeism related to improved health status
- Cost reduction with improved accessibility

7. For 1998-1999 the MPS Elementary Schools Health Services Initiative is targeting an additional 25-30 schools, which can potentially benefit an additional 16,926 students.

* * * * *

(Item 6) Report on Detailed Budgets for Projects LEAP and SWELL

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

Background

At its special budget meeting on April 28, 1998, the Board requested detailed budget reports for Fritsche LEAP and Walker SWELL. These reports for FY99 are attached to your Committee's minutes.

* * * * *

(Item 7) Review of and Possible Action on a Proposed Calendar for Development and Consideration of the FY2000 Budget

Background

Board Governance Policy 2.05, Annual Board Planning Cycle, specifies the annual planning process to be followed by the Board. The policy presents a suggested timeline and process, with the specific dates to be adopted annually by the Board. The policy is reproduced below, with suggested changes, based on comments by the Committee chairs, other Board members and this past year's experience.

ANNUAL BOARD PLANNING CYCLE

To accomplish its work with a governance style consistent with Board policies, the Board will develop and follow an annual plan that includes an exploration of the school district mission, goals and standard policies; and continually improves Board performance using process improvement tools, with special attention to input and deliberation.

A Board calendar with all work displayed on a time table will be developed annually.

1. The cycle will conclude each year on the last day of the Board year in order that administrative budgeting can be based on accomplishing a one to five year segment of the most recent Board long range vision. In the first one or two months of the new cycle, the Board will develop its agenda for the ensuing one year period.

2. Education, input and deliberation will receive paramount attention in structuring the series of meetings and other Board activities during the year. To the extent feasible, the Board will identify those

areas of education and input needed to increase the level of wisdom and forethought it can give to subsequent choices.

Changes from the FY99 Calendar/Issues to be Resolved

1. Meetings with the School Budget Committee:

   Last year, three meetings were scheduled with the School Budget Committee/Expanded School Budget Committee. None have been scheduled for this year.

2. Budget Progress Review Meeting:

   Last year, a meeting was scheduled for early February to review the Administration's progress on the development of the budget. No meeting has been scheduled for this year, since the meeting did not appear to be needed.

3. Administration's Position Papers:

   Last year, additional meetings were scheduled for the Administration to present position papers. Since it is unclear if this process will be used this year, none have been scheduled.

4. Amendments at the Committee Level:

   The opportunity for introduction of amendments at the Committee level has been retained, scheduled for March 12. Last year, however, no amendments were introduced at the Committee level.

5. Amendments at the Board Level:

   Last year, there were two opportunities for amendments at the Board level: one prior to the public hearing, and one after the public hearing (for issues raised at the public hearing and needing the sponsorship of four Board members). This process has been retained for this year.

6. Meetings on Wednesdays:

   Most meetings have been scheduled for Wednesdays. Of the nine meetings scheduled on Wednesday, seven of these could be held on the following Thursday, if this were more convenient for the Committee. Scheduling meetings on Mondays has been avoided, but these are mostly open, too. Tuesdays have also been avoided, since Innovation/School Reform and Finance/Personnel meet on this day.

7. April Calendar:

   The April calendar has little flexibility, due to the dates for elections, spring recess, Passover, and the NSBA convention. In particular, there are only three working days between the introduction of amendments after the statutory public hearing and the special Board meeting to consider them. The statutory hearing could be held earlier, but this would involve scheduling it during the spring recess.

Committee Recommendation

Your Committee recommends that the Board adopt the following timeline and process for the FY 2000 budget, subject to modification at a future date and with a meeting to be scheduled in October regarding specialty- and middle-school allocations:

PROPOSED STRATEGIC PLANNING AND BUDGET TIMELINE AND PROCESS FOR FY2000 BUDGET

Based on the FY99 Timeline and Process and on Board Governance Policy 2.05

6/22/98	Strategic Planning and Budget Committee Meeting
	• Setting the Budget Calendar and Related Agendas
July	Board Strategic Planning Retreat

8/19/98	Strategic Planning and Budget Committee Meeting • Review of recently completed budget process • Identification of Issues and Development of a Plan to Deal with Them in the Next Strategic Planning Cycle • Adoption of FY2000 Budget Timeline, Process and Format • Discussion of Equitable Allocation of School Funding for FY2000 • Initial Discussion of Board Strategic Planning Initiatives for FY2000 • Report on Budget Format/Resource Allocation Model (In$ite)
9/23/98	Budget Committee Worksession • Discussion of Board Strategic Planning Initiatives for FY2000 • Identification of Other Issues to be Addressed in FY2000 Budget
10/1/98–12/9/98	Administration Develops FY2000 Budget Planning Information • Goal Statements • Budget and Revenue Projections • Enrollment Projections
10/1/98	Last Date to Submit Major Board Strategic Planning Initiatives (over $1 million)
10/28/98	Major Initiatives Costed Out and Provided to Board Members in preparation for November meeting
11/18/98	Strategic Planning and Budget Committee Meeting • Superintendent's Report on FY98 District Initiatives • Status Review of FY99 District Initiatives • Preliminary Plans for FY2000 • Fiscal Overview for FY2000: Taxpayer Profile; Student Profile; Demographic Trends • Presentation of Major Initiatives and Cost Estimates
12/9/98	Strategic Planning and Budget Committee Meeting • Revenue, Operating Costs, Enrollment Projections • Long Term Budget Plan (Enrollment, Program Needs, Salary Projections, Capital Plan, School Choice Revenue Impact, etc.) • Review District Initiatives and Finalize Cost Estimates for FY2000 • Establish Target Budget for FY2000
12/10/98–2/22/99	Administration Develops FY2000 Proposed Budget
2/22/99	Strategic Planning and Budget Committee Meeting • Superintendent Presents Proposed Budget for FY2000
2/25/99	Strategic Planning and Budget Committee Meeting • Overview of Proposed Budget

2/26/99-3/3/99	Individual Board Member Budget Briefings
	• Overview of Proposed Budget
	• Development of Board Member Questions
3/3/99	Budget Committee Worksession
	• Presentations; Responses to Questions
3/10/99	Committee Public Hearing on Proposed Budget
	• Committee Hears Public Comments on Proposed Budget
3/12/99	Deadline for Introduction of Amendments at the Committee Level
3/17/99	Budget Committee Worksession
	• Presentations; Responses to Questions; Discussion of Amendments
3/24/99	Strategic Planning and Budget Committee Meeting (Action)
	• Committee Recommends Budget to Full Board
4/1/99	Proposed Budget Published in Newspaper
4/7/99	Deadline for Introduction of Budget Amendments
4/14/99	Board (Statutory) Public Hearing on Proposed Budget
4/16/99	Deadline for Introduction of Amendments Based on Public Hearing (must be sponsored by four Board members)
4/21/99	Special Board Meeting
	• Review of Recommended Budget
	• Action on Amendments to Budget
4/22/99	Regular April Board Meeting
	• Adopt FY2000 Budget

* * * * *

Separate consideration having been requested of Item 4, on the motion of Director Small the balance of the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

With respect to Item 4, a resolution to disband the school budget committee, Director Sinicki moved that the resolution be adopted.

The motion prevailed, the vote being as follows:

Ayes—Directors Hardin, Sinicki, Small, Todd and President Fisher—5.

Noes—Directors Braun, Gardner, O'Neil and Thompson—4.

COMMITTEE ON FINANCE/PERSONNEL

Director Braun 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 Communication 9899C-003 from Christine Carpentier Requesting a Hearing on Concerns Related to the Milwaukee Sign Language School

Communication

At its regular monthly Board meeting on May 27, 1998, the Board referred a communication from Ms. Christine Carpentier requesting a hearing on concerns relating to the Milwaukee Sign Language School to the Finance/Personnel Committee.

Committee Report

Your Committee reports having given hearing to Ms. Carpentier and other interested parties.

* * * * *

(Item 2) 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; Acceptance of Donations; and Report on Administrative and School Fund Transfers

Award of Contracts

The following recommendations are made based on bids received on Tuesday, April 7, 1998:

REAL ESTATE AND PROPERTY MANAGEMENT SERVICES

Various Sites

Prime Contractor

Ogden & Company, Inc.
8850 North Port Washington Road
Milwaukee, WI 53217

For a monthly retainer of $2,550 for general consulting work
for a contract of $30,600

Plus additional project cost associated with real estate issues in accordance with the fee structure listed in the proposal.

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontrac-tors
No	0%	0%	75	2	37	Corporation	0 for retainer

The following recommendations are made based on bids received on Wednesday, May 27, 1998:

VENTILATION MODIFICATIONS

North Division High School

Prime Contractor

Mared Mechanical Contractors Corporation
4230 West Douglas Avenue
Milwaukee, WI 53209

Low Bidder, Base Bid of.....$306,000

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	10%	10% MBE	69	6	3	Corporation	6

The following recommendations are made based on bids received on Thursday, May 28, 1998:

PLAYGROUND RECONSTRUCTION & PARKING LOTS

Division 1 — Alcott School

Prime Contractor

Paving Mix & Construction Co., Inc.
124 East Rawson Avenue
Oak Creek, WI 53154

Low Bidder, Base Bid of $163,850, plus $2,750 for Mandatory Alternate Bid 1, to provide asphalt resurfacing work for walkway, for a total contract of.....$166,600

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	10%	3% MBE 7% M/WBE	34	7	3	Corporation	6

Division 2 — Seventy-eighth Street School

Prime Contractor

Paving Mix & Construction Co., Inc.
124 East Rawson Avenue
Oak Creek, WI 53154

Low Bidder, Base Bid of.....$234,850

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	10%	1% MBE 9% M/WBE	34	7	3	Corporation	5

The following recommendations are made based on bids received on Tuesday, June 2, 1998:

AUDIO/VIDEO SURVEILLANCE SYSTEMS

Division 3 — Milwaukee Trade and Technical High School

Prime Contractor

SecurityLink from Ameritech
1401 North Martin Luther King Drive
Milwaukee, WI 53212

Low Bidder, Base Bid of $50,205, plus $1,053 for Mandatory Alternate Bid 1, to provide camera location #2, for a total contract of.....$51,258

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	0%	0%	107	39	32	Corporation	0

Division 4 — Division High School

Prime Contractor

Associated Technical Services, Inc.
10010 West Schlinger Avenue
Milwaukee, WI 53214

Low Bidder, Base Bid of.....$67,495

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	0%	0%	18	1	4	Corporation	0

Total construction contract dollars awarded..... $826,203.00
Total dollars HUB participation $37,946.50
% of MBE participation..... 4.59
% of WBE participation 0.00
% of M/WBE participation..... 3.97
% Minority employees within company..... 10.51
% Women employees within company 9.51

Authorization to Make Purchases

Item: Request for Waiver of Board Policy on Contract Extension Length

RFP-182 Actuarial Services

The Administration is requesting that a waiver be granted to Board policy #4.09, which requires service contracts to be rebid after three years. Permission is being requested to extend the existing contract with Ernst & Young to provide actuarial services for the District's two early retirement pension plans for an additional three-year period starting July 1, 1998.

When this contract was last bid in 1993 (RFP #182), it was awarded to Ernst & Young because they offered the most competitive proposal in terms of continuity of services as well as price. They have complied with the terms of the proposal. The services offered during this time have been very good, including consistency, quality, and timeliness.

The three-year proposal starting July 1, 1998, includes a fixed price for each pension plan for the annual actuarial valuation as follows:

	"Teacher Plan"	"Administrator Plan"	Total
1998	$14,500	$15,500	$30,000
1999	$15,000	$16,000	$31,000
2000	$15,500	$16,500	$32,000

In addition, a three-year discounted hourly rate for actuarial consulting services has also been offered. The hourly billing rates include annual increases of 4% for 1998, 4% for 1999, and 5% for 2000.

The Administration Committee for the "Administrator Plan" has reviewed the three-year proposal and has recommended that the Board approve the three-year extension with Ernst & Young. It is also the opinion of the Administration that it could not obtain a more competitive proposal in the current market place, notwithstanding the time and expense involved in converting to a new actuary.

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

African-Amer. Chamber of Commerce
Hispanic Chamber of Commerce
Joint Certification Program
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Women's Business Initiative Corp.

RFP-254 Computerized Maintenance Management System (Facilities and Maintenance Div.)

Recommend authorization to purchase a computerized maintenance management system, software, and services at an estimated cost of $193,000. The evaluation team ranked TMA Systems, Inc., as the best of the eight proposals that were received. Their proposal does meet the 10% HUB requirement.

The MPS TAC (Technology Advisory Committee) has reviewed and approved the following:

SS-428 20 Windows Computers, 1 File Server, 3 Laptop Computers (Home and Hospital Program)

Recommend authorization to purchase 20 Windows computers, 1 file server, 3 laptop computers, software and licenses, 25 cameras, 1 scanner, 5 printers, curriculum materials, and staff training totaling an estimated $67,000. This will allow students to interact with teachers and other students by using videoconferencing software, as well as enable them to access the Internet. A combination of FY99 TEACH/Pioneering Partners and local budget funds will be used.

SS-430 Lease-Purchase of 15 Mac Computers and Curriculum Lab (Hawthorne)

Recommend authorization to purchase 15 Mac G3 computers, upgrade the file server, Computer Curriculum software, and support totaling an estimated $100,000. The items will be acquired via a three-year lease-purchase using the established line of credit with CitiCorp Leasing Company. FY99 Title 1 funds will be used for the first annual payment. The school also has agreed to allocate funds in future budgets for the second and third annual payments.

SS-432 21 Mac Computers, 1 File Server, 1 Printer (Sherman)

Recommend authorization to purchase 21 Mac G3 computers, 1 file server, 1 laser printer, 1 Tektronix color laser printer, networking items, software, installation, training, and related items totaling an estimated $84,000. TEACH/Pioneering Partners funds will be used.

SS-434 CCC Computer Lab Upgrades (Title 1)

Recommend authorization to purchase computer upgrades for curriculum labs totaling an estimated $985,000. FY99 Title 1 funds will be used.

Report of Revenue and Expenses and the Expenditure Control Report

A. Statement of Revenues as of May 31, 1998:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$709,711,816	$3,400,000	$713,111,816	$489,134,107	$223,977,709	68.6%
Categorically Aided	75,906,479	27,715,463	103,621,942	64,891,111	38,730,831	62.6%
School Nutrition	25,382,268	0	25,382,268	22,037,286	3,344,982	86.8%
Construction	14,200,000	11,121,991	25,321,991	14,259,557	11,062,434	56.3%
Extension	6,889,122	0	6,889,122	6,413,551	475,571	93.1%

B. Statement of Expenses as of May 31, 1998:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Year-to-Date Expenditures(2)	Unexpended Balance	Percent Expended
School Operations	$709,711,816	$18,335,763	$728,047,579	$640,658,099	$87,389,480	88.0%
Categorically Aided	75,906,479	30,782,645	106,689,124	81,844,398	24,844,726	76.7%
School Nutrition	25,382,268	33,083	25,415,351	23,172,580	2,242,771	91.2%
Construction	14,200,000	21,510,107	35,710,107	29,090,415	6,619,692	81.5%
Extension	6,889,122	46,306	6,935,428	6,160,095	775,333	88.8%

(1) Represents Board approved transfers during fiscal year 1998 and appropriations for purchases encumbered in fiscal year 1997.
(2) Encumbrances and expenditures included through May 31, 1998, and payrolls through May 29, 1998.

The monthly report on expenditures has been attached to the minutes of your Committee's meeting of June 16, 1998.

Acceptance of Donations

SCHOOL	DONOR	VALUE	GIFT OR PURPOSE
Audubon	Sargento Foods	$300	Student activities
Clemens	Aid Assoc. for Lutherans	$250	School supplies
Clemens	Aid Assoc. for Lutherans	$250	Library books
Fifty-third St.	Jr. League of Milwaukee	$3,988	School use
Garfield	C.H. Coakley & Co.	$250	T-Shirts and caps
Garfield	Milwaukee Brewers	$800	Winter camp
Garfield	Debra Jupka	$150	Two Polaroids, two 35mm cameras
Garfield	Helen Jupka	$590	Sponsor students to Washington, D.C.
Garfield	Anderson Consulting	$300	School field trips
Grantosa	PTA	$600	Cadet Field Trip to Wisconsin Dells
Kilbourn	PTO	$2,203	T-Shirts
Kilbourn	Target	$100	Pencil cases - student incentives
LaFollette	Judy Grodsky	$750	Computer, printer, software
Maple Tree	Barbara Horton	$100	Mother/Daughter Tea
Maryland Ave.	Grede Foundries	$500	RIF books
MHSA	Emanu-El Congregation	$5,000	Concert Site
MHSA	Potowatami	$2,500	Florida Workshop
MHSA	Beihoff Music	$200	Florida Workshop
MHSA	Family Music	$100	Florida Workshop
MHSA	Charles Midgus Institute	$500	Jazz Fund
MHSA	Frank Olivo, Jr.	$10	Theatre Festival
MHSA	Candith Mueller	$30	Theatre Festival
MHSA	John Gardner	$25	Theatre Festival
MHSA	Andrew Moss	$25	Theatre Festival
MHSA	David Kingston Runyon	$10	Theatre Festival
MHSA	Patricia Mercer	$10	Theatre Festival
MHSA	Janet Macklin	$10	Theatre Festival
MHSA	Jennifer LaPorte	$10	Theatre Festival
MHSA	Michelle Waide	$10	Theatre Festival
MHSA	Pamela Brown	$10	Theatre Festival
MHSA	Imprest Fund	$100	Theatre Festival
MPS Elementary Schools	Grand Lodge of Free & Accepted Masons of WI	$17,000	KID ID Kits (62,000)
MPS Grounds Shop	W.C.S.L.	$500	Redo track at Enderis Playfield (baseball field)
Office of Supt.	Facilities & Maintenance Electric Shop Staff	$500	Student dinner with the Superintendent
Office of Supt.	Eppstein Uhen Archietects	$1,000	Student dinner with the Superintendent
Office of Supt.	Engberg Anderson	$105	Student dinner with the Superintendent
Office of Supt.	Educational Services Staff	$300	Student dinner with the Superintendent
Office of Supt.	Discovery World Museum	$125	Student dinner with the Superintendent
Office of Supt.	Dairyland Buses	$75	Student dinner with the Superintendent
Office of Supt.	Custer High School	$100	Student dinner with the Superintendent
Office of Supt.	MPS Comm. Recreation	$46	Student dinner with the Superintendent
Office of Supt.	Cory Graphics	$220	Student dinner with the Superintendent

Office of Supt.	Corporate Express	$500	Student dinner with the Superintendent
Office of Supt.	City of Milwaukee - Buildings and Fleet Div.	$75	Student dinner with the Superintendent
Office of Supt.	Center for Performance Assessment	$1,000	Student dinner with the Superintendent
Office of Supt.	Betty Brinn Museum	$24	Student dinner with the Superintendent
Office of Supt.	Beihoff Music	$100	Student dinner with the Superintendent
Office of Supt.	Bay View Threadworks	$200	Student dinner with the Superintendent
Office of Supt.	Bay View High School	$93	Student dinner with the Superintendent
Office of Supt.	Apple Computer, Inc.	$5,996	Student dinner with the Superintendent
Office of Supt.	Anonymous	$180	Student dinner with the Superintendent
Office of Supt.	Administrators' and Supervisors Council	$200	Student dinner with the Superintendent
Office of Supt.	A.D.I., Inc.	$500	Student dinner with the Superintendent
Office of Supt.	South Division H.S.	$100	Student dinner with the Superintendent
Office of Supt.	Riverside H.S.	$100	Student dinner with the Superintendent
Office of Supt.	Northwest Mutual Life Ins.	$1,000	Student dinner with the Superintendent
Office of Supt.	Milwaukee Sporting Goods	$100	Student dinner with the Superintendent
Office of Supt.	Milwaukee Waves	$200	Student dinner with the Superintendent
Office of Supt.	MHSA	$16	Student dinner with the Superintendent
Office of Supt.	James Lange	$200	Student dinner with the Superintendent
Office of Supt.	Milwaukee Metropolitan Association of Black School Educators	$240	Student dinner with the Superintendent
Office of Supt.	Ronald & Patricia Kline	$500	Student dinner with the Superintendent
Office of Supt.	WPS Energy Services, Inc.	$500	Student dinner with the Superintendent
Office of Supt.	Wisconsin State Fair	$2,250	Student dinner with the Superintendent
Office of Supt.	Wisconsin Gas Co.	$1,000	Student dinner with the Superintendent
Office of Supt.	Wisconsin Electric Power	$750	Student dinner with the Superintendent
Office of Supt.	Helen Wallace	$100	Student dinner with the Superintendent
Office of Supt.	Walker Music	$600	Student dinner with the Superintendent
Office of Supt.	Upsilon Mu Omega	$175	Student dinner with the Superintendent
Office of Supt.	UW-Milwaukee	$120	Student dinner with the Superintendent
Office of Supt.	Toys R Us	$125	Student dinner with the Superintendent
Office of Supt.	Suburban Services	$200	Student dinner with the Superintendent
Office of Supt.	Specialty Associates, Inc.	$500	Student dinner with the Superintendent
Office of Supt.	Specialized Care Transport	$50	Student dinner with the Superintendent
Office of Supt.	Soccer World	$122	Student dinner with the Superintendent
Office of Supt.	Sch. Services & Leasing	$100	Student dinner with the Superintendent
Office of Supt.	Rockwell Automation/Allen-Bradley	$500	Student dinner with the Superintendent
Office of Supt.	Riteway Bus Service Inc.	$25	Student dinner with the Superintendent
Office of Supt.	Judith Rick	$75	Student dinner with the Superintendent
Office of Supt.	Research & Assess. Staff	$50	Student dinner with the Superintendent
Office of Supt.	PAMPS	$250	Student dinner with the Superintendent
Office of Supt.	Plunkett Raysich Arch.	$200	Student dinner with the Superintendent
Office of Supt.	Parent/Student Services Staff	$120	Student dinner with the Superintendent
Office of Supt.	PACE Architects, SC	$500	Student dinner with the Superintendent

Office of Supt.	Noah's Ark Family Park	$48	Student dinner with the Superintendent
Office of Supt.	Neher Electric Supply	$250	Student dinner with the Superintendent
Office of Supt.	National-Laidlaw Bus Co.	$100	Student dinner with the Superintendent
Office of Supt.	Friends of the Milwaukee Public Museum	$1,400	Student dinner with the Superintendent
Office of Supt.	Mil. Guidance Counselors	$50	Student dinner with the Superintendent
Office of Supt.	Milwaukee Elementary Principals Association	$1,000	Student dinner with the Superintendent
Office of Supt.	Milwaukee County Zoo	$200	Student dinner with the Superintendent
Office of Supt.	Milwaukee Bus, Inc.	$100	Student dinner with the Superintendent
Office of Supt.	Milwaukee Brewers	Unknown	Student dinner with the Superintendent
Office of Supt.	Milwaukee Admirals	$40	Student dinner with the Superintendent
Office of Supt.	Congress & Garfeld Elem.	Unknown	Student dinner with the Superintendent
Office of Supt.	Milwaukee Bucks	Unknown	Student dinner with the Superintendent
Office of Supt.	McDonald's Corporation	$450	Student dinner with the Superintendent
Office of Supt.	Marquette University	$100	Student dinner with the Superintendent
Office of Supt.	Madison H.S.	$100	Student dinner with the Superintendent
Office of Supt.	Landis & Staefa, Inc.	$1,000	Student dinner with the Superintendent
Office of Supt.	Lakeside Buses of Wis.	$200	Student dinner with the Superintendent
Office of Supt.	Debra Jupka & Mary Beth Minkley	$100	Student dinner with the Superintendent
Office of Supt.	Johnson School Bus	$50	Student dinner with the Superintendent
Office of Supt.	Johnson Controls	$500	Student dinner with the Superintendent
Office of Supt.	IMAX Theater	$52	Student dinner with the Superintendent
Office of Supt.	Human Resources Staff	$100	Student dinner with the Superintendent
Office of Supt.	Honey Creek Staff	$50	Student dinner with the Superintendent
Office of Supt.	Hawley School Staff	$125	Student dinner with the Superintendent
Office of Supt.	Harley-Davidson	$1,180	Student dinner with the Superintendent
Office of Supt.	Hamilton H.S.	$100	Student dinner with the Superintendent
Office of Supt.	Eve Hall	$100	Student dinner with the Superintendent
Office of Supt.	Grunau Company	$600	Student dinner with the Superintendent
Office of Supt.	Green Bay Packers	$50	Student dinner with the Superintendent
Office of Supt.	Grand Avenue H.S.	$50	Student dinner with the Superintendent
Office of Supt.	Golf Foundation of Wisc.	$1,375	Student dinner with the Superintendent
Office of Supt.	FJA Christansen Roofing	$25	Student dinner with the Superintendent
Office of Supt.	Family Music Center	$225	Student dinner with the Superintendent
Office of Supt.	Facilities & Maint. Staff	$1,029	Student dinner with the Superintendent
Office of Supt.	Grede Foundries	$500	Student dinner with the Superintendent
Pleasant View	Jerilyn Wood	$757	Projects for camp and school
WCLL	Sara Christensen	$50	Donation for 8th grade student trip
WCLL	Wisconsin Gas	$56	Donation for 8th grade student trip
WCLL	Wisconsin Gas	$500	Donation for 8th grade student trip
WCLL	Catherine Davis	$50	Donation for 8th grade student trip
WCLL	B. McCarrier/L. Meyers	$200	Donation for 8th grade student trip
WCLL	Jackie Nowak	$750	Donation for 8th grade student trip
WCLL	Ed Price	$800	Donation for 8th grade student trip

Report on Administrative And School Fund Transfers

The listing of administrative and school transfers required by Board Policy 4.04 is attached. This is an informational report, and no action is required.

Committee Recommendations

Your Committee recommends that:

1. The Board authorize the purchases as listed above.

2. The Board award the contracts as listed above.

3. The Board accept the report of revenues and expenses.

4. The Board accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

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(Item 3) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Teacher Appointments; Approval of Leaves of Absence; Report on Resignations; Approval of Prevailing Wage Rates; and Affirmative Action Report

Approval of Classified Personnel Transactions

In accordance with action taken by the Board on August 1, 1971, (Proc. pp. 82-83) concerning the approval of personnel transactions relating to full-time classified employees, the Superintendent presents the following report to the Board recommending the appointments and promotions, effective as of the dates indicated.

Approval of Certificated Appointments — Teachers

The Superintendent recommends that the Board approve the following appointments of teachers, effective as indicated.

Approval of Leaves of Absence

The Superintendent recommends that the Board approve the following leaves of absence, effective as of the dates indicated.

Report on Resignations

The resignations listed below have been accepted by the Superintendent, effective as of the dates indicated. This is an informational report, and no action is required.

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, dated May 15, May 22, May 29, and June 4, 1998, are attached to the minutes of your Committee’s meeting of June 16, 1998.

Affirmative Action Report

The Affirmative Action Report for the month of February 1998 is attached to the minutes of your Committee’s meeting of June 16, 1998. This is an informational report, and no action is required.

Committee recommendations

Your Committee recommends that:

1. The Board approve the classified personnel transactions, teacher appointments, and leaves of absence as listed below.

2. The Board authorize the Administration to pay the prevailing wage rates detailed in the above-mentioned communications in contract with contractors and subcontractors.

3. Increases for MPS construction craftsmen be authorized as of the date indicated on the above-mentioned communications.

APPOINTMENTS

Name and Assignment	Position and Salary	Date
Kathleen Conley	School Secretary I	06-01-98
Finance	$25,340.12/yr.	
Victoria Conway	Food Service Manager Trainee	04-28-98
School Nutrition	$8.52/hr. ($11,391.24/yr.)	
Mark Kablau	Computer Operator	05-27-98
Technology	$27,593.80/yr.	
Michael Moore	Programmer	06-01-98
Technology	$38,000.00/yr.	

PROMOTIONS

Name and Assignment	Position and Salary	Date
Jesus Castillo	Sr. Administrative Assistant I	05-26-98
Finance	$35,563.32/yr.	
Lonnie Flagg	Boiler Attendant Trainee	05-04-98
Juneau	$24,333.40/yr.	
Kathleen Grant	School Secretary I	05-18-98
Riverside	$19,964.88/yr.	
Richard Longoria	Food Service Manager I	05-14-98
Marshall	$14,430.26/yr.	
Jeffrey Thompson	Boiler Attendant Trainee	05-04-98
Central Services	$24,333.40/yr.	
Anthony Nowak	Plumber-Restricted Journeyman I	05-18-98
Fac. & Main. Services	$20.96/hr. ($41,920.00/yr.)	
Emma Rios	School Secretary I	01-23-98
Allen-Field	$16,562.89/yr.	
Ruby Stowers	School Secretary I	05-14-98
Edison	$16,562.89/yr.	

CHANGES IN STATUS

Name and Assignment	Position and Salary	Date
Jeanetta DeLeon +	Clerk Typist I	05-18-98
School Nutrition	$17,464.20/yr.	
Marilyn Fipps #	School Secretary I	04-27-98
Webster	$16,562.89/yr.	
Mary Greer +	School Secretary I	06-22-98
Parent/Student Services	$21,587.28/yr.	
Teresa Ramos +	School Secretary I	06-15-98
Finance	$24,421.80/yr.	

\+ From a 10-month to a 12-month position
\# From substitute to regular

Approval of Certificated Appointments — Teachers

Residency Code	Teachers — Schedule 01	Division	Salary	Years of Experience Credit	Start Date
r	Andres J. Alba E.D.	B	$24,684		4/20/98
nr	Kathleen J. Baertschy English	B	$25,919		8/25/98
r	April M. Bishop English/ESL	B	$24,684		8/25/98
r	Michael J. Bromberek Elementary	B	$24,684		8/25/98
r	Susan M. Clarey Upper Elementary	B	$24,684		8/25/98
r	Virginia Clark Upper Elementary	B	$24,684		8/25/98
nr	Kelly K. Cline Biology	B	$24,684		8/25/98
r	Toni L. Cocos E.D.	B	$24,684		4/30/98
nr	Delorse M. Cole-Stewart Reading Specialist	B	$33,324		8/25/98
r	Susan C. Corfeld English	B	$24,684		5/26/98
nr	Katrina K. Dailey Social Studies	B	$24,684		8/25/98
nr	Helene I. Daneau Reading Focus	B	$30,855		4/20/98
r	Carolyn G. Dietze PreK-3	B	$24,684		8/25/98
nr	David J. Erich Math	B	$33,324		8/25/98
r	Kathleen D. Fons Librarian/Spanish	B	$33,324		8/25/98
r	Sharie A. Garcia Instrumental Music	B	$24,684		8/25/98
r	John D. Germanotta English	B	$24,684		8/25/98
r	Cathy A. Gorski Guidance	C	$37,655		8/25/98
nr	Jean M. Gumina English	B	$24,684		8/25/98
nr	Sarah R. Hartung PreK-6	B	$24,684		8/25/98
r	Nebritt L. Herring Upper Elementary	B	$33,324		8/25/98
r	Maren I. Hill PreK-3	B	$24,684		8/25/98
nr	Geoffrey T. Hoffmann Spanish	C	$27,893		8/25/98
r	Bridget L. Homstad Elementary	B	$24,684		8/25/98

nr	Jocelyn M. Hoopingarner English/Theatre	B	$24,684	8/25/98
nr	Karen M. Kann Elementary Education License	B	$24,684	8/25/98
nr	Jennifer L. Kincade PreK-3/EC:EEN	B	$24,684	8/25/98
r	Barry G. Koch Elementary Education License	B	$24,684	8/25/98
r	Stefanie J. Leitzke English	B	$24,684	8/25/98
r	Katrese A. Mabon EC:EEN/PreK-3	B	$24,684	8/25/98
nr	Sheba C. Mays English	B	$24,684	8/25/98
r	Timothy L. Melk Chemistry/Physical Science/Physics	B	$24,684	8/25/98
r	Jessica R. Michels Art	B	$24,684	8/25/98
r	Mary L. Miller Deaf/Hearing Impaired	B	$24,684	8/25/98
r	Maggie T. Misun Upper Elementary/Math	B	$24,684	8/25/98
r	Margaret A. Morgan Elementary Montessori	C	$33,471	8/25/98
r	Charlie R. Neuman EC:EEN	B	$24,684	8/25/98
r	Sarah J. Orkowski Elementary	B	$24,684	8/25/98
r	Tina M. Owen English	B	$24,684	8/25/98
nr	Jennifer L. Persin PreK-6	B	$24,684	8/25/98
r	Ana L. Ramirez Spanish/Bilingual	B	$24,684	8/25/98
r	Madelline Resto Bilingual K-12	B	$25,919	5/11/98
nr	Carrie A. Ronning K-8	B	$24,684	8/25/98
nr	Henri L. Rozier French	E	$30,361	8/25/98
r	Laura L. Schieffer E.D.	B	$24,684	8/25/98
nr	Timothy J. Schigur Social Studies/History/Economics/Political Science	B	$24,684	8/25/98
r	Christopher J. Schroeder Biology/Chemistry	B	$24,684	8/25/98
r	Hortense Shaw L.D. K-9	B	$24,684	8/25/98
nr	Dale A. Smith Jr. Math	B	$27,152	8/25/98
r	Jennifer E. Terry Spanish	B	$24,684	8/25/98
r	Jacob Weber Physical Education	B	$24,684	8/25/98

r	Cynthia M. Weeks Guidance	B	$24,684	8/25/98
nr	Russ E. Williams English	B	$24,684	8/25/98
r	Tirshatha A. Wilson Upper Elementary/English	B	$24,684	8/25/98
r	Andrea L. Winkle Biology/Chemistry/Broadfield Science	B	$24,684	8/25/98

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

Approval of Certificated Leaves Of Absence

	Present Assignment	Effective Date
Illness Leave, to June 15, 1998		
Richard Falk	Milwaukee & Technical	May 1, 1998
Vernice Jordan	Dr. King	May 20, 1998
Illness Leave, to January 22, 1999		
Norman Skurnick	Townsend	April 29, 1998
Maternity Leave, to June 15, 1998		
Tracy Gavronski	Clark	May 6, 1998
Maternity Leave, to June 14, 1999		
Laura Gorecki	Edison	May 18, 1998
Personal Leave, to June 15, 1998		
Lynne Carlstein	Lloyd	August 25, 1998
Chris Kronschnabel	Westside Academy I	May 18, 1998
Sabbatical Leave, to June 14, 1999		
Rita Igl	Honey Creek/ Lloyd	August 25, 1998
Anne Kyriacou	Garfield	August 25, 1998
James Pearson	Roosevelt	August 25, 1998
Robert Peterson	Fratney	August 25, 1998
Joan Thiel	Milw. HS of the Arts	August 25, 1998
Study Leave, to June 14, 1999		
Judith Derby	Roosevelt	August 25, 1998
Extension of Maternity Leave, to June 14, 1999		
Beth Baumhardt Frisch	Leave	August 25, 1998
Laura Fischer	Leave	August 25, 1998
Daniela Guns	Leave	August 25, 1998
Bonnie Heller	Leave	August 25, 1998
Meaghan Hessenthaler	Leave	August 25, 1998
Pamela Pavlic	Leave	August 25, 1998
Elizabeth Pesch	Leave	August 25, 1998
Barbara Rohleder	Leave	August 25, 1998
Laura Stachnik	Leave	August 25, 1998
Lauren Vey	Leave	August 25, 1998
Extension of Personal Leave, to January 22, 1999		
Karen Vande Hey	Leave	August 25, 1998

Extension of Personal Leave, to June 14, 1999

Diane Freiherr Goyer	Leave	August 25, 1998
Michelle Hucke	Leave	August 25, 1998
Julie Payne	Leave	August 25, 1998
Miodrag Rajkovic	Leave	August 25, 1998
Kathryn Winston	Leave	August 25, 1998

Curtailment of Leave

Nana Ollenburg — Rescinded her sabbatical leave that was granted for August 25, 1998, through January 22, 1999.

Report on Resignations Accepted

Name	Position	Effective Date
Hillary L. Benson	Teacher	06/15/98
Stephanie Gaines Blevins	Teacher	06/15/98
Thaddeus L. Bright	Teacher	07/01/98
David M. Dinan	Teacher	05/07/98
Joseph A. Fairbanks	Teacher	05/18/98
Eve Hall	Exec. Assist.	05/21/98
Sarah B. Harrigan	On Leave	06/15/98
Sylvester Jolley	Assist. Princ.	06/26/98
Herman Orr	Assist. Princ.	07/02/98
John J. Pelnar	Teacher	06/15/98
Kevin Schofield	Teacher	07/01/98
Kristen Stowell	Teacher	05/04/98
Sue Ann Swieciak	Teacher	06/15/98
John C. Yang	Teacher	06/30/98

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(Item 4) Report on the Milwaukee Public Schools Strategic Plan, 1998-2003, and Proposed Central Services Organization Structure to Achieve the Goals of the Plan

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

Administration's Report

1. In October 1997, the Superintendent informed the Board that he would be developing a five-year strategic plan for the district.

2. At the October 22, 1997, meeting of the Strategic Planning and Budget Committee, the Superintendent provided the Board with a draft outline of the process to be used to conduct strategic planning sessions in the eight Board districts and one city-wide. Committee members provided input on the draft process.

3. During the months of December 1997 and January, February, and March 1998, a series of nine strategic planning sessions was held to assist in the development of the plan. Board members, with assistance from the Administration, developed invitation lists. Invited participants included students, parents, principals, assistant principals, teachers, and other community and business leaders. To ensure that students and parents could share their ideas openly, one strategic planning session included only students and parents.

4. Using a positive goal-setting process, participants were asked to share their ideas about the priorities the district should set and about ways in which the district and the community could work together to improve the education of all of our children.

5. Once all sessions were completed, it was necessary to focus our energies on specific targets from the Board, the Administration, the Governor, and the customers we serve — namely, students, parents, and the community. The specific target areas included:

- Student Achievement
- Accountability and High Standards
- Parental/Community Involvement
- Attendance Improvement
- Graduation Rate Increases
- Dropout Prevention/Reduction
- Early Childhood Education
- Access to Schools of First Choice

6. Suggestions gleaned from the strategic planning sessions were then analyzed, duplicates were eliminated, and the remaining items were grouped into the strategic target areas listed above. A draft report was developed.

7. On May 4, 1998, the draft report was sent to all Board members and all participants of the nine strategic planning sessions. Participants were asked to prioritize their suggestions and indicate the top ten strategic plan ideas they felt were most important in helping to achieve our primary goal of high student achievement.

8. After receiving this final input from students, parents, principals, assistant principals, teachers, and other community and business leaders, a draft Executive Summary of the Milwaukee Public Schools Strategic Plan, 1998-2003, was developed (copy attached to the minutes of your Committee's meeting of June 16, 1998). Participants in the nine strategic planning sessions were notified that this item would come before the Board's Finance/Personnel Committee at its June 16, 1998, meeting, where public testimony could be given.

9. The draft strategic plan identifies five goals in the following areas:

Student Achievement

Attendance/Dropout

First Choice

High Standards and Accountability

Parent/Community Involvement

Objectives and strategies are identified for each of the goals, along with statements of evidence which will assist MPS's stakeholders in determining our success in achieving the goals.

10. The Board of School Directors has directed the Administration to develop a redesign of Central Services. The 1998-1999 Proposed Central Services Organizational Structure will be aligned with the Milwaukee Public Schools Strategic Plan 1998-2003. It will support Milwaukee Public Schools' vision, mission, core beliefs, and strategic plan, including goals, objectives, strategies, and evidence. This document has been attached to your Committee's minutes.

11. The Administration and the Board will schedule a worksession in July to discuss the strategic plan and the organizational structure.

12. It is anticipated that the strategic plan and the organizational structure document will come before the Board at the July 29, 1998, meeting for approval.

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(Item 5) Action on Resolution 9899R-026 by Director Small to Provide for the Award of Multi-year Contracts to Partnership Schools

Background

On May 27, 1998, the Board referred the following resolution by Director Small to the Innovation/School Reform Committee:

WHEREAS, Dropout prevention and lowering the dropout rate for MPS high school students is a major board goal; and

WHEREAS, The MPS annual census identifies an average of 13,000 MPS pupils at risk of dropping out of school: and

WHEREAS, Since 1984, MPS has contracted with private non-profit, non-sectarian community-based organizations to provide special alternative programs for youth at risk of dropping out; and

WHEREAS, MPS's reliance on contracted or partnership schools to serve at-risk students has grown from an investment of $1,665,944 in contracts in 1992 to $10,012,038 in 1998; and

WHEREAS, Many of these programs have been recognized as highly effective by the Wisconsin Legislative Audit Bureau and in annual quantitative and qualitative evaluations conducted by the MPS Division of Small Community Schools; and

WHEREAS, The City has offered these partnership schools the prospect of a five-year contract as charter schools;

WHEREAS, A change to City charter school status would reduce access to effective educational programs for MPS students at risk of school failure; now, therefore, be it

RESOLVED, That the Administration be authorized to offer a five-year contract to partnership schools with a ten-year proven history of success with the Milwaukee Public Schools in serving youth at risk of dropping out of school; and be it

FURTHER RESOLVED, That the Administration be authorized to offer a three-year contract to partnership schools with a five-year proven history of success with the Milwaukee Public Schools in serving youth at risk of dropping out of school; and be it

FURTHER RESOLVED, That the Administration be authorized to offer a one-year contract to new partnership schools; and be it

FURTHER RESOLVED, That any and all Board and Administrative Policies and Procedures regarding the awarding and the length of contracts be suspended in order to allow the implementation of the provisions of this resolution.

Procedural Analysis

1. What are the steps for implementation of the resolution?

   - Implementation of the resolution should begin by determining the partnership schools in operation for one, five, and ten or more years.
   - Contract approval and renewal for FY99 can be offered for Board approval based on multi-year terms.
   - Multi-year contracts approved by the Board will be presented for renewal to the Board at the end of the final year of a multi-year term.
   - MPS can recommend termination of a multi-year contract to the Board before the expiration of the contract terms, as a result of poor program performance, the unavailability of sufficient funds, violation of the contract provisions, or a change in the needs of MPS for the service being purchased.

2. What are the suggested time lines for implementation of the resolution?

   - June 16, 1998, Director Small's resolution on granting multi-year contracts is presented to the Board's Finance and Personnel Committee.
   - June 20, 1998, schools with a record of previous success over a five and ten year period are determined using previous quantitative and qualitative evaluation results.
   - June 24, 1998, if recommended by the Finance Committee, the resolution is brought up for final action by the full Board.
   - June 26, 1998, schools eligible for multi-year contacts under the Board's new policy are identified and notified.
   - July 1998, contracts for multi-year terms in accordance with the resolution passed by the Board are presented for Board approval.
   - August 1, 1998 contracts approved for multi-year terms are signed.
   - September 1998, partnership schools begin serving students for the 1998-1999 school year.

3. What are the implications if the resolution is adopted?

   A. Policy questions:

      Approval of the resolution would require suspension of Board Policy 3.09. According to this policy:

      - After initial approval, no contract may be extended for more than a cumulative total of three years without Board approval. This policy does not preclude contract extensions on an incremental basis.
      - No professional services contract entered into by Milwaukee Public Schools shall exceed three years, and any contract that is three years in cumulative duration must be either bid or sent out as a request for proposal.
      - 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.

   B. City Attorney's opinion.

      - A legal opinion from the Office of the City Attorney would be advisable.

   C. Cost.

      - No additional cost would be incurred to implement this resolution.

   D. Assessment Plan.

      - Contracts awarded under this resolution would be subject to an annual quantitative evaluation and at least one qualitative evaluation during the course of the terms of the contract, conducted by the Division of Research and Assessment. Additional performance of students participating in the programs under these contracts would be assessed under the accountability measures for the Small Community Schools.

   E. Public Input.

      - Public input can be received at the Board's June 16, 1998, public hearing on the resolution.

F. Implementation.

- Upon Board approval, the Administration can proceed to consult with the City Attorney, identify the partnership schools eligible for multi-year contracts, draft contract under the new terms, and prepare and submit contract approval recommendations for Board action.

Committee Recommendation

Your Committee recommends that the resolution be adopted with the addition of the following Further Resolved:

That the Administration report at the August Committee meeting how it made a determination based on each school's history and evaluation.

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(Item 6) Action on Recommendations for Approval of FY99 Partnership School Alternative Education Contracts

Administration's Analysis

1. On June 18, 1997, the MPS Board of School Directors approved contracts with a number of community-based organizations to provide alternative education programs for children at risk. Consistent with the provisions of our contract, contracts can be renewed subject to an annual performace evaluation, the availability of funds, and the needs of MPS. The Milwaukee Public Schools continues to have a need for programs serving at-risk students.

2. Student outcome information associated with accountability standards for partnership schools was collected for the 1996-97 school year and the fall semester of the 1997-98 school year. Data on each measure were reviewed to determine whether schools achieved the MPS standards for partnership schools. These standards are the percent of student attendance, academic units earned, the number and percent of seniors graduating, the percent of students staying in school, and the percent of students showing gains in basic skills. The quantitative data for 1996-97 and the first semester of 1997-98 are attached to the minutes of your Committee's meeting of June 16, 1998.

3. In addition to quantitative data, information on the quality of educational services provided to students enrolled in the partnership schools, was obtained by a team of outside independent evaluators using the procedures developed for MPS by the Academy for Educational Development (AED). A multi-ethnic group of internal and external evaluators trained in qualitative evaluation techniques and in the specific procedures followed by AED conducts a qualitative study of those partnership schools every three years of the contract. Each school was visited on several occasions for an extended set of observations and interviews with administrators and teachers. Student focus groups were held at each site to obtain a student perspective. Members of the evaluation team rated each school on the extent to which effective educational practives associated with the following two dimensions were in evidence: (1) student engagement and (2) school membership. Research suggests that these dimensions characterize effective programs for at-risk adolescents. The qualitative ratings for the schools evaluated this year and in previous years are attached to the minutes of your Committee's meeting. The complete 1997-98 MPS qualitative evaluation of Small Community Schools has been provided to the Committee under separate cover.

4. Beyond the qualitative and quantitative evaluation results used to help arrive at the Administration's recommendation for contract renewal, the "percent of seats enrolled" and "number of students on waiting lists" data are also used to determine which schools would be recommended for contract renewal and additional seats. School demand is demonstrated by the school's ease in filling its seats and the number of students on the school's waiting list.

5. Displayed below are the Administration's recommendations for contract renewal and seat allocation. The contract costs listed are based on a rate of $6,214 per student.

Partnership School	Grade Level	Proposed Seats for FY 99		Seat Total	Total Contract Cost
		Semester 1	Semester II		
Synergy HS/MS	6-12	125		125	776,750
AIC-Spotted Eagle	9-12	100		100	621,400
Assata	9-12	60		60	372,840
Aurora Weier	9-12	65	15	80	450,515
Loyola Academy	9-12	90		90	559,260
El Puente	9-12	90		90	559,260
LEW	9-12	150		150	932,100
Milw. Spectrum	9-12	80	10	90	528,190
NOVA	6-12	100		100	621,400
Seeds of Health	9-12	200		200	1,242,800
Shalom	9-12	100		100	621,400
HR Academy	6-8	80		80	497,120
Cornerstone	9-12	90		90	559,260
Silver Spring	6-8	65		65	403,910
HR Possentum	6-8	60		60	372,840
Total		**1,455**	**25**	**1,480**	**$9,119,045**

6. Contracts with the recommended service providers are contingent on the availability of state Desegregation Settlement funds.

Strategic Plan Compatibility Statement

7. The recommendations support the goals of the MPS Board of School Directors associated with academic achievement, equity, fostering safe and orderly school environments, and fiscal responsibility.

Statute, Board Policy or Rule Statement

8. The contract renewal recommendations adhere to the provisions established by:

- Wisconsin Statute 118.153, Children at Risk.
- 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

9. The costs of renewing contracts for the 1998-99 school year are included in the recommendation. Funding for some of the programs is also contingent on the availability of state desegregation settlement funds.

Implementation and Assessment Plan Statement

10. Formal/informal assessment are implemented throughout the school year.

A. Unless otherwise negotiated and agreed to by the parties in writing, Partnership School shall establish to the satisfaction of MPS on an annual basis that it has complied with the following performance standards:

1. The average daily attendance rate of pupils in the Partnership School shall be at least 70%.

2. At least 70% of the students will have remained in school.

3. At least 70 % of the participating high school seniors shall have received a school diploma.

4. 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.

5. 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.

6. 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.

Committee Recommendation

Your Committee recommends that the Board of School Directors approve the renewal of contracts with partnership schools identified in the following table and with CYD, contingent upon the availability of funds:

Partnership School	Grade Level	Proposed Seats for FY 99		Seat Total	Total Contract Cost
		Semester 1	Semester II		
Synergy HS/MS	6-12	125		125	776,750
AIC-Spotted Eagle	9-12	100		100	621,400
Assata	9-12	60		60	372,840
Aurora Weier	9-12	65	15	80	450,515
Loyola Academy	9-12	90		90	559,260
El Puente	9-12	90		90	559,260
LEW	9-12	150		150	932,100
Milw. Spectrum	9-12	80	10	90	528,190
NOVA	6-12	100		100	621,400
Seeds of Health	9-12	200		200	1,242,800
Shalom	9-12	100		100	621,400
HR Academy	6-8	80		80	497,120
Cornerstone	9-12	90		90	559,260
Silver Spring	6-8	65		65	403,910
HR Possentum	6-8	60		60	372,840
Total		**1,455**	**25**	**1,480**	**$9,119,045**

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(Item 7) Action on Recommendations for FY99 Authorization to Renew Contracts for Early Childhood Education Opportunities

Administration's analysis

1. The Milwaukee Board of School Directors and the Administration have made the expansion of early childhood opportunities a priority in the district. The Administration has pursued various avenues to expand early childhood opportunities. MPS schools have evaluated their space needs, and additional seats have been made available at various sites. The Administration has also explored the use of facilities within the community.

2. At its June 18, 1997, meeting, the School Board authorized the Administration to enter into contracts with nine early childhood education providers in our community.

3. Consistent with the provisions of our contract, contracts can be renewed given 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 students in early childhood grades.

Strategic Plan Compatibility Statement

4. Approval of these agreements would support the Board goals related to academic achievement.

Statute, Board Policy or Rule Statement

5. These contracts conform to all statutes, policies and rules.

Fiscal Impact Statement

6. The projected cost for the contracts listed for approval are shown below:

Early Childhood Expansion Site	1997-98 Total Seats	1998-99 K4-K5	1998-99 Gr 1-6	Total Seats	Contract Amount
Bruce Guadalupe Sch.	135	140	120	260	$1,136,000
Seeds of Health	130	80	100	180	789,000
V.E. Carter	100	100	20	120	519,000
La Causa	50	30	20	50	218,000
Next Door	77.5	80		80	344,000
Urban Day II	20	20		20	86,000
MAASBE	35.5	50	20	70	304,000
Guadalupe Head Start	25	25		25	107,500
Early Childhood Total	**573**	**525**	**280**	**805**	**$3,503,500**

Funds sufficient to cover these costs were approved in the FY99 budget in the amount of $3,127,489 to cover 619 slots. The Administration is funding the additional enrollment growth through projected revenue cap increases and funds from other accounts.

Implementation and Assessment Plan

7. The agreement will be monitored through the Department of Educational Services, Divisions of Small Community Schools, and Educational Research and Program Assessment.

Unless otherwise negotiated and agreed to by the parties in writing, contract shall establish to the satisfaction of MPS on an annual basis that contractor has evaluated how children are performing in the program in the following areas:

1. Language Arts
2. Active Learning
3. Math and Logical Reasoning
4. Social/Emotional
5. Science/Social Studies/Health

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts with the following agencies, contingent upon successful evaluation results for the 1997-98 school year:

Early Childhood Expansion Site	1997 Total Seats	1998-99 K4-K5	1998-99 Gr 1-6	Total Seats	Contract Amount
Bruce Guadalupe Sch.	135	140	120	260	$1,136,000
Seeds of Health	130	80	100	180	789,000
V.E. Carter	100	100	20	120	519,000
La Causa	50	30	20	50	218,000
Next Door	77.5	80		80	344,000
Urban Day II	20	20		20	86,000
MAASBE	35.5	50	20	70	304,000
Guadalupe Head Start	25	25		25	107,500
Early Childhood Total	**573**	**525**	**280**	**805**	**$3,503,500**

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(Item 8) Action on Recommendations for Approval of FY99 MPS/Milwaukee County Collaborative Day Treatment Programs for Adjudicated Youth

Administration's Analysis

1. The Milwaukee County and MPS have agreed to collaborate in providing transitional Intensive Day Treatment Programs for those students being discharged from residential treatment facilities.

2. 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 or who may be adjudicated due to truancy or some other serious offense.

3. 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.

4. The aims of the joint MPS/Milwaukee County Day Treatment Programs are to decrease delinquent behavior and increase school and community adjustment for students who are experiencing socially unacceptable behavior, academic problems and difficult family relationships. These programs provide an alternative to placement in a correctional or residential treatment facility and contribute to the MPS discipline and safety campaign.

5. Adjudicated youth placed in a day treatment center are assigned for a designated period of time by court order. At termination, students are either reassigned to an MPS school or are referred to the court system.

6. In January of 1998, the Milwaukee Children's Court Center approved proposals to provide day treatment services from four community-based organizations: Career Youth Development, Southwest Key, St. Charles, and the United Community Center.

Strategic Plan Compatibility Statement

7. The recommendations support the Board goals on fiscal responsibility associated by aggressively seeking additional resources to provide quality education and on student achievement and school safety.

MPS Policy or Board Policy Implication

8. According to the Board policy on alternative schools, the Board of School Directors may approve alternatives to regular school programs in response to the wide range of student needs.

Fiscal Impact Statement

9. Projected costs for the contracts listed for approval are shown below. Funds sufficient to support educational services to adjudicated students were approved in the FY99 budget.

Day Treatment Site	97-98 Slots	98-99 Slots	Contract Amont
Southwest Key Intensive Day	30	30	$ 117,000
St. Charles Intensive Day	30	30	$ 117,000
CYD Intensive Day	30	30	$ 117,000
United Community Ctr. Intensive Day	30	30	$ 117,000
Southeastern Intensive Day	30	Discontinued by Milwaukee County	
Total	**150**	**120**	**$468,000**

Implementation and Assessment Plan Statement

10. Formal/informal assessments are implemented throughout the school year.

A. Unless otherwise negotiated and agreed to by the parties in writing, the partnership school shall establish to the satisfaction of MPS on an annual basis that it has complied with the following performance standards:

1. The average daily attendance rate of pupils in the partnership school shall be at least 70%.

2. At least 70% of the students will have remained in school.

3. At least 70% of the participating high school seniors shall have received a school diploma.

4. 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.

5. 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.

6. 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.

Committee Recommendations

Your Committee recommends that a contract be awarded to the following agencies to provide an educational program for adjudicated students:

Day Treatment Site	97-98 Slots	98-99 Slots	Contract Amont
Southwest Key Intensive Day	30	30	$ 117,000
St. Charles Intensive Day	30	30	$ 117,000
CYD Intensive Day	30	30	$ 117,000
United Community Ctr. Intensive Day	30	30	$ 117,000
Southeastern Intensive Day	30	Discontinued by Milwaukee County	
Total	**150**	**120**	**$468,000**

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(Item 9) Action on Recommendations for FY99 Renewal of Early Childhood Contracts to Day Care Centers

Administration's Analysis

1. Since 1988 the Milwaukee Public Schools has the authority under Sec. 119.72, Wisconsin Stat., to contract with private, non-profit, non-sectarian day care centers located in the City of Milwaukee to provide early childhood education to four and five year olds who are residents of the city.

2. Under this program, kindergarten programs have been established at four day care centers located in the City of Milwaukee. It was anticipated that having a kindergarten program implemented within a day care setting would help to provide continuity of care for the young child enrolled in a K4 or K5 program.

3. 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 teachers in the Milwaukee Public Schools. Most notably, they follow a similar daily schedule as well as school year schedule. Day care staff would be there as (program) personnel and also work with school children outside of the regular school day. The teacher provides instruction to pupils in attendance under this program, and works cooperatively with other staff members within the guidelines of the approved curricula.

4. Under this program ,the contracted agencies reimburse MPS for the partial cost of the MPS teacher assigned to the contracted site. Payment is made to MPS on monthly installments deducted from monthly contract payments.

5. On July 30, 1997 the MPS Board of School Directors approved contracts with seven child care providers. Consistent with the provisions of our contract, contracts can be renewed subject to an annual performace evaluation, the availability of funds, and the needs of MPS. The Milwaukee Public Schools continues to have a need for programs serving children in the early grades coupled with day care services.

Strategic Plan Compatibility Statement

6. The State Funded Kindergarten Day Care Program supports the Board goals of increasing student achievement and equity.

Statute, MPS Policy, or Board Rule Implication Statement

7. Board policy requires all outside contracts for day care agencies to be approved by the Board.

8. Wisconsin Stat. 119.72 authorizes Milwaukee Public Schools to contract with day care centers.

Fiscal Impact Statement

9. The costs for contracting with day care agencies are shown below:

Day Care Center	97-98 Slots	98-99 Slots	Amount
Carter Child Development Center	60	80	$276,000
La Causa Day Care Center, Inc.	60	60	207,000
Silver Spring Neighborhood Ctr.	36	36	124,200
Urban Day I	20	20	69,000
TOTAL	176	196	$676,200

At no time shall sub-grantees receive payment for seats which were not filled by eligible Milwaukee resident students. Funds to support this program are provided by the state under Wisconsin Statute 119.72 Early Childhood Education: contracts with day care centers

Implementation and Assessment Plan Statement

10. Formal/informal assessments are implemented throughout the school year.

B. Unless otherwise negotiated and agreed to by the parties in writing, contract shall establish to the satisfaction of MPS on an annual basis that contractor has evaluated how children are performing in the program in the following areas:

1. Language Arts
2. Active Learning
3. Math and Logical Reasoning
4. Social/Emotional
5. Science/Social Studies/Health

Committee Recommendations

Your Committee recommends that the Board authorize the Administration to renew contracts with following agencies to provide 196 early childhood seats for the 1998-99 school year at a cost of $676,200, contingent upon receipt of state funds, and successful outcomes resulting from the formal and informal assessment conducted during the 1997-98 contract experience.

Day Care Center	97-98 Slots	98-99 Slots	Amount
Carter Child Development Center	60	80	$276,000
La Causa Day Care Center, Inc.	60	60	207,000
Silver Spring Neighborhood Ctr.	36	36	124,200
Urban Day I	20	20	69,000
TOTAL	**176**	**196**	**$676,200**

* * * * *

(Item 10) Action on Recommendations for Contract Renewal with St. Charles and St. Francis for Private School Placement of Students with Exceptional Education Needs

Administration's Analysis

1. Under the provisions of Wisconsin Statute 115.85(2)(d), the Board is authorized to contract with private, non-sectarian special education agencies to provide special education services to pupils enrolled in MPS.

2. At its June 26, 1996, meeting, the MPS Board of School Directors 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 handicaps.

3. On June 18, 1997, the MPS Board of School Directors gave approval for a contract agreement with St. Charles Youth and Family Service and the St. Francis Children's Center to provide an educational treatment-oriented program for students with exceptional education needs serving 140 students with severe behavioral problems.

4. Consistent with the provisions of our contract, contracts can be renewed 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 exceptional education students experiencing difficulty with their behavior.

Strategic Plan Compatibility Statement

5. The recommendation supports the Board's goals related to academic achievement, equity and the maintenance of safe and orderly school environments.

Statute, Board Policy or Rule Statement

6. The recommendation adheres to the provisions established by Wisconsin Statute 115.85, the MPS Board Standards for Contracting with Alternative Partnership Schools, and the Wisconsin Administrative Code upon the grant of a waiver request.

Fiscal Impact Statement

7. The contract costs for this contract is shown below:

Organization	1997-98 Seats	Seats	Grades	Cost
St. Charles	120	120	8-12	$1,080,000
St. Francis	40	40	1-5	$360,000
Total	160	160		$1,440,000

Funds sufficient to cover these costs were approved in the FY99 budget.

Implementation and Assessment Plan Statement

8. A program performance evaluation is conducted annually to measure that the schools have complied with the performance standards stated in the contract.

A. Unless otherwise negotiated and agreed to by the parties in writing, the partnership school shall establish to the satisfaction of MPS on an annual basis that it has complied with the following performance standards.

1. The average daily attendance rate of pupils in the Partnership School shall be at least 70%.

2. At least 70% of the students will have remained in school.

3. At least 70% of the participating high school seniors shall have received a school diploma.

4. 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.

5. 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.

6. 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.

Committee Recommendations

Your Committee recommends that the Board of School Directors direct the Administration to renew the contracts with the following organizations:

Organization	1997-98 Seats	Seats	Grades	Cost
St. Charles	120	120	8-12	$1,080,000
St. Francis	40	40	1-5	$360,000
Total	160	160		$1,440,000

* * * * *

(Item 11) Action on Resolution 9899R-028 by Directors Gardner, Braun, Fisher, O'Neil, Sinicki, Thompson and Todd to Develop a Long-Range Plan to Assess the Viability of Developing Additional Seats at St. Catherine's

Resolution

At its regular monthly meeting on May 27, 1998, the Board referred the following resolution by Directors Gardner, Braun, Fisher, O'Neil, Sinicki, Thompson, and Todd to the Finance/Personnel Committee:

WHEREAS, Hi-Mount Community School, Union Hill Missionary Baptist Church, Community Baptist Church, and St. Catherine's Church have developed an innovative, effective, and highly regarded four-campus MPS school; and

WHEREAS, Through this collaboration MPS has demonstrated its commitment and ability to develop neighborhood schools that use community facilities to strengthen and support families, neighborhoods, and public education; and

WHEREAS, Parents of kindergarten students at the three sites for Hi-Mount kindergarten classes would like their children to stay in the neighborhood and stay enrolled at Hi-Mount; and

WHEREAS, St. Catherine's has available classroom space that may be available for increased numbers of classes for a number of years; and

WHEREAS, A plan for effective, long-term collaboration among MPS, Hi-Mount Community School, and St. Catherine's might generate another quality neighborhood school without incurring costs for new construction or additional tax levies to Milwaukee taxpayers; now, therefore, be it

RESOLVED, That the Board instruct the Superintendent to appoint a committee that includes representatives of Hi-Mount, St. Catherine's, Community Baptist Church, other community representatives, and MPS personnel to develop one or more plans by which MPS and Hi-Mount could expand MPS classes at the St. Catherine's campus; and be it

FURTHER RESOLVED, That these plans shall integrate facility expansion, finances, staff, governance, and the possibility, where appropriate, of developing a new MPS school at the St. Catherine's campus.

Committee Recommendation

Your Committee recommends that the Board place the resolution on file.

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(Item 12) Action on Resolution 9899R-013 by Director Hardin to Require Board Approval of All Title I Budgets

Background

At its meeting on March 25, 1998, the Board referred the following resolution by Director Hardin to the Finance/Personnel Committee. The item was placed on file at the Board's May 4, 1998, meeting and reintroduced by Director Hardin as Resolution 9899R-013 at the Board's May 27, 1998, meeting.

WHEREAS, The FY98 Title I allocation for MPS is in excess of $48 million; and

WHEREAS, At one time the Board did review and approve Title I expenditures; and

WHEREAS, At one time the Board did review and approve Title I expenditures; and

WHEREAS, Given the significant amount of Title I funds and the district's reliance on them, Board supervision of the expenditure of these funds is appropriate; now, therefore, be it

RESOLVED, That all Title I budgets be brought to the Board for approval, effective with the FY99 fiscal year.

Administration's Analysis

A preliminary analysis of this item was presented at the April 22, 1998, meeting of the Finance/Personnel Committee

At it's April 22, 1998, meeting, the Finance/Personnel Committee held the item pending further information from the Administration and requested that the Administration report in June supplying the following information:

1. Account codes relative to Title I expenditures (Detailed Responsibility Reports).

2. A list of non-public schools which receive Title I services.

Detailed Responsibility Reports

At the end of each month, each Title I school receives a copy of the report, which shows its spending in the following categories: salaries, purchased services, supplies and equipment. The report is used to monitor Title I expenditures and also to guide the school in the mid-year Title I budget restructuring process. Because of the extensiveness of the document, copies of the detailed responsibility report will be available at the committee meeting.

Non-Public Schools Receiving Title I Services

MPS, according to Title I legislation, must provide supplementary instructional services to eligible non-public school students. Required documentation relative to eligibility is secured by Title I office personnel and services are provided accordingly. The list of non-public schools receiving services is attached on pages 113-115.

Committee Recommendation

Your Committee recommends that all Title I budgets be brought to the Board for approval and possible reallocation, effective with the 1999 fiscal year.

* * * * *

(Item 13) Action on a Resolution Authorizing the Sale of Revenue Anticipation Notes to Meet the District's Cash Flow Needs

Communication From City Comptroller

1. The Office of City Comptroller is requesting that the Board adopt the following resolution, drafted by the City Attorney. The resolution authorizes interim funding of the School Operations Fund through the issuance of Revenue Anticipation Notes in an amount not to exceed $98,000,000 to cover regular School Operations Fund expenses, pending receipt of state educational aids.

2. The issuance of Revenue Anticipation Notes pending receipt of state aids is a normal annual occurrence and is ordinarily authorized by the Board in June. The resolution has been reviewed by the district's chief financial officer and has been found to be appropriate.

Committee Recommendation

Your Committee recommends that the Board adopt the following resolution:

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, 1998 through June 30, 1999, 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 1998-1999 amount to $492,990,000 and these anticipated school aid revenue payments under sec. 121.15, Stats., represent 63.8% of the anticipated revenues for the School Operations Fund for fiscal year 1998-1999; and

WHEREAS, The Milwaukee Public Schools is anticipating the receipt of equalization aid revenues from the State of Wisconsin in September, 1998; December , 1998; March 1999 and June, 1999, and specifically in the amount of $172,500,000 in June, 1999; 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 1998-1999; 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 Ninety-Eight Million Dollars ($98,000,000) 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 1998-1999; and be it

FURTHER RESOLVED, That the City 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, 1999 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 1998-1999 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.

* * * * *

(Item 14) Action on an Intergovernmental Cooperation Agreement with the City of Milwaukee Regarding Building Improvements under the Federal Americans with Disabilities Act

Background

1. During the past five years, Milwaukee Public Schools has been implementing its compliance plan to meet its obligations as part of the Americans With Disabilities Act (ADA). This effort has resulted in 84 schools and other buildings being brought into compliance with the Federal law.

2. At its meeting of April 30, 1998, the Board approved the FY99 budget. Contained in the budget was authorization to spend $2 million for the next phase of the district's compliance effort. In the past, funding for this initiative was obtained through borrowing from the Common School Fund of the Board of

Commissioners of Public Lands or through General Obligation Short-term Promissory Notes borrowed by the City of Milwaukee, depending on which was more favorable to the Board.

3. Based upon the most current financial information, it appears that borrowing through the City is most favorable to the Board. In order to accomplish this, the Board must enter into an Intergovernmental Cooperation Agreement with the City of Milwaukee. The Board has previously approved similar agreements on July 31, 1996, and August 27, 1997. A copy of the agreement is attached.

Committee Recommendation

Your Committee recommends that authorization be given to enter into the attached Intergovernmental Cooperation Agreement for the purpose of financing building improvements to meet the requirements of the Americans With Disabilities Act.

* * * * *

(Item 15) Action on Resolution 9899R-029 by Directors Gardner, Fisher, O'Neil, Sinicki, Thompson, and Todd to Transfer $25,000 to Pay Unreimbursed Transportation Costs for Child Care Providers

Background

At its regular meeting on May 27, 1998, the Board referred the following resolution by Directors Fisher, Gardner, O'Neil, Sinicki, Thompson, and Todd to the Finance and Personnel Committee:

WHEREAS, A small number of independent child care agencies expanded kindergarten and early childhood classrooms in August and September of 1997 to accommodate the sudden expansion of W-2 participants who required on-site child care to supplement school for their children; and

WHEREAS, These agencies have provided transportation services for some students from the beginning to the end of the 1997-98 school year; and

WHEREAS, MPS reimburses parents four hundred dollars ($400) per child to provide transportation services to qualifying students in independent and religious schools; and

WHEREAS, These agencies have not been reimbursed for the costs of transportation from the State of Wisconsin, W-2 agencies, or Milwaukee County; and

WHEREAS, Payment to these agencies requires authorization from the Board because the onset of W-2 made it impossible to meet the policy deadline of May 15, 1997, to apply for MPS transportation reimbursement; now, therefore, be it

RESOLVED, That the Board instruct the Administration to provide one-time payments of not more than four hundred dollars ($400) per qualifying student to child care centers who have provided licensed school programs to Milwaukee students for the 1997-98 school year; and that the total amount of these reimbursements shall not exceed twenty-five thousand dollars ($25,000).

Administration's Analysis

1. Wisconsin State Statute 121.54 details the district's obligations to provide transportation services to non-public schools. The district may fulfill its obligations by providing a contract to parents for transportation services. The district pays the average per-pupil cost in the previous year, exclusive of services for mid-day kindergarten and for EEN students. For FY98, the per-pupil cost is four hundred four dollars ($404).

2. Non-public Schools must notify MPS by May 15th of each year of the names, addresses, and grades of the pupils requesting transportation services. The statute does permit the district to extend the deadline.

3. The district has paid the non-public school/agency directly in lieu of paying the parents. Total cost is $25,048 ($404 x 62 students). The Administration has verified that the students were eligible for transportation and in attendance for the requisite number of days. The Administration favors a waiver of the May 15th deadline.

Strategic Plan Compatibility Statement

4. The services provided are consistent with the services offered to other non-public schools/agencies.

Statute, Board Policy or Rule Statement

5. The Board has the authority to waive the May 15th deadline found in SS. 121.54. No other statute or Board policy is affected.

Fiscal Impact Statement

6. The cost is $25,048, to be covered by Transportation Operations funds.

Committee Recommendation

Your Committee recommends that the Board waive the May 15th deadline for providing transportation services and authorize payment of twenty-five thousand forty-eight dollars ($25,048) to Hickman's Academy.

* * * * *

(Item 16) Action on Recommended Nominations to the Board of Directors of the Milwaukee Public Schools Foundation, Inc.

Administration's Analysis

1. At its meeting on November 25, 1997, the Board authorized the Superintendent to take all steps necessary to establish a Milwaukee Public Schools Foundation as a non-profit corporation for education and charitable purposes. At its meeting on December 17, 1997, the Board approved the Articles of Incorporation for the Milwaukee Public Schools Foundation. Early in January 1998, the state of Wisconsin issued the Certificate of Incorporation for the Foundation, under the provisions of Chapter 181, the Wisconsin Nonstock Corporation Law. Application has also been made to the Internal Revenue Service for tax-exempt status for the Foundation in accordance with Section 501(c)(3) of the Internal Revenue Code.

2. Chapter 181.20 of the Wisconsin Nonstock Corporation Law states that a board of directors must be established to manage non-profit corporations and that the number of directors of a corporation shall not be less than three. It is anticipated that the board of directors for the Milwaukee Public Schools Foundation, Inc., will consist of 21 to 25 members, who are nominated by the Superintendent of Schools and confirmed by the Milwaukee Board of School Directors. Two of the members of the Foundation's board are members of the Milwaukee Board of School Directors.

3. At its meeting on December 17, 1997, the Board approved the Superintendent's initial nominations to serve on the Board of Directors of the Milwaukee Public Schools Foundation, Inc.

4. At its meeting on February 25, 1998, the Board took action on Resolution 9798R-062 by Director Hardin regarding parent representation on the Foundation board. The Board of School Directors voted to have a special category of MPS parent represented on the MPS Foundation's board, with the number of parents not to be greater than four.

5. At its meeting on March 25, 1998, the Board approved the Superintendent's nominations to the Board of Directors of the Milwaukee Public Schools Foundation, Inc. The list of current members is attached.

6. The Superintendent is recommending the following individuals to serve on the Foundation's board:

Mr. Robert Milbourne, Executive Director, Greater Milwaukee Committee*

Mr. William I. Jenkins, President, Aurora Health Care,* Alternative Delivery and Community Programs

*Business/organization represented is located within the City of Milwaukee

7. Additional nominations will be brought forward for Board confirmation in the future.

Strategic Plan Compatibility Statement

8. The recommendations are compatible with the Board's goals of increasing student achievement and equity.

Statute, MPS Policy, or Board Rule Implication Statement

9. The Milwaukee Public Schools Foundation, Inc., follows the provisions of Chapter 181, The Wisconsin Nonstock Corporation Law, and Section 501(c)(3) of the Internal Revenue Code, covering non-profit corporations.

Fiscal Impact Statement

10. The initial start-up of the Foundation will be funded through the existing budget.

Implementation and Assessment Plan

11. The Milwaukee Public Schools Foundation will issue an annual report.

Committee Recommendation

Your Committee recommends that the Board approve the Superintendent's nominations to the Board of Directors of the Milwaukee Public Schools Foundation, Inc.

* * * * *

(Item 17) Action on a Recommendation to Approve Interdistrict Student Transfer Agreements

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 March 1998, the Administration mailed to each suburban district the 1998-1999 Interdistrict Student Transfer Agreement with a request that the agreement be signed by the Board president and returned to the Milwaukee Public Schools.

3. On May 27, 1998, the Board approved interdistrict transfer agreements with 13 suburban school districts for 3,824 students.

4. Interdistrict transfer agreements with four additional suburban school districts — Brown Deer, Glendale, Maple Dale/Indian Hill, and West Allis/West Milwaukee — are being submitted to the Board for approval:

District	1998-1999 Contracted	1997-1998 Contracted	1997-1998 Actual Enrollment
Brown Deer	138	134	134
Glendale	112	151	147
Maple Dale/Indian Hill	84	79	81
West Allis/West Milwaukee	293	287	213
TOTAL	627	651	575
GRAND TOTAL	4,451	4,651	4,155

5. In July 1998, the Administration will bring to the Board the remaining six Interdistrict Student Transfer Agreements, if available.

Strategic Plan Compatibility Statement

6. The recommendation under this proposal is consistent with Board Goal #1, academic achievement; Board Goal #2, reduction of the achievement gap between minority and non-minority students; and Board Goal #3, fiscal responsibility to obtain resources necessary to provide quality education and to use these resources efficiently and effectively.

Statute, Board Policy or Rule Statement

7. The resolution regarding Chapter 220 Interdistrict Student Transfer Agreement is referenced to:

- Wisconsin State Statute 121.85(3)
- Board policy adopted at May 24, 1995 (proc. pages 59-68)

Fiscal Impact Statement

8. The Milwaukee Public Schools District and suburban school districts receive state funding for each student participant.

Committee Recommendation

Your Committee recommends that the Board authorize the Board President to execute the 1998-1999 interdistrict transfer agreements for the following school districts:

- Brown Deer
- Glendale
- Maple Dale/Indian Hill
- West Allis/West Milwaukee

* * * * *

(Item 18) Action on Health Insurance Changes for the Superintendent, Exempt and Cabinet-Level Employees, Employees in the Office of Board Governance, and Board Members

Administration's Analysis

Effective July 1,1998, employees represented by Locals #950 (Engineers and Boiler Attendants) and #1616, Building Trades, and PAMPS (Psychologists) have agreed to the following changes in their health insurance benefits. The changes will also apply to current and future retirees from these units.

HMOs

$ 5 Prescription Drug employee co-pay

$ 25 Emergency Room employee co-pay

MPS Indemnity/PPO Health Plan

$ 5 Mail Order Prescription Drug employee co-pay

$ 25 Emergency Room Employee co-pay (waived if admitted as an inpatient immediately following the emergency room visit.)

Change mail-order prescription Drug vendor to ProVantage

Effective when there is a sufficient complement of unions to implement.

The Administration is in the process of negotiating these health insurance changes with the rest of the district's collective bargaining units.

Strategic Plan Compatibility Statement

The recommendation is consistent with the Board's goal of Fiscal Responsibility.

Statute, Board Policy or Rule Statement

Authorization to make changes to the district's health insurance benefit plans must be approved by the Board.

Fiscal Impact Statement

The recommended plan changes are estimated to reduce the Indemnity/PPO Health Plan by 1% and the HMOs by a range of 3-3.8%.

Implementation and Assessment Plan

The health plan change can be implemented effective July 1, 1998.

The Superintendent recommended that, effective July 1, 1998, the Board approve the implementation of the above health insurance changes for the Superintendent, employees in cabinet-level positions, the Director of and employees in the Office of Board Governance, Board members, and employees in positions exempt from the ASC, Local 1053, and Local 1616.

Committee Recommendation

Your Committee reports that a motion to adopt the changes failed on a 2-3 vote. Your Committee therefore recommends that the changes not be adopted.

* * * * *

(Item 19) Report on Summer School Funding

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

Administration's Analysis

FY98 — June 1998 Information

1. Funding for the estimated $2,880,000 cost of summer school for the two weeks of FY98 come from three sources:

- $1,660,000 was budgeted
- $1,000,000 of Title I carryover funds have been designated
- $220,000 categorical programs benefit offset

FY99 — July 1, 1998-June 30, 1999, Information

2. At its meeting of April 28, 1998, the Board of School Directors approved an amendment to the budget to provide summer school for FY99. This amendment included a funding mechanism which was based on state legislative action to provide increased revenue limit authority for summer school.

3. The state legislators completed their special session without any action on an education package for MPS. Consequently, all of the anticipated funding for summer school did not materialize and other funding sources are necessary.

4. The shortfall related to a lack of an education package to support summer school is approximately $3.1 million. However, as a result of the potential for a negative decision on summer school funding from the state legislature, the Administration has instructed schools, as part of their Title I 1998-99 funding, to allocate $153.00 per pupil anticipated to participate in summer school. Based on an estimated 15,000 participants, approximately $2.3 million of the Title I allocation has been reserved for summer school use.

5. The net shortfall for FY99 summer school is approximately $0.8 million.

6. As part of the year-end process, various accounts will have deficits, while others will have surpluses. In the past, the district has used net district surpluses to fund district-wide initiatives and needs.

7. The Administration would like authorization to continue this practice and utilize a portion of any net district surpluses that may arise to offset the approximate $0.8 million shortfall in funding for summer school.

8. If no such net district surpluses are available, the Administration will need to seek other funding sources. (A schedule is attached to your Committee's minutes of June 16, 1998, to illustrate summer school funding sources.)

* * * * *

(Item 20) Action on Recommended Administrative Appointments and Promotions

The Superintendent recommended that the following individuals be promoted or appointed to the classifications indicated, effective upon assignment following approval by the Board:

r	Ada Rivera	Principal Audubon Middle School	Schedule III, Range 14Z $66.861
r	Cynthia Miller	Principal Fifty-third Street School	Schedule III, Range 13Z $68,013
r	Lorraine Applewhite	Principal Maryland Avenue Elementary School	Schedule III, Range 13Z $54,322
r	Sharon McKinney	Principal Sixty-eighth Street School Early Childhood Program	Schedule III, Range 13Z $68,013
r	Terry McKissick	Assistant Principal Westside Academy II	Schedule III, Range 10Z $53,931
nr	Vylette Flamme	Secondary Staffing Specialist Department of Human Resources	Schedule III, Range 10A $71,707
nr	Ronnie Thompson, Jr.	Assistant Title 1 ESEA Program Coordinator Division of Curriculum & Instruction	Schedule III, Range 8A $60,000
r	Elba Marrero	Supervisor, Bilingual/English as a Second Language, Division of Bilingual Multicultural Education	Schedule III, Range 8B $56,377
r	James Gother	Assistant to the Head Start Program Coordinator, Div. of Curriculum & Instruction	Schedule III, Range 7A $57,005
r	Paul Stawicki	Accountant II/Accounts Payable Supervisor, Dept. of Finance	Schedule III, Range 5A $51,122
r	Sceone Eatough	Accountant II Department of Finance	Schedule III, Range 5A $36,974

Committee Recommendation

Your Committee recommends that the individuals listed above, with the exception of the Secondary Staffing Specialist, be promoted or appointed to the classifications indicated, effective upon assignment.

* * * * *

Separate consideration having been requested of Items 6, 7, 9, 11, 12, 16, 17, 18 and 20, on the motion of Director Small the balance of the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

The Board postponed consideration of Item 20 until the end of the meeting.

With respect to Item 6, contracts for partnership schools, Director Braun moved to adopt the report with the words "and with CYD" deleted.

Director Hardin moved to substitute the following motion: That the contracts be approved, except that the CYD contract be held pending further information from the audit until the month of July.

The question being on whether to substitute Director Hardin's motion for Director Braun's motion, the substitute was allowed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Todd and President Fisher—8

Noes—Director Thompson—1.

The question being on adoption of the substitute motion, it was adopted, the vote being the same as that preceding:

Ayes—8; Noes—1.

With respect to Item 7, early childhood education contracts, Director Small moved to adopt the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

With respect to Item 9, day care center contracts, Director Small moved to adopt the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

With respect to Item 11, a resolution to develop additional seats at St. Catherine's, Director Gardner moved that the Board adopt the resolution, with the words "Community Baptist Church" added to St. Catherine's campus in both Resolveds.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, O'Neil, Sinicki, Thompson and President Fisher—6.

Noes—Directors Hardin, Small and Todd—3.

With respect to Item 12, a resolution to require Board approval of Title I budgets, Director Todd moved to adopt the Committee report with the following words added: "That all Title I budgets be brought to the Board for approval and possible reallocation at the July meeting of this year, effective with the 1999 fiscal year.

Director Braun moved that the item be held at the Board level.

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

Ayes—Directors Braun, Gardner, O'Neil and Thompson—4.

Noes—Directors Hardin, Sinicki, Small, Todd and President Fisher—5.

Director Hardin moved to provide that the administration submit a report at the July meeting with possible action at the July meeting.

The amendment was adopted by consensus.

Director Sinicki moved to amend by changing the effective date until the fiscal year 2000.

The amendment was adopted, the vote being as follows;

Ayes—Directors Braun, Gardner, O'Neil, Sinicki and Thompson—5.

Noes—Directors Hardin, Small, Todd and President Fisher—4.

The question being on the motion as amended, That the administration bring a report on Title I to the Board at the July meeting, with possible action for the fiscal year 2000 budget, the motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

With respect to Item 16, nominations to the Board of Directors of the MPS Foundation, Director Sinicki moved to adopt the Committee report.

Director Gardner disqualified himself from discussion of this item and left the floor.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—7.

Noes—None.

Abstaining from voting—Director Gardner—1.

Temporarily absent—Director Hardin—1.

Director Gardner present.

With respect to Item 17, interdistrict student transfer agreements, Director Thompson moved to adopt the Committee report.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, O'Neil, Sinicki, Thompson, Todd and President Fisher—7.

Noes—None.

Temporarily absent— Directors Hardin and Small—2.

With respect to Item 18, health insurance changes for exempt employees and Board members, Director Thompson moved to adopt the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Sinicki and Thompson—4.

Noes—Directors O'Neil, Small and Todd—3.

Abstaining from voting—President Fisher—1.

Temporarily absent—Director Hardin—1.

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 20 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Small moved to accept the reports of the Independent Hearing Panel of May 26, 1998, at 11:30 AM; May 27, 1998, at 9:30 AM, 11:30 AM, and 2:00 PM; May 28, 1998, at 9:30 AM and 2:00 PM; May 29, 1998, at 9:30 AM; June 1, 1998, at 9:00 AM, 9:30 AM, and 11:30 AM; June 2, 1998, at 2:00 PM; June 4, 1998, at 9:00 AM, 9:30 AM, 11:30 AM, and 2:00 PM; June 5, 1998, at 9:30 AM and 2:00 PM; June 8, 1998, at 9:30 AM and 2:00 PM; and June 11, 1998, at 2:00 PM

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

Ayes—Directors Braun, Gardner, O'Neil, Small, Thompson and President Fisher—6.

Noes—Directors Hardin and Todd—2.

Temporarily absent—Director Sinicki—1.

* * * * *

RESOLUTIONS

Resolution 9899R-036

By Director Todd:

WHEREAS, There is a need for metropolitan planning to provide better services to all students, city and suburban; and

WHEREAS, Metropolitan planning could decrease the costs of inter-district transportation, with the savings accruing to the benefit of all cooperating districts; and

WHEREAS, Metropolitan planning could facilitate joint ventures with respect to programs and facilities that could be cost-saving to taxpayers; now, therefore, be it

RESOLVED, That the Superintendent be authorized to begin discussions with the Chapter 220 districts on the feasibility of joint planning, including, but not limited to, technical high school facilities, cooperative education/School-To-Work programs, exceptional education programs, programs for disruptive students, language specialty schools, arts specialty schools, and Montessori schools; and be it

FURTHER RESOLVED, That the Superintendent submit a report on his discussions to the Innovation/School Reform Committee no later than March 1997.

Referred to the Innovation/School Reform Committee.

RESOLUTION 9899R-037

By Director Todd:

WHEREAS, Stability has been recognized as an essential family value for the positive growth of children and even adults; and

WHEREAS, Maslow has recognized that stability in the lives of children must be in place, must be an ongoing functional part of the life of a child, and categorically must precede any attempts at or expectations of achievement, recognition and/or self-esteem; and

WHEREAS, Stability in the lives of school children within MPS has been demonstrated to have a positive effect on achievement, recognition, and self-esteem; and

WHEREAS, Neighborhood schools exacerbate high classroom mobility and consequently low student academic achievement, low student self-esteem, and low student adult reinforcement for recognition; and

WHEREAS, Magnet/specialty schools have provided school children with the largest level of school and classroom stability, and have proven to show the greatest productive outcomes of achievement, recognition, and self esteem; and

WHEREAS, Stability in the classroom life of the child has proven to be the essential core ingredient to the success of the magnet/specialty schools; and

WHEREAS, The traditional social institutions, like nuclear families or even stable adult family members of any family constellation type, stable neighborhoods, and perceived safe and secure neighborhood schools, have become dysfunctional and nonexistent in the lives of many MPS children, particularly children of color; and

WHEREAS, Stabilizing the lives of children in even one of the three institutions (schools) which can provide and foster stability has proven to have a profound effect on achievement, recognition, and self-esteem of the child; and

WHEREAS, The urban nomadic lifestyle of many of MPS children is destructive to the stability needed for academic success and counter-productive to achievement, recognition, and self-esteem; and

WHEREAS, The three de facto school systems within MPS (magnet/specialty system, court-ordered diversity system, and failing neighborhoods school system) delineate the dramatic effects of stability and non-stability or mobility on learning and academic achievement; and

WHEREAS, The public/market demand for magnet/specialty schools is demonstrated by the continuing backlog for specialty schools and MPS continues to frustrate parental interest and student stability by refusing to create more magnet schools; now, therefore, be it

RESOLVED, That MPS create a comprehensive system-wide plan for implementing more magnet/specialty schools, starting with those schools which have a backlog of students; and be it

FURTHER RESOLVED, That MPS count the potential backlog for a particular school as the total number of students/parents who have applied for the school over the last four years; and be it

FURTHER RESOLVED, That MPS develop other models of stability than the specialty schools for the positive nurturing and caring for academic success, positive recognition, and positive self-esteem.

Referred to the Innovation/School Reform Committee.

RESOLUTION 9899R-038

By Director Todd:

WHEREAS, The Division of Research and Assessment is currently under the supervision of the Director of the Department of Educational Services; and

WHEREAS, A January 1993 report on the Milwaukee Public Schools (MPS) organizational structure recommended transferring the program assessment function to the District's existing audit function, now located in the Office of Board Governance, thereby consolidating and streamlining all evaluation functions under one department to attain organizational effectiveness and efficiency; and

WHEREAS, The Board has directed in the past, and continues to direct, program and performance audits, which create a need to separate the research and assessment function from the Department of Educational Services for the purpose of creating an effective, independent evaluation and accountability function; and

WHEREAS, Board requests for research studies and assessments such as a longitudinal study of MPS graduates, an independent objective annual Report Card from the Board to MPS stakeholders and the citizens of Milwaukee, and studies regarding what strategies work and do not work in the classroom, clearly demonstrate the need for an independent function; and now therefore, be it

RESOLVED, That the Board direct the Superintendent to transfer the Division of Research and Assessment, its $1.587 million budget, and all its staff (11.75) to the Office of Board Governance, effective August 1, 1997.

Referred to the Finance/Personnel Committee.

RESOLUTION 9899R-039

By Director Todd:

WHEREAS, The time has come to put a computer in every student's home for access to the infobahn; and

WHEREAS, MPS has an obligation to level the playing field between the technological "haves" and the technological "have nots"; and

WHEREAS, MPS children of color represent the majority of students in the district who are technological "have nots"; and

WHEREAS, School To Work cannot succeed without fluent keyboard and computer literacy in the information economy; and

WHEREAS, It is technology skills, particularly keyboard and computer literacy skills which will most strongly affect student achievement and success in the information society; and

WHEREAS, The children of MPS Board members have access to computer technology to compose homework assignments, and Board members' children have become technological "haves"; and

WHEREAS, With computers at home for each student, parents can more effectively communicate with the schools; teachers can more effectively communicate with the parents; students can put their homework in the teachers' electronic folders; teachers can grade the assignments and

put them back in the kids' electronic folders; kids can do research on the Internet; work groups can do assignments between schools, between districts, between countries (immersion schools); and parents can even contact teachers; and parents can leave absence notes for the school; and

WHEREAS, Work Groups and Group Ware are essential components of "School To Work"; and

WHEREAS, If students graduate, they could get to keep the computer as an incentive to stay in school and as a tool for college work and a basis for 'School To Work' with a real tool for on-the-job work at home; and

WHEREAS, The School Without Walls and Distance Learning concepts, components of "School To Work," would be facilitated through hands-on technology learning; and

WHEREAS, Homebound instruction would be facilitated and conducted much more cost effectively; now, therefore, be it

RESOLVED, That MPS provide a computer for every high school student at home; and be it

FURTHER RESOLVED, That the Administration identify the resources and budget for implementing this concept for the 1998-1999 school year.

Referred to the Innovation/School Reform Committee.

RESOLUTION 9899R-040

By Director Todd:

WHEREAS, It is a fundamental fact that written English is based on the alphabetic principle and is a phonetic language; and,

WHEREAS, Learning to read and phonically decode is the alpha point of all education; and,

WHEREAS, The detrimental effects of illiteracy (literacy deprivation) are far more savage and brutal than financial and cultural deprivation, which are ultimately based on literacy deprivation; and,

WHEREAS, Educational research clearly supports systematic phonics instruction as the most effective and efficient way to teach an individual to read; and,

WHEREAS, Top teachers Marva Collins, Maria Montessori, and Sig Englemann all use intensive phonetic methods to teach early reading; and,

WHEREAS, The Whole Language reading method with which MPS replaced its basic phonic instruction and phonic measurement system has proven to be a failed reform initiative depressing MPS reading performance; and,

WHEREAS, Abolishing the Wisconsin Design as a measurement system used for testing quality of phonics instruction standards at local schools and in classrooms has also proven to be disastrous to the district's reading performance, and,

WHEREAS, The Wisconsin Design proved to be an intelligent assessment of teacher performance and a measure of high standards for teaching and instruction; and,

WHEREAS, Currently, the district has no effective way of uniformly assessing comprehensive decoding skills and measurement standards in the primary years; and,

WHEREAS, State legislatures throughout the U.S. are enacting Literacy Restoration Acts like the North Carolina's House Bill 917 (1995) which embrace phonics as a fundamental cornerstone of successful reading and literacy; therefore be it

RESOLVED, That the entire body of phonics knowledge — that is, comprehensive language decoding skills — be taught to each and every MPS student before second grade; and be it

FURTHER RESOLVED, That a comprehensive phonics measure system (ala the Wisconsin Design) be reintroduced to measure all student and local school performance and establish a system of high standards for teachers in the teaching of phonics and ultimately reading comprehension; and be it

Further Resolved, That late student entries, at all grades levels K-12, to the MPS School District have access to and be required to take such comprehensive phonic instruction and successfully meet the MPS basic phonics and reading comprehension measurement standards; and be it

Further Resolved, That all partnership, choice, charter, and other publicly funded schools and programs be required to teach comprehensive phonic instruction and establish standards and measurement criteria; and be it

Further Resolved, that comprehensive phonics instructional materials be made available free of charge to Home Schooling parents who desire to teach their children phonics reading skills at home; and be it

Further Resolved, that such phonic instruction techniques be offered to parents through the MPS Community Education Division as part of a MPS Parenting Empowerment Initiative to help raise parenting skills for poverty-class underachieving children; and be it

Further resolved, that the book Phonics in Your Face/Military Day be made available as an informal supplement to all other formal phonic instruction for the purpose of jump-starting students at all levels so that they will be better prepared to absorb the more formal phonic classroom instruction.

Referred to the Innovation/School Reform Committee.

RESOLUTION 9899R-041

By Director Todd:

WHEREAS, MPS has eliminated Summer School thereby eliminating student exposure to more time in school; and

WHEREAS, An idle mind is the devil's workshop and MPS should provide constructive learning activities for the city's children during the summer and not abandon our children's education in the street culture and the gangs; and

WHEREAS, The focus of summer school used to be the student in the failing schools who needed more time in school to repair their reading and math grade point; and

WHEREAS, MPS is obligated to provide enrichment learning to low income children whose families don't have the resources to purchase enrichment courses for their kids; and

WHEREAS, MPS formerly used summer school as a tool whereby students could make up for lost time in class and lost grades during the regular school year to retool their academic prowess; and

WHEREAS, MPS formerly sent letters to parents of children who were at risk, encouraging and counseling them to take advantage of summer school for their children in order to get their kids on track; and

WHEREAS, All national studies on achievement see more time in school as the key variable to academic success; and

WHEREAS, Current literature and research abound with empirical findings and research results proving the effectiveness of summer school successes; and

WHEREAS, The elimination of summer school was a failed reform initiative; and

WHEREAS, There are other options besides summer school for providing additional classroom time for students, such as the Congress Year-round School; and

WHEREAS, MPS can gain more classrooms by providing classroom space on a year-round basis and provide an opportunity for students to accelerate their educational life at MPS; now, therefore, be it

RESOLVED, That the Superintendent be directed to present plans to the Board for extended school year options for MPS students; and be it

FURTHER RESOLVED, That these plans include the reinstatement of summer school, effective summer, 1998; year-round school options; and options for operation of schools on a trimester/quarter basis.

Referred to the Innovation/School Reform Committee.

RESOLUTION 9899R-042

By Director Todd:

WHEREAS, The Board of School Directors has encouraged the Expanded Budget Committee to recommend weighted formulas to assist in developing budgets; and

WHEREAS, The Expanded School Budget Committee did an exemplary job in developing a recommendation for weighted formulas including:

— School-Level Differential;

— Bilingual Adjustment;

— School-Size Adjustment; and

— English as a Second Language; and

WHEREAS, In the subject of Exceptional Education, the committee refused to propose a weighted formula but instead scolded the Board; and

WHEREAS, The Board during its budget considerations needs policy options for Exceptional Education funding that include weighted formulas in the policy options; now, therefore, be it

RESOLVED, That the Board thank the Expanded Budget Committee for its work; and be it

FURTHER RESOLVED, That the Board ask the Administration to provide policy options as part of the budget process that include weighted formulas for Exceptional Education; and be it

FURTHER RESOLVED, That the Board ask the Task Force on Exceptional Education and Supportive Services to suggest policy options both to the Administration and to this Board for weighted formulas; and be it

FURTHER RESOLVED, That the Strategic Planning and Budget Committee hold public hearings on weighted formulas for Exceptional Educational and Supportive Services several times before the budget is adopted.

Referred to the Strategic Planning and Budget Committee.

RESOLUTION 9899R-043

By Director Todd:

WHEREAS, The Arthur Young report for evaluating positions and determining salary ranges has been utilized since its adoption in 1983; and

WHEREAS, The dimensions for evaluating positions have not been updated since 1983; and

WHEREAS, There have been numerous applications for reclassification, some of which have been granted and some of which have not; and

WHEREAS, Decisions concerning reclassifications have not always followed the criteria set forth in Arthur Young; and

WHEREAS, Job descriptions have been changed; and

WHEREAS, The organizational structure of MPS has undergone modifications under the six superintendents since the adoption of the Arthur Young Report in 1983; and,

WHEREAS, Many positions have been restructured, redefined, combined, eliminated, or created; and

WHEREAS, Organizational structures, such as K-12 schools, that did not exist before now exist; and

WHEREAS, MPS has come to use and rely more extensively on part time and consultant services; and

WHEREAS, The MPS Administration has used inappropriate staff gradings as a cover for working around the residency requirement of the Board; and

WHEREAS, The Board has as its objectives to increase student achievement and provide appropriate resources "to reach the achievement goal;" and

WHEREAS, Appropriate staffing levels and assignment of staff, are critical to the attainment of the Board's goals; now, therefore, be it

RESOLVED, That the Administration provide the Board with an analysis of the number of employees, vacancies, underfilled positions, part time positions, and consultant services currently in MPS; and be it

FURTHER RESOLVED, That the analysis include a comparison to the conditions that existed when the Board approved the Arthur Young study in 1983.

Referred to the Finance/Personnel Committee.

RESOLUTION 9899R-044

By Director Todd:

WHEREAS, The Administrators' and Supervisors' Council (ASC) is and has been the exclusive bargaining agent for its members for more than 25 years; and

WHEREAS, ASC was determined by a vote of the membership to be the bargaining agent for its members; and

WHEREAS, The vote was conducted under the auspices of the WERC; and

WHEREAS, Upon certification of the vote, ASC was voluntarily recognized by the Board of School Directors by a unanimous vote on September 7, 1971; and

WHEREAS, ASC, since 1986, in consideration of continuing recognition, has voluntarily agreed and has refrained from seeking statutory inclusion under ss 111.70; and

WHEREAS, Since 1971, ASC and the Milwaukee Board of School Directors have successfully bargained and negotiated continuous successive contracts; and

WHEREAS, The current contract extended with ASC expired on August 31, 1997; and

WHEREAS, Recently the MPS Board's negotiators have issued an unauthorized ultimatum to ASC to break up the ASC bargaining unit for the purpose of causing fragmentation of the ASC bargaining unit; and

WHEREAS, The Board's negotiators have misrepresented the will of the MPS Board of School Directors with the ultimatum to break up the bargaining unit as a decision resulting from a Board vote; and

WHEREAS, The Board has never taken any action, either formally or informally, to refuse to bargain with ASC or not to recognize ASC as a bargaining agent; and

WHEREAS, The unilateral actions of the Board's negotiators could involve the MPS Board in protracted and problematic litigation; and

WHEREAS, If carried out, the unilateral and unauthorized threats of the Board's negotiators would leave the MPS leadership team without a local group to represent them and without a single local professional group or association with which they can join; and

WHEREAS, The unprofessional and antagonistic threats of the Board's negotiators serve to embarrass the Board and are counterproductive to a harmonious working relationship and disrupt the vital process of educating the district's children; and

WHEREAS, Any threats or other unprofessional actions of the Board's negotiators undermine the professional status of MPS leadership teams; and

WHEREAS, The existence of a bargaining unit for MPS leadership serves as an inducement for candidates both within MPS and outside MPS to seek advanced leadership positions in MPS; now, therefore, be it

RESOLVED, That the MPS Board of School Directors go on record that it has never voted to fragment the ASC nor has the Board ever voted to refuse to bargain with the ASC under any conditions; and be it

FURTHER RESOLVED, That it is not the intention of the Board either to fragment ASC or not bargain with ASC; and be it

FURTHER RESOLVED, That the MPS Board of School Directors direct the negotiating team to go to the bargaining table and negotiate a contract that represents the will of the Board of School Directors with all deliberate speed; and be it

FURTHER RESOLVED, That the Board by 1/30/98 receive confirmation that bargaining with ASC is proceeding in a professional manner and that progress toward a settlement that benefits both employees and children is being attained.

Ordered held at the Board level.

RESOLUTION 9899R-045

By Director Todd:

WHEREAS, Article X, Section 1 of the Wisconsin Constitution establishes the Office of State Superintendent of Public Instruction; and

WHEREAS, Chapter 115, Subchapter II of the Wisconsin Statutes specifies the duties of the State Superintendent of Public Instruction and the operations of the Department of Public Instruction; and

WHEREAS, The current State Superintendent, along with his predecessors, has shown little understanding of the dynamics of urban education; and

WHEREAS, The current State Superintendent has used his office to become inappropriately involved in local Milwaukee politics; and

WHEREAS, MPS and other urban districts in the state receive few services from the Department of Public Instruction; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors support a constitutional amendment abolishing the Office of the State Superintendent of Public Instruction; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors support legislation to reorganize the Department of Public Instruction to provide greater services to urban school districts.

Referred to the Legislation, Rules and Policies Committee.

RESOLUTION 9899R-046

By Director Todd:

WHEREAS, American College Testing Inc. (ACT) has developed the Work Keys system of workplace skills assessment and reporting as an educational tool that links the classroom to the workplace, allowing educators and employers to work together in preparing students for the world of work; and

WHEREAS, The Work Keys system encompasses a complete spectrum of job analysis, assessment, instructional support, reporting, and training services; and

WHEREAS, Work Keys measures skills in applied mathematics, applied technology, listening, writing, locating information, observation, reading for information, and teamwork; and

WHEREAS, The Work Keys system includes instructional materials for schools and a process for businesses to profile specific jobs according to what skill levels are required; and

WHEREAS, The Work Keys assessments are criterion-referenced, measuring a person's performance on the assessment not against others who have taken the assessment, but against an established skill scale; and

WHEREAS, Unlike aptitude tests, Work Keys provides a way for students who have been tested to improve their skills;

WHEREAS, Four states and a number of cities nationwide are currently using Work Keys to assess and report their students' job-skills levels, use of the system having increased by 41% last year; and

WHEREAS, The National Association of Secondary School Principals has made three of the eight Work Keys assessments a requirement for students who post their records on SCRIBE, a new on-line job service; and

WHEREAS, For the Work Keys system to be fully effective, Milwaukee Public Schools must work to get local and state government, business, and industry involved in its use; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors instruct the Administration to investigate the Work Keys system to determine whether its implementation might benefit the students of the Milwaukee Public Schools; and be it

FURTHER RESOLVED, That the Administration be instructed to investigate possible strategies to form a partnership among MPS, state and local government, and state and local business and industry to promote the implementation and use of the Work Keys system; and be it

FURTHER RESOLVED, That the Administration report back to the Board the results of its investigation and the process and cost of implementing use of the Work Keys system, including strategies to obtain possible funding for this program from:

1) Federal, state, and local government workplace and educational grants and initiatives;

2) Private educational foundations; and

3) Business and industry.

Referred to the Innovation/School Reform Committee.

RESOLUTION 9899R-047

By Director Todd:

WHEREAS, The Greater Milwaukee Education Trust has produced misinformation which has provided an inaccurate picture of the Milwaukee Public Schools (MPS); and

WHEREAS, The Greater Milwaukee Education Trust has demonstrated a lack of understanding of and insight into basic issues in urban education and the related distress factors which school children must cope with on a daily basis; and

WHEREAS, The Greater Milwaukee Education Trust has been outclassed and countermanded in objective and independent studies and analyses of what truly has been going on within public education and within MPS by: 1) The Institute for Wisconsin Futures study of the true nature of the dollar increase in MPS spending revenues; 2) The Education Week analysis of urban environmental distress factors which clearly shows where the responsibility for student achievement truancy and dropout statistics lie; 3) The Federal Reserve Policy Review, Princeton Research, of the positive impact of the MPS RISE school efforts, such as lower class size on underachieving students of color, and summer school for failing children; 4) Dennis Redovich's research on the nature and essence of achievements, truancy and dropouts in MPS; 5) Jonathan Coleman's study on Milwaukee as one of the most racist cities in the nation and the impact of racism on the lives of children of color in this city; and 6) The Panel of National Experts On Reading & Literacy conclusions that direct systematic phonics (which is largely missing from MPS curriculum) is essential to producing reading achievement; and

WHEREAS, The report card data provided by MPS has been misinterpreted, misunderstood, and misused for political purposes; and

WHEREAS, The Greater Milwaukee Education Trust has failed to address the numerous distress factors and urban issues which should be addressed in order to make a positive impact on the lives of and learning opportunities for children in our city; and

WHEREAS, The Greater Milwaukee Education Trust has demonstrated a lack of understanding of MPS with respect to dropouts; class size; Maslow's hierarchy of needs as it relates to poverty class children, particularly poverty class children of color; urban poverty distress factors like employment opportunities, housing, teen pregnancy, crime and street violence; livable wage opportunities; and the intricate nature of the school district's finances in coping with the distress factors children bring to school; and

WHEREAS, District schools currently contract with the Greater Milwaukee Education Trust for approximately $300,000 worth of parent services, much of it with unauthorized Title I funds and much of it used for political purposes against the district itself; and

WHEREAS, Currently MPS contracts with the Greater Milwaukee Education Trust for a School Expo Fair at MECCA which has had a negligible impact on students and parents in securing first choice of schools and where the Board has received negative comments and complaints from parents and students about the operations and professionalism of the School Expo; and

WHEREAS, Employees of the Greater Milwaukee Education Trust have advocated before the Board for a curriculum that would lead to the miseducation of children of color about the true nature and history of the continent of Africa, its people and their culture; and

WHEREAS, Employees of the Greater Milwaukee Education Trust have advocated before the Board for this spurious curriculum with religious cult members and leaders; and

WHEREAS, The Greater Milwaukee Education Trust appears to be more interested in establishing Charter and Choice Schools than it is in helping public education or in helping MPS deal with the urban environmental distress factors with which it must cope; and

WHEREAS, The Greater Milwaukee Education Trust has misused and misinformed the public school children of MPS before the Board in attempts to further its political agenda; and

WHEREAS, This must cease and desist as it may be interpreted as a misappropriation of federal monies for political purposes; and

WHEREAS, These expenditures of Title I funds for non-classroom activities may be deemed inappropriate and a misallocation of federal government funds; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors prohibit schools from contracting directly with the Greater Milwaukee Education Trust or any other vendor who does business with two or more schools without first coming to the Board for approval; and be it further

RESOLVED, That the Board prohibit pass-through services to schools whereby outside agencies or community based organizations (CBOs) are paid to provide services to schools with monies that should be going directly to the schools and to the classrooms; and be it further

RESOLVED, That all Title I fund expenditures be brought to the Board annually for approval; and be it further

RESOLVED, That annual expenditures by any school to a single vendor be limited to $5,000 without coming to the Board for approval; and be it further

RESOLVED, That the combined annual expenditure for all schools to a single vendor be limited to $10,000 without coming to the Board for approval; and be it further

RESOLVED, That the Board prohibit any payments to vendors and outside CBOs for political activities involving any MPS school or the districts; and be it further

RESOLVED, That MPS host its own School Expo Fair; and be it further

RESOLVED, That MPS take over all other activities and functions that the Greater Milwaukee Education Trust supposedly performs for the Board of School Directors; and be it further

RESOLVED, That the Administration provide the Board with an itemized list of activities that the Greater Milwaukee Education Trust supposedly performs for the district, along with the associated cost and sources of funding associated with each activity.

Referred to the Finance/Personnel Committee.

RESOLUTION 9899R-048

By Director Todd:

WHEREAS, There is a need for increased safety and security around MPS schools; and

WHEREAS, A number of MPS schools use surveillance cameras to maintain security within their buildings and to monitor outside areas, such as parking lots; and

WHEREAS, The cost of this technology has significantly decreased in recent years; and

WHEREAS, Improved safety and security around schools will help increase the stability of the neighborhoods around the schools; now, therefore, be it

RESOLVED, That the Administration explore the feasibility of increasing safety and security around MPS schools; and be it

FURTHER RESOLVED, That the results of this feasibility study be presented to the appropriate Committee of the Board no later than three months after the adoption of this resolution.

Referred to the Finance/Personnel Committee.

RESOLUTION 9899R-049

By Director Todd:

WHEREAS, The position of Coordinator of Governmental Relations was established in 1984 as a lobbying arm of the Milwaukee Public Schools district and;

WHEREAS, The Office of Governmental Relations was established to provide an important link to federal, state and local legislators and other public officials on issues of importance to MPS; and

WHEREAS, The Office of Governmental Relations is responsible for conveying the Board's vision and goals as well as legislative agenda at the state and national levels; and

WHEREAS, The Board needs to develop a closer relationship with this department to monitor political climate and ensure that the interest of the district's children is protected; and

WHEREAS, That the Board has a responsibility to its constituents to ensure that their interests are properly represented at the legislative level; and

WHEREAS, Since the supervision of the Office of Governmental Relations reverted to the Superintendent in 1992, the board has continued to receive negative feedback from various legislators and legislative bodies about the objectives, quality and effectiveness of the MPS lobbying effort; and

WHEREAS, Since the supervision of the Office of Governmental Relations reverted back to the Superintendent in 1992, the Board has not been satisfied with the results of the lobbying efforts of the Office of Governmental Relations in the last few years; now, therefore be it

RESOLVED, That the Office of Governmental Relations, its four-member staff and its $329,745 budget be transferred to the Office of Board Governance effective July 1, 1998.

Referred to the Finance/Personnel Committee.

RESOLUTION 9899R-050

By Director Todd:

WHEREAS, The Milwaukee Public Schools (MPS) is a growing urban school district and must make adjustments in school facilities to accommodate the increasing student body population; and

WHEREAS, As a responsible district, MPS does facilities planning internally and leases facilities in the City of Milwaukee with an eye toward stringent fiscal responsibility while still serving its 104,000 students; and

WHEREAS, The performance of the MPS facilities Planning Division, Department of School and Community Service, has been deemed a failure by the community, by many elected officials, and by many in the business community in light of a successive series of obvious and preventable debacles, including, but not limited to, Milwaukee Education Center, Grand Avenue, White Elephant/Site 74, the Wisconsin Conservative of Lifelong Learning and School for Community Service; and

WHEREAS, The Facilities Planning Division has continually failed to meet the high standards expected of the MPS students, parents, and teachers in past and present real estate purchases, sales, and leases that have not met or withstood fiscal scrutiny of being prudent and responsible advocates of the citizens, voters and other stakeholders of the district; and

WHEREAS, The leadership and support, which must come from department heads and administrators of the Facilities Planning Division, have been found wanting in too many instances and the group have set themselves as experts in the field of and all peripherals of real estate practices, but have not performed in the best interests of the MPS stakeholders; and

WHEREAS, The confidence, respect, and backing of many citizen groups of the City of Milwaukee, city and county officials (including elected officials), the business community, and various stakeholder groups have been lost and irreparably damaged; now, therefore, be it

RESOLVED, That the Board eliminate the facilities planning function and positions, which include a facility planner, two facility planning analysts, and a real estate and property management position, effective August 1997, and contract with a firm to provide these services for the district; and be it

FURTHER RESOLVED, That the Board downsize the Division of Building Operations and the Department of School and Community Services to include in its mission and organization only the maintenance of existing and future facilities owned and operated by MPS; and be it

FURTHER RESOLVED, That the remaining employees be reorganized to ensure that quality employees are hired and promoted; and be it

FURTHER RESOLVED, That said restructuring be accomplished within 60 days of the adoption of this resolution; and be it

FURTHER RESOLVED, That the Department of School and Community Services be put on notice that if more efficient and effective procedures are not implemented and demonstrated by January 3, 1998, the department will be automatically moved to report to the Office of Board Governance for an orderly demolition and phase out in favor of a new delivery mechanism to be recommended by the Office of Board Governance.

Referred to the Finance/Personnel Committee.

RESOLUTION 9899R-051

By Director Todd:

WHEREAS, The Department of Communications and Public Affairs should play a proactive role in the promotion of the Milwaukee Public Schools (MPS) and its programs to the media and the community at large; and

WHEREAS, The role which our P.R. function plays is more reactive when it comes to the news media, such as when the Milwaukee Journal Sentinel splashes the district across its front pages with glaring headlines about what it believes our role in this community to be; and

WHEREAS, Our P.R. function is reactionary and defensive, rather than proactive to the information needs of parents, taxpayers, stakeholders and communities of the press; and

WHEREAS, A recent incident — in which Board members, having received frantic calls from screaming, angry parents who were upset that their children had been exposed to a teacher jailed for his intimate involvement with a minor child, were kept in the dark about the specifics because the P.R. department didn't feel it necessary to alert Board members — demonstrates how the MPS P.R. department responds to these types of issues; and

WHEREAS, Although damage control may play a role in certain unfortunate situations, it should hardly be the first line of defense in most situations; and

WHEREAS, MPS has made accountability a big priority, and yet this department operates outside any specific accountability standards; and

WHEREAS, MPS is shooting itself in the foot by not operating under a strategic communications plan and passively expecting the public to get our message; and

WHEREAS, For years, we have increased the budget in our P.R. operation, yet we have seen the decreasing quality in public relation services; and

WHEREAS, The district has reaped little or no benefit from the last consulting contract awarded to improve the operations of the MPS Department of Communications and Public Affairs; now therefore, be it

RESOLVED, That the Board direct the Superintendent to dissolve the MPS Department of Communications and Public Affairs; and be it

FURTHER RESOLVED, That the Board direct the Superintendent to transfer the department's $1 million budget to the Office of Board Governance, effective July 1, 1998; and be it

FURTHER RESOLVED, That the Office of Board Governance establish a legitimate and proactive community relations department with a long-range plan for promoting the MPS successes and further serving the district as well as the Board in a number of media-related activities on a consistent basis; and be it

FURTHER RESOLVED, That the Office of Board Governance report back to the Board at the January 1999 Board meeting with a comprehensive plan to achieve the above goals.

Referred to the Finance/Personnel Committee.

RESOLUTION 9899R-052

By Director Todd:

WHEREAS, Developing the skill of fluently reading and understanding written material must a primary priority for all children in MPS; and

WHEREAS, Many children do not receive enough reading experience at home to successfully learn to read in MPS using the present methods of teaching utilized in most MPS schools; and

WHEREAS, A pilot project in five MPS schools to teach a complete phonics coding system was publicly dismissed by representatives of the MPS City-wide Reading Council as unnecessary because the present curriculum had all the phonics necessary; and

WHEREAS, Research shows that children who do not read fluently by the end of third grade have a very poor prognosis of reading fluently by the time they finish high school; and

WHEREAS, A much broader understanding of teaching reading and an understanding of the complete phonics coding system for all children is needed; now, therefore, be it

RESOLVED, That the City-wide Reading Council be dissolved; and be it

FURTHER RESOLVED, That a direct instruction reading curriculum be incorporated into all elementary schools.

Referred to the Innovation/School Reform Committee.

RESOLUTION 9899R-053

By Director Small:

WHEREAS, Violence in our society at large, and especially in our schools, is becoming more prevalent; and

WHEREAS, Incidents of school shootings are escalating nationwide; and

WHEREAS, These acts of violence are no longer confined to urban areas, but now involve small rural communities as well, such as Pearl, Mississippi; Jonesboro, Arkansas; Fayetteville, Tennessee; and Springfield, Oregon, and have brought the tragic count to 13 dead and 42 wounded; and

WHEREAS, According to a recent study, more than half of all schools in the U.S. reported at least one serious violent crime during the school year; and

WHEREAS, Ten percent of all public schools have experienced crimes such as murder, rape, suicide, attacks with a weapon, or robbery; and

WHEREAS, Safety is an attainable goal that involves a committed student body, faculty and community, and it is imperative that MPS prevent serious incidents in its schools; now, therefore, be it

RESOLVED, That the Administration review its procedures to ensure the safety of students and staff in our schools and address the following issues:

1. Prevention efforts presently in place in schools to address the leading causes of death for students, i.e., accidents, homicides and suicides; and

2. Changes in curriculum to improve problem solving skills and anger management; and

3. District and individual school crisis plan reviews, including effective/ineffective methods of crisis management; and be it

FURTHER RESOLVED, That the Administration report to the Board any additional safety measures that need to be taken.

Referred to the July 29, 1998, regular Board meeting as a regular item of business.

The Board took up Item 20 of the Report of the Finance/Personnel Committee, administrative appointments and promotions.

Director Thompson moved that the Board retire to executive session under the provisions of Wisconsin Statutes, Section 19.85 (1) (c), to consider personnel matters.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher—8.

Noes—Director Todd—1.

The Board retired to executive session at 9:03 PM.

The Board reconvened in open session at 9:29 PM.

Director Small moved to adopt the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher—8.

Noes—None.

Temporarily absent—Director Todd—1.

The Board recessed from 7:22 to 7:25 PM.

The Board adjourned at 9:34 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 29, 1998

Special meeting of the Board of School Directors called to order by President Fisher at 5:34 PM.

Present—Directors Braun, Gardner (9:22 PM), Hardin (5:35 PM), O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—8.

Absent and excused—Director Todd—1.

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

July 23, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 5:30 PM on Wednesday, July 29, 1998, 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: Milwaukee Teachers' Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/ Bookkeepers), ASC, Local 150 (Food Service Helpers and Building Service Helpers) and Local 1053; and (2) preliminary consideration of specific personnel problems.

With respect to (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.

With respect to (2) above, the Board, pursuant to Wisconsin Statutes, Section 19.85 (1) (c) and (e), may retire to executive session to consider performance evaluation data of specific public employees and preliminary consideration of specific personnel problems.

SUZANNE M. LUNDIN
Board Clerk

Director Thompson moved that the Board retire to executive session to consider collective bargaining negotiations strategy and performance evaluation data of specific public employees, under the provisions of Wis. Stats. 19.85 (1) (e) and (c).

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher—6.

Noes—None.

The Board retired to executive session at 5:35 PM.

The Board recessed from 6:34 PM until 9:22 PM.

The Board adjourned from executive session at 11:47 PM.

SUZANNE M. LUNDIN
Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 29, 1998

Regular meeting of the Board of School Directors called to order by President Fisher at 6:41 PM.

Present—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Absent—None.

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of June 9, and 24, 1998, were approved as printed.

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Board Clerk presented three expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Sinicki moved to accept the reports of the Independent Hearing Panel of July 16, 1998, at 9:00 AM and 2:00 PM, and July 29, 1998, at 2:00 PM.

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

Ayes—Directors Braun, Gardner, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—8.

Noes—Director Hardin—1.

* * * * *

REGULAR ITEMS OF BUSINESS

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts, Authorization to Make Purchases, and Acceptance of Donations

Award Of Contracts

The following is a report detailing the emergency award of contract due to extenuating circumstances related to work that must be completed during summer shut-down. This contract was issued on Tuesday, June 23, 1998:

ELECTRICAL SERVICE REVISIONS

Philipp School

Prime Contractor

Staff Electric Co., Inc.
W133 N5030 Campbell Drive
Menomonee Falls, Wisconsin 53051

Low Bidder, Base Bid of.....$55,527.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Sub-contractors
No	10%	10% MBE	330	17	16	Corporation	1

The following recommendation is made based on bids received on Tuesday, June 16, 1998:

RECONSTRUCT ATHLETIC TRACK

Hamilton High School

Prime Contractor

Munson Inc.
6747 North Sidney Place
Glendale, Wisconsin 53209

Low Bidder, Base Bid of.....$205,400.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Sub-contractors
No	10%	10% MBE	47	8	4	Corporation	6

The following recommendation is made based on bids received on Thursday, June 18, 1998:

RESURFACE ATHLETIC TRACK

Madison High School

Prime Contractor

Payne & Dolan, Inc.
N3 W23650 Badinger Road
Waukesha, Wisconsin 53187

Low Bidder, Base Bid of.....$125,100.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	10%	10% MBE	1,500	224	129	Corporation	4

The following recommendation is made based on bids received on Thursday, June 25, 1998:

ADDITION — PHASE 1 — BID PACKAGE 2

Wisconsin Conservatory of Life-long Learning

Prime Contractor

B & D Contractors, Inc.
2385 South 179 Street
New Berlin, WI 53146

Low Bidder, Base Bid of $2,727,000, plus $7,900 for Mandatory Alternate Bid 3 to replace the existing doors, for a total contract of.....$2,734,900.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
Yes	15%	100% MBE	25	10	2	Corporation	33

The following recommendation is made based on bids received on Tuesday, June 30, 1998:

ROOF REPLACEMENT

Thirty-fifth Street School

Prime Contractor

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

Low Bidder, Base Bid of.....$57,812.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	0%	0%	103	24	4	Corporation	0

Total construction contract dollars awarded..... $3,178,739.00
Total dollars HUB participation..... $2,773,502.70
% of MBE participation..... 87.25
% of WBE participation..... 0.00
% of M/WBE participation..... 0.00
% Minority employees within company..... 36.61
% Women employees within company 7.98

Authorization to Make Purchases

SS-438 Consultant: Efficacy Institute (C & I for Various) (H)

Recommend authorization to enter into a sole-source contract with the Efficacy Institute, Inc., at an estimated cost of $262,000 for 12 workshops to provide 500 teachers and other school staff members with new practices to raise student achievement in order to meet the MPS Board-mandated high standards.

Funding will come from district and school accounts. There is potential for more work to be done by the Institute during the year. If this develops, the Superintendent will submit an additional request to the Board.

SS-439 Consultant: Enidlee (C & I for Various) (H)

Recommend authorization to enter into a sole-source contract with Enidlee Consultants for approximately $107,000 for staff development, consultation, and curriculum development related to strategies for addressing the gaps in student achievement related to race, gender and poverty. The training will be for school and Central Services staff.

Funding will come from district and school accounts.

Acceptance of Donations

SCHOOL	DONOR	VALUE	GIFT OR PURPOSE
Garfield	William Little	$290	TRIP TO WASHINGTON, D.C.
Garfield	Harley Davidson, Inc.	$400	Pens (400), keychains (400)
Goodrich	Crossroads Presbyterian Church	$2,034	Chainlink fence to enclose garden
Hawthorne	Associated Bank	$150	Honor roll and perfect attendance
Hawthorne	Sam's Club	$300	Environment Day
Hawthorne	Wal-Mart	$300	Environment Day
Hawthorne	Zoological Society	$50	Transportation reimbursement
Hayes	Bank One	$25	Fun Fest Day
Lady Pitts	Quarles & Brady	$600	Classroom-on-Call Program
Manitoba	PTO	$1,528	Classrooms
Maple Tree	West Granville Presbyterian Church	$255	TUTORING/NEEDY STUDENTS
MHSA	Rexnord Corporation	$2,000	Theatre Festival
MHSA	Laurel Kinosan	$100	Theatre Festival
MHSA	Michael Hatfield	$40	Theatre Festival
Milw. School of Languages	H. Kohl Foundation	$250	German Club
Milwaukee Tech	Delco Electronics	$5,425	1990 Olds Cutlass Sierra — Educational Repair and Service
Morgandale	PSO	$6,101	Money for each teacher for classroom
Morse	Audits & Surveys Worldwide	$350	VCR — Use in the classroom
Riverside	Everen Securities	$10,000	Computer literacy
Silver Spring	Rexford	$2,300	Sixth-grade completion trip
Urban Waldorf	Mr. & Mrs. H. Uihlein	$500	Trip to Washington, D.C.
Urban Waldorf	Pick 'N Save	$350	Trip to Washington, D.C.
Urban Waldorf	K-Mart	$50	Trip to Washington, D.C.
Urban Waldorf	Herb Kohl Charities	$250	Trip to Washington, D.C.
Walker	Johnson's Cycle	$600	Two mountain bikes — attendance prizes

Recommendations

1. That the Board authorize the purchases as listed above.

2. That the Board award the contracts as listed above.

3. That the Board accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

* * * * *

Director Braun moved to approve all recommendations, except for the sole source purchases SS-438 (Efficacy Institute) and SS-439 (Enidlee).

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

Director Thompson moved to refer SS-438 and SS-439 to the Finance/Personnel Committee.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Teacher Appointments; Approval of Leaves of Absence; Report on Resignations; Approval of Prevailing Wage Rates; and Affirmative action report

Approval of Classified Personnel Transactions

1. In accordance with action taken by the Board on August 1, 1971, (Proc. pp. 82-83) concerning the approval of personnel transactions relating to full-time classified employees, the Superintendent presents the following report to the Board, recommending the appointments and promotions, effective as of the dates indicated.

Approval of Certificated Appointments — Teachers

2. The Superintendent recommends that the Board approve the following appointments of teachers, effective as indicated.

Approval of Leaves Of Absence

3. The Superintendent recommends that the Board approve the following leaves of absence, effective as of the dates indicated.

Report on Resignations

4. The resignations listed below have been accepted by the Superintendent, effective as of the dates indicated. This is an informational report, and no action is required.

Prevailing Wage Rates

5. 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 are attached to the minutes of your Committee.

Affirmative Action Report

6. The Affirmative Action Report for the month of June 1998 is attached to the minutes of your Committee. This is an informational report, and no action is required.

Recommendations

1. That the Board approve the classified personnel transactions, teacher appointments, and leaves of absence as listed below.

2. That the Board authorize the Administration to pay the prevailing wage rates detailed in the above-mentioned communications in contract with contractors and subcontractors.

3. Increases for MPS construction craftsman be authorized as of the dates indicated on the above-mentioned communications.

Classified Personnel Transactions

APPOINTMENTS

Name and Assignment	Position and Salary	Date
James Albers Fac. & Main. Services	Electronic Technician $33,126.08/yr.	07-27-98
Valerie Griffin Milw. Sign Lang. School	Clerk Typist I $14,480.00/yr.	08-18-98
Daryl Maternowski Fac. & Main. Services	Electronic Technician $33,126.08/yr.	07-27-98
Alicia Ross Grand	Clerk Typist I $14,480.00/yr.	06-08-98
Nancy Shelander Ins. & Risk Mgmt.	Human Resource Assistant $22,084.92/yr.	06-15-98
Juli Wilson Muir	Clerk Typist I $14,480.00/yr.	06-19-98

PROMOTIONS

Name and Assignment	Position and Salary	Date
Michael Bledsoe King High	Boiler Attendant Trainee $24,333.40/yr.	06-15-98
Dura Boone Grand	Building Service Helper II $21,896.42/yr.	06-15-98
Michelle Buscher Marshall	Boiler Attendant Trainee $24,333.40/yr.	06-15-98
Louis Frazier South Division	Building Service Helper II $21,896.42/yr.	06-14-98
Cheryl Fuhrman MacDowell	Food Service Manager I $14,949.78/yr.	06-09-98
Deanna Hermann Special Services-MIS	School Secretary II $26,314.60/yr.	07-06-98
Edward Hoffman Madison	Food Service Manager I $14,110.02/yr.	05-28-98
Barbara Konz 81st	Food Service Manager I $14,110.02/yr.	05-27-98
Paulette Litkowski Office of the Deputy Supt.	Adm. Asst. to the Deputy Supt. $33,951.06/yr.	07-13-98

Patricia Mallett MHSA	Food Service Manager II $15,645.23/yr.	05-05-98
Stacey Manske Maple Tree	Food Service Manager III $16,196.38/yr.	05-29-98
Tammy Nemoir Steuben	School Secretary II $26,314.60/yr.	07-10-98
Michelle Smart Lee	Food Service Manager II $14,988.19/yr.	05-05-98
Sherri Torrence Audubon	School Secretary I $16,562.89/yr.	08-18-98
Richard Wagner, Jr. Bldg. Op.	School Engineer I $29,541.20/yr.	06-15-98
Jacqueline White Custer	Food Service Manager I $14,949.78/yr.	05-29-98

REINSTATEMENTS

Name and Assignment	Position and Salary	Date
John Laughlin Washington	School Bookkeeper $32,286.54/yr.	06-29-98

CHANGES IN STATUS

Name and Assignment	Position and Salary	Date
Evelyn Bivins Philipp	Food Service Manager II $15,552.07/yr.	06-01-98
Dawn Finnegan Victory	Food Service Manager II $18,282.73/yr.	06-01-98
Chandra Keith Douglas Comm. Acad.	School Secretary I $23,366.46/yr.	07-16-98
Rose Peavy Gaenslen	Handicapped Children's Assistant $12,301.67/yr.	05-26-98

Approval of Teacher Appointments

Ethnic Code	Teachers — Schedule 01	Division	Salary	Yrs/Experience Credit	Start Date
r	Briton M. Abelew Social Studies/History/Sociology	B	$24,684	0	8/25/98
nr	Jamie R. Adelman Upper Elementary	B	$24,684	0	8/25/98
r	Amanda L. Alexander K-12 Instrl Music/6-12 General Music	B	$24,684	0	8/25/98
r	Tahirih M. Ali-Masai Upper Elementary	B	$24,684	0	6/01/98
nr	Andrea L. Anderson Music	B	$24,684	0	8/25/98
nr	Margaret J. Anderson EC:EEN	B	$27,152	2	8/25/98

nr	Jeffrey F. Andrzejewski Biology/Chemistry	B	$29,621	4	8/25/98
nr	Jessica J. Apitz C.D./L.D.	B	$24,684	0	8/25/98
r	Sonya L. Arensdorf EC:EEN	B	$24,684	0	8/25/98
r	Susan Z. Bannier DHH	BB	$25,919	0	8/25/98
r	Dawn M. Barnes EC:EEN	B	$24,684	0	8/25/98
r	Pandora D. Bedford Elementary	B	$24,684	0	8/25/98
r	Marvin M. Bell Upper Elementary	B	$27,152	2	5/18/98
r	Deborah A. Bemis Art K-12	B	$24,684	0	8/25/98
nr	Shamell S. Benson English	B	$24,684	0	8/25/98
r	Paula M. Birdeau C.D.	B	$24,684	0	8/25/98
r	Lindy M. Boeding PreK-3	B	$24,684	0	8/25/98
nr	Crystal A. Bohte Physical Education	B	$24,684	0	8/25/98
r	Matthew Boswell Guidance	B	$24,684	0	8/25/98
r	Tina M. Boyle Upper Elementary	B	$24,684	0	8/25/98
r	Tina M. Braun EC:EEN	B	$24,684	0	8/25/98
r	Tunicha L. Briggs Upper Elementary	B	$24,684	0	5/18/98
nr	Pauline M. Brower Elementary 1-6	B	$24,684	0	8/25/98
r	Janyesha C. Brown Upper Elementary	B	$24,684	0	5/18/98
nr	James P. Bruton Physical Education	B	$24,684	0	8/25/98
nr	Richard J. Bukosky K-6	B	$24,684	0	8/25/98
nr	Annelies T. Bulow Social Studies	B	$24,684	0	8/25/98
r	Kirsten L. Burks Upper Elementary	B	$24,684	0	8/25/98
r	Margaret A. Byrd BF Science/Physical Science	B	$25,919	1	4/09/98
r	Mary Cannon Music	B	$33,324	7	8/25/98

r	Lauri A. Cardoza E.D.	B	$24,684	0	8/25/98
nr	David J. Carmody SS/History/Political Science	B	$24,684	0	8/25/98
r	Tanzanique C. Carrington Upper Elementary	B	$24,684	0	8/25/98
r	Paulette K. Chambers Upper Elementary	B	$24,684	0	5/18/98
nr	Robert A. Champagne Elementary 1-6	B	$24,684	0	8/25/98
r	Gitaujali Chawla Elementary	B	$24,684	0	8/25/98
nr	Leann M. Clark Deaf & Hard of Hearing	B	$24,684	0	8/25/98
nr	Catherine A. Coffano English	B	$24,684	0	8/25/98
r	Abelardo Cordova Bilingual Upper Elementary	B	$24,684	0	5/18/98
r	Derick C. Cornelius Upper Elementary	B	$24,684	0	5/18/98
r	Carolyn D. Cox Home Economics	B	$24,684	0	8/25/98
nr	Keri B. Cridelich Elementary	B	$24,684	0	8/25/98
r	Wendi C. Davis Art K-12	B	$24,684	0	8/25/98
r,b	Cynthia J. Dean Speech Pathology	D	$34,953	4	8/25/98
r	Mark R. Deill Social Studies/History/Sociology	B	$24,684	0	8/25/98
r	Charles W. Deshong C.D.	B	$25,919	1	8/25/98
r	Jennifer A. Di Giovanni Pre K-6	B	$24,684	0	8/25/98
nr	David H. Didier Broadfield Social Studies	B	$24,684	0	8/25/98
r	Denise L. Doehr LD/ED/K-8	B	$27,152	2	8/25/98
r	Darlyne K. Dolata English/Spanish	B	$24,684	0	8/25/98
r	Angela Y. Dye Social Studies 6-12	B	$24,684	0	8/25/98
r	Sarah J. Dynek E.D./B.D./K-9	B	$24,684	0	8/25/98
r	Margaret A. Edwards PreK-3	B	$24,684	0	8/25/98
nr,a	Jeffrey J. Ehren Physical Education	B	$24,684	0.5	2/23/98

nr	Laural B. Ellingson Elementary	B	$24,684	0	8/25/98
nr	Margaret M. Erich Reading Specialist	B	$24,684	0	8/25/98
nr	Sue E. Fassbender Broadfield Social Studies	B	$24,684	0	8/25/98
r	Thomas G. Fineran SS/Econ/Soc	D	$39,322	7	6/10/98
r	Carmen L. Fischer EC:EEN/Bilingual	B	$24,684	0	8/25/98
r	Laura A. Fleischmann Elementary/Gr 3-5	B	$24,684	0	8/25/98
nr	Virginia R. Foley Reading/Elementary	B	$24,684	0	8/25/98
r	Gayle D. Gabriel Pre K - 3	B	$24,684	0	8/25/98
r	Radames Galarza Bilingual Elementary	B	$24,684	0	4/28/98
r	Steven R. Gee SS/History/Political Science/Econ/Geography	B	$24,684	0	8/25/98
r	Brenda D. Gehrke PreK-3	B	$24,684	0	8/25/98
r	Kimberly K. Gordon PreK-3	B	$24,684	0	8/25/98
r	David N. Greengas Math	B	$24,684	0	8/25/98
nr	Katharine L. Hager Biology	B	$28,387	3	8/25/98
nr	Jolene M. Hammord Elementary	B	$24,684	0	8/25/98
r	Lisa R. Hanel Elementary/Deaf & Hard of Hearing	B	$24,684	0	8/25/98
nr	Rebecca L. Hanten Japanese/History	B	$30,855	5	8/25/98
r,a	Dawn M. Haren Elementary	BB	$28,510	2.5	8/25/98
r	Michael C. Harris Upper Elementary/Math	B	$24,684	0	6/01/98
nr	William H. Hartmann Physical Education	B	$27,152	2	8/25/98
r	Nelly D. Hochstatter Bilingual Upper Elementary	B	$24,684	0	6/01/98
nr	Marie L. Holton Pre K-3	B	$24,684	0	8/25/98
r	Elston D. Hortman Upper Elementary	B	$24,684	0	8/25/98
r	Adalene J. Hulseberg Elementary 1-6	B	$24,684	0	8/25/98

r	Kelly James Elementary	B	$24,684	0	8/25/98
r	Michelle D. Jenkins Upper Elementary	B	$24,684	0	6/01/98
r	Donna M. Jimenez Upper Elementary	B	$24,684	0	5/18/98
r	Martha L. Johnson Upper Elementary	B	$24,684	0	8/25/98
nr	David J. Johnson Broadfield Science/Chemistry	B	$27,152	2.5	8/25/98
nr	Roderick C. Johnson Upper Elementary/Math	B	$24,684	0	8/25/98
r	Kimberly R. Johnson Upper Elementary	B	$25,919	1	6/01/98
nr	Nicole M. Johnson Early Childhood	B	$24,684	0	8/25/98
r	Eddie L. Jones Jr. Upper Elementary	B	$24,684	0	8/25/98
r	Gwendolyn L. Jordan Upper Elementary	B	$24,684	0	8/25/98
r	Lydia M. Kabaka Guidance K-12	C	$27,893	0	8/25/98
nr	Adam W. Kassulke SS/History/Political Science/L.D.	B	$24,684	0	8/25/98
nr	Seelpa H. Keshvala Elementary	B	$24,684	0	8/25/98
r	Euanechith N. Khanthichit Elementary	B	$27,152	2	8/25/98
r	Horace M. Kirby Upper Elementary	B	$24,684	0	8/25/98
nr	Holly H. Kloiber Speech Pathology	B	$24,684	0	8/25/98
nr	Kerry L. Koch English	B	$27,152	2	8/25/98
r	Mary R. Koman Upper Elementary	B	$33,324	7	8/25/98
r	Maggie B. Krochalk Ex Ed/E.D./L.D.	B	$24,684	0	8/25/98
nr	Diana D. Kuglitsch Elementary	B	$24,684	0	8/25/98
r	Carrie J. Kulas Upper Elementary	B	$24,684	0	8/25/98
nr	Karen R. Kvidera K-9	B	$24,684	0	8/25/98
nr	Brandon S. Krueger Upper Elementary	B	$24,684	0	8/25/98
nr	Jennifer M. Langford English/History	B	$24,684	0	8/25/98

r	Jennifer K. Lentz English	B	$24,684	0	8/25/98
r	Rama P. Leopold PreK-6	B	$24,684	0	8/25/98
nr	Judith A. Lesperance English/Speech/Journalism	B	$24,684	0	8/25/98
nr	Wendy A. Liedtke E.D./C.D.	B	$27,152	2	4/09/98
nr	Harold Lingis Graphic Arts	B	$29,621	4	8/25/98
nr	Sheila L. Loeffler Elementary	B	$24,684	0	8/25/98
r	Cheri L. Loiacano L.D./E.D.	B	$24,684	0	8/25/98
r	Katharine D. Loveland Montessori/Elementary	B	$24,684	0	8/25/98
r	Gayle P. Luznar Elementary	B	$25,919	1	8/25/98
r	Katherine A. Lynch Pre K-3	B	$24,684	0	8/25/98
nr	Mary Y. Magee Art	B	$24,684	0	8/25/98
r	Amy J. Mahloch Elementary 1-6	B	$24,684	0	8/25/98
r	Crystal C. Malone Upper Elementary/SS/Reading	B	$24,684	0	6/01/98
r	Vernon Martin Indian Language	A	$29,312	5	5/26/98
nr	Sandra J. Martin Elementary	C	$37,655	7	8/25/98
r	Paul McGrath Trade Specialist/Electrician	B	$24,684	0	8/25/98
r	Janice J. McKeith PreK-3	B	$24,684	0	8/25/98
r	Rob R. McKenney E.D.	B	$24,684	0	8/25/98
r	Nicole G. McKinley English	B	$24,684	0	8/25/98
nr	Kurt M. Melton English	B	$24,684	0	8/25/98
nr	Kristen A. Meo English	B	$24,684	0	8/25/98
r	Chad A. Meyer Upper Elementary	B	$24,684	0	8/25/98
r,b	Gale Michalski French/English	BB	$29,806	3	8/25/98
r	Elizabeth B. Milhans Montessori	B	$24,684	0	8/25/98

r	Paul E. Moga English/Gr 6-12	B	$24,684	0	8/25/98
r	Jennifer L. Mohr Grades 1-9	B	$24,684	0	8/25/98
r	Peggy L. Moncada Kindergarten	B	$24,684	0	9/03/97
r	Brenda J. Morrow Upper Elementary	B	$24,684	0	8/25/98
r	Kevin J. Murack L.D./C.D.	B	$28,387	3	8/25/98
r	Tommie Q. Myles Art	B	$24,684	0	8/25/98
r	April M. Nagel Social Studies	B	$24,684	0	8/25/98
nr	Judy M. Nagel PreK-8	B	$27,152	2	8/25/98
r	Melissa F. Nehls Elementary	B	$24,684	0	8/25/98
r	James K. Nelsen SS/History/Political Science/Geo/Soc	B	$24,684	0	8/25/98
r	Kathleen M. Nelson Speech Pathology	B	$24,684	0	8/25/98
r	Christine I. Neumann Ortiz English	B	$24,684	0	8/25/98
nr	Richard E. Newton, II Physical Education/Health	B	$24,684	0	8/25/98
r	Vincent L. Nichols Upper Elementary	B	$24,684	0	8/25/98
nr	Michael J. Nikson Biology	B	$24,684	0	8/25/98
r	Sherri A. Noennig Elementary 1-6	B	$24,684	0	8/25/98
r	Kerry J. Noll Elementary Education License	B	$24,684	0	5/15/98
r	Andrea L. Noon PreK-6	B	$24,684	0	8/25/98
r	Trinette H. Patterson Chemistry	B	$24,684	0	8/25/98
nr	Bruce E. Pearson Math 6-12/C.D.	B	$24,684	0	8/25/98
nr	Maureen T. Peifer Montessori	B	$24,684	0	8/25/98
nr	Anne R. Pelzek Speech Pathology	B	$24,684	0	8/25/98
nr	Linda P. Perez PreK-3	B	$24,684	0	8/25/98
r	Amy J. Peterson Art	B	$24,684	0	8/25/98

nr	Kathleen I. Petri Grades 3-8	B	$24,684	0	8/25/98
r	Traci J. Phillips PreK-3	B	$24,684	0	8/25/98
r	Denise L. Phillips Upper Elementary	B	$24,684	0	8/25/98
r	Kristin L. Phillips Upper Elementary	B	$30,855	5	8/25/98
r	Jacqueline G. Pickering-Mlaker PreK-6	B	$24,684	0	8/25/98
nr	Duane E. Piontek Vocal Music	B	$24,684	0	8/25/98
r	Eugene Pitchford III Upper Elementary	B	$24,684	0	5/18/98
r	Carol M. Pleas-Carnie Upper Elementary	C	$27,893	0	8/25/98
r	Coreen C. Ploch C.D./E.D.	B	$25,919	1	8/25/98
r	Natasha L. Posey Elementary	B	$24,684	0	8/25/98
nr	Laurie A. Pusich Elementary/French	B	$24,684	0	8/25/98
nr	Linda J. Radtke Spanish	B	$28,387	3	8/25/98
nr	Leigh M. Ragonese Grades 1-8	B	$24,684	0	8/25/98
r	Bernard J.V. Rahming Upper Elementary/Math	B	$24,684	0	6/01/98
r	Sarah V. Ramlow C.D.	B	$24,684	0	8/25/98
r	Carl B. Rank Grade 1	B	$25,919	1	5/18/98
nr	Jennifer A. Rath French/Social Studies	B	$24,684	0	8/25/98
r	Regina L. Reid Upper Elementary	B	$24,684	0	5/18/98
nr	Vera Rhodes 1-8	B	$24,684	0	8/25/98
r	Jacqueline K. Richardson Upper Elementary	B	$25,919	1	6/01/98
r	Raymond J.D. Roberts Choral Music	BB	$33,694	6.5	6/10/98
r	Deborah J. Robinson Upper Elementary/K-12 Spanish	B	$24,684	0	8/25/98
r	Rebecca L. Rohde Math/Science	B	$24,684	0	8/25/98
r	Brian W. Rudolph English	B	$24,684	0	8/25/98

r	Richard E. Rupprecht Spanish	B	$24,684	0	8/25/98
r	Helina Y. Salazar Bilingual History Grades 7-8	B	$24,684	0	8/25/98
r	Lori Z. Salinsky Upper Elementary	B	$24,684	0	8/25/98
r	Janet E. Sandretti Home Economics	C	$37,655	7	8/25/98
r	Robert C. Schmeling Trade Specialist/Metal	B	$24,684	0	8/25/98
r	Thomas T. Schmidt Biology/Chemistry	B	$24,684	0	6/01/98
nr	Peter F. Schmidt German/Social Studies	B	$24,684	0	8/25/98
nr	Cathleen L. Schroeder Elementary	B	$24,684	0	8/25/98
nr	Jennifer S. Schumacher K-6	B	$24,684	0	8/25/98
r	Ray A. Scolavino Broadfield Science/Chemistry	B	$24,684	0	8/25/98
r	Maureen R. Sears Upper Elementary	B	$24,684	0	8/25/98
nr	Donna L. Sheasley Upper Elementary	B	$24,684	0	8/25/98
nr	Gina M. Simos L.D./C.D.	B	$24,684	0	8/25/98
r	Kristi E. Skarie Elementary	B	$24,684	0	8/25/98
r	Marla D. Slade SS/Reading	B	$24,684	0	8/25/98
r	Tiffany N. Smith Elementary	B	$24,684	0	8/25/98
r	Carrie A. Smith 114/Fench	B	$24,684	0	8/25/98
nr	Cynthia L. Smith Elementary	B	$24,684	0	8/25/98
r	Roger A. Smith Upper Elementary/English/Math	B	$24,684	0	6/01/98
nr	Derek S. Smith Elementary	B	$24,684	0	3/27/98
r,b	Miriam J. Soleimani Grade 1	B	$38,260	12.5	2/27/98
nr	Suresh J. Soneji Math/Physics/Chemistry	C	$27,893	0	8/25/98
r	Lois C. Stagg Upper Elementary	B	$24,684	0	8/25/98
r	Relious E. Stepherson Upper Elementary	B	$24,684	0	8/25/98

r	Kim A. Stott PreK-6	B	$24,684	0	8/25/98
r	Mary Thomas Elementary/English	B	$27,152	2	8/25/98
r	Roxane L. Thompson EC/EEN	B	$24,684	0	8/25/98
nr	Tina R. Thompson German K-12	B	$24,684	0	8/25/98
nr	Cherian K. Thottupuram Graphic Arts	B	$24,684	0	8/25/98
nr	Claudia A. Tiritilli English/ESL	C	$27,893	0	8/25/98
r,b	Julia D. Toepfer Speech Pathologist	B	$33,324	8.5	8/25/98
r	Sylvia S. Traylor Upper Elementary	B	$24,684	0	8/25/98
nr	Chris R. Trottier Broadfield Social Studies	B	$24,684	0	8/25/98
r	Jason S. Twell Science	B	$24,684	0.5	8/25/98
r	Kina D. Upchurch Upper Elementary/SS	B	$24,684	0	6/01/98
nr	Jonathan T. VanBeckum SS/History/Political Science	B	$24,684	0	8/25/98
nr	Sarah L. Vanden Elzen Elementary 1-6	B	$24,684	0	8/25/98
r	Chineng L. Vang Elementary	B	$24,684	0	8/25/98
nr	Daniel R. Voboril SS/Geo/History	C	$32,077	3	8/25/98
r	Patricia A. Wagner Grades 3-6	BB	$25,919	0	8/25/98
r	Christel L. Waldner L.D./C.D.	B	$24,684	0	8/25/98
r	Leon Walls Upper Elementary	B	$24,684	0	5/18/98
r	Stephanie L. Walters Upper Elementary	B	$24,684	0	8/25/98
r	Jill M. Waltersdorf Elementary	B	$24,684	0	8/25/98
nr	Susan M. Wetrich K-6	B	$24,684	0	8/25/98
r	Cherigale White Upper Elementary	B	$24,684	0	5/18/98
r	Janice E. Whiten C.D.	D	$39,322	7	3/19/98
r	Lisa E. Whitfield-Villanueva Upper Elementary/Math	B	$24,684	0	8/25/98

r	DeVona Y. Wilkinson Elementary	B	$24,684	0	8/25/98
r	Jerry L. Williams Upper Elementary	B	$24,684	0	8/25/98
r	Evelyn L. Williams Upper Elementary/Science	B	$28,387	3	8/25/98
r	Tisha M. Wilson Upper Elementary/Science	B	$24,684	0	6/01/98
nr	Marilyn D. Wilson Library Media Specialist/Biology	C	$27,893	0	8/25/98
r	Cynthia C. Wilson Upper Elementary	B	$24,684	0	5/18/98
nr	Edward J. Woodis Instrumental Music	B	$33,324	7	8/25/98
r	Mai S. Xiong Bilingual Elementary	B	$24,684	0	8/25/98
r	Ge Yang PreK-3	B	$24,684	0	8/25/98
r	Joy Yopps Elementary	B	$25,919	1	8/25/98
r	Penelope M. Ziegler Speech Pathology	C	$46,777	12	8/25/98

Associate School Psychologists

Ethnic Code	School Psychologists — Schedule 01	Salary	Yrs/Experience Credit	Start Date
	Tina C. Behrens	$35,800	0	8/18/98
	Lisa M. Cottrell	$35,800	0	8/18/98
	Yovira M. Moroney	$35,800	0	8/18/98
	Carrie A. Porter	$35,800	0	8/18/98
	Lisa J. Ritchie	$41,251	3	8/18/98
	Denise L. Sather	$43,068	4	8/18/98
	Patricia D. Scrutchions	$35,800	0	8/18/98

CODES

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

Approval of Certificated Leaves of Absence

	Present Assignment	Effective From
Maternity Leave, to June 14, 1999:		
Janet Barczak	Roosevelt	August 25, 1998
Molly Hernandez	Allen Field	November 17, 1998
Christy Kudy	Burroughs	November 17, 1998

Personal Leave, to June 14, 1999:

Maggie Hucko	Carleton	August 25, 1998
Yolanda Johnson	Washington	August 25, 1998
Kathleen Keck	Kilmer	August 25, 1998
Jennifer Martin	Riverside	August 25, 1998
Mary Russom	Clarke	August 25, 1998
Lisa Schwab	Milwaukee Language	August 25, 1998

Sabbatical Leave, to June 14, 1999:

Kathryn Brimmer	Morgandale	August 25, 1998

Extension of Illness Leave, to June 14, 1999:

Bruce Sauter	Leave	August 25, 1998
Diana Donovan	Leave	August 25, 1998
Betty Russ Banks	Leave	August 25, 1998

Extension of Maternity Leave, to June 14, 1999:

Carla Bauer	Leave	August 25, 1998
Heidi Brandt	Leave	August 25, 1998
Mary Burant	Leave	August 25, 1998
Annette Campbell	Leave	August 25, 1998
Sharon Champeau	Leave	August 25, 1998
Nochelle Davis	Leave	August 25, 1998
Michelle Fitzgerald	Leave	August 25, 1998
Nicole Gnadt	Leave	August 25, 1998
Wendy Godager Bode	Leave	August 25, 1998
Angelena Malone	Leave	August 25, 1998
Lynda Meleski	Leave	August 25, 1998
Despina Miller	Leave	August 25, 1998
Pamela Miller	Leave	August 25, 1998
Therese Nennig	Leave	August 25, 1998
Teri Norton	Leave	August 25, 1998
Tracy Paulson	Leave	August 25, 1998
Tina Ragonese Martin	Leave	August 25, 1998
Tammy Reed	Leave	August 25, 1998
Kimberly Riegg	Leave	August 25, 1998
Melinda Runnoe	Leave	August 25, 1998
Jane Spanuello	Leave	August 25, 1998
Colleen Sullivan Konyn	Leave	August 25, 1998
Michele Szidon	Leave	August 25, 1998
Michelle Thompsen	Leave	August 25, 1998
Joy Wilds	Leave	August 25, 1998

Extension of Personal Leave, to June 14, 1999:

Julie Guyette	Leave	August 25, 1998
Ann Marie Noll	Leave	August 25, 1998
Nettie Raasch	Leave	August 25, 1998
Judith Swanson	Leave	August 25, 1998
Saadia Tongpalad	Leave	August 25, 1998

Extension of Sabbatical Leave, to January 22, 1999:

Joanell Barth	Leave	August 25, 1998

Extension of Sabbatical Leave, to June 14, 1999:

Felicia Edwards	Leave	August 25, 1998
Kelly Heppner	Leave	August 25, 1998
Albert Taborn	Leave	August 25, 1998

Report on Resignations

Name	Position	Effective Date
Nadine Abrahams	Teacher	06/15/98
Barbara J. Anderson	Teacher	06/30/98
Florence M. Ato-Yarney	Teacher	06/15/98
Heidi A. Bangert	Teacher	07/30/98
Hilda C. Baumgartner	Teacher	06/26/98
John J. Bell	Teacher	08/09/98
Tracy Bierman	Teacher	07/11/98
Daniel Biniewski	Teacher	06/18/98
Stephen N. Bloch	Teacher	08/24/98
Kathleen A. Brau	Teacher	06/18/98
Raysa M. Castillo	Teacher	06/23/98
Jim Catalano	Teacher	06/15/98
Sarah A. Celichowski	Teacher	06/30/98
Christine M. Cotey	Teacher	06/15/98
Amy Cowell	Teacher	06/15/98
Susan M.Cramsie	Teacher	06/25/98
Kelly Cullen	Teacher	06/26/98
Joseph L. Danner	Teacher	06/15/98
Melissa Dorsch	Teacher	06/15/98
Tierney D. Eppinger	Teacher	06/25/98
Minerva Espinoza	Teacher	06/15/98
Chris Gardner	Teacher	06/15/98
Susan Gaudynski	Teacher	06/24/98
Glenn R. Goethel	Teacher	07/01/98
Sara Gossens	Teacher	06/15/98
Larry S. Gross	Teacher	06/15/98
Michael J. Haar	Teacher	06/15/98
Gina M. Harris	Teacher	06/15/98
Reginald Harris	Teacher	05/15/98
Mary J. Hill	Teacher	06/15/98
Myrna V. Jackson	Teacher	09/11/98
Lisa M. Jessick	Teacher	06/15/98
Wendy Johnson	Teacher	06/15/98
Kristy Kaat	Teacher	06/15/98
Thomas W. Kanack	Teacher	06/15/98
Lauren F. Kell	Teacher	06/28/98
Rachel Koll	Teacher	06/15/98
Carol Kretzer	Teacher	09/03/98
Cary Lahr	Teacher	06/26/98
David S. Martines	Teacher	06/15/98

Elizabeth J. Morrell	Teacher	06/15/98
Reginald Patterson	Teacher	06/22/98
Kate DeLa Pasqua	Teacher	06/15/98
Nancy E. Porte	Teacher	08/21/98
Chris M. Protz	Supervisor	06/16/98
Laurie Reddemann	Teacher	04/30/98
Amy L. Schmidt	Teacher	06/27/98
Heidi Schmidt	Teacher	06/24/98
Nicole Schmidt	Teacher	06/15/98
Aimee Schneider	Teacher	06/15/98
Gerald Shinners	Teacher	06/15/98
Michelle Simons	Teacher	06/15/98
Jane Soko	Teacher	05/29/98
Becky L. Strey	Psychologist	05/27/98
Dana Surmer	Teacher	07/31/98
Pauline L. Tarantino	Teacher	06/15/98
Heidi S. Timm	Teacher	06/15/98
Joyce N. Toepper	Teacher	06/15/98
Nicole R. Vidal	Teacher	06/15/98
Marilyn J. Wackler	Teacher	06/15/98
Kimberly Warning	Teacher	06/16/98
Laura Wingers-Smith	Psychologist	07/01/98
James Wojtech	Teacher	09/24/98
Heather M. Zimmer	Teacher	06/15/98

Director Small moved to approve the Superintendent's recommendations.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

(Item 3) Action on Resolution 9899R-052 by Director Small Regarding School Safety Plans

Background

At its meeting on June 24, 1998, the Board referred the following resolution by Director Small to the Administration for analysis:

WHEREAS, Violence in our society at large, and especially in our schools, is becoming more prevalent; and

WHEREAS, Incidents of school shootings are escalating nationwide; and

WHEREAS, These acts of violence are no longer confined to urban areas, but now involve small rural communities as well, such as Pearl, Mississippi; Jonesboro, Arkansas; Fayetteville, Tennessee; and Springfield, Oregon, and have brought the tragic count to 13 dead and 42 wounded; and

WHEREAS, According to a recent study, more than half of all schools in the U.S. reported at least one violent crime during the school year; and

WHEREAS, Ten percent of all public schools have experienced crimes, such as murder, rape, suicide, attacks with a weapon, or robbery; and

WHEREAS, Safety is an attainable goal that involves a committed student body, faculty, and community, and it is imperative that MPS prevent serious incidents in its schools; now therefore, be it

RESOLVED, That the Administration review its procedures to ensure the safety of students and staff in our schools and address the following issues:

1. Prevention efforts presently in place in schools to address the leading causes of death for students, i.e. accidents, homicides and suicides; and

2. Changes in curriculum to improve problem-solving skills and anger management; and

3. District and individual school crisis plan reviews, including effectiveness/ineffectiveness methods of crisis management; and be it

FURTHER RESOLVED, That the Administration report to the Board any additional safety measures that need to be taken.

Administration's analysis

1. In 1990, the Board established the Violence Prevention Program in the Office of Psychological Services. Since that time, the Violence Prevention Program has provided violence prevention and discipline strategies to school staffs and parents throughout the district.

The efforts outlined below are some of those presently in place in the district which address the issues enumerated in the resolution.

a. Prevention efforts presently in place to address the leading causes of death of students:

- Inservice to school staffs on identification and provision of intervention resources to students with suicidal potential (Office of Psychological Services)
- City-wide "safe passages" program for elementary schools (Division of School Safety and Security)
- Support of Students Against Violence and Drugs Clubs in high schools, including anti-violence peer support
- T.A.G. (Talk About Gangs), Gangbusters, Gang Interdiction (Division of School Safety and Security)
- Implementation of group interventions using programs such as Anger Management for Adolescents and Violence Prevention for Adolescents (Office of Guidance and Career Education, Office of Psychological Services)
- Provision of programs for students which address issues, such as child abuse and domestic violence, that contribute to violent acts and interactions (Offices of Social Work Services, Psychological Services, and Guidance and Career Education)

b. Changes in curriculum to improve problem-solving skills and anger management:

- Implementation of the Second-Step, Get Real About Violence, Stop and Think, and The Angry Child Programs, which address impulse control, problem-solving skills, and anger management (classroom teachers, Office of Psychological Services)
- Change in curriculum addressing problem-solving skills and self-management (classroom teachers, Office of Guidance and Career Education)

- Programs dealing with discipline (Classroom Organization and Management Program, Discipline with Dignity), which include teaching students learning skills for redirecting their anger in constructive ways and problem-solving skills using non-aggressive solutions (classroom teachers, Office of Psychological Services)
- Peer mediation programs.

c. District and individual school crisis plan reviews:

- A mandatory inservice will be held in August for principals, assistant principals, social workers, psychologists, guidance counselors, safety aides, and school squad officers in the identification of, and intervention with, students presenting the threat of potential danger to themselves or others (Office of Psychological Services in cooperation with the Child & Adolescent Treatment Center)
- Several departments will review and update the Crisis Plan Manual for schools and other facilities. In the fall, the revised plan will be discussed and distributed to schools, who will then update/modify existing plans, including plans for dealing with dangerous individuals.
- The Division of School Safety and Security will assist schools in developing plans during September. Subsequent to this, plan implementation practices will be held at random with schools and facilities, including follow-up modifications as necessary.

2. In addition to the above educational programs and services, the Division of School Safety and Security provides has trained safety assistants to schools. These individuals are trained to focus on prevention and intervention strategies, as well as in handling crisis situations.

3. The district has in place a Safety Advisory Council consisting of school principals, Central Services staff, and representatives from the Milwaukee Police Department. In January of 1998, the Division of School Safety and Security has asked the Council to review and update the division's ten-year plan. This group has completed a draft containing several recommendations that are currently being reviewed by administrators, principals, community groups, the Milwaukee Police Department, and selected Central Services staff. When the review is complete and has been approved by the Superintendent, the recommendations, along with an action plan, will be brought forward to the Board for its approval. This updated plan will provide additional support to the crisis management and prevention efforts currently in place.

Strategic Plan Compatibility Statement

4. This resolution is supportive of the following goals in the Strategic Plan:

Goal 1: Improve student achievement for all students

Goal 2: Improve attendance and reduce dropout rate

Goal 4: Provide high standards and require accountability for all students, schools, teachers, leaders, and staff

Statute, Board Policy or Rule Statement

5. At the present time no change is required.

Fiscal Impact Statement

6. There is no fiscal impact at this time; however, the revised ten-year operational plan for School Safety and Security will require additional resources. When all recommendations and implementation plans are finalized, a cost and financing plan will be developed. This will be presented to the Board for its approval.

Implementation and Assessment Plan

7. The revised ten-year plan will include an implementation plan and any necessary evaluation components.

Recommendations

That the Board accept the Administration's response to the resolution with the understanding that the Administration will:

- continue the current programs and services that address violence prevention and safety;
- work with schools to ensure that their educational plans include measures for violence prevention and school safety; and
- continue to research effective violence prevention programs for potential use in schools.

* * * * *

Director Thompson moved to refer the item to Committee.

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

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

(Item 4) Action on Recommended Award of Contracts for Educational Services for At-Risk, Behavioral Reassignment, and Disruptive Youth

Administration's Analysis

1. On November 25, 1997, the Board approved contracts with the following MPS schools and private agencies to serve disruptive students in grades 6-12 during the Spring of FY98:

SCHOOL	GRADES	FTE SEATS	COST
ST. CHARLES	9-12	30	181,350
SOUTHEASTERN	6-8	30	181,350
MADISON H.S.	9-12	15	80,475
HAMILTON H.S.	9-12	15	80,475
TOTALS		90	523,650

At a special meeting on January 8, 1997, the Board approved an increase in the number of programs serving disruptive youths. In addition, in response to resolution 9798R-004 presented by Director Thompson, the Administration provided an interim report recommending an expansion in existing contracted programs and MPS programs similar to those begun in FY98 at several MPS high schools.

2. A Request For Proposals (RFP) for At-Risk, Behavioral Reassignment, and Educational Programs for disruptive students in grades 6-12 was issued on May 8, 1998, with proposals due on May 29, 1998. A copy of the Request For Proposal guidelines is available on request.

3. A total of 19 proposals was received, 15 of which met the minimum criteria for eligibility, which required proposals from non-profit, nonsectarian organizations with a minimum of three years' experience working with urban youth.

4. A team of 4-5 readers reviewed each eligible proposal for content and quality. The proposals were judged according to the RFP's published review criteria, which focused on the following areas:

Review Criterion	Points Possible
Mission	5
History	5
Entrance Procedures	10
Discharge Procedures	10
Educational Program	20
Support Services	20
Facilities	10
Staff Development	10
Cost	10
Total	100

5. The average total score received by all bidders was 67.27. The review panel awarded above-average scores to the following bidders' proposals:

Applicant Proposal	Review Points
Southeastern Youth & Family Services, Inc.	84.00
Juneau Explore Program	79.50
Institute for Child and Family Development	78.50
North Division High School	75.62
Jackie Robinson Middle School	73.00
Walker Middle School	71.38
Riverside University High School	69.75
Washington High School	69.00
South Division High School	68.75

Strategic Plan Compatibility Statement

6. The recommendations support the goals of the Milwaukee Board of School Directors associated with academic achievement and the maintenance of safe, orderly learning environments.

Statute, Board Policy or Rule Statement

7. The funding recommendations adhere to the provisions of Wisconsin Statute 118.153, the 1992 MPS Board standards for contracting with partnership schools, and the 1994 MPS Board Governance recommendations for contracting with partnership schools.

8. The recommendations are consistent with the Board actions of June 18, 1997, authorizing the creation of schools for disruptive youth, and the November 25, 1997, instructions that future funding for these schools should be designed on a cost-sharing formula, with some of the funds coming from each school's per-pupil allotment to avoid double funding.

Fiscal Impact Statement

9. The cost of entering into contracts for the 1998-99 school is $1,531,835. Pending Board approval, the amounts will be transferred from various small community school budgets and school special funds to Agency Contracts, MPS, and Non-MPS sites by means of a contract.

10. Funds sufficient to support contracts for the 1998-99 school year were appropriated in the FY99 MPS budget.

11. MPS school bidders receiving funds will be sharing the cost of program operations. The local school share will equal the individual school per-pupil school allocation.

Implementation and Assessment

12. Implementation of program operation will be subject to the completion of a signed Memorandum of Understanding with the Milwaukee Teachers Education Association governing any change in hours and working conditions as may be applicable.

13. Program assessment will be performed annually to measure student outcome standards specified for contracted programs serving children at risk.

Recommendations

1. That the Board approve contracts with the following previous service providers and authorize the transfer of funds to individual school providers:

SCHOOLS	GRADES	SEAT SEM I	SEATS SEM 2	TOTAL SEATS	COST
St. Charles	9-12	45		45	279,630
Southeastern	6-8	60		60	372,840
Madison HS	9-12	50		50	72,850
Hamilton HS	9-12	50		50	74,200
					799,520

2. That the Board approve contracts with the following new service providers whose proposals received above-average scores:

SCHOOLS	**GRADES**	**SEAT SEM I**	**SEATS SEM 2**	**TOTAL SEATS**	**COST**
INST CHILD & FAMILY	6-12	40	50	90	403,910
JUNEAU	9-12	45		45	62,460
NORTH	9-12	45		45	42,435
ROBINSON	6-8	20		20	19,900
WALKER	6-8	20		20	25,860
RIVERSIDE	9-12	45		45	62,370
WASHINGTON	9-12	45		45	62,460
SOUTH	9-12	45		45	52,920
					732,315

* * * * *

Director Braun moved to approve the recommendations.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher—8.

Noes—Director Todd—1.

(Item 5) Action on a Recommendation to Request a Waiver from the Department of Public Instruction on the Expansion of SAGE in MPS

Administration's Report

1. The Student Achievement Guarantee in Education (SAGE) program provides funding ($2,000 per pupil) for class-size reductions to school boards with at least one school having a 50% low-income student enrollment. A five-year SAGE contract is provided to reduce class size to 15 students, starting in kindergarten and grade one up to third grade. Other contract requirements include before- and after-school educational and recreational opportunities, a rigorous academic curriculum, and a staff development and accountability program.

2. The SAGE program limits MPS to ten schools. The following MPS schools are 1998-99 SAGE participants:

Allen-Field	Maple Tree
Carleton	Maryland Avenue
Fairview	Sherman Multicultural Arts
Forest Home	Twenty-first Street
Longfellow	Wis. Conservatory of Lifelong Learning

3. There were several attempts during the spring legislative session to remove the ten-school limit and fund a SAGE expansion for MPS. The first attempt was made during the budget adjustment bill process, and the second during the special session on the state takeover of MPS. Neither was successful.

4. It is being recommended that the district seek a waiver from §118.43 (2) (c), (d) and (e) to remove the limit on the number of SAGE schools in MPS and other school districts. State law §118.38 requires the school board to hold a public hearing prior to submitting a waiver request.

Strategic Plan Compatibility Statement

5. This waiver request supports the Board's goals on academic achievement and equity.

Statute, Board Policy or Rule Statement

6. This request to the Department of Public Instruction seeks a waiver from §118.43 (2) (c), (d) and (e) to remove the limit on the number of SAGE schools in MPS and other school districts.

Fiscal Impact Statement

7. The waiver request would allow the State Superintendent to increase the number of eligible MPS schools participating in SAGE.

Implementation and Assessment Plan

8. After public hearing and direction from the Board, the Administration will submit this waiver request to DPI for its consideration and approval.

Recommendation

That the Board authorize the Administration to request that DPI grant a waiver from §118.43 (2) (c), (d) and (e) to remove the limit on the number of SAGE schools in MPS and other school districts.

* * * * *

Director Braun moved to approve the recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, Sinicki, Small, Thompson, Todd and President Fisher—8.

Noes—None.

Temporarily absent—Director O'Neil—1.

(Item 6) Action on a Recommendation to Secure TEACH Grant Funds and a TEACH Fast Start Loan from the State of Wisconsin

Administration's Analysis

1. The State of Wisconsin established the TEACH Wisconsin program during its current fiscal cycle. The TEACH Wisconsin Fast Start loan program assists selected school districts by providing loans to

establish electrical and network infrastructures. TEACH Wisconsin also provides grants which may be used for training, hardware acquisition, software acquisition , curriculum development, and other activities which promote the use of technology to support teaching and learning.

2. MPS received approximately $3 million in TEACH grant funds during FY98. To receive grant funds for FY99 the Milwaukee Board of School Directors must pass a resolution to request an educational technology block grant. The FY99 allocation is estimated to be $5.4 million.

3. The state TEACH Board, established by the Governor to administer the TEACH Wisconsin program, has identified procedures for securing wiring loans. The two classifications for wiring loans are Fast Start loans and regular wiring loans. The state will reimburse the district for 50% of the loan.

4. The MPS Administration has applied for a $3.5 million loan under the Fast Start loan process. MPS's obligation for repayment is interest and payments on $1.75 million (50%) over ten years if we receive the full amount requested. A condition for award of this loan is that the Milwaukee Board of School

Directors pass a resolution declaring official intent to reimburse expenditures for the TEACH Wisconsin program.

5. The Administration will bring additional recommendations to the Board regarding other TEACH loans in the near future.

Strategic Plan Compatibility Statement

6. The MPS Technology Strategic Plan establishes a plan to prepare our classrooms, staff, and programs for the 21st century. The TEACH Wisconsin program is one mechanism which will help us accomplish that plan.

Statute, Mps Policy, or Board Rule Implication Statement

7. The recommendation is consistent with Board policies.

Fiscal Impact Statement

8. The Fast Start loan will commit the district to payments and interest for 50% of the cost of the full loan over a ten-year period (approximately $225,000 per year). No funding is necessary for the FY99 fiscal year. The first payment would be due in FY 2000.

9. The City Comptroller supports the MPS application for this loan, having declared the 50% discounting to be an extraordinary opportunity for Milwaukee.

10. Other funding strategies are being developed for consideration by the Board.

Implementation and Assessment Plan

11. The district has established wiring standards that will be used for the Fast Start wiring loan projects. A school wiring sequence has been established.

12. The Board will continue to receive periodic progress reports.

Recommendation

That the Board adopt the following resolutions required to receive TEACH Wisconsin grant funds and TEACH Wisconsin Fast Start wiring loans:

RESOLUTION TO REQUEST EDUCATIONAL TECHNOLOGY BLOCK GRANT FROM THE TECHNOLOGY FOR EDUCATIONAL ACHIEVEMENT IN WISCONSIN BOARD

WHEREAS, 1997 Wisconsin Act 27, which became effective October 14, 1997, 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 in the 1997-98 and 1998-99 school years 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 in 1998-99 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 Public Schools desires to be eligible to receive an educational technology block grant, under §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 §44.72(2), of the Wisconsin Statutes.

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.

RESOLUTION DECLARING OFFICIAL INTENT TO REIMBURSE EXPENDITURES FOR TEACH WISCONSIN PROJECT

WHEREAS, the Milwaukee Public Schools, Milwaukee County, Wisconsin (the "District") plans to install computer network wiring and electrical upgrades to improve its information technology capabilities (the "Project"); and

WHEREAS, the District expects to receive a loan (the "Loan") from the TEACH Wisconsin Program (the "Program") to finance the Project and expects to issue tax-exempt obligations (the "Obligations") to the Program in evidence of the Loan; and

WHEREAS, because the Loan will not become available prior to December of 1998, the District must provide interim financing to cover costs of the Project incurred prior to receipt of the Loan; and

WHEREAS, it is necessary, desirable, and in the best interests of the District to advance moneys from its funds on hand on an interim basis until the Loan becomes available and the Obligations can be issued.

NOW, THEREFORE, BE IT RESOLVED by the Milwaukee Board of School Directors of the Milwaukee Public Schools, Milwaukee County, Wisconsin, that:

Section 1. Expenditure of Funds. The District shall make expenditures as needed from its funds on hand to pay the costs of the Project until the proceeds of the Obligations become available.

Section 2. Declaration of Official Intent. The District hereby officially declares its intent under 26 CFR Section 1.103-18 to reimburse said expenditures with proceeds of the Obligations, the principal amount of which is not expected to exceed $1.75 million.

Section 3. Unavailability of Long-term Funds. No funds for payment of the Project from sources other than the Obligations are, or are reasonably expected to be, reserved, allocated on a long term basis, or otherwise set aside by the District pursuant to its budget or financial policies.

Section 4. Public Availability of Official Intent Resolution. This Resolution shall be made available for public inspection at the District's office within 30 days after its approval in compliance with applicable State law governing the availability of records of official acts

including subchapter II of Chapter 19, and shall remain available for public inspection until the obligations are issued.

Section 5. Effective Date. This Resolution shall be effective upon its adoption and approval.

* * * * *

Director Braun moved to approve the recommendation and adopt the resolutions.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, Sinicki, Small, Thompson, Todd and President Fisher—8.

Noes—None.

Temporarily absent—Director O'Neil—1.

(Item 7) Annual Report on Leases Approved by the Superintendent for the 1997-98 School Year

Background

At its meeting of April 25, 1996 (Proc. pp. 737-769), the Board approved a new policy on Executive Limitations For 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 annual report on all leases be given to the Board each July. A summary of all of the leases in effect for FY98 is attached.

* * * * *

(Item 8) Report on Title I Budgets and Possible Action to Determine Whether the Board Will Reallocate Title I Budgets for FY2000.

Background

At its regular meeting on March 25, 1998, the Board referred the following resolution by Director Hardin to the Finance and Personnel Committee:

WHEREAS, The FY98 Title I allocation for MPS is in excess of $48 million; and

WHEREAS, There is currently no provision for Board review of Title I budgets; and

WHEREAS, At one time the Board did review and approve Title I expenditures; and

WHEREAS, Given the significant amount of Title I funds and the district's reliance on them, Board supervision of the expenditure of these funds is appropriate; now, therefore, be it

RESOLVED, That all Title I budgets be brought to the Board for approval, effective with the FY99 fiscal year.

A preliminary report of this item was presented at the April 22, 1998, meeting of the Finance/Personnel Committee. The committee held the item, pending further information from the Administration.

The item was placed on file at the Board's May 4, 1998, organizational meeting and reintroduced by Director Hardin as Resolution 9899R-013 at the regular meeting of the Board on May 27, 1998.

At the June 16, 1998, meeting of the Finance and Personnel Committee, the Administration provided an analysis of the resolution and the following information requested at the April meeting: (1) Detailed Responsibility Reports for all Title I schools and (2) a list of non-public schools which receive Title I services. The Committee recommended that the Board review the FY99 Title I allocation at its regular meeting in July and take possible action on a plan for allocations in FY 2000.

At its June 24, 1998, regular meeting, the Board requested that the following additional information regarding Title I allocations be brought back to the July regular Board meeting:

- Formula used to allocate Title I funds to eligible schools
- Proposed timeline for including Board involvement in approval of FY 2000 Title I budgets

Administration's Analysis

The Administration's report which follows provides the information regarding Title I allocations requested by the Board at its meeting on June 24, 1998:

Formula Used to Allocate Title I Funds to Eligible Schools

1. Percent of poverty is ascertained by dividing the third-Friday enrollment count into the February 1998 free and reduced-price lunch (F/R) count.
2. The per-pupil amount is ascertained by multiplying the base dollar value by the F/R percent.
3. The total allocation is ascertained by multiplying the per-pupil amount by the February 1998 F/R number.

Example:

School	%F/R	Jan. 1998 F/R	Sept. 1997 3rd-Friday Enrollment	1998-99 Budget Total	$ Per Student
Longfellow Elementary	89.68	565	630	325,852	577
Steuben Middle	84.13	806	958	436,076	541
Washington High	72.65	1206	1660	563,455	467

Information regarding the FY99 Title I allocations is attached to the minutes of your Committee.

Proposed Timeline for Including Board Involvement in Review of Title I Budgets for FY 2000

In February 1999, based on information from the Department of Public Instruction's Title I Mission Team, a Title I school budget projection chart will be compiled and presented to the Board. In accordance with federal law, allowances must be made for parents and school staff to be involved in decisions regarding Title I spending. Schools will continue to have authority to implement Title I Budgets in accordance with district policy and in concert with the superintendent's recommendation.

* * * * *

(Item 9) Consideration of and Action on the Milwaukee Public Schools Strategic Plan, 1998-2003, and Proposed Central Services Organization Structure to Achieve the Goals of the Plan

Administration's Report

1. In October 1997, the Superintendent informed the Board that he would be developing a five-year strategic plan for the district.

2. At the October 22, 1997, meeting of the Strategic Planning and Budget Committee, the Superintendent provided the Board with a draft outline of the process to be used to conduct strategic planning sessions in the eight Board districts and one city-wide. Committee members provided input on the draft process.

3. During the months of December 1997, January, February, and March 1998, a series of nine strategic planning sessions was held to assist in the development of the plan. Invitation lists were developed by each Board member with assistance from the Administration. Invited participants included students, parents, teachers, principals, assistant principals, and community and business leaders. To ensure that students and parents could share their ideas openly, one strategic planning session included only students and parents.

4. Using a positive goal-setting process, participants were asked to share their ideas about the priorities the district should set and about ways in which the district and the community could work together to improve the education of all of our children.

5. Once all sessions were completed, it was necessary to focus our energies on specific targets from the Board, the Administration, the Governor, and the customers we serve — namely, students, parents, and the community. These specific target areas included:

- Student Achievement
- Accountability and High Standards
- Parental/Community Involvement
- Attendance Improvement
- Graduation Rate Increases
- Dropout Prevention/Reduction
- Early Childhood Education
- Access to Schools of First Choice

6. Suggestions gleaned from the strategic planning sessions were then analyzed, duplicates were eliminated, and the remaining items were grouped into the strategic target areas listed above. A draft report was developed.

7. On May 4, 1998, the draft report was sent to all Board members and all participants of the nine strategic planning sessions. Participants were asked to prioritize their suggestions and indicate the top ten strategic plan ideas they felt were most important in helping to achieve our primary goal of high student achievement.

8. After this input was received from students, parents, teachers, principals, assistant principals, and community and business leaders, a draft Executive Summary of the Milwaukee Public Schools Strategic Plan, 1998-2003, was developed. This draft executive summary was introduced at the Board's Finance/Personnel Committee meeting on June 16, 1998, and the Superintendent made a formal presentation to the Board's Strategic Planning and Budget Committee at its meeting on June 22, 1998. It was then reported to the full Board at its June 24, 1998, meeting.

Participants in the nine strategic planning sessions were notified that this item would come before the Board's Finance/Personnel Committee at its June 16, 1998, meeting where public testimony could be taken.

9. The draft strategic plan executive summary identified five goals in the following areas:

Student Achievement
Attendance/Dropout
First Choice
High Standards and Accountability
Parent/Community Involvement

Objectives and strategies were identified for each of the goals, along with statements of evidence to assist MPS's stakeholders in determining our success in achieving the goals.

10. At its meeting on April 24, 1997, the Board of School Directors directed the Administration to develop a redesign of Central Services. At its meeting on September 24, 1997, the Board approved a timeline for this project which directed that the redesign be presented to the Board by December 1998. The 1998-1999 Proposed Central Services Organizational Structure is aligned with the Milwaukee Public Schools Strategic Plan 1998-2003. It supports Milwaukee Public Schools' vision, mission, and strategic plan, including goals, objectives, strategies, and evidence. This document was also a part of the presentation made by the Superintendent at the June 22, 1998, meeting of the Strategic Planning and Budget Committee.

11. During the last week in June and the first full week in July, the Superintendent met with a number of groups to discuss the draft executive summary of the MPS strategic plan to obtain input from a broad base of individuals. Meetings were held with a ministers' group, including representatives from MICAH,

Interfaith, and the Ministers' Alliance; MPS union heads and representatives from the Metropolitan Milwaukee Association of Black School Educators; a legislative delegation; parent representatives from the Title 1 Advisory Council, the Milwaukee City Council of PTAs, PTSAs, Inc., the City-Wide Bilingual Advisory Council, and the Broadly-Based Task Force on Exceptional Education; a teacher and principal group; and various community groups.

12. On July 15, 1998, the draft plans were discussed at a Strategic Planning Retreat of the Milwaukee Public Schools Board of School Directors. At the Board retreat, agreement was reached on a vision statement, mission statement, and three strategic goals. Board members present at the retreat expressed support for the proposed Central Services organizational structure. A copy of the revised Milwaukee Public Schools Strategic Plan, 1998-2003, Executive Summary is attached, along with a copy of the recommended organizational structure. Deletions are indicated by strike-through text, and additions are marked with underlines.

Strategic Plan Compatibility Statement

13. The Milwaukee Public Schools Strategic Plan, 1998-2003, Executive Summary was developed with input from Board members, students, parents, teachers, principals, assistant principals, and community and business leaders. It is intended to be the blueprint for the district for the next five years.

Statutes, MPS Policy or Board Rule Implication Statement

14. A vision statement and modifications to the Board's mission, goals, and objectives adopted February 3, 1993, and revised April 25, 1996, are being recommended.

Fiscal Impact Statement

15. Funding for the plan for 1998-99 will be accommodated within the FY99 approved budget. Funding needs for subsequent years will be addressed through the annual budget development process.

Implementation and Assessment Plan

16. Progress reports on the implementation of the document will be provided to the Board through the following:

- The strategic plan reporting will become a part of the accountability process. A report on the progress of the strategic plan's measurable outcomes will be included in the MPS annual report card.
- The annual budget recommendations will include a progress report on goals for each funding area, along with recommendations for funding specific programs or initiatives.
- The Superintendent will provide the Board with periodic progress reports on the strategic plan, as well as comprehensive a report on the implementation/action plans at the end of each school year.

Recommendations

1. That the Board approve the Milwaukee Public Schools Strategic Plan, 1998-2003, Executive Summary.

2. That the Board approve the proposed Central Services organizational structure.

3. That the Board approve the addition, transfer, and elimination of positions as indicated. This information will be provided to the Board at the time of the meeting.

* * * * *

Separate consideration was ordered for recommendations 2 and 3.

The question being on recommendation 1, Director Thompson moved to adopt the following vision, mission, and strategic goals statements, with the balance of the plan referred to the Strategic Planning and Budget Committee:

VISION: The students in Milwaukee Public Schools will develop into contributing adults performing at their highest potential.

MISSION: The Milwaukee Public Schools will become the first major urban school system in the nation where all young people learn to become productive workers, responsible citizens, and effective parents.

STRATEGIC GOAL 1: STUDENT ACHIEVEMENT - Continuously improve achievement of all students to meet high standards.

STRATEGIC GOAL 2: MPS - MILWAUKEE'S FIRST CHOICE OF SCHOOLS - Make Milwaukee Public Schools the first choice of a steadily increasing number of parents.

STRATEGIC GOAL 3: HIGH STANDARDS AND ACCOUNTABILITY - Institute high standards and accountability for the Board of School Directors, Superintendent, central services, principals/school leadership, teachers, support staff and parents.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

The question being on recommendations 2 and 3, Director Thompson moved to refer them to the Finance/Personnel Committee.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

(Item 10) Action on Recommended Organizational and Staffing Changes in the Office of Board Governance

The Director, Office of Board Governance/Board Clerk requested permission to withdraw Item 10 for submission to Committee at a later date.

There being no objection, the request was granted.

(Item 11) Action on a Request to Approve Entering into an Intergovernmental Cooperation Agreement with the City Of Milwaukee for the Purpose of Compensating the City for Various Support Services in Return for the City Issuing $15,000,000 in General Obligation Debt.

Administration's Analysis

1. The Board commissioned a report prepared by David M. Griffith & Associates, Ltd., Leabman Associates, Inc. and Washington, Pittman & McKeever (DMG study) evaluating the statutory and fiscal relationship between Milwaukee Public Schools and the City. The report documented certain financial and support services provided to the Board by the City, and identified various alternative arrangements. The report recommended the Board and the City work together to explore the possibility of transferring services between entities for the purpose of providing the most effective level of service at the greatest benefit to the Milwaukee taxpayer.

2. Representatives from the Board and the City met on several occasions and determined the interests of the taxpayer could best be served by transferring the responsibility for certain financial and support services to the Board from the City. The services to be transferred along with the cost of those services are as follows:

City Attorney	$ 695,502
Comptroller	$ 56,172
Public Debt Commission	$ 81,071
DER – Staffing	$ 327,662
DER – Worker's Compensation	$ 288,420
Health Department – Nursing Services	$ 1,136,442
City Treasurer	$ 115,346
Police Department – Crossing Guards	$ 828,502
Total	$ 3,529,117

3. The City estimates it would receive $501,000 in state aid if it claimed reimbursement for the above services. MPS estimates it would receive $2,646,838 in state aid for the same services. Thus, if MPS rather than the City claims reimbursement, state aid for these services will increase by over $2 million.

If the Board approves the transfer of these services to MPS, the City has agreed to allow this $2 million benefit to accrue to MPS.

On July 7, 1998 the Common Council approved entering into an intergovernmental cooperation agreement with MPS for the purpose of transferring the responsibility for payment of these services to MPS.

4. The administration believes the district would maximize the value of this $2 million benefit by using it to pay debt service on a new debt issue, the proceeds of which would be used to fund the district's capital plan, thus allowing the district to obtain needed capital funds at no additional cost to the City of Milwaukee taxpayer.

5. The City has agreed to issue general obligation debt for this purpose. The City has determined that $2 million in debt service would support approximately $15 million of new debt at an annual interest rate of 5%.

6. The proposed agreement between the Board and the City would cause the following to occur:

- The City would invoice MPS $3,529,117 for the services listed above.
- In year one MPS would fund this amount through increased tax levy.
- In subsequent years, MPS would fund this amount through increased state aid of $2,646,838 and an increase in the tax levy of $882,279.
- The City would decrease its tax levy by an equal amount ($882,279) in order to leave the taxpayer neutral.
- The City would issue $15 million in ten year general obligation debt and remit the proceeds to MPS.
- The City would pay the debt service on the $15 million debt, funded with dollars no longer required to pay for the above services.

7. An additional benefit to MPS occurs because, although the City will pay the $2 million debt service on the new borrowing, MPS is able to receive state aid on this debt service. (This is not peculiar to this arrangement. MPS receives state aid on all the debt service paid by the City on its behalf.)

8. In order for MPS to receive increased revenue limit authority for the amount of the transferred services, the district must file for and be granted a transfer of service exemption with the Department of Public Instruction (DPI). If the district is to receive this exemption for FY99, MPS must file for the exemption by October 1, 1998.

9. The proposed intergovernmental agreement is for ten years. During this period cost increases for the listed services will be negotiated between MPS and the City. MPS would be obligated to purchase these services from the City over this period assuming the City continues to provide services "similar in kind, quality and quantity as those that have been provided in the past."

10. During this period the City proposes to continue to receive the interest earnings on Board funds held by the Treasurer. The administration expects MPS to receive benefits equal to or greater than its costs in each of the ten years, and over the ten-year period in total.

11. According to the proposed intergovernmental agreement, the proceeds from the debt issue are to be used for "school purposes of construction, renovation or remodeling of school facilities…. The precise projects that are the subject of the borrowing shall be mutually acceptable to the Superintendent of Schools and the City…" Projects discussed to date have been:

Milwaukee Tech
Wisconsin Conservatory of Life-Long Learning
Boys and Girls Club School (N. 32nd St. and W. North Ave.)
Reopening Pleasant View School
Major Maintenance

12. The proposed agreement is not a part of the FY99 adopted budget. As a result, should the Board approve entering into the intergovernmental cooperation agreement with the City, and DPI grants the exemption, the increased revenues and expenditures noted above will need to be incorporated into the Board's revised FY99 budget in October, 1998.

Strategic Plan Compatibility Statement

13. The proposed intergovernmental cooperation agreement is compatible with the Board's Equity goal to provide an equitable distribution of financial resources across schools.

Statute, MPS Policy, or Board Rule Implication Statement

14. The proposed agreement complies with state statutes governing City bond issues on behalf of MPS (119.49), state aid (121.0-121.23), and revenue limit (121.9).

Fiscal Impact Statement

15. Entering into the proposed intergovernmental cooperation agreement will have the effect of increasing revenues by $15 million in FY99. The district's expenditures will increase by $3,529,117 adjusted for inflation in each of the next ten years. These increased expenditures, however, will be offset by increased state aid and tax levy.

Implementation And Assessment Plan

16. The administration would recommend addenda to the proposed intergovernmental agreement. Upon successful negotiation of a final agreement, the administration would file for a transfer of service exemption no later than October, 1, 1998. Assuming approval of the exemption, the City would bill MPS for the listed services for FY99 prior to the close of calendar year 1998. MPS will make a payment to the City for these services no later than 30 days following the close of calendar year 1998. The City would issue $15 million in general obligation debt during calendar year 1999.

Recommendation

That the Board approve entering into an intergovernmental cooperation agreement, contingent upon the successful completion of negotiation of terms with the City of Milwaukee.

* * * * *

Director Braun moved to refer Item 11 to the Finance/Personnel Committee.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Todd and President Fisher—8.

Noes—Director Thompson—1.

(Item 11) Action on Recommended Administrative Appointments and Promotions

Recommendation

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

2(r)	Gail Sanders	Principal Custer High School	Schedule III, Range 15A $87,992
5(r)	Melanie Moore Steen	Principal Juneau Business High School	Schedule III, Range 15A $87,992
2(r)	Clive Coke	Principal Marshall High School	Schedule III, Range 15A $87,992
2(r)	Lonnie Anderson	Principal Edison Middle School	Schedule III, Range 14Z $60,146
2(r)	Ronald Brown	Principal Malcolm X Middle School	Schedule III, Range 13Z $70,115
5(r)	Timothy Howard	Principal Cass Street Elementary School	Schedule III, Range 14Z $68,013
2(r)	Troney Hutchins	Principal Victory Elementary School	Schedule III, Range 13Z $71,575
5(r)	Mary Kohl	Assistant Principal Hamilton High School	Schedule III, Range 12Y $58,642
2(r)	Lottie Smith	Assistant Principal King High School	Schedule III, Range 12Y $51,534

2(r)	Tammy Porter	Assistant Principal Grand Avenue Middle School	Schedule III, Range 10Z $56,539
2(r)	Linda Robinson	Assistant Principal Allen-Field Elementary School	Schedule III, Range 10Z $54,257
5(r)	Diane Price	Assistant Principal Curtin Elementary School	Schedule III, Range 10Z $61,107
2(r)	Janice Love	Assistant Principal Hopkins Street Elementary School	Schedule III, Range 10Z $42,768
2(r)	Betty Laws Blue	Assistant Principal Dr. King Elementary School	Schedule III, Range 10Z $58,469
2(r)	Susie Thompson	Assistant Principal McNair Academy	Schedule III, Range 10Z $58,469
5(r)	Barbara Luepke	Assistant Principal Morgandale Elementary School	Schedule III, Range 10Z $57,758
3(r)	James Sayavong	Assistant Principal Wisconsin Avenue School	Schedule III, Range 10Z $49,007
5(r)	Kaye Reynolds	Region Administrator Division of Special Services	Schedule III, Range 11A $72,403
5(nr)	Vylette Flamme	Middle School Staffing Specialist Department of Human Resources	Schedule III, Range 8C $71,707
5(r)	Brigid Boyle	Special Education Supervisor Division of Special Services	Schedule III, Range 8C $56,377
2(r)	Gene Campbell	Special Education Supervisor Division of Special Services	Schedule III, Range 8C $49,876
5(r)	Rebecca Kassulke	Special Education Supervisor Division of Special Services	Schedule III, Range 8C $42,020
5(r)	James Wisniewski	Special Education Supervisor Division of Special Services	Schedule III, Range 8C $47,266

* * * * *

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

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher—8.

Noes—Director Todd—1.

The Board retired to executive session at 8:47 PM.

The Board reconvened in open session at 9:10 PM.

Director Small moved to approve the Superintendent's recommendations.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

RESOLUTIONS

Resolution 9899R-053

By Director Thompson:

WHEREAS, An effective principal is important to school and student success; and

WHEREAS, DPI certification does not in itself guarantee effective leadership; and

WHEREAS, Individuals exist within the MPS teaching corps with the interest and ability to become effective principals; and

WHEREAS, It is crucial that every school in MPS be led by a principal who provides effective instructional and administrative leadership, now therefore, be it

RESOLVED, That the Administration develop a comprehensive plan that will include the following components for the recruitment, selection, training, and induction of principals:

- Up-to-date research on the most successful principal recruitment, selection, training, and induction methods, with appropriate on-site verification;
- Input from a representative sample of school assistant principals and principals concerning their needs for leadership training, both in preparing for the position and once in it;
- A comprehensive and valid description of educational leadership spelling out the leadership characteristics sought by the district;
- A process for identifying the most promising potential educational leaders in the school system and methods to recruit them for the principalship;
- A training program, including leadership experiences at both the school and central administration levels, to develop the competencies critical to principal effectiveness;
- A verification-of-leadership process for MPS certification of each principal aspirant prior to being placed on a qualified-candidate list;
- Increased support for school and community representatives in the final selection process, including information on the characteristics needed by the school and the leadership qualities of the candidates;
- Budgeting and staffing implications associated with the proposed comprehensive plan; and
- A timeline for implementation, to begin no later than January 1999.

Referred to the Finance/Personnel Committee.

Resolution 9899R-054

By Director Hardin:

WHEREAS, Milwaukee Public Schools (MPS) works diligently to educate more than 104,000 students, some with a variety of special needs, in the city of Milwaukee; and

WHEREAS, The state uses set criteria to define At-Risk students in Wisconsin; and

WHEREAS, The state requires MPS to either educate the at-risk student population or make provisions with other institutions to educate the at-risk student population; and

WHEREAS, Partnership schools play a vital role in educating MPS students who have difficulties learning in the standard educational environment; and

WHEREAS, Many partnership schools have the expertise to educate the at-risk student population, but often lack the financial management expertise as exhibited in district audits; and

WHEREAS, Training in financial management and continued attention to financial reporting requirements can prevent small problems from becoming major ones; now, therefore, be it

RESOLVED, That all partnership school contracts include provisions for mandatory financial in-service for partnership school administrators, to be facilitated by the MPS Department of Finance, at least once during each school calendar year; and be it

FURTHER RESOLVED, That this contract revision be effective for the second semester of the 1998-99 school year.

Referred to the Accountability/Audit Committee.

Resolution 9899R-055

By Director Hardin:

WHEREAS, The Milwaukee Public School system sees the need to reach out to the African American Business Community as a partner; and

WHEREAS, The MPS student body is at least 70% African American, many coming from low income families; and

WHEREAS, MPS has encouraged the business community as a whole to establish relationships with MPS schools to improve the job readiness of our students; and

WHEREAS, The professional members of the African American Chamber of Commerce have come together to share their knowledge; and

WHEREAS, The African American Chamber of Commerce has designed a job readiness program to support and improve the job readiness of MPS students; now, therefore, be it

RESOLVED, That MPS participate in the job readiness program of the African American Chamber of Commerce; and be it

FURTHER RESOLVED, That MPS provide funding to ensure that a minimum of 200 students and 200 parents participate in the program and complete the courses, with certificates given to each.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-056

By Director Small:

WHEREAS, The Milwaukee Board of School Directors has been forced to lease classroom space because of a lack of adequate funding to build classroom space; and

WHEREAS, The Board has borne the lease cost for individual schools; and

WHEREAS, The administration has informed the leadership at Congress Elementary Year Round School that the school will bear the lease cost of $240,000 for the 1998-99 school year; and

WHEREAS, Congress has been asked to pay or the cost of its lease and such a move would result in releasing staff; now, therefore, be it

RESOLVED, That the Board direct the administration to immediately make the appropriate arrangements with the leadership at Congress to remove the $240,000 lease payment from the school's budget allowing the school to pay operate the additional 16 days; and be it

FURTHER RESOLVED, That the administration provide the Board with a detailed explanation as to what other schools, if any, have been put on notice to pay their individual lease cost and the rationale behind the action.

Referred to the Finance/Personnel Committee.

Resolution 9899R-057

By Director Small:

WHEREAS, The Board took steps to restore funding for specialty schools during the FY99 Budget Process; and

WHEREAS, Milwaukee School of Languages has been operating as a Board approved citywide specialty school since 1984; and

WHEREAS, The Board approved MSL expansion to 11th grade for the 1998-99 school year; and

WHEREAS, MSL operated during the 1997-98 school year with $205,000 in funding to cover the cost of the specialty program, with no money allocated for the expansion; and

WHEREAS, MSL is being asked to cover the cost of operating a specialty program and the school expansion with $105,000 for the 1998-99 school year; and

WHEREAS, The $105,000 will not cover the cost of text books, additional staffing and other associated expenses; now, therefore, be it

RESOLVED, That the Board direct the administration to restore the specialty school funding to Milwaukee School of Languages to the 1997-98 level of $205,000 effectively immediately; and be it

FURTHER RESOLVED, That the administration provide a detailed report of how much money the specialty schools were allocated for the 1998-99 school year versus what the Board directed during the approval of the FY99 Budget.

Referred to the Finance/Personnel Committee.

Resolution 9899R-058

By Director Todd:

WHEREAS, Lake Michigan is one of the world's most precious resources; and

WHEREAS, Wisconsin's history is directly linked to Lake Michigan and the Great Lakes; and

WHEREAS, Lake Michigan's future is vital to maintaining the fresh water supply of the world; and

WHEREAS, Many students of MPS feel no connection to Lake Michigan; and

WHEREAS, Wisconsin Lake Schooner's mission is to be a catalyst to connect Wisconsin's youth with Lake Michigan; and

WHEREAS, Milwaukee's lakefront provides motivation and an exciting environment within which to learn; and

WHEREAS, Wisconsin Lake Schooner would like to utilize the city and state learning proficiencies as an outcome of their curriculum; and

WHEREAS, Lake Michigan is underutilized in the teaching of math and science; and

WHEREAS, Wisconsin Lake Schooner will be a site for the MPS Global Learning Center next year; and

WHEREAS, The Great Lakes is an ideal laboratory for real decision making and community involvement; and

WHEREAS, Learning for the 21st century needs to be based on real life situations that affect students' lives now;

WHEREAS, Wisconsin Lake Schooner is dedicated to the education of urban youth; and

WHEREAS, The Schooner will be docked in Milwaukee and accessible to urban youth and teachers; now, therefore, be it

RESOLVED, That the Milwaukee Public Schools fund a science-math outreach teacher at the Wisconsin Lake Schooner to:

1. Develop learning experiences that would center on the resources of Lake Michigan.
2. Develop training and staff development for teachers.
3. Service students of all ages within MPS, preschool to high school.
4. Visit schools for pre-visit preparation and post-visit follow-through.
5. Help teachers plan integrated units using Lake Michigan.
6. Utilize actual city and lake problems to develop learning situations for Milwaukee students.
7. Create learning situations around Lake Michigan that allow for political and economic understanding.
8. Help students and teachers see the recreational and aesthetic potential of our lake.
9. Create experiences that foster responsible environmental decision making.
10. Design and supervise portfolio projects for MPS students.
11. Deliver 1400 hours of service to Milwaukee Public Schools.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-059

By Director Todd:

WHEREAS, Milwaukee Public Schools employees are hired to teach, care for and nurture the youth of Milwaukee; and

WHEREAS, MPS as one of the 25 largest urban districts in the nation is battling the typical ills of inner cities in America such as violent crime, poverty, drug abuse and addiction, illegitimacy and genocide ; and

WHEREAS, MPS teachers and other employees represented by bargaining units are subjected to residency requirements; and

WHEREAS, ALL MPS employees have one year from the date originally employed with MPS to comply with the residency requirement; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop a plan which keeps an accurate accounting of all non-union employees; and be it

FURTHER RESOLVED, That the Administration continue to enforce the zero-tolerance policy of employees not residing in the city.

Referred to the Finance/Personnel Committee.

Resolution 9899R-060

By Director Todd:

WHEREAS, Developing the skill of fluently reading and spelling and understanding written material must a primary priority for all children in MPS; and

WHEREAS, Many language handicapped children do not receive early enough reading and spelling experiences to successfully learn to read using the present methods of teaching utilized in most MPS schools; and

WHEREAS, Wisconsin State Statute 118.015 (2) states that "each school district shall employee a reading specialist certified by the department to develop and coordinate a comprehensive reading curriculum in grades kindergarten to 12…"; and

WHEREAS, Research shows that children who do not read and spell fluently by the end of third grade have a very poor prognosis of reading fluently by the time they finish high school; and

WHEREAS, 1997 Assembly Bill #413 was introduced to the Legislature in the spring as an attempt to establish the role that lack of phonemic awareness plays in the reading development of learning disabled children; and

WHEREAS, The non-approval of this bill illustrates the lack of foundation and direction in the state education instructional system; and

WHEREAS, A more accurate understanding of the critical elements of learning to read understanding of how pure phonics should be taught would eradicate illiteracy in MPS; and

WHEREAS, Pure phonics, as distinct from basic or traditional phonics, and Nash's SMSIP procedures can be used efficiently to teach phonemic awareness and segmentation in combination with any existing reading/spelling/writing approach (whole language, basal, direct instruction, process writing); and

WHEREAS, Some 36 MPS teachers have been trained this summer in the SMSIP method of Dr. Nash; now, therefore, be it

RESOLVED, That between September 1998 and December 1999, a total of 240 MPS teachers be trained in using pure phonics and Dr. Nash's SMSIP method; and be it

FURTHER RESOLVED, That a plan be devised to identify an MPS cadre of at least 10 SMSIP trainers to supervise the above training sessions and to train additional MPS teachers; and be it

FURTHER RESOLVED, That the Board authorize $33,000 funding to pay for needed materials; and be it

FURTHER RESOLVED, That the Administration develop a plan to select the teachers for training, taking into account the effect on the school if the training is done during the school day, program continuity (providing for the sequential training of teachers at successive levels in schools), tuition reimbursement, and possible evening training sessions.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-061

By Director Todd:

WHEREAS, Recent state legislation allows the City of Milwaukee and other entities to operate charter schools which are not instrumentalities of the Board; and

WHEREAS, Under state legislation, private schools can apply for charter school status; and

WHEREAS, Under state legislation, current MPS partnership schools could become charter schools, either through city sponsorship or independently; and

WHEREAS, Questions have been raised regarding the payment of state aids to partnership schools, specifically, whether under certain circumstances charter schools might receive both partnership payments and state aids for the same students; now, therefore, be it

RESOLVED, That the Administration be directed include in all partnership school contracts a provision prohibiting duplicate aid payments for students; and be it

FURTHER RESOLVED,, That the Administration be directed to review Board policy to determine whether additional safeguards need to be adopted to prevent erosion of the Board's revenues.

Referred to the Finance/Personnel Committee.

The Board adjourned at 9:20 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 11, 1998

Special meeting of the Board of School Directors called to order by President Fisher at 5:35 PM.

Present—Directors Braun, Hardin, Sinicki, Small and President Fisher—5.

Absent and excused—Directors Gardner, O'Neil, Thompson and Todd—4.

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

August 6, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 5:30 PM On Tuesday, August 11, 1998, 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: Milwaukee Teachers' Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/ Bookkeepers), ASC, Local 150 (Food Service Helpers and Building Service Helpers) and Local 1053 and (2) considering litigation in which the Board is likely to become involved.

With respect to (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.

With respect to (2) above, the Board, pursuant to Wisconsin Statutes Section 19.85 (1) (g), which provides that a governmental body may convene in executive session for the purpose of "conferring with legal counsel for the governmental body which is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved," the Board may retire to executive session to confer with its legal counsel who is rendering legal advice concerning the Board's potential appeal from the Department of Public Instruction's decisions concerning pupil transfers under Section 118.51, the open enrollment statute.

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

SUZANNE M. LUNDIN
Board Clerk

Director Small moved that the Board retire to executive session pursuant to Wisconsin Statutes Section 19.85 (1) (g), to confer with its legal counsel concerning the Board's potential appeal from the Department of Public Instruction's decisions concerning pupil transfers under Section 118.51, the open enrollment statute

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Hardin, Sinicki, Small and President Fisher—5.

Noes—None.

The Board retired to executive session at 5:36 PM.

The Board reconvened in open session at 6:10 PM.

Director Small moved that the Board authorize the City Attorney to appeal the State Superintendent's open enrollment decision to the Milwaukee County Circuit Court.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Hardin, Sinicki, Small and President Fisher—5.

Noes—None.

Director Sinicki 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 Braun, Hardin, Sinicki, Small and President Fisher—5.

Noes—None.

The Board retired to executive session at 6:12 PM.

The Board adjourned from executive session at 10:42 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 26, 1998

Special meeting of the Board of School Directors called to order by President Fisher at 5:51 PM.

Present—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher—8.

Absent and excused—Director Todd—1.

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

August 20, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 5:30 PM (or immediately upon adjournment of the special Finance/Personnel Committee meeting scheduled to begin at 5:00 PM) on Wednesday, August 26, 1998, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of (1) considering litigation in which the Board is likely to become involved with respect to pension funds; and (2) considering collective bargaining negotiations strategy with respect to contract negotiations with the following bargaining units: Milwaukee Teachers' Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/ Bookkeepers), ASC, Local 150 (Food Service Helpers and Building Service Helpers) and Local 1053. The Board may recess this meeting at approximately 6:30 PM in order to conduct the regularly scheduled August Board meeting, and may reconvene the meeting immediately upon adjournment of the regular Board meeting.

With respect to (1) above, the Board, pursuant to Wisconsin Statutes Section 19.85 (1) (g), which provides that a governmental body may convene in executive session for the purpose of "conferring with legal counsel for the governmental body which is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved," the Board may retire to executive session to confer with its legal counsel who is rendering legal advice concerning possible litigation with respect to pension funds.

With respect to (2) 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.

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

SUZANNE M. LUNDIN
BOARD CLERK

Director Small moved that the Board retire to executive session pursuant to Wisconsin Statutes Section 19.85 (1) (g), for the purpose of conferring with its legal counsel concerning possible litigation with respect to pension funds and 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:

Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher—8.

Noes—None.

The Board retired to executive session at 5:52 PM.

The Board recessed from 6:25 PM to 10:13 PM.

The Board adjourned from executive session at 11:30 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 26, 1998

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

Present—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd (6:42 PM) and President Fisher—9.

Absent—None.

AWARDS AND RECOGNITIONS

Musical Performance

Ms. Terese Volita Haskins, daughter of Clarice and Victor Smith, is a graduate of the Milwaukee Public Schools. She is also a 1995 graduate of Marquette University with a major in Psychology and a double minor in Sociology and Family Studies. Terese is currently employed at the V.E. Carter Child Development Group, Inc. She works in the child welfare department in a program called Safety Services, in which she assists families in becoming self-sufficient. Through V.E. Carter, Terese is also a mentor with the First Time Juvenile Offenders Program and the Wraparound Program. She is a member of Christian Faith Fellowship Church under the leadership of Pastors Darrell and Pamela Hines and is a member of the Christian Faith Fellowship Choir.

Ms. Haskins was accompanied on the piano by Rev. Steve Johnson, the Gospel Choir Director at North Division High School. She sang *The Star Spangled Banner* and *Lift Every Voice and Sing.*

Awards and Recognitions

Congratulations and many thanks to MPS staff, students, parents, and the Milwaukee community for providing the many hours of support that made the Milwaukee Public Schools' 1998 summer school programs a huge success. The Milwaukee Public Schools provided a full array of educational and recreational programs which served thousands of children, youth, and adults this summer. Summer educational programs served more than 13,000 students at the elementary, middle, and high school levels. Almost 5,000 students were served breakfast, and almost 10,000 students received lunch. MPS's summer wrap-around recreation programs provided afternoon recreational activities for more 9,000 students. Recreational enrichment camps housed at nine elementary schools throughout the city served approximately 2,000 students, ages 3-12. The Summer Stars Teen program offered unique recreational activities for teens ages 13-17 at eight area high schools and the Beulah Brinton Community Center. Fifty supervised playgrounds were open this summer for children ages 5-17 in neighborhoods throughout the city. In addition, a variety of programs serving all ages from pre-school children to 50+ seniors were offered through community recreation.

Milwaukee Public Schools is one of 11 cities to receive a grant from the U.S. Department of Education to create Safe Place Community Learning Centers. MPS will receive $4.3 million over a three-year period. The funds will be used to support our after-school programs.

North Division, South Division, Custer, and Washington high schools will become part of the Jobs for America's Graduates program in the 1998-99 school year. Up to 200 students will participate in this state-funded program in which adults individually work with high school students at risk of dropping out. State government will provide $250,000 a year for the program.

Milwaukee Area Technical College, in partnership with MPS, established a summer career transition program for at-risk youth (ages 17-24) who were interested in high-wage employment opportunities in welding and the tool and die industry. The summer sessions consisted of short-term career ladder programs which lead to admission into MATC's two-year diploma program. Students who successfully completed the summer program are eligible to enroll in MATC's two-year welding or tool and die diploma program. A $1000 scholarship award will be given to all students who successfully complete the pre-entry program and one semester in either diploma program.

Five Milwaukee Public Schools students were selected by the Milwaukee Boys and Girls Club as "Youths of the Year" for their participation in their respective clubs and communities. The Youth of the Year program is an annual competition that requires members to describe their involvement in the club, community, school, and home and family. Individual club winners move on to state competition, then regional, then national. This year's Milwaukee winners were:

- Michael Crawford, Rufus King High School
- David Sinclair, Milwaukee Trade and Technical High School
- Cherice Scott, Milwaukee Trade and Technical High School
- Jennifer Holmes, Pulaski High School
- Adella Deacon, North Division High School

Eleven of the 25 Milwaukee-area high school seniors who received scholarships of $1,600 from the 1290 Scholarship Fund were Milwaukee Public Schools students. Applicants for scholarships were required to submit an essay on the theme "Race Relations: What is racial harmony and how, if at all, can it be achieved in your lifetime"; to have a 2.5 cumulative grade-point average; to participate in extra-curricular activities; and to demonstrate positive personal qualities. Scholarship winners include the following MPS graduates:

- Donte Cleaves, Milwaukee High School of the Arts
- Vonnetta Ewing, Marshall High School
- Brigette Hardrick, Rufus King High School
- Jodie High, Riverside University High School
- Lee Hill, II, Riverside University High School
- J'Quan James, Washington High School
- Melissa Jones, Bay View High School
- Jessica Kern, Washington High School
- Tara Mahan, Marshall High School
- Latrice Martin, Milwaukee High School of the Arts
- Lynnetta Pitchford, Riverside University High School

Four Kosciuszko Middle School students won the Milwaukee Public Schools' Wisconsin Women Making History Essay Contest (middle school division). Winners Crystal Jackson, Bounsy Sisauangone, Maria Tinoco, and Elizabeth Lopez attended the awards ceremony sponsored by the UWM Center for Women's Studies with their teacher, Maureen O'Connor.

The Milwaukee Chapter of the Great Lakes Beverage Association recognized the following MPS students at its 11th annual scholarship dinner at the Hilton Hotel:

- Tracy Allen, Marshall High School
- Jennifer Bowen, North Division High School
- Tamara Burkett, Vincent High School
- Ebony Chambers, Marshall High School
- Donte Cleaves, Milwaukee High School of the Arts
- Emily Deleo, Rufus King High School

- Corey Foster, Rufus King High School
- Sheree Greer, Washington High School
- Bridgette Hardick, Rufus King High School
- Melissa Jones, Bay View High School
- Jessica Kern, Washington High School
- Tara J. Mahan, Marshall High School
- Latrice Martin, Milwaukee High School of the Arts
- Melanie McEwen, Washington High School
- Jessica Monk, Vincent High School
- Julius Mukasa, Bay View High School
- Lynetta Pitchford, Riverside University High School
- Chryssantinum Powell, Milwaukee High School of the Arts
- Ronald Taylor, Rufus King High School
- Kimberly Walton, Riverside University High School
- Sheila Warren, North Division High School
- Marlina Kenya Wiggins, Milwaukee Trade and Technical High School
- Aaron Williams, Milwaukee Trade and Technical High School

The annual Partnership in Mathematics and Science (PIMS) Olympiad, sponsored by Epsilon Kappa Omega Chapter of Alpha Kappa Alpha Sorority and the Milwaukee Urban Systemic Initiative (MUSI), was held in Milwaukee in June. Teams of four and five students each competed in solving math problems using algebraic and geometric concepts and formulas and demonstrating original science projects. The following MPS students were first-place winners in the local competition and won the right to compete at the national level in Chicago:

- Quita Miller, Robinson Middle School
- Lea Byrd, Robinson Middle School
- Amelia Peace, Robinson Middle School
- Anthony West, Robinson Middle School
- Joseph Coats, Robinson Middle School
- Wanda Melton, Rufus King University High School

Knyja Reed, a senior at Vincent High School, has been selected to serve as host for WISN-TV 12's "Teen Forum," a teen talk show airing on Sunday mornings. Knyja, who has been involved with "Teen Forum" for three years, will also serve as co-coordinator and producer of the show.

Tim Taylor, a freshman at Riverside High School, wrote a grant proposal to the Milwaukee Foundation's Youth in Service Fund, asking for funds to support a summer project initiated as part of the Teen Approach Life Adventure Camp operated out of Albright United Methodist Church. The camp participants collected personal care items, which were turned over to Second Harvest Food Bank for distribution to poor families, families in shelters, and ood pantries. Roxie Hentz-Harris, a fifth-grade teacher at Lee Elementary School, was instrumental in organizing the project aimed at helping the less fortunate.

William Howard, Andrea McCoy, Hernisha Robinson, and William Spivey, LaVarnway Middle School students, attended the July and August Civil Air Patrol Camp (CAP), where they completed the basic training requirements for the CAP program and earned their first stripes. All four will continue in the CAP program at Timmerman Field during the next school year.

Shirley Gilbert, Washington High School; Mercedes Neddle, Madison High School; and Nick Lowery, Allen Field Elementary School, served on the faculty for the tenth annual Teacher World Program at the

University of Wisconsin-LaCrosse. Faculty members are selected based on their devotion to teaching. Teacher World is designed to provide outstanding high school students the opportunity to work with exemplary teachers who provide students with various experiences and information about careers in education.

The Silver Spring Masonic Lodge #337 donated 62,000 KID ID kits to Milwaukee Public Schools in early May. MPS elementary schools offer the kits voluntarily to parents. Anthony Busalacchi, former Milwaukee school board president and master of the lodge, was instrumental in arranging for the donation.

The fourth annual summer MPS-Recreation and Milwaukee Brewers Carnivalfest was held at Garden Homes Playfield on Tuesday, July 14. More than 2,000 central city youth attended and enjoyed an afternoon of fun and excitement, compliments of the MPS-Recreation Division and the Milwaukee Brewers.

The City of Milwaukee has honored WDJT-TV (Channel 58) in Milwaukee for its coverage of the Milwaukee Public Schools' school-to-work transition program. The station and Don Hoffman, the station's special projects producer, each received special recognition for several stories about the school-to-work program, which was highlighted on the CBS 58 news educational segment "HomeWorks!"

The Milwaukee chapter of Lynks, Inc., awarded $1,000-dollar academic scholarships to the following 1998 Milwaukee Technical High School graduates:

- Alea Benston
- Eshenea Jaeger
- Thomasene Glover
- Rashida Gregory
- Sheila Flagg
- Marlena Wiggins

Principal Flora Odom-Flagg and staff and students from LaFollette School presented an award to Director Hardin for her work with and on behalf of the school.

* * * * *

The Board observed a moment of silence for Reginald Harris, Jr., aged 14, at one time a pupil of John Muir Middle School, who died of a gunshot wound on August 15, and for Everlena Hyche, the principal of Trowbridge School, who died last week.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of July 29, 1998, were approved as printed

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COMMUNICATIONS FROM THE SUPERINTENDENT

August 26, 1998

Office of Superintendent of Schools

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

Each year, as required by Wisconsin Statutes Section 119.34(4), the Milwaukee Public Schools conducts a total enumeration of the City of Milwaukee to determine the number of children ages 0-19 residing in Milwaukee. A report of the results of the child census is then transmitted to the Board, usually during the month of August.

The child census is a very important tool in planning for future enrollments and to determine facilities needs to support these enrollments. As such, any demographic trends which result from the data collected

must be carefully monitored and analyzed since their implications will have an effect on the finances of the district and impact future planning by the Board.

In April, I transmitted to the Board a document entitled District Demographic and Enrollment Analysis: 1992-2002, which provided detailed information with respect to the current and future demographic trends occurring in the City of Milwaukee. Preliminary analysis indicates that data collected as part of the 1998 enumeration is consistent with the trends which were highlighted in that document. This information will be a very valuable resource during the coming years as Charter Schools and School Choice issues continue to unfold.

Please find attached a summary of the results of the 1998 child census. A copy of the complete census by census tract, attendance area, age, and racial composition is available upon request.

SUMMARY

As required by Wisconsin State Statutes Section 119.34 (4), a census was taken of the children of school age residing in the City of Milwaukee. Additionally, an enumeration was made of children under the age of four. School attendance figures shown for each of the age levels are not intended to represent actual enrollments in the corresponding grade levels. The 1998 census is as follows:

1998 ANNUAL ENUMERATION OF CHILDREN RESIDING
IN THE CITY OF MILWAUKEE
As of June 30, 1998

Ages	Males	Females	Total	Attended Public School	Attended Parochial or Private School	Did Not Attend School
0	1,974	1,937	3,911	0	0	3,911
1	3,384	3,162	6,546	0	0	6,546
2	4,107	3,849	7,956	0	0	7,956
3	4,478	4,228	8,706	390	0	8,316
Total	13,9431	13,176	27,119	390	0	26,729
4	4,663	4,552	9,215	2,222	482	6,511
5	5,329	5,136	10,465	6,105	1,448	2,912
6	5,488	5,378	10,866	8,274	1,945	647
7	5,516	5,425	10,941	8,747	2,032	162
8	5,447	5,316	10,763	8,649	2,052	62
9	5,298	5,057	10,355	8,335	1,975	45
10	4,907	4,818	9,725	7,864	1,836	25
11	4,832	4,639	9,471	7,639	1,810	22
12	4,771	4,640	9,411	7,506	1,854	51
13	4,733	4,440	9,173	7,203	1,906	64
14	4,457	4,299	8,756	6,974	1,709	73
15	4,394	4,309	8,703	6,974	1,596	133
16	4,324	4,246	8,570	6,679	1,590	301
17	4,313	4,298	8,611	6,541	1,487	583
18	4,479	4,362	8,841	5,427	1,662	1,752
19	4,582	4,779	9,361	3,647	2,339	3,375
Total 4-19	77,533	75,694	153,227	108,786	27,723	16,718
Grand Total	91,476	88,870	180,346	109,176	27,723	43,447

Respectfully submitted,

ALAN S. BROWN, Ed.D.
Superintendent of Schools

Received and ordered placed on file.

COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Action on a Request Received for Board Endorsement of the Davis Cup in Milwaukee

Office of Board Governance

August 26, 1998

TO THE BOARD OF SCHOOL DIRECTORS:

The Office of Board Governance has received a request from Davis Cup by NEC requesting that the Board adopt a resolution endorsing the upcoming Davis Cup matches in Milwaukee. The resolution reads as follows:

WHEREAS, Milwaukee and Wisconsin for the first time in history have been selected as the site of the Davis Cup Semi-Final Competition between the United States and Italy on September 25-27, 1998; and

WHEREAS, The Davis Cup, as a prestigious international tennis event involving 131 countries, will focus the attention of the world on Milwaukee and Wisconsin from September 20-27, 1998; and

WHEREAS, Approximately 150 credentialed media people from around the world will be in Milwaukee for this event; and

WHEREAS, The U.S. Davis Cup team is captained by Tom Gullikson, who is originally from La Crosse, Wisconsin; and

WHEREAS, The Davis Cup is more than a tennis competition as it involves cultural, economic, and athletic dimensions which will be viewed on ESPN throughout the United States and by satellite throughout the world, including live during "prime time" in Europe, including Italy; and

WHEREAS, Wisconsinites are interested in promoting international events which showcase the robust quality of life, positive economic atmosphere, and friendliness of our people; and

WHEREAS, The public sector throughout our state recognizes the strategic importance of this highly prestigious Davis Cup event; now, therefore, be it

RESOLVED, That the Milwaukee Public School District unanimously endorses, encourages, and supports the Davis Cup in Milwaukee as an important and meaningful international competition as well as a prestigious cultural, entertainment, business, and quality-of-life event which will focus the attention of the world on Milwaukee; and be it

FURTHER RESOLVED, That the week of September 20-27, 1998, be designated as “Wisconsin Supports Davis Cup Week” in our community; and be it

FURTHER RESOLVED, That a copy of this resolution be sent to the people listed on Appendix A to this Resolution.

Ordinarily, such a request would be referred to Committee; however, since the Davis Cup matches will occur before the next regular Board meeting, it is being brought to the Board's attention for consideration this evening.

SUZANNE M. LUNDIN
Director/Board Clerk

* * * * *

Director Small moved to adopt the following resolution:

WHEREAS, Milwaukee and Wisconsin for the first time in history have been selected as the site of the Davis Cup Semi-Final Competition between the United States and Italy on September 25-27, 1998; and

WHEREAS, The Davis Cup, as a prestigious international tennis event involving 131 countries, will focus the attention of the world on Milwaukee and Wisconsin from September 20-27, 1998; and

WHEREAS, Approximately 150 credentialed media people from around the world will be in Milwaukee for this event; and

WHEREAS, The U.S. Davis Cup team is captained by Tom Gullikson, who is originally from La Crosse, Wisconsin; and

WHEREAS, The Davis Cup is more than a tennis competition as it involves cultural, economic, and athletic dimensions which will be viewed on ESPN throughout the United States and by satellite throughout the world, including live during "prime time" in Europe, including Italy; and

WHEREAS, Wisconsinites are interested in promoting international events which showcase the robust quality of life, positive economic atmosphere, and friendliness of our people; and

WHEREAS, The public sector throughout our state recognizes the strategic importance of this highly prestigious Davis Cup event; now, therefore, be it

RESOLVED, That the Milwaukee Public School District unanimously endorses, encourages, and supports the Davis Cup in Milwaukee as an important and meaningful international competition as well as a prestigious cultural, entertainment, business, and quality-of-life event which will focus the attention of the world on Milwaukee.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

REPORTS OF STANDING COMMITTEES

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Small 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 9899R-027 by Director Hardin to Ensure the Provision of Appropriate Placements for Students with Exceptional Education Needs

Background

At its regular monthly meeting on May 27, 1998, the Board referred the following resolution by Director Hardin to the Innovation/School Reform Committee:

WHEREAS, The Milwaukee Public Schools must continue to provide a full continuum of services and a full continuum of placements for all students with exceptional education needs; and

WHEREAS, Placement decisions for children with exceptional education needs must be based on the specific needs and IEP of each child; and

WHEREAS, Under the law, students with exceptional education needs must be educated in the least restrictive environment and the district must provide a full continuum of services; and

WHEREAS, Decentralization and other changes often have had an impact on exceptional education programming as schools have changed levels of service and types of placement; and

WHEREAS, There is no system-wide policy on inclusion, but there is system-wide policy to provide programming in the least restrictive environment; and

WHEREAS, Many different groups, including a broadly based task force of parents, teachers and administrators, have studied this issue and made recommendations; and

WHEREAS, There is a need to develop and implement a policy and guidelines for inclusion; now therefore, be it

RESOLVED, That the Administration bring to the Board a report that would include reference to the recommendations of the previous Task Force on Inclusion as well as current inclusion practices in the district and an analysis of district policies and practices with respect to State and Federal requirements under IDEA; and be it

FURTHER RESOLVED, That the Administration include recommendations which ensure appropriate programming for all students with disabilities.

Administration's Analysis

1. The Administration strongly supports the full implementation of the programming mandates of the Individuals With Disabilities Act (IDEA-97) and the state laws found in the 1997 Wisconsin Act 164. These laws clearly direct that all students who are found to be qualified under the mandates shall receive the benefits of a free appropriate public education (FAPE). The critical elements of special education for each student are individual determination of services, access to general education curriculum, and provision of services in the regular education environment to the greatest extent possible.

2. Special education must first and foremost be individually determined, based on the strengths and weaknesses of the student. The individualized plan must be developed by a qualified team that determines the Individualized Education Program (IEP) for the student. This program must include statements about required specially designed instruction, related services, and supportive services.

3. The educational plan must allow for the student to have access to, and to participate in, the general education curriculum. In some cases, adaptation or modification of the general curriculum may be required. The IEP plan must be calculated to ensure that the individual student has the opportunity to make progress in the educational program. Goals and objectives must relate directly to the child's need to have access to the general education curriculum.

4. Special education is a set of services. It is not a place where students are sent to be educated. Special education, under the IDEA, requires the presumption of regular classroom placement. This means that all students have the right to receive their education within the regular classroom environment. Specially designed instruction and services must be provided to assist the student in making meaningful progress in the regular education environment. A students may be removed from the regular education environment only if the nature of the student's disability and the necessary services are such that the student cannot benefit from his/her educational programming in the regular classroom environment. This requires that the school make every attempt to bring special education services to the student whose placement begins in regular education.

5. Removal from any portion of the program can be made only after the IEP team has documented the nature of the disability; the characteristics of the regular education environments that make that placement inappropriate; and the harmful effect that would occur to the child, the child's program, and the other students if that child remained in the regular environment.

6. Requirements are consistent with many of the general concepts that were put forth by the previous Task Force on Inclusion. The term inclusion is, however, misleading and does not encompass all of the required elements of IDEA.

7. Inclusion is a philosophy of education, not a descriptor of a level of service. By itself, the term describes a philosophical model for education which tends to provide all students with the same level and type of services. The IDEA, on the other hand, specifically requires that each student's educational program must be individually determined to meet his or her own distinct special educational needs. The

least restrictive environment (LRE) must be considered in all cases, and the presumption for regular education placement is a priority for IEP decision making. All decisions must be made on an individual basis. It is, therefore, incumbent on the district to ensure that a full continuum of services is available for each child and that each child's IEP (service delivery plan) is distinct.

Strategic Plan Compatibility Statement

8. The recommendations support Board Goal 1, to improve academic achievement, and Goal 2, to provide parents and students with educational options.

Statute, MPS Policy or Board Rule Implication Statement

9. This policy conforms to Board policies, as well as state and federal statutes regarding least restrictive environment (LRE).

Fiscal Impact Statement

10. None.

Implementation and Assessment Plan

11. The district is beginning its second year of implementation of the re-authorized Individuals With Disabilities Education Act (IDEA-97).

The Administration recommended that the Board accept the Administration's response to the resolution with the understanding that the Administration will:

- continue to develop policies and procedures that encourage the full implementation of IDEA and the delivery of special education services in the least restrictive environment (LRE);
- follow the recommendations of the Task Force on Inclusion and have school staff work together to develop collaborative practices to ensure that all students are afforded the opportunity to access the general education curriculum and to make educational progress; and
- continue to develop a full continuum of services that are available on a city-wide basis so that students who need more restrictive programming have access to the services that are required.

Committee Recommendation

Your Committee recommends that the two Resolved clauses of the resolution be adopted, with the report to the Committee due in October 1998.

* * * * *

(Item 2) Action on Resolution 9899R-012 by Director Hardin Regarding Parent Coordinator Funding

Background

At its regular monthly meeting on March 25, 1998, the Board referred the following Resolution 9899R-012 by Director Hardin to the Innovation and School Reform Committee:

WHEREAS, Parental involvement is crucial ingredient in helping elevate student achievement for Milwaukee Public Schools (MPS); and

WHEREAS, The role of Parent Coordinators should be uniform and consistent throughout the district: and

WHEREAS, The role of Parent Coordinators should be expanded to closely address the issues of achievement, dropout prevention and attendance; and

WHEREAS, Funding for Parent Coordinator positions are determined through Title I funding; now, therefore, be it

RESOLVED, That all Parent Coordinator funding be coordinated through a centrally located account effective July 1, 1998; and be it

FURTHER RESOLVED, That the Administration present a quarterly report of activities in the account to the Board.

Administration's Analysis

1. A preliminary analysis of this item was presented at the April 20, 1998, meeting of the Innovation/School Reform Committee. The Administration recommended that the Board maintain the current policies and procedures as they related to parent coordinators and direct the Administration to communicate to schools the importance of focusing parent coordinators' work toward addressing the issues of achievement, dropout prevention, and attendance whenever possible.

2. At its April 20, 1998, meeting, the Innovation/School Reform Committee held the item for further analysis by the Administration and requested that the Administration report back in June regarding the types of parent coordinators working in MPS and the responsibilities of each.

3. At the June 24th regular Board Meeting, the Board requested the Administration do further analysis of this resolution and report to the Innovation/School Reform Committee with additional information regarding job descriptions and salary schedules for parent coordinators. Further analysis has revealed that:

- contractual issues require a more thorough study of the parent coordinator position because there are various bargaining units representing the currently assigned parent coordinators;
- the parent coordinator job description must be reviewed by a representative sampling of principals, parents and currently assigned coordinators.

Committee Recommendation

Your Committee recommends that the Board approve an extension to November 1998 for the submission of a thorough report regarding the job description and salary schedule for the parent coordinator position.

* * * * *

(Item 3) Action on Resolution 9899R-053 by Director Small Regarding School Safety Plans

Background

At its meeting on June 24, 1998, the Board referred the following resolution by Director Small to the Administration for analysis:

WHEREAS, Violence in our society at large, and especially in our schools, is becoming more prevalent; and

WHEREAS, Incidents of school shootings are escalating nationwide; and

WHEREAS, These acts of violence are no longer confined to urban areas, but now involve small rural communities as well, such as Pearl, Mississippi; Jonesboro, Arkansas; Fayetteville, Tennessee; and Springfield, Oregon, and have brought the tragic count to 13 dead and 42 wounded; and

WHEREAS, According to a recent study, more than half of all schools in the U.S. reported at least one violent crime during the school year; and

WHEREAS, Ten percent of all public schools have experienced crimes, such as murder, rape, suicide, attacks with a weapon, or robbery; and

WHEREAS, Safety is an attainable goal that involves a committed student body, faculty, and community, and it is imperative that MPS prevent serious incidents in its schools; now therefore, be it

RESOLVED, That the Administration review its procedures to ensure the safety of students and staff in our schools and address the following issues:

1. Prevention efforts presently in place in schools to address the leading causes of death for students, i.e. accidents, homicides and suicides; and

2. Changes in curriculum to improve problem-solving skills and anger management; and

3. District and individual school crisis plan reviews, including effectiveness/ineffectiveness methods of crisis management; and be it

FURTHER RESOLVED, That the Administration report to the Board any additional safety measures that need to be taken.

At its regular monthly meeting on July 29, 1998, the Board referred the item to the Finance/Personnel Committee for further consideration and recommendation.

Administration's analysis

1. In 1990, the Board established the Violence Prevention Program in the Office of Psychological Services. Since that time, the Violence Prevention Program has provided violence prevention and discipline strategies to school staffs and parents throughout the district.

The efforts outlined below are some of those presently in place in the district which address the issues enumerated in the resolution.

a. Prevention efforts presently in place to address the leading causes of death of students:

- Inservice to school staffs on identification and provision of intervention resources to students with suicidal potential (Office of Psychological Services)
- City-wide "safe passages" program for elementary schools (Division of School Safety and Security)
- Support of Students Against Violence and Drugs Clubs in high schools, including anti-violence peer support
- T.A.G. (Talk About Gangs), Gangbusters, Gang Interdiction (Division of School Safety and Security)
- Implementation of group interventions using programs such as Anger Management for Adolescents and Violence Prevention for Adolescents (Office of Guidance and Career Education, Office of Psychological Services)
- Provision of programs for students which address issues, such as child abuse and domestic violence, that contribute to violent acts and interactions (Offices of Social Work Services, Psychological Services, and Guidance and Career Education)

b. Changes in curriculum to improve problem-solving skills and anger management:

- Implementation of the Second-Step, Get Real About Violence, Stop and Think, and The Angry Child Programs, which address impulse control, problem-solving skills, and anger management (classroom teachers, Office of Psychological Services)
- Change in curriculum addressing problem-solving skills and self-management (classroom teachers, Office of Guidance and Career Education)
- Programs dealing with discipline (Classroom Organization and Management Program, Discipline with Dignity), which include teaching students learning skills for redirecting their anger in constructive ways and problem-solving skills using non-aggressive solutions (classroom teachers, Office of Psychological Services)
- Peer mediation programs.

c. District and individual school crisis plan reviews:

- A mandatory inservice will be held in August for principals, assistant principals, social workers, psychologists, guidance counselors, safety aides, and school squad officers in the identification of, and intervention with, students presenting the threat of potential danger to themselves or others (Office of Psychological Services in cooperation with the Child & Adolescent Treatment Center)
- Several departments will review and update the Crisis Plan Manual for schools and other facilities. In the fall, the revised plan will be discussed and distributed to schools, who will then update/modify existing plans, including plans for dealing with dangerous individuals.
- The Division of School Safety and Security will assist schools in developing plans during September. Subsequent to this, plan implementation practices will be held at random with schools and facilities, including follow-up modifications as necessary.

2. In addition to the above educational programs and services, the Division of School Safety and Security provides has trained safety assistants to schools. These individuals are trained to focus on prevention and intervention strategies, as well as in handling crisis situations.

3. The district has in place a Safety Advisory Council consisting of school principals, Central Services staff, and representatives from the Milwaukee Police Department. In January of 1998, the Division of School Safety and Security has asked the Council to review and update the division's ten-year plan. This group has completed a draft containing several recommendations that are currently being reviewed by administrators, principals, community groups, the Milwaukee Police Department, and selected Central Services staff. When the review is complete and has been approved by the Superintendent, the recommendations, along with an action plan, will be brought forward to the Board for its approval. This updated plan will provide additional support to the crisis management and prevention efforts currently in place.

Strategic Plan Compatibility Statement

4. This resolution is supportive of the following goals in the Strategic Plan:

Goal 1: Improve student achievement for all students

Goal 2: Improve attendance and reduce dropout rate

Goal 4: Provide high standards and require accountability for all students, schools, teachers, leaders, and staff

Statute, Board Policy or Rule Statement

5. At the present time no change is required.

Fiscal Impact Statement

6. There is no fiscal impact at this time; however, the revised ten-year operational plan for School Safety and Security will require additional resources. When all recommendations and implementation plans are finalized, a cost and financing plan will be developed. This will be presented to the Board for its approval.

Implementation and Assessment Plan

7. The revised ten-year plan will include an implementation plan and any necessary evaluation components.

The Administration recommended that the Board accept the Administration's response to the resolution with the understanding that the Administration will:

- continue the current programs and services that address violence prevention and safety;
- work with schools to ensure that their educational plans include measures for violence prevention and school safety; and
- continue to research effective violence prevention programs for potential use in schools.

Committee Recommendation

Your Committee recommends that this resolution be combined with other pending resolutions on safety, including 9899R-021 (Item 5 below), with the Administration to bring back a plan to the October 1998 Committee meeting.

* * * * *

(Item 4) Action on Resolution 9899R-040 by Director Todd to Re-Establish Comprehensive Phonics Literacy Instruction, Standards, and Measurement, and Action on Resolution 9899R-061 by Director Todd Regarding Staff Training in the Phonics Coding System of Dr. Robert Nash

Background

At its regular monthly meeting on September 24, 1997, the Board referred the following Resolution 9899R-040 by Director Todd to the Innovation/School Reform Committee:

WHEREAS, It is a fundamental fact that written English is based on the alphabetic principle and is a phonetic language; and,

WHEREAS, Learning to read and phonetically decode is the alpha point of all education; and,

WHEREAS, The detrimental effects of illiteracy (literacy deprivation) are far more savage and brutal than financial and cultural deprivation, which are ultimately based on literacy deprivation; and,

WHEREAS, Educational research clearly supports systematic phonics instruction as the most effective and efficient way to teach an individual to read; and,

WHEREAS, Top teachers Marva Collins, Maria Montessori and Sig Englemann all use intensive phonetic methods to teach early reading; and,

WHEREAS, The Whole Language reading method with which MPS replaced its basic phonic instruction and phonic measurement system has proven to be a failed reform initiative depressing MPS reading performance; and,

WHEREAS, Abolishing the Wisconsin Design as a measurement system used for testing quality of phonics instruction standards at local schools and in classrooms has also proven to be disastrous to the district's reading performance, and,

WHEREAS, The Wisconsin Design proved to be an intelligent assessment of teacher performance and a measure of high standards for teaching and instruction; and,

WHEREAS, Currently, the district has no effective way of uniformly assessing comprehensive decoding skills and measurement standards in the primary years; and,

WHEREAS, State legislatures throughout the U.S. are enacting Literacy Restoration Acts like the North Carolina's House Bill 917 (1995) which embrace phonics as a fundamental cornerstone of successful reading and literacy; therefore be it

RESOLVED, That the entire body of phonics knowledge — that is, comprehensive language decoding skills — be taught to each and every MPS student before second grade; and be it

FURTHER RESOLVED, That a comprehensive phonics measure system (ala the Wisconsin Design) be reintroduced to measure all student and local school performance and establish a system of high standards for teachers in the teaching of phonics and ultimately reading comprehension; and be it

FURTHER RESOLVED, That late student entries, at all grade levels K-12, to the MPS School District have access to and be required to take such comprehensive phonic instruction and successfully meet the MPS basic phonics and reading comprehension measurement standards; and be it

FURTHER RESOLVED, That all partnership, choice, charter, and other publicly funded schools and programs be required to teach comprehensive phonic instruction and establish standards and measurement criteria; and be it

FURTHER RESOLVED, that comprehensive phonics instructional materials be made available free of charge to Home Schooling parents who desire to teach children phonics reading skills at home; and be it

FURTHER RESOLVED, that such phonic instruction techniques be offered to parents through the MPS Community Education Division as part of a MPS Parenting Empowerment Initiative to help raise parenting skills for poverty-class underachieving children; and be it

FURTHER RESOLVED, that the book Phonics in Your Face/Military Day be made available as an informal supplement to all other formal phonic instruction for the purpose of jump-starting students at all levels so that they will be better prepared to absorb the more formal phonic classroom instruction.

At the July 29, 1998, regular monthly Board meeting, the following Resolution 9899R-0060 was introduced by Director Todd:

WHEREAS, Developing the skill of fluently reading and spelling and understanding written material must be a priority for all children in MPS; and

WHEREAS, Many language handicapped children do not receive early enough reading and spelling experiences to successfully learn to read using the present methods of teaching utilized in most MPS schools; and

WHEREAS, Wisconsin State Statute 118.015 (2) states that "each school district shall employ a reading specialist certified by the department to develop and coordinate a comprehensive reading curriculum in grades kindergarten to 12..."; and

WHEREAS, Research shows that children who do not read and spell fluently by the end of third grade have a very poor prognosis of reading fluently by the time they finish high school; and

WHEREAS, 1997 Assembly Bill #413 was introduced to the Legislature in the spring as an attempt to establish the role that lack of phonemic awareness plays in the reading development of learning disabled children; and

WHEREAS, The non-approval of this bill illustrates the lack of foundation and direction in the state education instructional system; and

WHEREAS, A more accurate understanding of the critical elements of learning to read understanding of how pure phonics should be taught would eradicate illiteracy in MPS; and

WHEREAS, Pure phonics, as distinct from basic or traditional phonics, and Nash's SMSIP procedures can be used efficiently to teach phonemic awareness and segmentation in combination with any existing reading/spelling/writing approach (whole language, basal, direct instruction, process writing; and

WHEREAS, Some 36 MPS teachers have been trained this summer in the SMSIP method of Dr. Nash; now, therefore, be it

RESOLVED, That between September 1998 and December 1999, a total of 240 MPS teachers be trained in using pure phonics and Dr. Nash's SMSIP method; and be it

FURTHER RESOLVED, That a plan be devised to identify an MPS cadre of at least 10 SMSIP trainers to supervise the above training sessions and to train additional MPS teachers; and be it

FURTHER RESOLVED, That the Board authorize $33,000 funding to pay for needed materials; and be it

FURTHER RESOLVED, That the administration develop a plan to select the teachers for training, taking into account the effect on the school if the training is done during the school day, program continuity (providing for the sequential training of teachers at successive levels in schools), tuition reimbursement, and possible evening training sessions.

Administration's Analysis

1. At the February 10, 1998, meeting of the Innovation/School Reform Resolution 9798-040 was held in committee pending a more comprehensive study of the total reading program. The committee requested a study of the reading program and its alignment to various assessments. Several initiatives are underway to address a systemic approach to increased reading achievement.

2. The Target Teach project has provided a comprehensive analysis of the MPS reading curriculum and its alignment to the Wisconsin Reading Comprehension Test and the WSAS. An overview of the project was presented to the Board at the March 24, 1998, Strategic Planning and Budget Committee Meeting. A more detailed description of the findings of this analysis was presented to the Board at the June 10, 1998, Innovation/School Reform meeting. Teacher work sessions have begun and continue to be conducted for the purpose of interpreting the data and identifying or developing materials to address gaps between the curriculum and objectives tested on the Wisconsin Reading Comprehension Test and WSAS. The twenty-five targeted schools will receive Aligned Teaching Units, detailing objectives to be addressed at each grade level. Parallel and benchmark tests will be provided to monitor progress toward reaching identified grade level objectives. In addition to core materials, Target Teach also provided an alignment to supplemental materials, including technology support. Executive summaries, provided to principals, are available to the Board upon request.

3. The current MPS reading program has a strong systematic phonics component, beginning with phonemic awareness and moving through various elements of phonics instruction. Where students have needed more intensive phonics instruction, additional materials have been incorporated into the program to meet specific needs.

4. Phonics instruction is a key component of any reading program, but is only one aspect of it and not its primary focus. The primary focus must be on applying acquired skills to gain meaning. A March 18, 1998, statement of Richard W. Riley, U.S. Secretary of Education, on the National Research Council's Report on "Preventing Reading Difficulties in Young Children" makes several salient points on this topic. The study defines the key elements all children need in order to become good readers. Specifically, students must learn letters and sounds. Secondly, they must learn to read for meaning; and thirdly, they must have opportunities to practice reading with many types of books. Sadly, one statistic reports, that the average time students spend reading independently is less than seven minutes per day. Another statistic reports independent reading time to be 4.5 minutes per day. Clearly, there are other factors to be considered in poor reading performance. A strong body of research indicates that one of the best predictors of reading success is the amount of prior knowledge a reader brings to the task. The more a reader knows about a topic or concept, the more successful he/she will be with the selection. Another indicator of reading success is the amount of pre-literacy experiences children bring to school. Ideally, children should have 4,000-5,000 hours of pre-literacy experiences; however, far too many students come with only several hundred hours of such experiences. These factors play a significant role in reading success.

5. More than twenty years ago, the district embarked upon the Wisconsin Design, a time consuming, labor intensive approach to skills instruction. Phonetic analysis (phonics) and other skills were taught through various strands. No significant improvement in reading comprehension resulted from this endeavor and it was, therefore, abandoned. A review of educational literature supported a balanced (multi-faceted) approach, one which addresses phonics and the other cueing systems needed for reading achievement. Not only must students be able to decode/ pronounce unfamiliar words, they must also make meaning of them through comprehension strategies (semantics) and grammatical conventions (syntax).

6. The district re-structured its reading curriculum and approach to staff development within the past five years to reflect these research findings. Both the elementary and secondary curricula are strongly focused on comprehension and strategic learning.

7. Two staff development models, the Cunningham 4-Block Literacy Model and a model which incorporates elements of Reading Recovery/Early Reading Empowerment (ERE), have been used to inservice elementary teachers, in particular, over the past three years. Approximately 125 teachers have been trained in the ERE model, including summer school teachers, summer school paraprofessionals, and summer school student teachers. This model has been developed in collaboration with local and regional Reading Recovery trainers and the Division of Curriculum and Instruction at UW-Milwaukee. It has received very favorable response from participants and via the 1998 Summer School Principals' survey. Approximately 200 teachers have also been trained in the Cunningham approach over the past three years. Both are multi-faceted approaches which focus on guided and shared reading, phonics instruction, writing activities, and an independent reading block.

8. In keeping with the findings of current educational research and with MPS Board Policy 7.11 on reading, the district has moved away from assessment of isolated skills towards an integrated, balanced approach to reading instruction. Mr. Riley's statement further points to the fact that "effective reading instruction is built on a foundation which recognizes that reading ability is determined by multiple factors." It is also recognized that effective practices and strong staff development are critical to the success of any reading program.

9. During the 1997-98 school year, the district began implementation of the Jerry Johns Basic Reading Inventory as a means of uniformly assessing and verifying, twice per year, reading levels of students in Grades 1-6. This verification provides an in-depth assessment of a student's reading performance. The instrument provides specific information on word recognition, word analysis (phonics) skills, and comprehension. It provides independent, instructional and frustration levels so teachers can plan appropriate instruction for each student based upon his/her strengths and needs.

10. In spring, 1997, Dr. Robert Nash's services, through the Department of Public Instruction, were offered to the district. Dr. Nash, with the support of the Board, proposed to train teachers in Project Success, a course in pure phonics. Beginning in March, 1998, Dr. Nash worked with students in five P-5 schools - Franklin, Twenty-seventh, Thirty-seventh, Vieau, and Wheatley. His course was to be taught in two three-week sessions to approximately sixty teachers between June 23 - July 31, 1998.

Strategic Plan Compatibility Statement

The recommendations support Board Goal 1 associated with raising levels of academic achievement and Board Goal 2, providing parents with educational options.

Statute, Board Policy or Rule Statement

Board Policy 7.11 on reading states, in part, that the district should, "place less emphasis on assessment of isolated skills and integrate reading, writing, thinking, speaking and listening..." This policy is consistent with current research and effective practice in reading instruction. Should the Board wish to make phonics the focal point of reading instruction, the policy would need to be revised.

Fiscal Impact Statement

Dr. Nash has indicated that he will only train twenty teachers at a time. He requires an assistant when the numbers are between twenty and thirty participants. The cost of training 240 teachers (30 per session) is approximately $391,200. To train 240 teachers (20 per session), the cost is approximately $400,000. The costs include teacher salaries, materials and duplicating.

Implementation And Assessment Plan Statement

Dr. Nash has already identified six possible trainers for the pure phonics course. The Administration proposes that Dr. Nash offer a trainers course during the first semester of the 1998-99 school year, from which to identify additional trainers. By offering the course during the first semester, trainers can be

mentored through the process while implementing this methodology with their students. This will form the initial cadre of trainers who would be available to train other teachers during the second semester. The trainers, in collaboration with principals, will identify additional staff for training.

The Administration recommended that, since educational research indicates that no single approach of reading instruction has proven successful for all students, the Board:

1. Continue training in Cunningham and Reading Recovery/Early Reading Empowerment (ERE) methods in order to provide powerful instructional strategies for accelerating reading progress.
2. Offer Dr. Nash's course during the 1998-99 school year as a supplement to the district reading program and as an additional instructional method and resource for classroom teachers. It shall be open to interested participants, K-12, including those teaching in publicly funded programs such as partnership, choice, and charter schools.
3. Information regarding such course offerings shall be made available to the community, including home schooling parents.
4. The Division of Curriculum and Instruction work collaboratively with the MPS Community Education Division and Dr. Robert Nash to make his phonics course available to parents.
5. Schools will be provided information on the book Phonics in Your Face and Military Day. A copy of the book cover is provided for reference.

Committee Recommendations

Your Committee recommends that the Board adopt the following portions of the resolutions:

9899R-040:

RESOLVED, That the entire body of phonics knowledge — that is, comprehensive language decoding skills — be taught to each and every MPS student before second grade; and be it

FURTHER RESOLVED, That a comprehensive phonics measure system (ala the Wisconsin Design) be reintroduced to measure all student and local school performance and establish a system of high standards for teachers in the teaching of phonics and ultimately reading comprehension.

9899R-061:

RESOLVED, That between September 1998 and December 1999, a total of 240 MPS teachers be trained in using pure phonics and Dr. Nash's SMSIP method; and be it

FURTHER RESOLVED, That a plan be devised to identify an MPS cadre of at least 10 SMSIP trainers to supervise the above training sessions and to train additional MPS teachers; and be it

FURTHER RESOLVED, That the Board authorize $33,000 funding to pay for needed materials; and be it

FURTHER RESOLVED, That the administration develop a plan to select the teachers for training, taking into account the effect on the school if the training is done during the school day, program continuity (providing for the sequential training of teachers at successive levels in schools), tuition reimbursement, and possible evening training sessions.

* * * * *

(Item 5) Action on Recommendations of the Design Team for the Development of a Comprehensive Discipline Plan (Follow-up to Resolution 9899R-021 by Director Thompson)

Background

At its meeting on August 27, 1997, the Board referred the following Resolution 9798R-004. by Director Thompson. to the Administration:

WHEREAS, Students, parents, and teachers identify disruptive students as interfering with the education of other students and driving out serious students from MPS, and

WHEREAS, Disruption is often a sign that the student is not benefiting from his or her school, with many of these students having been programmed to fail by not receiving the support and structure they need, and

WHEREAS, Too often the response to disruptive students meets neither the needs of the other students or their own needs, now therefore, be it

RESOLVED, That the Administration develop a comprehensive plan to manage students who would otherwise disrupt classes, including:

- A tabulation of the numbers and types of students with a history of disruption, including (but not limited to) students who are promoted socially, but are academically unprepared, and those reentering MPS from institutions such as Wales;
- An assessment of present and potential programs to meet the needs of these students, including summer school, various support services, charter schools, evening programs, contracts, alternative programs, etc.

Administration's Analysis

1. To develop the plan, the Administration formed a broadly based Design Team composed of 28 members, comprising parents, principals, assistant principals, teachers, and Central Services personnel. Staff from the Division of Small Community Schools facilitated the Design Team meetings.

2. On January 13, 1998, the Administration provided an interim report to the Innovation and School Reform Committee.

3. The Administration received feedback regarding the Design Team's Interim Report through a series of meetings with administrators, school staffs, and parents. The report was also made available for comment through the MPS internet home page.

4. The Administration reviewed the Design Team's report for its impact on policy, the budget, and ease of implementation.

5. Based on the input received, the final report of the Design Team was completed. The report is available upon request. A summary follows.

Part One provides a report on the measures associated with the school climate. Information obtained from the 1995-96 and 1996-97 school performance reports is presented on the number of expulsions, suspensions, adjudicated student admissions, students retained and students socially promoted. The data can be examined in the following chart:

EXPULSIONS

Measure	**1995-96**	**1996-97**
Number of Pupils Expelled	108	134
Number of Days Expelled	7,408	10,680

SUSPENSIONS

Measure	**1995-96**	**1996-97**
Number of Pupils Suspended	16,538	17,077
Number of Suspensions	47,299	50,980

ADJUDICATED STUDENTS

Measure	1995-96	1996-97
Number of Adjudicated Students Enrolling in MPS	535	755

STUDENTS SOCIALLY PROMOTED (ADMINISTRATIVELY CLASSIFIED)

Measure	1995-96	1996-97
Number of Students Administratively Classified from 8th Grade to 9th Grade	578	481

Part Two of the report provides information on present and potential programs to address the needs of students demonstrating negative behavior. During the 1997-1998 school year, the Divisions of Small Community Schools, Parent Student Services, and Special Services provided alternative programs for students experiencing behavior difficulties. The following tables identify the sites, grade levels served, and number of full-time equivalent seats available in 1997-98 and proposed for 1998-99.

GRADE LEVELS	BEHAVIOR REASSIGNMENT SITES	NUMBER OF SEATS 1997-98	SEATS FOR 1998-99
9-12	CYD-School of Excellence	125.5	125.5
6-12	Synergy HS/MS	112.5	125
6-8	Moltke Academy At 68th St.	87.0	0
6-12	Aurora Weier	0	7.5
9-12	Cornerstone	7.5	0
6-8	Lavarnway	45	0
6-8	Kilmer Alternative	0	15
6-8	St. Charles	0	45
6-8	Southeastern	0	60
6-8	Institute for Child & Family Development	0	65
	Behavior Reassignment Total	**377.5**	**443**
	Increase in Seats		**+65.5**

GRADE LEVELS	EXCEPTIONAL EDUCATION SITES	NUMBER OF SEATS 1997-98	SEATS FOR 1998-99
1-6	St. Francis Children's Ctr.	20	40
6-12	St. Charles	120	165
6-8	Kuumba Academy	40	0
	Exceptional Ed. Total	**180**	**205**
	Increase in Seats		**+25**

GRADE LEVELS	CHRONIC DISRUPTER SITES	NUMBER OF SEATS 1997-98	SEATS FOR 1998-99
9-12	St. Charles	30	40
6-8	Southeastern	30	60
9-12	Madison High School	15	50
9-12	Hamilton High School	15	50
9-12	Juneau	0	45
9-12	North Division	0	45
6-8	Robinson	0	20
6-8	Walker	0	20
9-12	Riverside	0	45
9-12	Washington	0	45
9-12	South Division	0	45
	Chronic Disrupter Totals	**90**	**465**
	Increase in Seats		**+375**

GRADE LEVELS	ADJUDICATED SITES	NUMBER OF SEATS 1997-98	SEATS FOR 1998-99
6-12	Milw. Youth Education Ctr.	60	50
6-12	Project Excel	30	30
6-12	Lad Lake Ultra	30	30
6-12	UCC	30	DISCONTINUED
6-12	Southeastern	30	DISCONTINUED
6-12	CYD	30	30
6-12	Southwest Key	30	30
6-12	St. Charles	30	30
6-12	WI Transition Success Center	45	30
	Adjudicated Total	**315**	**230**

The report also cited a number of services available from the Division of Special Services' Office of Psychological Services to help schools deal with student misbehaviors. Services provided by this office include the following:

- Second Step, a curriculum that teaches children to change attitudes and behaviors that contribute to violence
- Peer Mediation, a conflict resolution approach which allows an opportunity for students to assist other students in negotiating constructive solutions to solve problems
- Discipline With Dignity, a model of discipline that focuses on teaching students responsibility and consequences of their behavior
- Working With The Angry Child, a workshop focusing on anger and techniques on how to address anger in the classroom
- Managing Volatile Situations, a two-hour workshop that teaches school staff to manage aggressive behaviors and develop strategies for intervening.=
- Summer school, a summer program for students enrolled in day treatment programs has been provided. The educational services conducted during the summer provided additional learning opportunities for adjudicated juveniles

Part Three of the report provides recommendations for implementation of a Comprehensive Discipline Plan:

A. The Administration will disseminate effective strategies to schools for disruptive youths in the following manner:

   - Inservices
   - Publications
   - Administrators' Bulletin
   - The MPS internet web site
   - Activities sponsored by the Office of Safe and Drug Free Schools
   - Activities sponsored by the Office of School Safety

   A listing of effective strategies for improving school climate is attached to the minutes of your Committee's meeting.

B. The Administration will re-allocate $10,000 in existing funds from the Division of Small Community Schools to increase inservice opportunities for teachers who are experiencing difficulties with classroom management.

C. Beginning with the 1999-2000 Educational Plan, each school will include a copy of its rules and consequences regarding expected student behavior and a plan for dissemination to staff, students and parents.

Strategic Plan Compatibility Statement

6. The recommendations of the Comprehensive Discipline Plan support the Board goals associated with raising student achievement and providing parents/students with educational options.

Statute, MPS Policy Or Board Policy Implication Statement

7. The recommendations are consistent with Board policy 7.16, which states that the Board of School Directors may approve alternatives to regular school programs in response to the wide range of student needs in MPS.

Fiscal Impact Statement

8. Funds have been appropriated in the FY99 budget to support educational services to adjudicated youths, chronic disrupters, and special education students with behavior difficulties.

Implementation And Assessment Plan Statement

9. Implementation of the plan will begin in September of 1998. An evaluation of the plan will be completed at the conclusion of the 1998-99 school year.

The Administration recommended that the Board accept the recommendations of the Design Team and authorize the implementation of the Comprehensive Discipline Plan.

Committee Recommendations

Your Committee recommends that this resolution be combined with other resolutions on safety, including 9899R-053 (Item 3 above), with the Administration to bring back a plan to the October 1998 Committee meeting.

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(Item 6) Progress Report on the Task Force to Revitalize North Division High School (Follow-up to Resolution 9899R-017 by Director Hardin)

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

Administration's Report

1. On July 30, 1997, the Board of School Directors adopted Resolution 9798R-023 by Director Charlene Hardin to approve the creation of a Revitalization Task Force for North Division High School. The resolution was reintroduced as Resolution 9899R-017 by Director Hardin on May 27, 1998, to ensure follow-up of the implementation of the Task Force Plan.

2. On January 28, 1998, the Board of School Directors received a progress report from the Revitalization Task Force relative to the plans being developed for improving student achievement and learning at North Division High School.

3. On March 25, 1998, the Board of School Directors accepted the North Division Revitalization Task Force Report. The report called for a comprehensive redesign of North Division High School's educational delivery system: The school would become a virtual university high school to advance the renaissance of learning at the school. The program would include a sophisticated technological setting using technology in all aspects of learning; an advanced rigorous academic curriculum; and full-service, student-centered social/support services systems, including extra-curricular offerings via extensive parent involvement initiatives.

4. The Administration, working in collaboration with the North Division High School principal and the North Division Revitalization Task Force, recommended a four-year phase-in of the recommendations,

to begin in FY99. The FY99 priorities are to improve student achievement, stabilize the school enrollment, increase the average daily attendance, reduce the drop-out rate, and increase the graduation rate.

5. Assessment of the effectiveness of the redesign in improving student achievement, stabilizing the school enrollment, increasing the average daily attendance, reducing the drop-out rate, and increasing the graduation rate will be made on an annual basis. The assessment will be used to develop recommendations in regard to subsequent phases of implementation of the North Division High School redesign.

6. On April 29, 1998, the Board of School Directors received a progress report from the Revitalization Task Force relative to the FY99 fiscal support required to implement the first phase of the redesign of North Division Virtual University High School.

The FY99 fiscal support required to implement the first phase was $461,400. While funding was not approved in the FY99 budget, the Administration was directed to work in collaboration with the North Division Revitalization Task Force and the North Division principal to identify possible funding sources and strategies to improve student achievement, stabilize the school enrollment, increase the average daily attendance, reduce the drop-out rate, and increase the graduation rate.

7. The first phase of implementation has already begun and includes the following activities:

a. The Virtual University Concept - Technology Coordinator position has been filled. Staff Development for all personnel in Computer Technology will be provided.

b. Project Lighthouse will be fully operational when school begins, providing extensive cultural, recreational, and educational activities to students, parents, and the community.

The educational activities in Project Lighthouse include:

1) G.E.D. program for adults

2) Computer lab for students and adults

3) Welding program for adults

4) Tutoring program for students

5) Alternative Education Program serving the At-Risk students

c. An Activity Director (part-time) will be selected to increase the number of extra curricular activities provided for all students.

d. The school social worker's duties will be assessed, with a focus on increasing support for improving school attendance.

e. Parent/Student/Teacher Compact agreements will ensure that parents are more involved in the process of education as monitors of homework assignments, encouragers of academic achievement, reinforcers of school rules, and service mentors.

f. The new security system will be completed by November 1998.

g. Special support systems for 9th graders will include freshmen seminar classes focusing on basic study skills essential for success in school, time management, inter-personal skills, information retrieval, technological competence, and communication.

The Administration will continue to work collaboratively with the North Division Community (parents, staff, students, school council, task force members, and other supports) to ensure successful implementation of the first phase of the redesign.

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(Item 7) Report on Summer Professional Development Activities

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

1. By the end of summer 1998, over 4,000 teachers, school administrators, and parents will have participated in a variety of professional development activities. These activities addressed increasing student achievement in reading, math, and science, as well as a variety of other topics. Following is a brief summary of the various professional development activities offered during the summer of 1998.

Summer Professional Development Activities

2. A variety of professional development activities were offered this summer that directly addressed and supported district initiatives and programs. The initiatives and programs included summer school, school councils, Target Teach, and the mathematics, communication, and science proficiencies. Over 2,500 teachers, administrators, and parents participated in the activities. A complete listing of the 1998 summer professional development activities has been sent to Board members under separate cover. Some of the activities offered were:

- Target Teach Training for School Teams
- IEP Inservice for Principals and Assistant Principals
- School Council Training
- Equity 2000 Institute
- Elementary Teacher Science/Math Orientation
- Middle School Teacher Proficiency Orientation
- High School Science Institute
- MPS Standards-Based Curriculum Institute
- Sally Ride Academy
- Middle School Math Institute
- Literature Circles
- Accelerated Reading (including elements of Early Reading Empowerment and Reading Recovery)
- Efficacy Basic Seminars
- Integrating Technology into the Science Curriculum
- Algebra in the Middle Schools Using Technology
- Data-Driven Algebra Using Technology

1998 Summer Catalog of Staff Development Opportunities

3. Professional development opportunities offered through the Division of Curriculum and Instruction’s summer staff development catalog reflect the district's commitment to ensure that all students learn high level content and skills. Courses offered in the catalog are available to all district employees, parents and community members. Over 300 participants enrolled in the 24 courses offered this summer. A copy of the catalog has been sent to Board members under separate cover. Courses offered through the catalog this summer included:

- Pure Phonics for the Remediation of Reading and Spelling Deficits
- Adapting Your Lessons to Meet Standards
- Computers in the Classroom
- Curriculum Fieldwork on Lake Michigan

The staff development catalog also includes information regarding course offerings and professional opportunities offered by local colleges and universities that support the MPS initiatives and programs.

1998 Literacy Conference

4. On August 11-12, 1998, the Annual Title I Literacy Conference, "Meeting the Reading Challenge," will be held at Vincent High School for elementary, middle, and high school teachers. Parents are also invited and strongly encouraged to attend and participate in the workshop sessions. The literacy conference is a collaborative effort between the Milwaukee Public Schools and the Comprehensive Regional Assistance Center VI.

It is anticipated that over 500 elementary and 250 middle/high school teachers will attend. The literacy conference is designed to address a variety of issues and innovations that support literacy acquisition for diverse learners. The key issues to be explored at the conference include:

- Advanced Thinking for All Learners
- Strategies to Support Literacy
- Family Literacy Connection
- Reading Adoption Issues and Answers
- Content Area Reading Strategies
- Reading Assessment Analysis and Suggested Instructional Strategies
- Integrating Reading and Writing Across the Curriculum
- Implementation Strategies for Closing the Achievement Gap

New Teacher Pre-service Academy

5. In order to ensure that the newly hired elementary, middle, and high school teachers (approximately 600) will be familiar with the district's high standards initiatives, programs, and resources, the district will host the New Teacher Pre-service Academy August 18-24, at Vincent High School. A draft copy of the New Teacher Pre-Service Academy agenda has been sent to Board members under separate cover. Some of the topics that will be addressed in workshop sessions are:

- How to Be An Effective Teacher During the First Days of School
- Reading
- Mathematics
- Science
- Social Studies
- Creating a Positive Learning Environment
- Learning Styles
- Diversity and Multiculturalism in the Classroom
- Meeting the Needs of Special Education Students
- Discipline with Dignity
- Using Technology Effectively

Professional Development for School Administrators

In addition to the previously listed activities, school administrators participated in the following summer professional development opportunities:

- Planning for a Successful School Opening: An inservice for beginning principals, principals and assistant principals who have changed their levels of assignment, assistant principals-in-charge, and beginning assistant principals.

The inservice served as an introduction and acclimation to district policies, best practices, data driven decision making, needs assessment, and daily operations with support services to advance school educational plans.

- Selecting and Developing the 21st Century Principal Assessment Center: The assessment center engages participants in simulated principalship activities during an intense one-day assessment. Experienced principals who have been trained as assessors observe, collect data, and analyze participants' performance in four skill areas.
- High School Principals' Collaborative: High school principals met on numerous occasions throughout the summer to further develop professional expertise in the areas of vocational training, mathematics and science initiatives, interscholastic athletics, technology initiatives, and alternative education opportunities. A 1998-99 professional development plan focused on high school systemic reform was developed in collaboration with the University of Wisconsin-Milwaukee.

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(Item 8) Report on Preparations for the Opening of Schools for the 1998-99 School Year

Your Committee reports having received an update from the Administration on preparations for the opening of schools for the 1998-99 school year.

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Separate consideration having been requested of Items 1, 4 and 5, on the motion of Director Thompson the balance of the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

With respect to Item 1, a resolution regarding appropriate placements of students with exceptional education needs, Director Braun moved to adopt the resolution.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, Small and President Fisher—5.

Noes—Directors Thompson and Todd—2.

Temporarily absent—Directors O'Neil and Sinicki—2.

With respect to Item 4, resolutions to re-establish comprehensive phonics literacy instruction and staff training in the phonics coding system of Dr. Robert Nash, Director Sinicki moved to adopt the administration's original recommendations, numbers 1 through 4.

The motion failed of adoption on a tie vote:

Ayes—Directors Braun, Gardner, Sinicki and President Fisher—4.

Noes—Directors O'Neil, Small, Thompson and Todd—4.

Temporarily absent—Director Hardin—1.

Director Gardner moved that the administration be acknowledged and further instructed to continue Dr. Nash's instruction of teachers and parents in MPS and the City of Milwaukee, and that the administration report back to the Innovation/School Reform Committee the integration of all aspects of Dr. Nash's program, which is not just decoding and it's not just phonics, it's also about the dictionary syllabary, the use of the dictionary, sentence structure, writing sentences, context, alphabetization and love of language, at no later than the November meeting, and that the administration report back on the continuation of Dr. Nash's services and DPI's willingness to accomodate those in its budget for 1999.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Sinicki, Thompson and President Fisher—5.

Noes—Directors O'Neil, Small and Todd—3.

Voting "present"—Director Hardin—1.

With respect to Item 5, regarding the design of a comprehensive discipline plan, Director Thompson moved to adopt the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson and President Fisher—7.

Noes—Director Todd—1.

Temporarily absent—Director Sinicki—1.

COMMITTEE ON ACCOUNTABILITY/AUDIT

Director Todd presented the following report for the Committee on Accountability/Audit:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Accountability/Audit presents the following report:

(Item 1) Receipt of School Financial and Performance Reviews: Audit #801, Palmer Elementary School; Audit #802, Hamilton High School; and Audit #803, Marshall High School

Background

1. At its meeting on July 30, 1997, the Board adopted an annual audit plan that included school performance and financial audits. Henry L. Palmer Elementary School, Alexander Hamilton High School and John Marshall High School were selected for audit.

2. The overall objectives of the school performance and financial audits are to determine: (1) compliance with the district’s performance, fiscal and administrative criteria, guidelines, policy, and procedures; (2) that school’s expenditures, surpluses and deficits reported in the school financial reports fairly present, in all material respects, the financial activities of the school; (3) that adequate internal financial controls exist to protect district resources; (4) whether differences exist in the school's level of student participation in district-wide tests; (5) that reported student performance measures are reliable and

accurate; (6) the extent to which the school's Educational Plan addresses the needs of the school and includes quantifiable school-based measures and action plans designed to improve student performance; (7) the relationship between school expenditures and the Educational Plan; and (8) the structure and role of the local school governance body.

3. The Office of Board Governance—Audit Services conducted the audits of Henry L. Palmer Elementary School, Alexander Hamilton High School, and John Marshall High School. The audit team worked closely with the school administrators and the school staff, as well as with Central Services personnel, to complete the audit fieldwork. The audit report findings and recommendations have been reviewed with the school administrators.

4. The reports have been provided under separate cover.

5. Each report includes, as an appendix, the school administrator's response to the audit report. Action plans included in the administrator's response, when implemented, will appropriately address the audit recommendations.

Committee Recommendation

Your Committee recommends that the Board receive Audit Report #801, Henry L. Palmer Elementary School Performance and Financial Review; Audit Report #802, Alexander Hamilton High School Performance and Financial Review; and Audit Report #803, John Marshall High School Performance and Financial Review.

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(Item 2) Receipt of the Financial and Performance Audit for Rufus King High School

Background

1. At its meeting on July 30, 1997, the Board adopted an annual audit plan that included school performance and financial audits. Rufus King High School was selected for audit.

2. The overall objectives of the school performance and financial audits are to determine (1) compliance with district performance, fiscal and administrative criteria, guidelines, policy and procedures; (2) that school expenditures, surpluses, and deficits reported in the school financial reports fairly present, in all material respects, the financial activities of the school; (3)that adequate internal financial controls exist to protect district resources; (4) whether differences exist in the school's level of student participation in district-wide tests; (5) that reported student performance measures are reliable and accurate; (6) the extent to which the school's Educational Plan addresses the needs of the school and includes quantifiable school-based measures and action plans designed to improve student performance; (7) the relationship between school expenditures and the Educational Plan; and (8) the structure and role of the local school governance body.

3. The Office of Board Governance – Audit Services conducted the audit of Rufus King High School. The audit team worked closely with the school administrator and the school staff, as well as with Central Services personnel, to complete the audit fieldwork. The audit report findings and recommendations were reviewed with the school administrator.

4. Audit Report #812, Rufus King High School Performance and Financial Review, has been provided under separate cover.

5. The report includes, as an appendix, the school administrator's response to the audit report. Action plans included in the school administrator's response, when implemented, will appropriately address the audit recommendations.

Committee Recommendation

Your Committee recommends that the Board receive Audit Report #812, Rufus King High School Performance and Financial Review.

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(Item 3) Receipt of the Deloitte & Touche Student Membership Audit and of the Integration Transfer Program Membership Audit

Background

1. State statute 120.14 requires school boards to provide for an independent audit of school district accounts and certification of the audit. The State Superintendent, under authority granted by statute 115.28 (18), has required that audits be performed that include a review of the resident student membership counts and the integration transfer program membership counts.

2. The review of the student resident membership count is usually performed once every three years, while the review of the integration transfer program membership count is performed annually. These reviews are usually conducted during the month of April and are due to the Wisconsin Department of Public Instruction in early May.

3. The objectives of the membership audits are to determine (1) how enrollment and attendance records are kept in the district; (2) how the district identifies the pupils eligible to be included in resident student membership counts, resident intra-district counts, and nonresident inter-district counts; and (3) whether the pupils are resident-eligible or integration transfer program-eligible and meet the pupil count criteria.

4. Deloitte & Touche has completed the student membership audit report and the integration transfer membership audit report of the district's September Pupil Count Report (PI 1563-A) and the January Pupil Count Report (PI 1563-B) for fiscal year 1998. The membership audit reports have been provided to the Board under separate cover.

5. Representatives of Deloitte & Touche are available to answer any questions from Committee or Board members.

Committee recommendation

Your Committee recommends that the Board receive:

1. The Deloitte & Touche Performance Audit Report on September 19, 1997, and January 9, 1998, Resident Student Membership, and

2. The Deloitte & Touche Performance Audit Report on September 19, 1997, and January 9, 1998, Integration Transfer Program Student Membership.

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(Item 4) Approval of the 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 Board Governance —Audit Services will conduct during the upcoming fiscal year.

The first step in developing the annual audit plan involves the Accountability/Audit Committee chair's 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 FY99 Annual Plan of Audits has been completed and is being submitted for review and approval. The plan includes those audit topics submitted by Board members, 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 Recommendation

Your Committee recommends that the Board approve the following FY99 Annual Plan of Audits:

PROPOSED FY99 ANNUAL PLAN OF AUDITS
SUMMARY OF RESOURCE ALLOCATION

	Est. Days	Totals
Total Resource Days Available		1,528
Continuing and Required Audits		
General Purpose Financial Statements	252	
Alternative Partnership Schools	75	
Hospital and Surgical Insurance	96	
Special Audits & Projects	110	
Total Continuing and Required Audits		533
Resources Available for FY99 Proposed Audits		975
AUDIT PROJECTS FOR FY99		
Proposed Projects to be Completed with Available Resources		
1) School Performance/ Financial Reviews (23 Schools)	772	
2) Title I Budgets	150	
3) ESL and Bilingual Instruction	80	
Total FY99 Audit Resource Requirement		1,002
Resource Days Available		(7)

AUDIT PROJECTS TO BE COMPLETED SHOULD
ADDITIONAL RESOURCES BECOME AVAILABLE
(RANKED IN ORDER OF PRIORITY)

	Est. Days
1) Student Database Records	60
2) Construction Fund	90
3) District Cellular Phone Use	60
4) Additional Revenues	60

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(Item 5) Report on Medicaid Reimbursement

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

Administration's Report

1. The Milwaukee Public Schools (MPS) and Kinney & Associates, Inc. (KAI), a New York corporation, entered into a contract on December 4, 1995. This contract was awarded without a Request for

Proposal (RFP) because it was for retroactive Medicaid billing of services provided by MPS, a service that no other firm offered.

A. KAI agreed to provide the following services under the contract:

- Consultation with administrative staff, research of program requirements, review of case records, and formulation of recommendations with minimal impact on department operations
- Development and submission of a plan for increasing MPS revenue principally by increasing the use of Medicaid funding sources
- Provision of staffing and other resources to implement specific revenue enhancement plans and generate data for claims to obtain those additional revenues
- With MPS staff, the establishment of procedures for processing, submitting, reconciling, and tracking claims.
- Reconciliation of Medicaid payments and resolution of billing rejections. MPS will provide data required to facilitate this work where necessary.
- Provision of quarterly consolidated reports to MPS, including data on all claims generated during the preceding quarter
- Proposal of long-term changes in procedures to allow MPS to continue to obtain additional revenues after KAI's project is completed, if authorized by amendment
- Pursuit of additional cost recovery efforts, such as administrative costs and Emergency Assistance to Families
- Maintenance of confidentiality of all MPS records
- Maintenance of insurance coverage for KAI employees, operations, and associates in accordance with the agreement

B. Milwaukee Public Schools' responsibilities under the contract:

- Provision to KAI of access to MPS staff for interviewing and information gathering
- Provision of access to case records, including copies of computerized data
- Assurance that performance of MPS employees and accuracy and completeness of all data and information provided to KAI will permit KAI to perform its services
- Coordination of claims generated by KAI and MPS and submission of a claim form to the federal or pass-through grantor agency

C. KAI's fee would be twenty percent (20%) of the net increase in cash Medicaid revenues received by MPS up to $10,000,000, eighteen percent (18%) of the next $10,000,000, and sixteen percent (16%) of fees for the life of the contract.

2. Extension to Contract

After KAI worked with the state to secure retroactive billing for services for previous years, the state agreed to allow MPS to bill retroactively for only 365 days and only for current services. On January 29, 1997, a contract extension was signed to allow KAI to bill for current services.

3. Request for Proposal # RFP-229

In March 1997, KAI was notified by MPS that KAI had received the most points from the Request for Proposal (RFP).

4. KAI began collecting data from MPS in February 1997 and continued until June of 1997. In June 1997, the Board requested that the Administration provide the following information with respect to pupil records before Medicaid billing continued:

- The procedure regarding removal of students' records to a third party without parental consent
- Whether Medicaid reimbursement for school-based services affects the level of services available to parents under Medicaid provisions
- Whether MPS/Board of School Directors need to require a contract for all non-public bodies which request release of pupil records

The Administration provided its response to the Board in August of 1997.

5. Following extensive correspondence, negotiations, meetings with the Exceptional Education Task Force, and involvement of the Board of School Directors, MPS resumed service with KAI in October 1997. The Administration supported the position that parents have already provided the required parent consent in the application for Medicaid. This opinion has been documented by the Federal Department of Education. The Exceptional Education Task Force and the Administration agreed to the following resolutions:

- The district agrees not to initiate any billing until informational letters have been sent to parents. A copy of the parent notification letter is attached.
- The district agrees not to bill private insurance or for Katie Beckett Benefits.
- The district would appoint a liaison to advocate on behalf of individual families for any Medicaid issues that might arise as a result of billing school-based services.
- The district would hold a number of informational meetings to provide parents with additional information. The meetings would provide a forum to address questions or concerns.
- A Medicaid Oversite Committee would be formed to review MPS’s Medicaid billing policies and procedures.

Payments By School Districts for Medicaid Billing Services Based on a Percentage of Amounts Received:

6. In its Update 97-26, dated September 2, 1997, the State of Wisconsin's Bureau of Health Care Financing asserted that. while certified providers may use a billing service or billing agent to prepare and submit claims for school-based services, those "certified providers may not base payment to the billing service or agent on the amount of the payment collected from Wisconsin Medicaid." The update asserted that "[p]roviders must change the terms of their contracts immediately to comply with this policy if they are currently paying billing services or agencies a percentage of the Medicaid payment they received."

7. On January 7, 1998, Wisconsin Medicaid Update 97-26 was revised and reissued, and now reads, "Providers may pay consultants a percent of Medicaid reimbursement only if payment is separately accounted. Providers may pay for these consultant services based on a percentage of the amount of payments collected from Wisconsin Medicaid provided that the consultant payments are billed and recorded separately from payment for claim preparations and submission services."

8. It further states that "[p]roviders must proceed immediately to change the terms of their contracts to comply with the policy if they are currently paying billing services or agencies a percentage of the Medicaid payment they receive."

9. Following numerous correspondences and meetings about the 20% fee, on May 21, 1998, the Administration exercised its right to terminate the contract with Kinney and Associates, Inc., as per paragraph 13 of the agreement. KAI completed all billing activities by July 3, 1998. Per paragraph 7 of the agreement, KAI will be available in the future to clarify any issues which may arise regarding past billings. To date, MPS has received $5,328,772.64, and of that amount KAI has received $1,065,754.54.

10. The Administration is currently developing a MPS billing program. It is anticipated that the billing program will be in place by October 1998.

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(Item 6) Semi-Annual Report on Student Attendance

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

Background

Each July, the Administration produces a summary report of pupil attendance for the preceding school year. This report is a compilation of monthly reports produced throughout the year. At its August 27, 1997, meeting, the Board requested that the Administration make available, for review, on a semi-annual and annual basis a summary report of pupil attendance.

The annual report described below and in the attachments to the minutes of your Committee's meeting represents the attendance rate for the 1997-98 school year compared with the 1996-97 school year attendance rate.

PERCENT ATTENDANCE SUMMARY: 1997-98 and 1996-97 School Year

	1997 - 1998	1996 - 1997	DIFFERENCE
High Schools	76.43	74.90	1.53
Middle Schools	85.24	85.83	-0.59
Elementary Schools	92.60	92.35	0.25
Other Schools	79.32	78.12	1.20
TOTALS	**87.59**	**87.20**	**0.39**

* * * * *

On the motion of Director Thompson the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

* * * * *

Director Small moved to suspend Board Rule 1.08 (2) to allow for consideration of Report #2 of the Finance/Personnel Committee, formulated at a meeting held less than 48 hours prior to the Board meeting.

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

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

COMMITTEE ON FINANCE/PERSONNEL

Director Braun presented the following reports for the Committee on Finance/Personnel:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following reports:

Report #1

(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; Acceptance of Donations; and Report on Administrative and School Fund Transfers

Award of Contracts

There are no contracts to be awarded this month.

Authorization to Make Purchases

RFP-255 **Armored Car Service (Finance Dept. for Various Sites)**

Recommend authorization to enter into a contract with United Armored Services of Wisconsin to provide armored car service to all MPS school sites. At a price of $11.50 per stop, the contract is estimated to total $75,000 per year. If mutually agreeable, the contract may be renewed twice, in one-year increments.

A committee of MPS staff evaluated and ranked the proposals:

Ranking	Bidder	Price Per Stop
1	United Armored Services	$11.50
2	Brinks	$13.50
3	Dunbar	$13.54
4	Loomis Farg•	$25.00

RFP-258 **Software For Medicaid Reimbursement (School Psychological Services)**

Recommend authorization to enter into a contract with MJ Care, Inc., for software that would allow MPS to do its own Medicaid reimbursement billing. The contract would be contingent upon receiving Board funding. After an initial contract period of two (2) years, it could be renewable for additional two (2) – year terms.

The projected cost for the first two (2) years totals $211,588 and includes a software lease, a hardware lease, staff training, 160 hours of technology support, forty (40) hours of initial programming time, and warranty.

The evaluation committee's analysis is that MJ Care, Inc., offers the most complete package of hardware, software, support, and ongoing service with the least amount of MPS intervention and staff time.

Ranking	Bidder
1	MJ Care, Inc.H
2	Kenney & Associates, Inc.
3	Mecca Tech, Inc.
4	Plexus Health Solutions, Inc.

H Historically Underutilized Business

The TAC (Technology Advisory Committee) recommends the following:

SS-441 **Networking Academy (6 School Sites)**

Purchase orders totaling $84,000 have been issued to Cisco Systems for its computer networking items. Various local and federal FY99 funds were used.

SS-443 **Computer Networking Components (Technology Dept. for 8 School Sites)**

Purchase orders totaling $89,000 have been issued to AE Business Solutions for Cisco routers and Hewlett-Packard file servers. Prices are based upon State of Wisconsin contracts.

Purchase orders totaling $8,000 have been issued to Novell, Inc., for its networking software. FY99 Technology Department funds were used.

SS-444 **Document Imaging System (Finance Dept.)**

Recommend award totaling $70,000 to Ciscorp to complete Phase 2 of the Electronic Imaging System for the Department of Finance. Phase 1 was approved by the Board at the May 28, 1997, meeting.

The Electronic Imaging System will allow for the electronic management, storage, and retrieval of accounts payable and other financial records. Improved productivity and response time to requests for information are the expected benefits.

SS-445 **Autodesk Software License (75+ School Sites)**

Recommend authorization to purchase an Autodesk Comprehensive Education Solution license from First Technologies, Inc., for an annual cost of $25,000. The license agreement will be for three (3) years, for a total cost of $75,000.

The Autodesk software is the industry standard for Computer Aided Design, or CAD, applications. Curriculum and Instruction staff conducted a comprehensive review of competing products. District Technology Education programs have standardized on Autodesk products.

Report of Revenues and Expenses and Monthly Expenditure Control Report

3. These reports will be presented in September.

Acceptance of Donations

4. There are no donations this month.

Report on Administrative And School Fund Transfers

5. The listing of administrative and school transfers required by Board Policy 4.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee Recommendation

Your Committee recommends that the Board authorize the purchases as listed above.

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(Item 2) Action on Recommended Award of Contracts for Educational Services

Administration's Analysis

The Administration is recommending that the Board approve the following sole-source contracts for educational services:

1. Marquette University, Technology Literacy Challenge Fund Grant ($201,000)

The Wisconsin Department of Public Instruction has awarded MPS a grant funded under the grant authority of the Technology Literacy Challenge Fund (PL 103-382, Title III, Part A Subpart 2 of the ESEA, CFDA No. 84.318). This grant includes subcontracting $201,000 to Marquette University (MU) to develop and implement an interactive, asynchronous professional development course focusing on using instructional technology both to instruct and to assess learning in middle schools. MU professors will develop the course in conjunction with MPS staff. In addition, the course will be converted to Lotus Notes LearningSpace.

The course, entitled Using Technology for Instruction, Assessment and Information Management, will be taught to 200 primarily 6th-, 7th-, and 8th-grade teachers from MPS and area private schools. Teachers from a few select high schools will be given the opportunity to participate in order to establish a cadre of teachers at the high school level to help plan for the class of 2004. The course will use an electronic, on-line, distance classroom (virtual). The middle school teachers will then be able to learn and develop their skills for more effective teaching both in the traditional face-to-face classroom and in the distance classroom. Specific products of this course include:

- Projects, lesson plans, and units that integrate technology in meaningful ways to assist middle school students in fulfilling the 8th- and 12th- grade communications, mathematics, and science exit requirements adopted by the Board of School Directors.
- Methods for assessing students' research skills in communications, mathematics, and science using technology.
- A model for the use of technology in implementing portfolio assessment at the middle school level.

2. Marquette University, Goals 2000: Educate America Act ($70,150)

The Wisconsin Department of Public Instruction has awarded MPS a grant funded under the grant authority of the Goals 2000: Educate America Act. This grant includes subcontracting $70,150 to Marquette University to develop and implement a three-credit on-line graduate-level course entitled Using Technology to Enhance Professional Development for Primary Grade Reading Instructors. The course will be taught via Lotus Notes LearningSpace, an on-line, distance classroom.

MPS teachers will work with MU in developing course curriculum during the fall semester. The course will be designed to improve literacy instruction for children at the emergent and beginning stages of reading development. The course will be based upon research regarding "What Works" for beginning readers, particularly those considered susceptible to reading failure, and will provide teachers with a repertoire of instructional techniques.

As part of learning about reading development and instruction, teachers will gain knowledge about how to use writing and children's literature to support literacy development. Teachers will also gain knowledge about how to evaluate and use technology to support beginning literacy instruction. Thirty MPS teachers will enroll in the course in January 1999.

3. Enidlee Consultants, Inc. ($107,000)

At its regular meeting on July 29, 1998, the Board of School Directors referred the request for an award of contract with Enidlee Consultants, Inc., to the Finance/Personnel Committee. The Board requested the Administration to provide background information on the consultant, including evaluation information, details of schools' requests for services, and a rationale for the sole-source contract. The Administration's report has been supplied under separate cover.

The contract with Enidlee Consultants, Inc., will be for services in the areas of staff development, equity consultations at the school level, and curriculum development. The services are focused on addressing the gaps in student achievement based on race, gender, and poverty.

Total cost of the Enidlee Consultants, Inc., contract is $107,000-$75,000 for equity consultations in 10 schools; $32,000 for Putting Race on the Table seminars.

- Costs for equity consultations: $7,500 for each school's equity consultation includes a ten-month engagement with the school and five school site visits from a consultant. Ten schools have allocated $3,750 from local school funds. A matching amount will come from district funding.
- Costs for Putting Race on the Table seminars: $250 per person for a four-day seminar. $32,000 for 128 persons from 49 schools. District funding will be used to pay for the seminars.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into sole-source contracts as follows:

- Marquette University, $201,000
- Marquette University, $70,150
- Enidlee Consultants, Inc. $107,000

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(Item 3) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Teacher Appointments; Approval of Leaves of Absence; Report on Resignations; Approval of Prevailing Wage Rates; and Affirmative Action Report

Approval of Classified Personnel Transactions

1. In accordance with action taken by the Board on August 1, 1971, (Proc. pp. 82-83) concerning the approval of personnel transactions relating to full-time classified employees, the Superintendent presents the following report to the Board recommending the appointments and promotions, effective as of the dates indicated.

Approval of Certificated Appointments — Teachers

2. The Superintendent recommends that the Board approve the following appointments of teachers, effective as indicated.

Approval of Leaves of Absence

3. The Superintendent recommends that the Board approve the following leaves of absence effective as of the dates indicated.

Report on Resignations

4. The resignations listed below have been accepted by the Superintendent, effective as of the dates indicated. This is an informational report, and no action is required.

Prevailing Wage Rates

5. 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 are attached to your Committee's minutes.

Affirmative Action Report

6. The Affirmative Action Report for the month of July 1998 is attached to your Committee's minutes. This is an informational report, and no action is required.

Committee recommendations

Your Committee recommends:

1. That the Board approve the classified personnel transactions, teacher appointments, and leaves of absence as listed below.

2. That the Board authorize the Administration to pay the prevailing wage rates detailed in the above-mentioned communication in contracts with contractors and subcontractors.

3. Increases for MPS construction craftsman be authorized as of the dates indicated on the above-mentioned communication.

Report on Classified Personnel Transactions

APPOINTMENTS

Name and Assignment	Position and Salary	Date
Robert Banaszak Fac. & Main. Services	Carpenter $20.95/hr.($41,900.00/yr.)	08-03-98
Teresa Bradshaw Div. Small Comm. Schools	Clerk Typist I $17,464.20/yr.	07-20-98
Wade Cranfield Fac. & Main. Services	Building Laborer $18.29/hr.($36,580.00/yr.)	07-06-98
Catherine Neal Parent/Student Services	Transportation Assistant $35,072.96/yr.	07-20-98
Jeffrey Pucel Fac. & Main. Services	Carpenter $20.95/hr.($41,900.00/yr.)	07-06-98

PROMOTIONS

Debra Costell• Grand Avenue	School Secretary II $26,314.60/yr.	07-14-98
Carolyn Edwards Edison	School Secretary II $24,997.18/yr.	07-13-98
Lynn Egan Technology	Programmer/Analyst $39,827.06/yr.	07-01-98
Lillie Mayes Parent/Student Services	School Secretary I $19,964.88/yr.	07-27-98
Manfred Mukahirn Fac. & Main. Services	Electrician Chargeman $23.40/hr.($46,800.00/yr.)	05-01-98
Cynthia Schweitzer Bay View	School Secretary I $19,964.88/yr.	07-13-98
John Skiba Fac. & Main. Services	Steamfitter Foreman $61,537.50/yr.	04-22-98
James Walczak Fac. & Main. Services	Steamfitter Chargeman $25.36/hr.($50,720.00/yr.)	05-01-98
Eva Williams Technology	Programmer/Analyst $39,827.06/yr.	07-01-98

Approval of Certificated Appointments — Teachers

	Teachers — Schedule 01	Division	Salary	Yrs/Experience Credit	Start Date
nr	La Vonne R. Bertucci K-5	B	$33,324	7	8/25/98
nr	Carolann Braovac Speech Pathology	C	$27,893	0	8/25/98
nr	Amy L. Breed Elementary	B	$24,684	0	8/25/98
r	Brenda J. Checky Bilingual Elementary	B	$24,684	0	8/25/98
r	Valerie S. Chuchman Biology/Chemistry/Physical Science	B	$24,684	0	8/25/98
r	Gregory M. Coleman K-5	B	$24,684	0	8/25/98
nr	Anna R. De Michei PreK-3	B	$24,684	0	8/25/98
r	Dawn M. Dessereau PreK-3	B	$24,684	0	8/25/98
nr	Brian L. Dreyfus Physical Education/Health/Swim	B	$24,684	0	8/25/98
nr	Jill M. Ertenberg LD	B	$24,684	0	8/25/98
nr	Shawn P. Fargen Physical Education	B	$24,684	0	8/25/98
nr	Heidi N. Fields K-8	B	$24,684	0	8/25/98
r	Nikole L. Formaker C.D.	B	$24,684	0	8/25/98
r	Lisa K. Gardiner Elementary	B	$24,684	0	8/25/98
nr	Angela S. Gatzow Exceptional Education	B	$24,684	0	8/25/98
r	Jenny L. Gielow Math	BB	$29,806	3	8/25/98
r	Scott J. Gobeli Physical Education	B	$26,752	0	7/27/98
r	Elissa Guarner• Bilingual Elementary	B	$24,684	0	8/25/98
nr	Andrew M. Gumz Elementary	B	$24,684	0	8/25/98
nr	Bryon B. Hancock Biology/Chemistry/Physical Science	B	$24,684	0	8/25/98
r	Jessica E. Hansen Grades 1-8	B	$24,684	0	8/25/98

r	Michael L. Harrison General Music/Choral/Instrumental	B	$24,684	0	8/25/98
r	William P. Heisdorf Music K-12	B	$25,919	1	8/25/98
r	Rebecca A. Holzhauer Upper Elementary	B	$24,684	0	8/25/98
5,r	Kim M. Johansen Grades 1-8	B	$24,684	0	8/25/98
r	Meredith L. Johnson PreK-3	B	$24,684	0	8/25/98
nr	Erin L. Johnson Math/History	B	$25,919	1	8/25/98
r	Kelly J. Kasdorf PreK-6	B	$24,684	0	8/25/98
nr	Debra L. Kemp Elementary	B	$24,684	0	8/25/98
nr	Lisa P. Kulikowski Elementary	B	$24,684	0	8/25/98
nr	Nicole M. Labs Elementary	B	$24,684	0	8/25/98
nr	Elizabeth A. Manian Elementary	B	$24,684	0	8/25/98
r	Ronald J. Mejia Spanish/SS/History/Sociology	B	$24,684	0	8/25/98
r	Rachel J. Miller EC/EEN	B	$24,684	0	8/25/98
r	Lisa M. Miller Spanish	B	$24,684	0	8/25/98
r	Jennifer S. O'Neil Elementary	BB	$28,510	2	8/25/98
nr	Denise M. Parzych K-6	B	$24,684	0	8/25/98
r	Janis M. Peterson Elementary	B	$24,684	0	8/25/98
nr	Nancy M. Petoskey Upper Elementary	B	$24,684	0	8/25/98
r	Annette P. Pleas-Smith Grades 1-8	B	$24,684	0	8/25/98
nr	Torrell L. Rhoades P.E.	B	$24,684	0	8/25/98
r	Theodore H. Rutowski Broadfield Science/Chemistry	B	$24,684	0	8/25/98
r	Kathleen M. Schaefer PreK-6	B	$24,684	0	8/25/98
r	Karen J. Schmidt Art	B	$24,684	0	8/25/98
nr	Lisa K. Schnetzer Grades 1-9	B	$24,684	0	8/25/98

nr	Patrick J. Shay Elementary	B	$24,684	0	8/25/98
r	Damaris M. Smith Home Economics	B	$24,684	0	8/25/98
nr	Rebecca L. Solsrud Elementary	B	$24,684	0	8/25/98
nr	Michelle S. Stauder Reading/Music	B	$33,324	7	8/25/98
nr	Scott Stridde Physical Education/Health/Swim	B	$24,684	0	8/25/98
nr	Shanin S. Suminski Exceptional Education	B	$24,684	0	8/25/98
r	Carese L. Thiede PreK-3	B	$24,684	0	8/25/98
r	Magda I. Torres LD/CD	C	$27,893	0	8/25/98
r	Letitia M. Walters Grades 1-8	B	$24,684	0	8/25/98
r	Jodi A. Wehausen LD	B	$24,684	0	8/25/98
r	Rachel M. Wiatrowski Physical Education/Health	B	$24,684	0	8/25/98
r	Kou Yang Upper Elementary	B	$24,684	0	8/25/98
r	Chueneng L. Yang PreK-3	B	$25,919	1	8/25/98
r	Patricia M. Zbichorski C.D.	C	$33,471	4	8/25/98

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

Approval of Certificated Leaves Of Absence

	Present Assignment	Effective From
Maternity Leave, to June 14, 1999:		
Julie Clark	Bay View	August 25, 1998
Kristine Cole	Fairview	November 17, 1998
Melissa Hogan	Milw Spanish Immersion	November 17, 1998
Linda Prad•	Custer	August 25, 1998
Personal Leave, to June 14, 1999:		
Kelly Anderson	Burdick	August 25, 1998
Marilyn Meyerhofer	Bay View	August 25, 1998
Deborah Paniagua	Audubon	August 25, 1998

Study Leave, to June 14, 1999:

Fred Yatchak	Honey Creek	August 25, 1998

Extension of Illness Leave, to June 14, 1999:

David Restiv•	Leave	August 25, 1998

Extension of Maternity Leave, to June 14, 1999:

Brenda Carlton	Leave	August 25, 1998
Colleen Mandella	Leave	August 25, 1998

Extension of Personal Leave, to June 14, 1999:

Robert Anderson	Leave	August 25, 1998
Donald Ernest	Leave	August 25, 1998
Sid Hatch	Leave	August 25, 1998
Heather Highley	Leave	August 25, 1998
Patrick O'Mahar	Leave	August 25, 1998

Report on Resignations Accepted

Name	Position	Effective Date
Phillip Aramoff	Teacher	06/12/98
Kim M. Anderson	Teacher	07/24/98
Julie A. Attermeier	Teacher	06/15/98
Rosemary Barilla	Teacher	06/22/98
Jennifer L. Bault	Teacher	07/24/98
Rebecca L. Becker	Teacher	07/24/98
Susan L. Beese	Teacher	07/08/98
Randi M. Bell	Teacher	07/28/98
Amy M. Berry	Teacher	07/15/98
James Blakely	Teacher	08/15/98
Larisa Boettcher	Teacher	06/30/98
Sheryl E. Bohne	Teacher	07/20/98
Roberta L. Borsuk	Teacher	07/08/98
Brenda J. Bowe	Teacher	06/24/98
Patrick Budziszek	Teacher	07/13/98
Nancy L. Buss	Teacher	07/09/98
Theodore R. Carlson	Teacher	07/28/98
Catherine Chancellor	Teacher	07/08/98
Cynthia L. Comfort	Teacher	08/01/98
Lucy M. Deblitz	Teacher	06/28/98
Betsy L. Duxbury	Teacher	08/08/98
Carolyn J. Dvorak	Teacher	07/15/98
Bonnie G. Edwards	Teacher	07/31/98
Jennifer R. Esser	Teacher	07/01/98
Michael J. Fassbender	Teacher	08/20/98

Michelle A. Fritsch	Teacher	07/01/98
Angy Gaglian•	Speech Path.	07/23/98
Margarita Gest	Teacher	07/14/98
Debra R. Gjertson	Teacher	08/01/98
Patricia M. Glowacki	Teacher	06/15/98
Larry Gnatzig	Teacher	07/12/98
Ruth Ann Guthmann	Psychologist	08/15/98
JoAnn M. Hanrahan	Teacher	06/25/98
Gina M. Harris	Teacher	06/11/98
Betty J. Herring	Teacher	07/14/98
Mark F. Jabir	Tacher	06/29/98
Reginald Johnson	Teacher	07/14/98
Kristie Julien	Teacher	07/22/98
Amy B. Kahn	Teacher	07/10/98
Russell R. Kania	Psychologist	07/26/98
Gayle E. Kerznar	Teacher	06/29/98
Kathleen M. Kluck	Teacher	07/27/98
Peggy A. Kuhnz	Teacher	06/25/98
Pikki Lai	Rsrch Coord	07/24/98
Mia A. Laursen	Teacher	07/10/98
Melissa L. Lindsay	Teacher	07/15/98
Kathy Y. Loechler	Teacher	07/13/98
Patricia McClellan	Speech Path.	07/08/98
Cynthia L. McKesson	Teacher	07/27/98
Heather E. Meaux	Teacher	07/07/98
Susan J. Menzies	Teacher	06/26/98
Sheila Miller	Teacher	07/20/98
Rose M. Muller	Teacher	07/14/98
Dan Riedel	Teacher	07/13/98
Tammy A. Ruege	Teacher	07/21/98
Jill M. Runde	Teacher	07/16/98
Matthew D. Schlomer	Teacher	07/06/98
Christopher J. Schmidt	Teacher	07/14/98
Steve Schroeder	Teacher	07/13/98
Teresa Schwartz	Teacher	08/10/98
Kevin W. Shermach	Teacher	07/01/98
Elizabeth K. Stang	Teacher	07/24/98
Jamie M. Strong	Speech Path.	07/15/98
Kimberly Taylor	Teacher	07/02/98
Robin B. Tessereau	Teacher	07/31/98
Darcy Thelen	Teacher	07/07/98
Catherine G. Tillman	Teacher	07/01/98
Roxane L. Tjugum	Teacher	08/23/98
Mary E. Truman	Teacher	07/15/98
Nancy K. Ulschmid	Teacher	07/14/98
Julie Vogel	Teacher	07/01/98
Moira Wilkinson	Teacher	08/15/98
Evelyn M. Williams	Teacher	06/25/98
Danielle G. Wolferd	Teacher	07/18/98
Marlene I. Zebrasky	Teacher	06/15/98

Peter J. Zenobi	Teacher	07/23/98
Renee L. Zentz	Teacher	06/15/98
Donna M. Zolinski	Teacher	07/17/98

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(Item 4) Action on Resolution 9899R-055 by Director Hardin Regarding Provision of Financial Training for Partnership Schools

Background

At its meeting on August 5, 1998, the Board referred the following resolution by Director Hardin to the Finance and Personnel Committee.

WHEREAS, Milwaukee Public Schools (MPS) works diligently to educate more than 104,000 students, some with a variety of special needs, in the city of Milwaukee; and

WHEREAS, The state uses set criteria to define At-Risk students in Wisconsin; and

WHEREAS, The state requires MPS to either educate the at-risk student population or make provisions with other institutions to educate the at-risk student population; and

WHEREAS, Partnership schools play a vital role in educating MPS students who have difficulties learning in the standard educational environment; and

WHEREAS, Many partnership schools have the expertise to educate the at-risk student population, but often lack the financial management expertise as exhibited in district audits; and

WHEREAS, Training in financial management and continued attention to financial reporting requirements can prevent small problems from becoming major ones; now, therefore, be it

RESOLVED, That all partnership school contracts include provisions for mandatory financial inservice for partnership school administrators, to be facilitated by the MPS Department of Finance, at least once during each school calendar year; and be it

FURTHER RESOLVED, That this contract revision be effective for the second semester of the 1998-99 school year.

Administration's Analysis

1. Partnership school contracts require partnership schools to comply with the following fiscal requirements:

- Expend and account for funds in a manner consistent with the provisions of the Partnership School Annual Budget. Obtain written permission from the MPS Division of Small Community Schools prior to making any expenditure which deviates 10% or more in any budgeted category of the partnership school's annual budget.
- Provide MPS with a copy of the partnership school's annual single audit report and annual audited financial statements.
- Maintain adequate source documents including invoices, payroll records, time sheets, and receipts.
- Use appropriate cash management procedures so that the public funds dispersed under the agreement are discernible from other funds.
- Provide MPS with a Request For Funds Form to claim payment for services performed in operating the partnership school.
- Deliver to MPS a semi-annual financial report covering the period from July 1 through December 31 showing budgeted expenses vs. actual expenses.
- Deliver to MPS an annual final financial report covering the period from July 1 through June 30 showing budgeted expenses vs. actual expenses.

- Expend a minimum of 80% of funds provided under the agreement on direct educational costs associated with direct pupil support, and a maximum of 20% of program funds on indirect costs.
- Provide MPS with a budget that identifies any other sources from which the partnership school receives funds.
- Incur all costs associated with the agreement within the applicable term of the agreement.
- Assume liability for any costs disallowed to MPS because of violations of provisions in applicable federal and state laws, regulations, and rules.
- Grant MPS or authorized MPS representative the right to review the financial and audit records of the partnership school for a period of up to three years following the expiration of the agreement.

2. The Administration will include provisions for voluntary financial training for partnership school administrators in all future partnership school agreements. Costs of the training would be paid by the partnership schools.

3. The Administration is concerned that if the Department of Finance were to provide financial training for partnership schools, the district could be held liable in the event of the future mismanagement of funds by a partnership school or other financial management problems.

4. As a result of this concern, the Administration recommends that partnership schools contract with independent third party accounting/auditing firms or agencies. Agencies such as the Small Business Administration and the Wisconsin Institute of Certified Public Accountants offer basic accounting seminars at nominal or little cost.

5. The Administration is willing to work with partnership schools to identify firms or agencies willing and able to provide the financial training for the partnership schools.

Strategic Plan Compatibility Statement

6. The recommendation is compatible with the Board's strategic goal of High Standards and Accountability.

Statute, MPS Policy, or Board Rule Implication Statement

7. The recommendation complies with all state statutes, including Section 118.153 concerning children at risk. At the Board's request, the Administration will ask the City Attorney's Office for advice relative to liability issues if MPS provides mandatory financial training.

Fiscal Impact Statement

8. Any costs associated with the proposed training would be paid by the partnership schools

Implementation and Assessment Plan

9. The Administration will work with partnership schools to identify firms or agencies that are willing and able to provide the required financial training.

10. The first financial training could be offered during the second semester of the 1998-99 school year.

The Superintendent recommended that the Board direct the Administration to:

1. Include provisions for voluntary financial training for partnership school administrators in future partnership school agreements with costs of training paid by the partnership schools.

2. Work with partnership schools to identify independent, third party accounting/auditing firms or agencies willing and able to provide financial training for partnership schools.

Committee Recommendation

Your Committee recommends that the following amended resolution be adopted:

WHEREAS, Milwaukee Public Schools (MPS) works diligently to educate more than 104,000 students, some with a variety of special needs, in the city of Milwaukee; and

WHEREAS, The state uses set criteria to define At-Risk students in Wisconsin; and

WHEREAS, The state requires MPS to either educate the at-risk student population or make provisions with other institutions to educate the at-risk student population; and

WHEREAS, Partnership schools play a vital role in educating MPS students who have difficulties learning in the standard educational environment; and

WHEREAS, Many partnership schools have the expertise to educate the at-risk student population, but often lack the financial management expertise as exhibited in district audits; and

WHEREAS, Training in financial management and continued attention to financial reporting requirements can prevent small problems from becoming major ones; now, therefore, be it

RESOLVED, That all partnership school contracts include provisions for mandatory financial inservice workshops for partnership school administrators, to be facilitated by the MPS Department of Finance, at least once during each school calendar year; and be it

FURTHER RESOLVED, That this contract revision be effective for the second semester of the 1998-99 school year.

* * * * *

(Item 5) Action on Recommendations Related to Resolution 9899R-016 by Director Hardin Regarding a Cost Analysis of All Schools Offering a Breakfast Program to Students Eligible for Free or Reduced Price Lunch

Background

At its November 25, 1997, meeting, the Board referred the following resolution by Director Hardin to the Finance/Personnel Committee:

WHEREAS, The Milwaukee Public Schools (MPS) population reflects a high degree of children who live in poverty; and

WHEREAS, A strong connection has been made that good nutrition and student achievement go hand in hand; and

WHEREAS, The free and reduced lunch program is a federally funded program which all MPS schools participate in; and

WHEREAS, Only some of the schools in MPS participate in the reduced or free breakfast program; now, therefore, be it

RESOLVED, That the Board direct the Administration to work with community consultants to develop a plan by which all MPS schools can offer students free or reduced breakfast during the school year; and be it

FURTHER RESOLVED, That the Administration report back to the Board at its February 1998 meeting the cost of such a program and possible funding sources.

At the February 16,1998, Finance/Personnel meeting, the Committee heard testimony and requested that the Administration report back to the Board on its progress.

Administration’s analysis

1. Child development experts and nutritionists consider breakfast to be the most important meal of the day. Children require essential nutrients and sufficient energy to concentrate on and accomplish learning tasks. Breakfast provides these requirements while eliminating transient hunger symptoms such as headache, fatigue, sleepiness, and restlessness.

2. For a variety of reasons, many children do not have breakfast before coming to school. Any student who skips or has no access to breakfast can suffer learning and health deficits.

3. As the 1998-1999 school year begins, all one hundred fifteen (115) elementary schools will have the School Breakfast Program in place.

Since the February Finance/Personnel meeting, the School Breakfast Program has been put in place at an additional five (5) secondary schools, bringing the total number of secondary schools providing breakfast to twenty (20).

There are six (6) middle schools which plan to begin the School Breakfast Program early in the fall semester. The Administration will continue to work with principals at the remaining eight (8) schools to resolve some of the logistical obstacles.

The Administration expects to have one hundred percent (100%) participation in the School Breakfast Program by the end of the 1998-99 school year.

4. All enrolled students are eligible to participate in the School Breakfast Program regardless of their ability to pay. At the present time, seventy-five percent (75%) of Milwaukee Public Schools students are eligible for free or reduced-price meals. As with the lunch program, students eligible for free meals do not pay. Currently, ninety-nine percent (99%) of students who eat breakfast at school do so on a non-paying basis.

5. In response to concerns expressed by the Board that some parents were not aware that breakfast is available at school, the following actions have been, or will be, taken:

A. An informational insert has been included in the following two district-wide mailings:

- Direct certification letters regarding categorical eligibility for free meals. Mail date = July 31, 1998 . (30,000 households).
- Meal benefits application forms (free and reduced-price meals). Mail date = August 3, 1998. (45,000 households).

B. Publicity through the media

- Public service announcements — all local television and radio stations.
- News release — local newspaper, television and radio stations.

C. WYMS

- Interviews about the School Breakfast Program with staff members and students.

D. Schools will be asked to include articles about the School Breakfast Program in their parent newsletters.

6. The Administration will inform the Board of the results of these outreach efforts at the end of the 1998-1999 school year.

Committee Recommendation

Your Committee recommends that this item be held in Committee, with the Administration to bring back a report to the January 1999 meeting of the Committee.

* * * * *

(Item 6) Action on a Recommendation to Award a Contract to UCC

Administration's Analysis

1. On June 28, 1998, the MPS Board of School Directors gave approval to contracts with 17 community-based organizations to provide alternative education programs for children at risk or in need of special education services.

2. Consistent with the recommendations of the Division of Small Community Schools, a recommendation for renewal of the contract with the United Community Center Alternative Middle School (UCC) was postponed to the July meeting of the Board. The delay was aimed at providing more time to resolve issues raised in 1997-98 MPS Qualitative Evaluation of the United Community Center Alternative Middle School.

3. The Board's action granting an extension of time permitted the agency to meet with MPS representatives to provide information needed for final determination on a recommendation for contract renewal. During this period, discussions and negotiations took place with UCC designed to arrive at a resolution of the issues reported in the UCC Qualitative Evaluation.

4. Based on the information received by the Division of Small Community Schools, the following means to resolve the issues raised in the UCC Qualitative Evaluation have been determined:

Implementation of a corrective action plan by UCC to address deficiencies found in the Qualitative Evaluation

The Division of Small Community Schools shall incorporate a corrective action plan in the UCC FY99 Partnership School contract. The plan will address the following inadequacies reported in the Qualitative Evaluation:

- Staffing. UCC shall employ teaching staff consistent with the avowed mission of the educational program.
- Leadership. UCC shall employ a full time on-site program director/school principal to administer and manage the contracted program.
- Program Committee. UCC shall establish a program committee that will include representation from the MPS Division of Small Community Schools, the Office of Bilingual Multicultural Education, and parents of students in the UCC program. This group will meet at least once each semester to share concerns, identify needed technical assistance, and make recommendations for improvement.
- Facilities. UCC will transfer all middle school program operations from the present leased site to a new facility as soon as it is completed.
- Curriculum. UCC will, with the assistance of the Division of Small Community Schools, evaluate the school curriculum in order to provide a more rigorous educational program. Teachers will receive training and be encouraged to vary instructional methods including project-based instruction and integration of computer skills.
- Co-mingling. UCC will discontinue the mixing of middle school students with students from any other educational programs offered by the agency. The middle school program will be an independent program with its own principal, staff and facility.
- Work Experience. UCC will assure that students will not be involved in job-related activities during school time. Students who work part-time will only do so with work permits and outside school hours.
- Classroom Management. UCC will modify its program by placing a major emphasis on classroom behavior management. The time-out room will be used as a last resort or for in-school suspensions. The Division of Small Community Schools will assist UCC with needed inservice training and classroom management information.

5. Consistent with the provisions of the contract, contracts can be renewed 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 students experiencing difficulty in a traditional school setting.

Strategic Plan Compatibility Statement

6. The recommendation supports the Board's goals of student achievement and high standards/accountability.

Statute, Board Policy Or Rule Statement

7. The recommendation adheres to the provisions established by Wisconsin Statute 118.153 and the MPS Board Standards for Contracting with Alternative Partnership Schools.

Fiscal Impact Statement

8. The costs for the United Community Center Alternative Middle School contract follow:

Organization	1997-98 Seats	1998-99 Seats	Costs
UCC	40	70	$434,980

Implementation and Assessment Plan Statement

9. The Division of Small Community Schools will ensure that UCC takes appropriate and timely corrective action and make recommendations for follow-up action as needed. Corrective actions specified in the contract should be initiated by August 1, 1998, and be completed by June 30, 1999. The Division of Small Community Schools will monitor and report on UCC's progress in resolving the Qualitative Evaluation findings. If corrective action is not taken, MPS should withhold further awards for the program.

10. A program performance evaluation is conducted annually to measure that the partnership school has complied with the performance standards stated in the contract.

Unless otherwise negotiated and agreed to by the parties in writing, the partnership school shall establish to the satisfaction of MPS on an annual basis that it has complied with the following performance standards.

- The average daily attendance rate of pupils in the partnership school shall be at least 70%.
- At least 70% of the students will have remained in school.
- At least 70 % of the participating high school seniors shall have received a school diploma.
- At least 70 % of the eligible students in grades 1-8 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.
- 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.
- 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.

Committee Recommendation

Your Committee recommends that the Board of School Directors authorize the Administration to renew the United Community Center Alternative Middle School contract.

Organization	1997-98 Seats	1998-99 Seats	Costs
UCC	40	70	$434,980

* * * * *

(Item 7) Approval of an Intergovernmental Cooperation Agreement with the City of Milwaukee for Support Services

Background

At its meeting on July 29, 1998, the Board referred to the Finance/Personnel Committee the request to approve entering into an intergovernmental cooperation agreement with the City of Milwaukee for the purpose of compensating the City for various support services in return for the City's issuing $15,000,000 in general obligation debt.

Administration's Analysis

1. The Board and the City of Milwaukee (City) commissioned a report prepared by David M. Griffith & Associates, Ltd.; Leabman Associates, Inc.; and Washington, Pittman & McKeever (DMG study) evaluating the statutory and fiscal relationship between Milwaukee Public Schools and the City. The report documented certain financial and support services provided to the Board by the City. The report recommended that the Board and the City work together to explore the possibility of transferring services between entities for the purpose of providing the most effective level of service at the greatest benefit to the Milwaukee taxpayer.

2. Representatives from the Board and the City met on several occasions and determined the interests of the taxpayer could best be served by transferring the responsibility for certain financial and support services to the Board from the City. The services to be transferred, along with the cost of those services, are as follows:

City Attorney	$	695,502
Comptroller	$	56,172
Public Debt Commission	$	81,071
DER — Staffing	$	327,662
DER — Worker's Compensation	$	288,420
Health Department — Nursing Services	$	1,136,442
City Treasurer	$	115,346
Police Department — Crossing Guards	$	828,502
Total	$	3,529,117

3. The City estimates it would receive $501,000 in state aid if it claimed reimbursement for the above services. MPS estimates it would receive $2,646,838 in state aid for the same services. Thus, if MPS, rather than the City, claims reimbursement, state aid for these services will increase by over $2 million.

If the Board approves the transfer of these services to MPS, the City has agreed to allow this $2 million benefit to accrue to MPS.

On July 7, 1998, the Common Council approved entering into an intergovernmental cooperation agreement with MPS for the purpose of transferring the responsibility for payment of these services to MPS.

4. The Administration believes the district would maximize the value of this $2 million benefit by using it to pay debt service on a new debt issue, the proceeds of which would be used to fund the district's capital plan.

5. The City has agreed to issue general obligation debt for this purpose. The City has determined that $2 million in debt service would support approximately $15 million of new debt at an annual interest rate of 5%.

6. The proposed agreement between the Board and the City would cause the following to occur:

— The City would invoice MPS $3,529,117 for the services listed above.

— In year one, MPS would fund this amount through increased tax levy.

— In subsequent years, MPS would fund this amount through increased state aid of $2,646,838 and an increase in the tax levy of $882,279.

— The City would decrease its tax levy by an equal amount ($882,279) in order to leave the taxpayer neutral.

— The City would issue $15 million in ten-year general obligation debt and remit the proceeds to MPS.

— The City would pay the debt service on the $15 million debt, funded with dollars no longer required to pay for the above services.

7. An additional benefit to MPS occurs because, although the City will pay the $2 million debt service on the new borrowing, MPS is able to receive state aid on this debt service. (This is not peculiar to this arrangement. — MPS receives state aid on all the debt service paid by the City on its behalf.)

8. In order for MPS to receive increased revenue limit authority for the amount of the transferred services, the district must file for and be granted a transfer-of-service exemption with the Department of Public Instruction (DPI). If the district is to receive this exemption for FY99, MPS must file for the exemption by October 1, 1998.

9. The proposed intergovernmental agreement is for ten years. During this period, cost increases for the listed services will be negotiated between MPS and the City. MPS would be obligated to purchase these services from the City over this period, assuming the City continues to provide services "similar in kind, quality and quantity as those that have been provided in the past."

10. During this period, the City proposes to continue to receive the interest earnings on Board funds held by the Treasurer. The Administration expects MPS to receive benefits equal to or greater than its costs in each of the ten years and over the ten-year period in total.

11. According to the proposed intergovernmental agreement, the proceeds from the debt issue are to be used for "school purposes of construction, renovation or remodeling of school facilities . . . . The precise projects that are the subject of the borrowing shall be mutually acceptable to the Superintendent of Schools and the City…" Projects discussed to date have been:

Milwaukee Tech

Wisconsin Conservatory of Life-Long Learning

Boys and Girls Club School (N. 32nd St. and W. North Ave.)

Reopening Pleasant View School

Major Maintenance

12.. The proposed agreement is not a part of the FY99 adopted budget. As a result, should the Board approve entering into the intergovernmental cooperation agreement with the City, and should DPI grant the exemption, the increased revenues and expenditures noted above will have to be incorporated into the Board's revised FY99 budget in October 1998.

Strategic Plan Compatibility Statement

13. The proposed intergovernmental cooperation agreement is compatible with the Board's Equity goal to provide an equitable distribution of financial resources across schools.

Statute, MPS Policy, or Board Rule Implication Statement

14. The proposed agreement complies with state statutes governing City bond issues on behalf of MPS (119.49), state aid (121.0-121.23), and revenue limit (121.9).

Fiscal Impact Statement

15. Entering into the proposed intergovernmental cooperation agreement will have the effect of increasing revenues by $15 million in FY99. The district's expenditures will increase by $3,529,117,

adjusted for inflation in each of the next ten years. These increased expenditures, however, will be offset by increased state aid and tax levy.

Implementation and Assessment Plan

16. The Administration would recommend addenda to the proposed intergovernmental agreement. Upon successful negotiation of a final agreement, the Administration would file for a transfer of service exemption no later than October 1, 1998. Assuming approval of the exemption, the City would bill MPS for the listed services for FY99 prior to the close of calendar year 1998. MPS will make a payment to the City for these services no later than 30 days following the close of calendar year 1998. The City would issue $15 million in general obligation debt during calendar year 1999.

The Administration recommended that the Board approve entering into an intergovernmental cooperation agreement with the City upon successful negotiation of terms.

Committee Recommendation

Your Committee reports that a motion to approve the Administration's recommendation failed on a tie vote. Your Committee therefore reports this matter to the Board without recommendation.

* * * * *

(Item 8) Annual Adoption of a Resolution Delegating the Board's Expulsion Authority to an Independent Hearing Panel

Administration's Analysis

1. Section 119.25 of the Wisconsin State Statutes allows the Board to adopt a resolution authorizing the use of either an Independent Hearing Panel or a hearing officer appointed by the Board to hear and decide student expulsion cases. The resolution is effective only for the school year for which it is adopted.

2. For the 1988-89 school year, the Board utilized a panel made up of assistant superintendents. For 1989-90 through 1997-98 school years, because of the increased number of cases, it was necessary to expand the pool of panel members both to ensure a better distribution of the work load and to ensure that it was always possible to obtain a panel within the time constraints dictated by law.

3. For the 1998-99 school year, the Administration is recommending that the panel continue to 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 Administration will be expanding the pool of non-MPS voting panel community representatives by soliciting participants from community and parent groups.

4. The Independent Hearing Panel may offer educational services at a non-MPS sites to expelled students. Upon hearing the facts of the case, the Independent Hearing Panel makes the decision as to whether or not educational services will be offered. Guidelines are provided by the Administration to the Independent Hearing Panel for cases in which no educational services may be offered. When the Independent Hearing Panel deviates from the guidelines provided, a deviation form is completed by the panel members explaining the cause of the deviation. The guidelines and deviation forms are attached.

For the 1997-98 school year, expelled students were offered educational services at alternative program sites. The educational programs at the alternative sites included a basic middle and high school curriculum and provided supportive services in the areas of guidance services, social work services, and psychological services. Each site had a focus on helping students improve in the areas of anger management, decision-making skills, and social/emotional skills.

5. For the 1997-98 school year, 267 students were expelled, compared with 133 expulsions for the 1996-97 school year. A summary of the expulsion data for 1997-98 and expulsion statistics covering 1977-78 to 1997-98 school years are attached.

Reinstatement of Expelled Students

6. At its June 16, 1998, meeting, the Finance/Personnel Committee requested the Administration to bring back an administrative procedure to reinstate expelled students.

Current administrative procedures:

- The Administration verbally informs the parent/guardian to contact the student services coordinator one week prior to the end of the expulsion period to obtain a school assignment.
- If the parent/guardian does not contact the student services coordinator, the Administration attempts to make contact with the parent/guardian.
- If the student services coordinator is unable to contact the parent/guardian, the Administration makes a school assignment for the student.
- The receiving school and the parent/guardian are notified in writing of the school assignment.

The Administration will enhance the above process as follows:

- The Administration will notify the parent/guardian in writing of the need to have a reinstatement conference. This notification shall take place at least two weeks prior to 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.

Expelled students assigned to alternative/partnership schools will continue to be reinstated at the end-of-the-semester dismissal conference. The conference participants include the parent, student, and student services coordinator.

Expelled students are not reassigned to the schools from which the expulsions occurred.

Strategic Plan Compatibility Statement

7. The resolution is consistent with Board Goal #1, Student Achievement — school climate, parent support and involvement, and community support and involvement.

Statute, Board Policy or Rule Statement

8. The proposed resolution regarding the Board Expulsion Authority to an Independent Hearing Panel is referenced to:

- Wisconsin State Statute 941.26(4)
- Wisconsin State Statute 120.13
- Wisconsin State Statute 119.25
- Board Policy 8.28, Student Discipline
- Board Policy 8.31, Student Suspension
- Board Policy 8.32, Student Expulsion
- Parent Student Handbook on Rights, Responsibility and Discipline

Fiscal Impact Statement

9. The cost of processing student expulsion cases is a part of various departmental budgets. There may be a need to expand partnership seats beyond the 1998-99 expanded numbers, depending upon the actions of the Independent Hearing Panel. The Administration will inform the Board if there exists a need for additional partnership seats for expelled students. The Administration will also inform the Board if additional funds are needed to process student expulsion cases in the time requirement of the law.

Committee Recommendation

Your Committee that the Board adopt the following resolution:

BE IT RESOLVED , That, for the 1998-99 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 one of the three panel members 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 the same procedures used in 1997-98 be followed when hearing all cases of student expulsions, which include the Independent Hearing Panel Guidelines for offering no Educational Services; 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 will consider providing educational services to expelled students at an alternative/partnership school per the Independent Hearing Panel Guidelines for offering no Educational Services; and be it

FURTHER RESOLVED, That when a non-MPS community representative or parent 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 expelled students shall be reinstated to the Milwaukee Public Schools through the Division of Student Services.

* * * * *

(Item 9) Action on a Resolution Amending the Board's Early Retirement Supplement and Benefit Improvement Plan

Administration's Analysis

1. Recently the Administration sought advice from the City Attorney to confirm that the MBSD Early Retirement Supplement and Benefit Improvement Plan (the "Plan") requires amendment to more clearly reflect how benefits are to be provided under the Plan in the event that a participant's WRS pension is divided in a divorce proceeding through means of a Qualified Domestic Relations Order ("QDRO").

2. When WRS administers a QDRO, the value of the WRS account is divided, which in effect reduces the years of service credited to the participant who is subject to the QDRO. Since the Plan provides benefits based on years of WRS service, the Administration needed to ensure that the Plan as written clearly reflects the intent of its non-alienation provision so that a participant's years of creditable service are not reduced as a consequence of WRS implementation of a QDRO.

3. The City Attorney opined, and the Plan's Administrative Committee agreed, that there is a need to amend the Plan to clarify that years of service under the Plan are to be credited without reference to any divisions pursuant to a QDRO.

Strategic Plan Compatibility Statement

4. Not applicable.

Statute, Board Policy or Rule Statement

5. Amendments to the Plan must be approved by the Board in accordance with the Plan Document.

Fiscal Impact Statement

6. Implementation of this Plan amendment will not require any additional expenditures of funds.

Implementation and Assessment Plan

7. Implementation will involve minimal staff time and will be completed upon adoption of the resolution by the Board.

Committee Recommendation

Your Committee recommends that the Board adopt the following resolution amending the Plan in accordance with the City Attorney's opinion and that the Board authorize the Superintendent or his designee to carry out any required administrative functions to amend the Plan.

A RESOLUTION AMENDING THE MILWAUKEE BOARD OF SCHOOL DIRECTORS' EARLY RETIREMENT SUPPLEMENT AND BENEFIT IMPROVEMENT PLAN TO CLARIFY THAT YEARS OF SERVICE UNDER THE PLAN ARE TO BE CREDITED WITHOUT REFERENCE TO ANY DIVISIONS PURSUANT TO A QDRO

WHEREAS, Section 10.3 of the Plan, Nonalienation of Benefits, prohibits the Plan from honoring a QDRO, the Plan's provisions for calculating creditable service require that service be credited in the manner provided under the WRS; and

WHEREAS, In order to clarify that years of service under the Plan are to be credited without reference to any division of a Participant's pension benefit pursuant to a QDRO, it is necessary to amend the Milwaukee Board of School Directors' Early Retirement Supplement and Benefit Improvement Plan;

NOW, THEREFORE, BE IT RESOLVED by the Board of School Directors that the Plan Definitions of "Year of Benefit Service" and "Year of Vesting Service" shall be, and hereby is, amended to add the following italicized language:

Year of Benefit Service: If a Covered Employee is an active Participant prior to July 1, 1989, he will be credited with a Year of Benefit Service in the manner provided under the Wisconsin Retirement Service, without giving effect to any division of the amount of creditable service pursuant to a qualified domestic relations order under Wis. Stat. 40.08. For Plan years commencing after June 30, 1989, if a Covered Employee is an inactive Participant or becomes a Participant after June 30, 1989, he will be credited with a Year of Benefit Service for each consecutive 12-month period in which he is a Covered Employee employed by the Milwaukee Public Schools. Partial years of Benefit Service will be credited in increments of 1/100.

Year of Vesting Service: For Plan Years commencing prior to July 1, 1989, a Year of Vesting Service shall be credited in the manner provided under the Wisconsin Retirement System, without giving effect to any division of the amount of creditable service pursuant to a qualified domestic relations order under Wis. Stat. 40.08. For Plan Years commencing subsequent to June 30, 1989, a Year of Vesting Service shall be a consecutive 12-month period in which a Participant is employed by the Milwaukee Public Schools.

(Note that, per Section 2.2, Construction, the masculine gender, where appearing in the Plan, shall be deemed to include the feminine gender, unless the context clearly indicates to the contrary.)

* * * * *

(Item 10) Report on Staff Selection and Placement

Your Committee reports having received a report on the processes and procedures used in the selection and placement of staff. The report was provided to the Committee under separate cover.

* * * * *

(Item 11) Action on a Principal Performance Appraisal Plan

Administration's analysis

1. The Principal Planning, Appraisal, and Support process was implemented in the FY94 school year. During the first year, the evaluation process followed established Board policy of annual evaluation of non-tenured principals and tri-annual evaluation of tenured principals. That policy was eliminated in March 1995 as a part of the ongoing effort to eliminate Board policies which duplicated collective bargaining unit contract provisions.

2. During the FY95 budget process, a Principal Evaluation Initiative was introduced to increase the frequency of principal evaluations to annual evaluations for all tenured and non-tenured principals. An amendment to the proposed budget was approved, adding $590,000 to the budget of the Department of Leadership Services to expand the number of staff to support the initiative. The purpose of the Principal Evaluation Initiative was to increase the accountability of tenured principals, particularly in view of the changes in the expectations of the position related to the Board's reform initiatives. This improved accountability was expected to result from improved documentation of performance evaluations and of any performance-related issues that may have been identified during the evaluation period. In addition, the initiative increased the frequency of evaluation for tenured principals.

3. An Audit Review of the Principal Evaluation Funding Initiative was provided to the Board of School Directors in March 1996. The audit conclusions indicated the objective of the Principal Evaluation Initiative of providing a comprehensive performance evaluation of all principals in FY95 had been achieved. Several enhancements to the evaluation process were recommended and implemented.

4. During the FY96 budget process, two positions in the Department of Leadership Services were eliminated (one assistant leadership specialist and one secretary). During the FY97 budget process, three positions were eliminated (one leadership specialist and two assistant leadership specialists). During the FY99 budget process, one leadership specialist position was added.

5. Despite a net decrease in staff and an increase in the number of schools served by the Department of Leadership Services from 152 to 159, the annual evaluation process for all tenured and non-tenured principals has continued. Experience in FY97 and FY98 has shown, however, that it will be impossible to continue the annual evaluation process for tenured principals due to staffing levels in the Department of Leadership Services, the continuing district reform initiatives, day-to-day operational issues which require extensive attention, the expanded role of the leadership specialists in the proposed redesign of Central Services, and an increase in the number of new school administrators, as well as reconfigured school prototypes, such as (K-12), (8-12), (prospective 0-5). During a FY97 follow-up of the Audit Review of the Principal Evaluation Funding Initiative, the reduction in staff in the Department of Leadership Services was noted as a significant change, while the expectation for annual evaluation of all principals remained unchanged.

6. The Administration has developed a plan for FY99 to continue to use the Principal Planning, Appraisal, and Support process in annual evaluations of all non-tenured principals and in the evaluation of tenured principals a minimum of once every three years. There would be an option of more frequent evaluation of tenured principals (e.g., new school assignment, plan for assistance, special circumstances).

Strategic Plan Compatibility Statement

7. The FY99 principal performance appraisal plan is consistent with all three of the Strategic Plan goals of student achievement, MPS as Milwaukee's first choice of schools, and high standards and accountability.

Statute, Board Policy or Rule Statement

8. The FY99 principal performance appraisal plan is consistent with collective bargaining unit contract provisions.

Fiscal Impact Statement

9. No additional funding is required.

Implementation and Assessment Plan

10. Pending Board approval, the Administration will begin immediately to implement the FY 99 principal performance appraisal plan.

Committee Recommendation

Your Committee recommends that the Board approve the principal performance appraisal plan for FY99 to continue to use the Principal Planning, Appraisal, and Support process in annual evaluations of all non-tenured principals and to change the evaluation of all principals a minimum of once every three years to at the will of the superintendent or his/her designee. There will be an option of more frequent evaluation of tenured principals (e.g., new school assignment, plan for assistance, special circumstances). Newly appointed principals would receive more intense support, supervision, and professional development.

* * * * *

(Item 12) Action on Recommended Administrative Appointments and Promotions

Committee Recommendation

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

5(r)	Cynthia Ellwood	Principal Hartford Avenue School	Schedule III, Range 14Z $77,308
5(r)	Kristi Cole	Assistant Principal Honey Creek School	Schedule III, Range 10Z $47,257
2(r)	Christlyn Frederick	Assistant Principal Maryland Avenue School	Schedule III, Range 10Z $47,015

* * * * *

Report #2

(Item 1) Action on Resolution 9899R-057 by Director Small to Pay the Annual Rent for the Saint Stephen's School for Use by the Congress School

Note: Suspension of Board Rule 1.08(2) will be required to consider this report, since it will have been formulated less than 48 hours prior to the Board meeting.

Background

At its meeting on July 29, 1998, the Board referred the following Resolution by Director Small to the Finance/Personnel Committee:

WHEREAS, The Milwaukee Board of School Directors has been forced to lease classroom space because of a lack of adequate funding to build classroom space; and

WHEREAS, The Board has borne the lease cost for individual schools; and

WHEREAS, The administration has informed the leadership at Congress Elementary Year Round School that the school will bear the lease cost of $240,000 for the 1998-99 school year; and

WHEREAS, Congress has been asked to pay for the cost of its lease and such a move would result in releasing staff; now, therefore, be it

RESOLVED, That the Board direct the administration to immediately make the appropriate arrangements with the leadership at Congress to remove the $240,000 lease payment from the school's budget allowing the school to pay operate the additional 16 days; and be it

FURTHER RESOLVED, That the administration provide the Board with a detailed explanation as to what other schools, if any, have been put on notice to pay their individual lease cost and the rationale behind the action.

Administration Analysis

1. Congress Elementary Year Round School does not receive its funding as other schools in the district:

- It does not participate in the weighted per-pupil allocation formula; rather it receives 70% of the district's overall per-pupil cost, times the projected number of students in the school for the school year. Other schools that receive funds for leases receive their schools' allocation based on the weighted pupil allocation formula.
- Congress has Head Start pupils and, unlike other schools, its funding formula does not make any adjustment for these students. Other schools that receive funds for leases and have Head Start pupils have deducted from their allocations the cost of a teacher for each Head Start class. This deduction is made to reduce double-funding, since all classroom costs are paid by Head Start. If an adjustment were made to Congress for its Head Start teachers, the amount that would be deductible from Congress would be $114,092..

2. On November 25, 1997, the Administration informed the Board that the lease of a building from a non-profit agency would be cost effective only if MPS is able to negotiate a lease/purchase agreement and apply the monthly lease costs to the purchase cost. The Administration began negotiations with St. Stephen's for a lease/purchase agreement. If St. Stephen's is not willing to sell the building, the Administration and the Board will have to make a decision regarding the continuation of the lease arrangements. The St. Stephen's lease for Congress should be evaluated and brought before the Special Committee on Available Facilities.

3. Discussions have occurred with Congress that, on a one-time basis, $100,000 would be provided in support of the lease cost while the viability of the program and the lease are evaluated. These funds have been added to the FY99 budget for Congress.

4. Adding a further $140,000 for FY99 and taking a Head Start adjustment of $114,092 should provide sufficient funds to cover the cost of the lease for FY99 while maintaining equitable treatment with other elementary schools.

Fiscal Impact

5. The total cost of the St. Stephen's lease for Congress for FY99 is $240,000. Of this amount, $100,000 has already been added to the FY99 allocation for Congress. A transfer of $140,000 is needed to fully fund the lease above the allocation already provided to Congress. In order to maintain consistency among schools, double-funding for Head Start teachers of $114,092 should be deducted from Congress's funding. Therefore, a net Contingent Fund transfer of $25,908 is needed to fund the lease above the allocation already provided to Congress.

The administration recommended:

1. That the lease for St. Stephen's be reviewed by the Special Committee on Available Facilities.

2. That the Board approve a Contingent Fund transfer of $25,908 ($140,000-additional funding, less $114,092 — Head Start) to cover funding above the additional $100,000 already added to Congress's FY99 allocation for the lease.

Committee Recommendations

Your Committee reports having received a report from the Special Committee on Available Facilities regarding this matter. The Special Committee recommended that the full costs of the $240,000 1998-99 lease for Congress School South be paid from Central Services funds and that the Board authorize a transfer for that amount from the Contingency Fund.

Your Committee recommends that the full costs of the $240,000 1998-99 lease for Congress School South be paid from Central Services funds and that the Board authorize a transfer for that amount from the Contingency Fund, and that $100,000 be removed from the Congress School Budget.

* * * * *

Separate consideration having been requested of Report #1, Items 2, 3, 4, 7, 8, 9 and 12, and Report #2, on the motion of Director Thompson the balance of Report #1 was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

With respect to Item 2, award of contracts for educational services, Director Braun moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher—8.

Noes—Director Todd—1.

With respect to Item 3, monthly personnel matters, Director Braun moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

With respect to Item 4, a resolution to provide financial training for partnership schools, Director Hardin moved to adopt the resolution as recommended by the Committee.

Director Gardner moved to amend by deleting the word "mandatory" from the first Resolved.

The amendment was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

The resolution as amended was adopted, the vote being the same as that preceding:

Ayes—9; Noes—0.

With respect to Item 7, approval of an intergovernmental cooperation agreement with the City of Milwaukee for support services, which was reported to the Board without recommendation, Director Braun moved to approve the agreement.

Director Sinicki moved to substitute the following:

That the Board approve entering into an intergovernmental cooperation agreement with the City of Milwaukee upon successful negotiations of terms, including, but not limited to:

1. The City's using all revenues which result from the transfer of services to repay the $15 million of debt service without increasing the City tax levy;

2. Limiting the cost of service increases to no more than the inflation rate; and

3. The City's continued provision of services similar in kind, quality and quantity to those that have been provided in the past.

The substitute motion failed of adoption on a tie vote:

Ayes—Directors Braun, Gardner, Sinicki and Thompson—4.

Noes—Directors Hardin, O'Neil, Small and Todd—4.

Voting "present"—President Fisher—1.

The Board recessed from 9:07 to 9:17 PM.

The question was now on Director Braun's motion that the Board approve entering into an intergovernmental cooperation agreement with the City upon successful negotiation of terms.

Without objection, Director Braun withdrew his motion.

Director Small moved:

That the Board approve entering into an intergovernmental cooperation agreement with the City of Milwaukee upon successful negotiations of terms, including, but not limited to:

1. The City's using all revenues which result from the transfer of services to repay the $15 million of debt service and reduce the City tax levy;

2. Limiting the cost of service increases to no more than the inflation rate; and

3. The City's continued provision of services similar in kind, quality and quantity to those that have been provided in the past.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Sinicki, Small and Thompson—5.

Noes—Directors Hardin, O'Neil, Todd—3.

Voting "present"—President Fisher—1.

With respect to Item 8, a resolution delegating the Board's expulsion authority to an independent hearing panel, Director Braun moved to adopt the resolution.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher—8.

Noes—Director Todd—1.

With respect to Item 9, amendments to the Board's Early Retirement Supplement and Benefit Improvement Plan, Director Braun moved to refer the item back to Committee.

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

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

With respect to Item 12, administrative appointments and promotions, Director Braun moved to approve the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Sinicki, Small, Thompson and President Fisher—6.

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

With respect to Report #2, a resolution to pay the annual rent for St. Stephen's School, Director Small moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Braun, Gardner, O'Neil, Sinicki, Small, Thompson and President Fisher—7.

Noes—Director Todd—1.

Abstaining from voting—Director Hardin—1.

UNFINISHED BUSINESS

(Item A) Consideration of, and Possible Action to Approve, an Agreement with, and Award a Partnership School Contract to, CYD for 1998-99

Background

1. Career Youth Development (CYD) is an MPS partnership school. In FY98, CYD was audited by MPS internal auditors. The MPS audit revealed that, for FY97, CYD had spent $142,464 of MPS funds on expenditures for which no documentation existed. In addition, according to the 1996 single audit report issued by M.L. Tharps and Associates, CYD owes MPS $28,293 in reimbursements.

Administration's Analysis

2. CYD agrees to repay MPS a total of $170,757 ($142,464 + $28,293) in monthly installments over a period not to exceed five years, beginning on September 1, 1998. The first installment is due to MPS 90 days after the start of the repayment period, i.e., by December 1, 1998.

3. CYD is seeking a contract extension for FY99. CYD proposed to maintain the same level as the 1997-98 school year at a per-pupil amount of $6,214.

4. CYD is agreeable to a contract which provides for 10% of the total contract amount to be paid each month, beginning on September 1, 1998 ,and ending on June 1, 1999.

5. MPS reserves the right to terminate the FY99 contract if CYD defaults on a monthly reimbursement payment.

6. MPS also reserves the right to audit CYD for FY98 and FY99.

Strategic Plan Compatibility Statement

7. Contracting with partnership schools is compatible with the Board's mission of becoming the first major urban school system in the nation in which all young people learn to become productive workers, responsible citizens, and effective parents.

Statute, MPS Policy, or Board Rule Implication Statement

8. The proposed agreement complies with all state statutes, including Section 118.153 concerning children at risk.

Fiscal Impact Statement

9. There are no direct costs to MPS relative to the CYD repayment.

Implementation And Assessment Plan

10. The Administration will work with CYD and the City Attorney to develop an agreement with CYD that provides for the reimbursement of $170,757 to MPS and extends the partnership school contract with CYD through June 30, 1999.

Recommendation

That the Board authorize the Administration to enter into an agreement with CYD that provides for the repayment of $170,757 to MPS in monthly installments over a period not to exceed five years and provides for a one-year contract extension for CYD through June 30, 1999, the contract extension to be maintained at the same level as last year.

Director Todd moved to approve the recommendation, with the understanding that any details or changes will be reported to the Finance/Personnel Committee.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, Sinicki, Small, Thompson, Todd and President Fisher—8.

Noes—Director O'Neil—1.

RESOLUTIONS

Resolution 9899R-063

By Director Todd:

WHEREAS, Steuben Middle School is reported out of control by law enforcement representatives throughout the county; and

WHEREAS, Steuben Middle School is reported out of control by many parents and students; and

WHEREAS, Steuben Middle School is reported to have excessive teaching staff turnover and teaching staff requests for other schools because of the violent school climate and the way the school is run; and

WHEREAS, Steuben Middle School inaccurately reports and inflates its performance statistics for inclusion in the report card; and

WHEREAS, Steuben Middle School regularly illegally and inappropriately suspends permanently students whose parents are unaware of their rights; and

WHEREAS, Problem children are inappropriately assigned and programmed within Steuben Middle School; and

WHEREAS, Steuben Middle School was one of the schools which received a portion of the problem students who were inappropriately programmed for the Robert Peterkin All Black Male Immersion School after MPS was humiliated in court by the ACLU and was never adequately addressed by MPS CO curriculum staff with appropriate programming services; and

WHEREAS, Central Services has been aware of the problem and refuses to address the reconstitution needs of the school in the areas of curriculum, school administration, student assignments, and programming services; and

WHEREAS, Industrial arts education classes have been closed at Steuben Middle School; and

WHEREAS, Information science classes for the next millennium have been inappropriately shut down at Steuben Middle School; and

WHEREAS, There is a need for K-8 classroom space in the geographical area; and

WHEREAS, The student school mobility rate goes unaddressed by the MPS CO staff; and

WHEREAS, The illiteracy rate among Steuben Middle School students is abominably high; and

WHEREAS, The basic needs of homeless, extended-family, and single-parent students are not adequately provided or compensated for; and

WHEREAS, Steuben Middle School does not provide safe passage or safe havens for the neighborhood students; and

WHEREAS, Area drug houses and street gangs daily threaten the neighborhood school students; now, therefore, be it

RESOLVED, That Steuben Middle School be closed and reprogrammed for K-12 to serve the curriculum needs of the neighborhood children; and be it

FURTHER RESOLVED, That the Central Office Administration involved in the Steuben debacle be reassigned to the schools; and be it

FURTHER RESOLVED, That an independent parent advocate be hired by the Board to report to Board Governance and to be assigned to Steuben as a special master to serve the academic and social needs of the Steuben student body.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-064

By Director Todd:

WHEREAS, Andrew Douglas Middle School is reported out of control by law enforcement representatives; and

WHEREAS, Andrew Douglas Middle School is reported out of control by many parents and students; and

WHEREAS, Andrew Douglas Middle School is reported to have excessive teaching staff turnover and teaching staff requests for other schools because of the violent school climate and the way the school is run; and

WHEREAS, Andrew Douglas Middle School regularly illegally and inappropriately suspends permanently students whose parents are unaware of their rights; and

WHEREAS, Andrew Douglas Middle School inaccurately reports and inflates its performance statistics for inclusion in the report card; and

WHEREAS, Problem children are inappropriately assigned and programmed within Andrew Douglas Middle School; and

WHEREAS, Andrew Douglas Middle School was one of the schools which received a portion of the problem students who were inappropriately programmed for the Robert Peterkin All Black Male Immersion School after MPS was humiliated in court by the ACLU and was never adequately addressed by MPS CO curriculum staff with appropriate programming services; and

WHEREAS, Central Services has been aware of the problem and refuses to address the reconstitution needs of the school in the areas of curriculum, school administration, student assignments, and programming services; and

WHEREAS, Industrial arts education classes have been closed at Andrew Douglas Middle School; and

WHEREAS, Information science classes for the next millennium have been inappropriately shut down at Andrew Douglas Middle School; and

WHEREAS, There is a need for K-8 classroom space in the geographical area; and

WHEREAS, The student school mobility rate goes unaddressed by the MPS CO staff; and

WHEREAS, The illiteracy rate among Andrew Douglas Middle School students is abominably high; and

WHEREAS, The basic needs of homeless, extended-family, and single-parent students are not adequately provided or compensated for; and

WHEREAS, Andrew Douglas Middle School does not provide safe passage or safe havens for the neighborhood students; and

WHEREAS, Area drug houses and street gangs daily threaten the neighborhood school students; now, therefore, be it

RESOLVED, That Andrew Douglas Middle School be closed and reprogrammed for K-12 serving the curriculum needs of the neighborhood children; and be it

FURTHER RESOLVED, That the Central Services Administration involved in the Andrew Douglas debacle be reassigned to the schools or dismissed; and be it

FURTHER RESOLVED, That an independent parent advocate be hired by the Board to report to Board Governance and to be assigned to Andrew Douglas as a special master to serve the academic and social needs of the Douglas student body.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-065

By Director Todd:

WHEREAS, Governor Thompson in his 1998 MPS takeover attempt had categorically set out in proposed legislation to dissolve the upper echelon of the Central Services administration, which would have included at least the cabinet; and

WHEREAS, This legislation recognized that the Governor had no intent of working with the impossible political nightmare with which MPS CO is now encumbered and with which the Board of School Directors is forced to work; and

WHEREAS, This political nightmare has caused most Board members an inordinate number of man-hours to micromanage legitimate requests from parents and to meet public expectations for an effective and efficient educational delivery system; and

WHEREAS, Micromanagement should not be an expected and regular effort on the part of Board members, but should be used as an exceptional tool to focus or reprioritize an effort or request by a Board member in responding to the needs of constituents; and

WHEREAS, The takeover legislation fully respected that fact that, if the MPS Board of School Directors could not recognize or handle the very sick personnel administration at MPS CO in the best interest of children and the public, the Board itself needed to be dissolved; and

WHEREAS, The Palmer Street Audit gave the public and the Board a further disturbing and alarming view of the inaccurate and contrived MPS Report Card statistics used to cover maladministration; and

WHEREAS, The Administration, even before the Board Audit Committee, was unnecessarily reticent and overtly conspicuous by its lack of commentary or direction to correct this ingrained and insidious problem of inaccurate and contrived reporting; and

WHEREAS, The MPS CO silence on this disturbing and ingrained cultural inadequacy was and is deafening and insulting to the public and the Board that must expect performance from its system of public education; and

WHEREAS, The MPS Board of School Directors has had to deal with parent complaints that principals, over their teachers' objections, are inappropriately altering and inflating the grades of students in a desperate attempt to make their schools look better for the report card; and

WHEREAS, Local school officials indicate that MPS CO too often has dictated to some local schools to misrepresent their report card statistics to cover the trail of failing schools to the public and to the Board by:

— dividing a student's GPAs by 4 mark periods;

— including As for lunch hours in the schools' and students' GPAs;

— giving students no lower that a C if the students are reading at grade level, no matter that the students are never in class or that the students perform no assigned work;

— etc., etc., etc.; and

WHEREAS, Consultants have been used by the MPS CO to misrepresent and to alter the facts concerning the performance of the district and of schools and their data, even after initial drafts had been completed and presented to the Board in a more honest and complete manner; and

WHEREAS, This insidious management by CYA undermines the legitimate decentralization attempts and does a disservice to parents and the Board who expect a reporting system that has every element of integrity and validity; and

WHEREAS, Management by CYA is not recognized as a legitimate management tool or organizational culture by any reputable text or managerial philosophy; and

WHEREAS, Management by CYA is a cover for unacceptable political power circles that do not embrace the district's objectives as performance criteria and refuse to evaluate management personnel accordingly, and

WHEREAS, Community organizations have been used and misused by the MPS CO and paid to misrepresent the facts concerning the performance of the district and of schools and their data with federal and state funds which should have gone to the classrooms,; and

WHEREAS, The report card as currently compiled by MPS CO has little integrity or legitimacy before the public or the media; and

WHEREAS, Even the overstated, spurious version of the report card is misused by community organizations funded by powerful foundation-monied interests; and

WHEREAS, The research data and performance of the MPS CO research department on local schools has had little credibility before the public, the media, or the Board; and

WHEREAS, The MPS CO reporting mechanisms which were installed to support the decentralization debacle have grown to disastrous proportions and have largely caused decentralization within MPS to fail; and

WHEREAS, The ill-conceived and badly managed decentralization plans have taken their toll on student achievement, attendance, and legitimate accountability; and

WHEREAS, In order to solve pressing district problems created by the poorly implemented decentralization effort, MPS has had to recentralize the function to solve critical situations created by the mismanaged decentralization effort; and

WHEREAS, The decentralization as currently implemented is not only harming the academic performance and social lives of students but irreparably harming the reputation of the district; and

WHEREAS, MPS CO reorganization plans over the past 5 superintendents have inadequately addressed the misrepresentation of the report card data, which further devalues the image and reputation of the Board and gives the direct impression that the decentralization as implemented was self-servingly designed to cause the district failure by administrations more devoted to non-public school charter, choice and religious choice school efforts and certainly not public education; now, therefore, be it

RESOLVED, That the Board of School Directors dissolve and reconstitute the MPS Central Services; and be it

FURTHER RESOLVED, That this reconstitution include eliminating at least the top 50 management positions under the superintendent; and be it

FURTHER RESOLVED, That this reconstitution further include a full exit-evaluation of each person currently filling the dissolved positions and an evaluation of the positions themselves, with these results of the exit interviews and evaluations reported back to the Board in a timely fashion at a date certain; and be it

FURTHER RESOLVED, That this reconstitution of Central Services include any legitimate and non-political MPS CO reconstitution plans included in Governor Thompson's takeover legislation for the MPS CO; and be it

FURTHER RESOLVED, That this reconstitution include a poll of all state legislators as to their preferences to all possible alternative reconstitution plans before the reconstitution plans are presented to the Board; and be it

FURTHER RESOLVED, That this reconstitution effort be completed before the fall (September) 1999 school year.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-066

By Director Hardin:

WHEREAS, On July 30, 1997, the Milwaukee Board of School Directors adopted Resolution 9798R-023, initiated by Director Charlene Hardin, to approve the creation of a Revitalization Task Force for North Division High School; and

WHEREAS, On March 25, 1998, the Board of School Directors accepted the North Division Revitalization Task Force Report, which called for a comprehensive redesign of the school's educational delivery system, to center around a "virtual" school program utilizing technology in all aspects of learning; an advanced, rigorous academic curriculum; full-service, student-centered social/support systems; and extracurricular offerings via extensive parent involvement initiatives; and

WHEREAS, On April 29, 1998, the Administration, working in collaboration with North Division High School principal and the North Division Revitalization Task Force, recommended a four-year phase-in of the recommendations, beginning with FY99, during which time the priorities would be to improve student achievement, to stabilize the school environment, to increase the average daily attendance rate, to reduce the dropout rate, and to increase the graduation rate; and

WHEREAS, A combination of school and district funds is necessary to provide FY99 support, and North Division High School has used its own initiative to supplement school funds to decrease the needed district funding amount from $461,400 to $280,300, as outlined in the following breakdown:

Curriculum	Total	District
Technology Implementer	$ 57,000	$ -----
Computer Hardware and Software	111,000	60,000
Distance Learning Lab	45,000	-----
Climate/Safety		
Human Services Coordinator	57,400	57,400
Safety Assistant	25,200	25,200
Stability		
Outdoor Electronic Marquee	25,000	25,000
Bus Passes for Students	84,000	84,000
Leadership		
Activities Director	57,400	28,700
Total	$ 461,400	$ 280,300

Now, therefore, be it

RESOLVED, That the Board direct $280,3000 be taken from the Board's Contingency Fund for provision of funding to support Phase I of the North Division Task Force plan.

Referred to the Finance/Personnel Committee.

Resolution 9899R-067

By Director Hardin:

WHEREAS, The Clinton administration's 1998 budget included a new proposal to assist in financing public school construction, but Congress has not acted on that proposal and seems unlikely to do so; and

WHEREAS, The proposal included $19.4 billion in zero-interest bonds for construction and renovation of public school facilities, with half of the bond authority to be offered to the 100 school districts with the largest proportion of low-income children (Title I basic grant formula) and the other half of the funds to be allocated to the states to provide assistance to school districts under a state plan establishing state priorities; and

WHEREAS, This proposal would have provided $163 million bonding authority for MPS; and

WHEREAS, This proposal was also introduced as separate legislation by Illinois Senator Carol Mosley and New York Representative Charles Rangel as the School Modernization Act, but Congress did not act on that proposal either; and

WHEREAS, The Council of Great City Schools believes we need to increase the political support for this proposal in order to move it through Congress and accordingly has proposed that its members join a new group called Rebuild America's Schools Coalition, to be headed by a veteran Washington hand, Robert Canavan, who has been senior lobbyist for the American Association of Retired Persons, the United Way, and NEA, and has led many successful campaigns and under whose guidance the Coalition would do the ongoing work needed to move a school construction bill through the next Congress; and

WHEREAS, The cost to MPS for membership in the Coalition is $1,000; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors join the Rebuild America's Schools Coalition; and be it

FURTHER RESOLVED, That the Board approve the allocation of $1,000 for the membership cost.

Referred to the Finance/Personnel Committee.

The Board adjourned at 10:10 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 9, 1998

Special meeting of the Board of School Directors called to order by President Fisher at 5:35 PM.

Present — Directors Braun, Gardner (5:55 PM), Hardin, O'Neil, Sinicki, Small, Thompson (6:13 PM), Todd (6:13 PM) and President Fisher — 9.

Absent — None.

The Assistant to the Director, Office of Board Governance, read the following call of the meeting:

September 8, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 5:30 PM on Wednesday, September 9, 1998, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of 1) formulating negotiation strategies with respect to the Board's entry into a contract with Bruce Guadalupe School; and 2) conferring with legal counsel who is rendering advice concerning strategy to be adopted by the Board with respect to litigation in which the Board is involved.

The Board may convene in executive session in order to discuss and/or act upon the above matters for the following reasons: 1) Pursuant to Wisconsin Statutes, Section 19.85 (1) (e), to formulate negotiation strategies with respect to the Board's entry into a contract for the provision of certain educational services by Bruce Guadalupe School; and 2) pursuant to Wisconsin Statutes, Section 19.85 (1) (g), to confer with legal counsel who is rendering advice concerning strategy to be adopted by the Board with respect to litigation in which the Board is currently involved, namely, a) the Milwaukee Teachers Education Association v. Board of School Directors — litigation concerning the Board's ability to contract out for educational services without the need to negotiate with the MTEA, which litigation is currently pending before the Wisconsin Court of Appeals; and b) Board of School Directors v. Wisconsin Department of Public Instruction — the Board's Petition for Review of DPI's various decisions under the new open enrollment program.

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

SUZANNE M. LUNDIN
Board Clerk

Director Sinicki moved that the Board retire to executive session pursuant to Wisconsin Statutes, Section 19.85 (1) (e), to formulate negotiation strategies with respect to the Board's entry into a contract for the provision of certain educational services by Bruce Guadalupe School and, pursuant to Wisconsin Statutes, Section 19.85 (1) (g), to confer with legal counsel who is rendering advice concerning strategy to be adopted by the Board with respect to litigation in which the Board is currently involved.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Hardin, O'Neil, Sinicki, Small and President Fisher—6.

Noes—None.

Director Thompson excused himself from attending that portion of the meeting dealing with Bruce-Guadalupe School.

The Board retired to executive session at 5:36 PM.

The Board adjourned from executive session at 6:34 PM.

ROBERT J. LAWRENCE
Assistant to the Director, Office of
Board Governance

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 9, 1998

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

Present — Directors Braun, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher — 7.

Absent and excused—Directors Gardner and Todd—2.

The Assistant to the Director, Office of Board Governance, read the following call of the meeting:

September 4, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board Of School Directors will be held at 6:00 PM on Wednesday, September 9, 1998, 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 September Board meeting, currently scheduled for Wednesday, September 30, to a date to be determined at the meeting.

SUZANNE M. LUNDIN
Board Clerk

Director Braun moved to suspend Board Rule 1.02 (1) and move the regular September Board meeting to September 25, 1998.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Hardin, O'Neil, Sinicki, small, Thompson and President Fisher—7.

Noes—None.

The Board adjourned at 6:44 PM.

ROBERT J. LAWRENCE
Assistant to the Director, Office of
Board Governance

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 9, 1998

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

Present — Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd (6:47 PM) and President Fisher — 9.

Absent — None.

The Assistant to the Director, Office of Board Governance, read the following call of the meeting:

September 3, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 6:05 PM on Wednesday, September 9, 1998, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conducting the annual performance evaluation of the Superintendent.

Pursuant to Wisconsin Statutes 19.85 (1) (c), which provides that a governmental body may convene in executive session for the purpose of "considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may convene in executive session for the purpose stated above.

SUZANNE M. LUNDIN
BOARD CLERK

Director Sinicki moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85 (1) (c), to conduct the annual performance evaluation of the Superintendent.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher—8.

Noes—None.

The Board retired to executive session at 6:46 PM.

The Board adjourned from executive session at 8:25 PM.

ROBERT J. LAWRENCE
Assistant to the Director, Office of
Board Governance

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 15, 1998

Special meeting of the Board of School Directors called to order by President Fisher at 5:09 PM.

Present—Directors Braun, Gardner (5:15 PM), Hardin, O'Neil, Sinicki (5:20 PM), Small, Todd (6:39 PM) and President Fisher—8.

Absent and excused—Director Thompson—1.

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

September 14, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 5:00 PM on Tuesday, September 15, 1998, in the Auditorium 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 September Board meeting, currently scheduled for Friday, September 25, to a date to be determined at the meeting;

2) Receiving, considering and taking action on a recommendation of the Superintendent to award a contract to Bruce Guadalupe School for educational services; and

3) Considering and possibly acting on the award of a contract to a legal firm to provide independent counsel to the Board in charter school matters.

With respect to 3) above, pursuant to the provisions of Wisconsin Statutes, Section 19.85 (1) (e), which provides that a governmental body may convene in executive session "whenever competitive or bargaining reasons require a closed session," the Board may convene in executive session to review, assess and negotiate the proposals of various legal firms which may be engaged to serve as independent legal counsel for the Board in charter school matters.

The Board may reconvene in open session to select a contractor to provide independent counsel to the Board in charter school matters.

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

Director Small moved that the Board retire to executive session, pursuant to the provisions of Wisconsin Statutes, Section 19.85 (1) (e), to review, assess and negotiate the proposals of various legal firms which may be engaged to serve as independent legal counsel for the Board in charter school matters.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Hardin, O'Neil, Small and President Fisher—5.

Noes—None.

The Board retired to executive session at 5:10 PM.

The Board reconvened in open session at 6:39 PM.

With respect to Item 1, Director Small moved that the Board suspend Board Rule 1.02 (1) and reschedule the regular September Board meeting, currently scheduled for September 25, to September 23, 1998.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Todd and President Fisher—8.

Noes—None.

With respect to Item 2, Director Small moved that the Board direct the administration to enter into a five year agreement with Bruce Guadalupe School, at a FY99 cost not to exceed $2,750,000 for 500 FTEs.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Todd and President Fisher—7.

Noes—None.

Temporarily absent—Director Sinicki—1.

Director O'Neil left at 6:55 PM.

Director Gardner moved that the Board authorize the administration to enter into equivalent contracts with other independent secular schools it deems appropriate.

The amendment failed of adoption on the following vote:

Ayes—Directors Gardner and Todd—2.

Noes—Directors Braun, Hardin, Sinicki, Small and President Fisher—5.

With respect to Item 3, Director Braun moved that the Director, Office of Board Governance, be authorized to enter into an agreement with the firm of Cook & Franke to provide independent counsel to the Board in charter school matters.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, Sinicki, Small, Todd and President Fisher—7.

Noes—None.

The Board adjourned at 7:03 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 23, 1998

Regular meeting of the Board of School Directors called to order by President Fisher at 6:59 PM.

Present — Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher — 9.

Absent — None.

A moment of silence was observed for two deceased MPS students. Demetria A. Dillard, a seventh-grader at Grand Avenue School, died on August 24 of an aneurysm. Demetria was 12 years old. Angel S. Crawford, an eighth-grader at Edison Middle School, was stabbed to death on September 21. Angel was 14 years old.

AWARDS AND RECOGNITIONS

Congratulations are extended to the following in recognition of their achievements and/or awards:

The Wyland Foundation has selected Silver Spring Elementary School and Fritsche Middle School to participate in its educational presentation, "The Wyland Ocean Challenge of America." In addition to the presentation, students will join muralist Wyland, famous for painting the whale mural over the freeway last spring, in creating an ocean mural at each of the schools.

Students from Urban Waldorf School will be traveling across Wisconsin for one week in September, thanks to a grant from Betty Brinn and school fundraising efforts. The trip is aimed at providing students with an opportunity to recognize that they are part of political, historical, and environmental spectrums which directly affect them. This educational experience will include canoeing the Mississippi, exploring Wisconsin's caves, touring the State Capitol building, and visiting many other historical and educational sites throughout the state. Once back at school, students will put their new experiences to work in the classroom.

Riverside University High School has been recognized as one of the 230 elite public high schools in the nation in a new book by *Washington Post* reporter Jay Mathews. Riverside is recognized as the nation's 170th best public high school. No other Wisconsin high school was included. The book, Class Struggle: What's Wrong (and Right) with America's Best High Schools, is the result of a three-year study by Mathews developing a ranking of public high schools by their willingness to give as many students as possible the opportunity to do the most advanced work. In looking at all of the nation's public high schools with more than 200 graduates, he named the 230 best which he considered to be the most ambitious of their kind in the country based on their success in coaxing students into challenging courses.

Marshall High School is one of two U.S. schools to take part in the start-up of a new Student News Bureau for CNN. The new Student News Bureau was formally unveiled on Thursday, September 17, in New York, with Marshall High senior Jonathan Tillman speaking at a news conference that included U.S. Secretary of Education Richard Riley. Students from Marshall, including Jonathan and another senior, Sharonda Hunter, will be preparing stories that could end up on the cable channel's "CNN Newsroom."

Kari Kolton, a senior at Grand Ave. School, had the opportunity this summer to participate in the Shedd Aquarium's High School Marine Biology Program held in Bimini, Bahamas. Thirty high school students out of the 400 that applied were accepted. Students were introduced to the basics of what they will need to know if they choose to study marine biology in college. After six days of classes at the aquarium in Chicago, learning the basic principals of marine biology and oceanography, the students traveled to Bimini, where they spent seven days exploring and doing research projects from an 80-foot research vessel.

DeAnna Rae Gauthier, a 7-year-old Milwaukee girl, was the first NAACP young scholar to receive a top award for academic performance in Milwaukee Public Schools, making her the youngest person to be so honored. DeAnna, who attended summer school at Auer Avenue, was cited for having read 19 books during the summer school session, earning 9.3 points out of a possible 9.5, and receiving a final test score average of 97%. DeAnna received a Reading Phonics Scholarship from the NAACP.

Junior Achievement has selected four Milwaukee Public Schools' students to receive scholarships for their outstanding participation in the Junior Achievement program during the 1997-98 school year. This year's winners are:

- David Aaron Aprill, Hamilton High School
- Pat Eggert, Washington High School
- David Long, Milwaukee Trade & Technical High School
- Rose Mary Muller, Washington High School

The following Wisconsin Conservatory of Life Long Learning students participated in the TYME Out Youth Camp at Stone Bank, Wisconsin, this summer.

- Elizabeth Kraemer- Helen Brackman High Achieving & Most Improved Camp
- Marquell Ferguson — Helen Brackman High Achieving & Most Improved Camp
- Brittany Morgan — Creative Writing Camp
- Lee Woosypiti — Art Camp
- Miranda Smith — Art Camp
- Henry Marlowe -Camp Brainbusters
- Tim Coates — Camp Brainbusters
- Greg Chambers — Camp Brainbusters and Skate Camp
- Amber Woosypiti — Skate Camp
- Lionna Mathis — Skate Camp
- Kenyetta Wilson — Skate Camp
- Tiffany Wright — Dance Camp
- Tionna Mathis — Dance Camp
- Nicole Covelins — Dance Camp

A team of educators from Madison University High School is among five winners from across the Midwest named as 1998 Ameritech Pioneering Partners. The team was awarded $3,000 earlier this year for tits entry, "Meet the Candidates," which enabled student press corps from four states to simultaneously interview — via videoconferencing — three national political leaders prior to the 1996 presidential election. With its being named as an Ameritech Pioneering Partner, the Madison team qualifies to receive up to an additional $5,000 and will present its project at national, state, and local education conferences. The winning Madison team included principal Edward Kovochich and teachers Julia D'Amato, Curtis Kendrick, Jim McMahon, Kelly Patschull, and Joyce Thompson.

An article regarding Milwaukee Trade and Technical High School's Urban Rehab Project was published in the July 1998 issue of the Wisconsin Association of School Boards' newsletter, *Wisconsin School News*. Katie Bringa and Walter Longmire, teachers at Milwaukee Tech, submitted the article entitled, "Rebuilding the Community One House at a Time." The article provided a clear description of the many facets of the Rehab Project. The Rehab Project which is centered around on-the-job training for its students helps revitalize the neighborhoods in Milwaukee and gives students a sense of personal accomplishment and an opportunity to make a difference in their community.

Jane Patterson, Fritsche Middle School teacher, is serving as co-editor of the *Wisconsin Teacher of Mathematics* journal this year. *Wisconsin Teacher of Mathematics*, the official journal of the Wisconsin Mathematics Council, Inc., is published three times a year. The journal provides a forum for mathematics teachers from all over the state to share practical ideas for use in the classroom.

Woodrow Anderson, an Accountant in the Department of Finance, is being recognized as an outstanding volunteer leader by the Boy Scouts of America. Mr. Anderson has generously provided his time, talent, and energy each summer so area Boy Scouts will have the opportunity to attend Scout Summer Camps.

Wauwatosa Equitable Bank donated approximately $1,200 worth of school supplies and backpacks for Milwaukee Public Schools students. Throughout the year, Equitable employees earn the privilege of "dressing down" on Fridays by contributing to the bank's School Supplies Project. Thirty-seven backpacks filled with an abundance of school supplies were delivered to Siefert Elementary and Andrew Douglas Middle schools for distribution to children in need of supplies to begin the school year.

* * * * *

Director Todd excused himself from consideration of the following item and left the stage, because under Wisconsin Statute 19.59, codes of ethics for local government officials, employees and candidates, he cannot vote on it because his wife is a member of the bargaining unit.

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Recommendation to Ratify a Contract with the Milwaukee Teachers' Education Association-Teachers and on Recommendations to Appropriate or Transfer Funds to Provide Funding for the Contract

MILWAUKEE PUBLIC SCHOOLS
Milwaukee, Wisconsin
September 23, 1998

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:

Milwaukee Teachers' Education Association (Teachers) —
Two-year contract (July 1, 1997, through June 30, 1999)

The recommendations of the Superintendent are that

1) The Board approve and adopt the above contract as highlighted on the attached summary document.

2) The Board transfer the following funds to the appropriate accounts to supplement the funds already allocated ($15,660,000) for the contract settlement:

$ 1,501,985	from the School Operations Contingent Fund;
$ 1,310,881	from the WRS Pension accounts;
$ 487,827	from FY98 Department Surpluses;
$ 935,371	from FY98 School Surpluses between 1.5% and 3% of Budget; and
$ 1,103,936	from FY98 surpluses, excess over carryover maximums.

Sincerely,

ALAN S. BROWN, Ed.D.
Superintendent of Schools

HIGHLIGHTS OF CONTRACT RESOLUTION BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS AND
THE MILWAUKEE TEACHERS' EDUCATION ASSOCIATION (TEACHERS)
JULY 1, 1997, THROUGH JUNE 30, 1999

1. Duration — Two (2) years: July 1, 1997-June 30, 1999

2. Reassignments Through School Interviews

Schools will now be able to interview for vacancies known by March 15 for the following year. The first round of interviews will involve current MPS teachers only. If the vacancy is not filled in the first round, the school can then open it up to new hires who have student-teaching experience in MPS. If the vacancy is not filled during this second round, then it would be filled by the normal seniority transfer process. There is no sunset date on the provision.

3. School Reconstitution

This provision would allow the superintendent or school staff to request that the superintendent identify a school by January 31 for reconstitution. Reconstitution means that the school community would have to develop a plan to improve student achievement over the next year. After the plan is developed, it would have to go through an approval process that could lead to implementation during the following school year. This provision could be sunset with a year's notice anytime after June 2000.

4. Supplemental Pension Plan

Effective June 1, 1998, the benefits under the teachers' supplemental pension were modified to eliminate the benefit reduction for teachers retiring on/or after ages 55-62 with 30 or more years of service. Secondly, effective July 1, 1998, the benefit reduction was also eliminated for all teachers retiring between ages 62-65 with 30 or more years of service. It was also modified to establish a 15-year vesting period for teachers hired on/or after July 1, 1998.

5. Health Insurance

HMO drug prescription co-pays were increased to $4 per prescription. The mail-order drug co-pay was also increased from $4 to $5.

6. Reassignment

The parties agreed to a second round of seniority-based staffing that would only apply to vacancies that arise between July 2 and July 31 and only for those teachers who did not receive a transfer during the first round.

7. Salary

Effective July 1, 1997 — 2.5% across the board

Effective July 1, 1998 — $798 per teacher, plus one-half increment at the BA minimum and one-half increment at the MA maximums (equivalent to 2.5% overall)

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

Since the second recommendation of the Superintendent contained a contingent fund transfer, the Chair ordered separate roll calls.

Director Small moved to approve the Superintendent's first recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Hardin, O'Neil, Sinicki, Small and President Fisher—6.

Noes—Directors Gardner and Thompson—2.

Director Small moved to approve the Superintendent's second recommendation.

Director Gardner moved to amend to provide that the Board pay for part of the settlement over the next 30 years by eliminating the MPS School Board members' post service lifetime health insurance for anyone who has served less than 20 years on this Board.

The amendment failed for lack of a second.

The question being on Director Small's motion to approve, it prevailed on the following vote:

Ayes—Directors Braun, Hardin, O'Neil, Sinicki, Small and President Fisher—6.

Noes—Directors Gardner and Thompson—2.

* * * * *

(Item B) Action on a Recommendation to Ratify a Contract with the Administrators' and Supervisors' Council

MILWAUKEE PUBLIC SCHOOLS
Milwaukee, Wisconsin
September 23, 1998

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

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

Administrators and Supervisors Council (ASC) —
Two-year contract (July 1, 1997, through June 30, 1999)

It is the recommendation of the Superintendent that the Board approve and adopt the above contract with the amendments as indicated on the attached summary document and that changes and benefits as reflected in the attached document be extended to all exempt certificated and classified personnel excluded from membership in the Administrators and Supervisors Council, including staff in the Office of Board Governance and cabinet-level personnel.

Sincerely,

ALAN S. BROWN, Ed.D.
Superintendent of Schools

HIGHLIGHTS OF CONTRACT RESOLUTION BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS AND
THE ADMINISTRATORS AND SUPERVISORS COUNCIL (ASC)
JULY 1, 1997, THROUGH JUNE 30, 1999

1. Two (2) -year agreement: — July 1, 1997, to June 30, 1999
2. Health insurance language — design changes:

   $4 prescription co-pay
   $5 mail order co-pay
3. Salaries: Effective 7/01/97 — 2.568%
   Effective 7/01/98 — 2.54% and an additional .5% at the maximums
4. Inclement weather provision.
5. Modifications to grievance procedure, unsatisfactory evaluation procedure.
6. Agreement on 12-month high school principals.
7. Repayment of sabbatical salary when conditions are not met.

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

Director Small moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Hardin, O'Neil, Sinicki, Small and President Fisher—6.

Noes—Directors Gardner and Thompson—2.

* * * * *

Director Todd returned to the meeting.

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

(Item A) Consideration of and Possible Action to Extend the Superintendent's Employment Agreement

Office of Board Governance
September 23, 1998

TO THE BOARD OF SCHOOL DIRECTORS:

At the request of the Board President, the matter of consideration of and possible action to extend the Superintendent's employment agreement with the Board has been scheduled for consideration this evening.

The Superintendent's current employment agreement expires on June 30, 1999.

State Statute 118.24 (1) provides that a "school board may employ a school district administrator . . . . The term of each employment contract may not exceed 2 years. A contract for a term of 2 years may provide for one or more extensions of one year each."

Recommendation

That the Board determine what action it wishes to take with respect to the Superintendent's employment agreement.

SUZANNE M. LUNDIN
Director/Board Clerk

Director O'Neil moved that the Board retire to executive session under the provisions of Wisconsin Statutes 19.85 (1) (c) to consider employment, promotion, compensation and performance data for the Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher—8.

Noes—Director Todd—1.

The Board retired to executive session at 7:26 PM.

The Board reconvened in open session at 7:32 PM.

Director Todd moved that the Board authorize a two-year extension of the Superintendent's employment agreement, the contract extension to cover the period from July 1, 1999, through June 30, 2001.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Hardin, O'Neil, Small, Todd and President Fisher—6.

Noes—Directors Gardner, Sinicki and Thompson—3.

REPORTS OF STANDING COMMITTEES

COMMITTEE ON INNOVATION/SCHOOL REFORM

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Action on Communication 9899C-001 From Esperanza Unida, Inc., Regarding its Neighborhood Progress Project with El Puente High School

Background

At its meeting on May 4, 1998, the Board referred a communication from Esperanza Unida, Inc., to the Innovation/School Reform Committee. The communication requested an opportunity to update the Board on the Neighborhood Progress Project with El Puente High School.

Committee Report

Your Committee reports having given hearing to representatives of Esperanza Unida, Inc., and other interested parties.

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(Item 2) Action on Resolution 9899R-046 by Director Todd Regarding Utilization of Work Keys in MPS

Background

At its meeting on March 25, 1998, the Board referred the following resolution by Director Todd to the Innovation/School Reform Committee:

WHEREAS, American College Testing, Inc., (ACT) has developed the Work Keys system of workplace skills assessment and reporting as an educational tool that links the classroom to the workplace, allowing educators and employers to work together in preparing students for the world of work; and

WHEREAS, The Work Keys system encompasses a complete spectrum of job analysis, assessment, instructional support, reporting, and training services; and

WHEREAS, Work Keys measures skills in applied mathematics, applied technology, listening, writing, locating information, observation, reading for information, and teamwork; and

WHEREAS, The Work Keys system includes instructional materials for schools and a process for businesses to profile specific jobs according to what skill levels are required; and

WHEREAS, The Work Keys assessments are criterion-referenced, measuring a person's performance on the assessment not against others who have taken the assessment, but against an established skill scale; and

WHEREAS, Unlike aptitude tests, Work Keys provides a way for students who have been tested to improve their skills; and

WHEREAS, Four states and a number of cities nationwide are currently using Work Keys to assess and report their students' job-skills levels, use of the system having increased by 41% last year; and

WHEREAS, The National Association of Secondary School Principals has made three of the eight Work Keys assessments a requirement for students who post their records on SCRIBE, a new on-line job service; and

WHEREAS, For the Work Keys system to be fully effective, Milwaukee Public Schools must work to get local and state government, business, and industry involved in its use; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors instruct the Administration to investigate the Work Keys system to determine whether its implementation might benefit the students of the Milwaukee Public Schools; and be it

FURTHER RESOLVED, That the Administration be instructed to investigate possible strategies to form a partnership among MPS, state and local government, and state and local business and industry to promote the implementation and use of the Work Keys system, and be it

FURTHER RESOLVED, That the Administration report back to the Board the results of its investigation and the process and cost of implementing use of the Work Keys system, including strategies to obtain possible funding for this program from:

1) Federal, state and local government workplace and educational grants and initiatives;

2) Private educational foundations; and

3) Business and industry.

The Administration submitted a preliminary analysis of the resolution at the April 20, 1998, Innovation/School Reform Committee meeting. The Committee referred the resolution to the Administration for further analysis and recommendation. The resolution was placed on file at the Board's meeting on May 4, 1998, and reintroduced by Director Todd on June 24, 1998.

Administration's Analysis

1. Description of Program

Work Keys is a national system developed by ACT, Inc., for documenting and improving workplace skills. Employers nationwide use it to identify the skills employees need to be successful on the job and to determine where additional training will help build a higher-performance workforce. Business, industry, government agencies, and educational institutions in 39 states and several countries have adopted Work Keys. Students and applicants who take Work Keys assessments are able to match their job skill scores with job skill levels required for the jobs which they seek.

The components of Work Keys are as follows:

Job Profiling — This service, which ACT provides to industry, would include a detailed analysis of entry-level jobs in industry within our community that would identify the specific skills needed to perform each job well. The cost to the company includes only the fees contracted with the trained job profilers who provide the profiling service.

Assessments — The assessments measure skill levels and determine how students' skill levels compare with the skills required for specific jobs. Work Keys focuses on three skill areas, using eight criterion-referenced assessments:

- Communication Skills (Listening; Reading for Information; Writing)
- Problem-Solving Skills (Applied Mathematics; Applied Technology; Locating Information; Observation)
- Interpersonal Skills (Teamwork)

Instructional Support — This support helps educators and trainers tailor instruction to help improve the skills of students and workers.

Research and Reporting — Work Keys offers data-based, compiled skill references for jobs and occupations, individual and aggregate reports of assessment data, and consulting services. The reports provide individuals, educators, and employers with the information they need to make career choices, plan and evaluate training programs, and identify qualified employees.

Training — Work Keys staff can assist in providing instruction on how to do job profiling, develop instructional programs, or successfully implement the system.

2. Implementation of Work Keys

Work Keys standardized tests would be administered to students during the school day. Schools would allocate staff to coordinate and administer the test. The Value Pack assessment (Reading for Information, Applied Math, and Locating Information) would be administered in a timeframe of 2 hours. If also provided, the Teamwork assessment would take an additional 1-1/2 hours.

ACT measures and reports the results. The guidance counselor or Step Up coordinator would provide feedback to the students. This would include an explanation of the scores with regard to readiness for transition into specific entry-level positions after graduation. The test results help students understand required skill levels in jobs they might choose and compare these with their specific skill levels as identified through Work Keys. ACT has noted that there are 416 occupational and 3,200 specific job profiles that have been developed and are used for providing assessment feedback to students.

Students can then be shown in the schools how to incorporate these results into their resumes in preparation for job interviews.

Milwaukee-area employers who would have their jobs profiled for placement purposes would be able to match their profiled skill levels perfectly to the Work Keys skill levels found in the students' assessment results. There is one MPS staff person (a guidance counselor) who has completed ACT job profile training and who could be helpful in Milwaukee's planning and profiling process.

3. Potential Benefits to Students

The advantage of the Work Keys assessment is its ability to link our students with employment opportunities within our community. Through an assessment administered to students it can assist in directly tying vocational technical education skills of students to industry-specific job requirements. It can also be used to help students make the transition into apprenticeships, as has been developed by plumbing and electrician apprenticeships in a region of Michigan.

4. Partnerships between Schools and the Community to Implement Work Keys

In order for the Work Keys assessment to be most successfully implemented and be of greatest benefit to students, business and industry would agree to have their entry-level jobs profiled by a job profiler trained by ACT. However, it should be noted that, if the jobs were not profiled locally, the employer could still benefit from Work Keys, but would not be able to use the assessment results as the basis for hiring decisions.

5. Steps Taken to Work Toward Possible Implementation of Work Keys

The School-to-Work Business/Community Committee (STW BCC) originally introduced Work Keys to MPS in March 1995. At that time, those bringing the item to the committee came from the MPS guidance office, the Private Industry Council (PIC), and the Milwaukee Area Technical College (MATC). A Representative from ACT gave a presentation. Following the meeting, the STW BCC chairs were contacted, but expressed no interest in taking any further action at that time.

This summer, some representatives from industry were contacted for their reactions. The initial response indicated openness and some interest in the possibility of using Work Keys to link students to industry. Specifically, there was interest expressed in speaking to leaders in industry in cities currently incorporating Work Keys to determine any potential benefit to industry and labor in Milwaukee. ACT has indicated that it will facilitate these dialogues with representatives from industry in comparable cities.

This fall, high schools were contacted to determine their level of interest. Increasing the amount of time currently spent in required testing was the primary concern expressed. Additionally, concern has been expressed that, without profiling of jobs in our community, the test process could produce little more than another set of standardized results. At this time, schools would be receptive to the inclusion of Work Keys if it were on a voluntary basis and geared specifically to students planning to enter the work force immediately following graduation from high school. Schools would also like the assurance that the results would be used to help students make the transition to work in our community.

The Private Industry Council has continued to express interest in helping to implement Work Keys in the Milwaukee Public Schools. At this time, they are considering supporting the inclusion of Work Keys for 50-100 students in each of our high schools through the Step Up Program during the 1998-99 school year. Students involved in the program would be those planning on entering the workforce following graduation from high school. Having assessment results in hand might also create a more tangible opportunity to determine how our students might be effectively linked to specific opportunities in industry and labor in Milwaukee. The Private Industry Council has invited ACT to present Work Keys to the PIC Youth Committee and PIC members from private industry on Tuesday, September 15, 1998. MPS representatives from the Administration and the Board of School Directors have also been invited to attend this meeting.

The ACT representative who will present Work Keys at the PIC committee meeting during the afternoon of September 15, 1998, will also be at the ISR Committee meeting that same evening. He is willing to provide an overview of Work Keys to committee members and respond to questions.

Strategic Plan and Compatibility Statement

6. The Work Keys program would be compatible with the Board’s goal of improving student achievement. Implementation of Work Keys would begin to address an element of the district's reform by directly tying vocational technical education skills acquisition to industry-specific job requirements.

The inclusion of a work-based assessment for all students could have a significant on the curriculum. If the results of the standardized instrument should suggest certain knowledge or skills that have not been achieved by students, this would imply that the district would need to introduce curriculum to meet that deficit. A review of the Work Keys assessments and of the results of the assessments taken by students the first year would be of value to the district prior to deciding whether or not to include Work Keys as a required district assessment.

Statue, MPS Policy, or Board Rule Implication Statement

7. General policies covering testing of students would apply under these circumstances. It should be noted that currently only state-mandated tests and MPS proficiency assessments are required of all students. Other tests are offered annually on a voluntary basis, including pre-college and vocational education tests like PLAN, PSAT, and ASVAB. These tests are provided at no expense or at the expense of the student and/or the school.

Fiscal Impact Statement

8. ACT offers a "Value Pack" which contains three assessments at a discounted rate of $8.75 per student. The Private Industry Council (PIC) is considering providing this "Value Pack" for 950 MPS students (approximately $8,312) during the 1998-99 school year at no cost to MPS. The in-kind contribution from MPS would be provided by staff in the guidance office and in the schools.

Implementation and Assessment

The steps toward implementation described in this item would be scheduled by the guidance office with the PIC office and Step-Up Program leadership. When results from Work Keys assessments given this year are provided for the district, MPS would pursue assessment of this program in collaboration with the Private Industry Council leadership and their representatives from private industry and the youth committee.

Committee Recommendation

Your Committee recommends that the Board approve the implementation of Work Keys in MPS high schools through the PIC/Step-Up Program, contingent upon the Private Industry Council's commitment for financial support.

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(Item 3) Report on the Evaluation of Project SEED for the 1997-98 School Year

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

Background

1. At its meeting on September 24, 1997, the Board of School Directors approved Resolution 9798R-009 by Director O'Neil to implement Project SEED during the 1997-98 school year and requested an evaluation and recommendation for possible expansion of the program within MPS.

2. At its meeting on June 24, 1998, the Board of School Directors accepted the Administration's progress report on Project SEED and approved expansion of the program. At that time, the Administration indicated that annual evaluations for each year of program implementation would be provided to the Board. Information on student and teacher evaluation of the program would be presented, along with any available student performance data.

Administration's Report

3. Project SEED is a national program in which mathematicians and scientists teach algebra, calculus, and higher mathematics to urban elementary school children on a daily basis as a supplement to the standard mathematics program. SEED instruction uses an interactive, Socratic method that involves students enthusiastically in the discovery of concepts from algebra and higher mathematics.

4. The following 1997-98 end-of-the-year report summarizes the accomplishment of the first-year implementation of Project SEED in the Milwaukee Public Schools. Such summaries will be provided to the Board of Directors on an annual basis.

5. Implementation Design of the 1997-98 Project SEED

During the 1997-98 school year, nine schools participated in Project SEED. Project SEED worked directly with 24 classroom teachers and their classes on a daily basis for a minimum of 12 weeks each. The purposes were to display an effective instructional methodology to the teachers through modeling and staff development workshops and to expose students to higher-level mathematics emphasizing conceptual understanding, logical reasoning, and communication about mathematics while investigating number systems, patterns, and algebraic topics.

The program, to be implemented at each school in a configuration of grades three, four, and/or five, was designed to maximize the educational objectives of each school. The configuration is primarily the decision of the school principals and their staff with input from the Project SEED staff.

The participating schools and their grade configurations during the 1997-98 school year were as follows:

	Number of Project SEED Classrooms		
	Grade 3	Grade 4	Grade 5
Browning	—	2	2
Clarke Street	—	2	—
Congress	3	—	—
Dr. M. L. King, Jr.	—	—	2
Maryland Avenue	—	1	—
Palmer	—	2	2
Pierce	—	3	—
Tippecanoe	1	—	—
Twenty-Seventh Street	—	2	2

6. Assessment of the 1997-98 Project SEED Implementation

The implementation of the Project SEED program began in January 1998. The support and assistance from the school principals and the Division of Curriculum and Instruction greatly facilitated the logistics of the Project SEED entry into the schools. An important feature of the school entry is the Project SEED orientation workshop for the entire school staff. This orientation consists of modeling a SEED class: The school staff role-play typical elementary school students, thus introducing the entire teaching staff to the Project SEED methodology. A question-and-answer session provides an opportunity for clarification of the program.

Teachers participating in Project SEED were provided class-time options. The Project SEED staff then compiled a master schedule coordinating all nine school schedules. The starting dates were staggered to facilitate the entry process and to minimize logistical hurdles.

Each teacher received the minimum of 12 weeks — on average, 15+ weeks — and the minimum of 50 sessions — on average, 55+ sessions. Project SEED specialists met with the classroom teachers on a regular basis to discuss the regular mathematics curriculum, the SEED mathematics curriculum, and how to maximize the positive impact on students.

Over 350 classroom teachers and educational assistants participated in Project SEED staff development workshops at their respective schools. Workshops centered on Student Involvement Techniques — a key feature of the Project SEED Socratic group discovery methodology.

Recognizing the important role that parents play in the education of their children, the Project SEED staff also presented orientations and workshops to parents at several of the schools. Over 100 parents participated.

7. Summary of 1997-98 Principal and Teacher Surveys

Survey questionnaires were given to the principals and teachers of participating schools. The feedback was very positive from both the principals and teachers. Survey results and summaries are attached to the minutes of your Committee's meeting.

- The principals felt that Project SEED had a positive impact on both teachers and students. (7 surveys returned out of 9)
- The teachers felt that Project SEED had a positive impact on students in several areas and found the SEED teaching methods to be very effective. (15 surveys returned out of 24.)

8. Student Performance Data

Because of the late start of the program and data requirements of pre-tests, post-tests, and the selection of a control group, it was not possible to calculate student performance data for 1997-98. However, Clarke Street School independently did a pre-test/post-test using the ITBS for its fourth-graders who participated in the Project SEED program. When the analysis is completed, the results will be shared with the Board of School Directors.

For the 1998-99 school year, a rigorous student performance assessment design consisting of pre-tests, post-tests, and the selection of a matched control group will be implemented. (The Project SEED Evaluation Design is attached.) The results of the 1998-99 evaluation will be shared with the Board of Directors in September 1999. Additionally, according to the agreement, Project SEED is responsible for the program evaluation by an external evaluator approved by MPS. Project SEED will be meeting with the MPS research department in the Fall 1998 to plan the external evaluation.

Project SEED came to MPS with a 20-year strong track record of positive evaluation results. Rigorous, independent evaluations of Project SEED in other urban school districts have shown:

- SEED students outperform matched comparison students on standard achievement tests for mathematics.
- SEED students repeat a grade less frequently.
- SEED students take more advanced mathematics courses in high school.

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(Item 4) Report on the Transition of School To Work

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

Administration's Report

The following is a report on the transition of School to Work to School to Career in the Milwaukee Public Schools.

1. Schools have devoted much time and effort to implement School to Work (STW) over the last several years in collaboration with the business community. It is important to recognize that effort and to express appreciation for the commitment and energy that has been put forth in our first-, second-, and third-wave schools.

2. School to Work is going through a transition to School to Career which will continue to reflect the focus and alignment of the district's efforts to improve teaching and learning. The transition will link School to Career to the district's vision, mission, goals, and initiatives, including MPS standards and course expectations, elementary school learning proficiencies, Proficiency 2000 (the middle school proficiencies), the 2004 graduation requirements, and Learning Proficiencies 2003 (the new high school learning proficiencies).

3. The transition to School to Career will continue to emphasize the advancement of students to post-secondary experiences as an option. That option can be further enhanced by student success on the ACTs, SATs, and in obtaining post-secondary scholarships.

4. The transition to School to Career will also reflect a greater inclusion of vocational/technical support programs such as Jobs for America's Graduates (JAG), Automobile Dealers Association of Mega Milwaukee (ADAMM), and the National Academy Foundation (NAF).

5. During July and August of 1998, a School to Work Transition Team made up of teachers, principals, Central Service administrators, parents, and post-secondary representatives met to develop a School to Career framework. The team developed a mission and strategies for School to Career aimed at the district's vision and high standards. The strategies are aligned with the elementary targets of reading, mathematics, and science; the middle school proficiencies; and the high school learning proficiencies and drop out/graduation targets. In addition, the School to Career strategies are designed to increase attendance rates at all levels.

6. School To Career Overview

Vision: School to Career will provide the means for students to develop into contributing adults performing at their highest potential.

Mission: School to Career will develop and implement strategies that will enable students to succeed in any post-secondary option(s) of their choice and become productive workers and responsible citizens.

School To Career Strategies:

A. Transforming Teaching and Learning

- Student activities will involve content and skills that are aligned with the MPS grade-level standards and course expectations as well as reflect the 2004 graduation requirements and MPS proficiencies.
- Students will be engaged in such activities as project-based learning, project demonstrations, integrated curriculum units, extensive student-student dialogue, open-ended inquiry, practice by doing, teaching others, etc.
- The integration of core subjects will allow students to solve problems, pose and answer sophisticated questions, and engage in complex, real-life activities.
- Academic and vocational/technical learning experiences incorporate skills such as problem solving, team work, independent initiative, resource and technology management, and information acquisition. The use of verbal and written communication, applied mathematical reasoning, work world ethics, etiquette, and attitudes will be taught and reinforced.
- Teachers are facilitators who help students construct their own understanding and assess their own capabilities as they carry out challenging tasks.
- The teaching and learning experience reflects a more student-centered approach to learning.

B. Student Assessment

- Assessment of student progress on a day-to-day basis is a multidimensional process that provides constant feedback to the teacher and the student in order to improve teaching and learning.
- The assessment process reflects performance and is part of the learning process.
- Student understanding and mastery of content and skills results in an increased success on MPS proficiency measures and higher 2004 graduation rates.

C. Parents are Partners

- Parents are involved in the development and review of an Education Plan and a Budget through the School Councils where their children attend school.
- Parents assist, as volunteers, and are members of various school groups and committees that help plan and implement the Education Plan.
- Parents are partners in a collaborative effort to ensure that students are engaged in learning every day and on time, that there is a place at home to study, and that the family promotes learning as an important life-long mission.

D. Business and Community Linkage

- School linkage to non-profit groups, private business, labor unions, government, educational institutions, and industry helps provide meaningful educational experiences outside and inside the classroom.
- The linkage develops community and work-based learning that provides opportunities for students by connecting academic and vocational/technical educational experiences with preparation for and participation in life-long employment.
- Business and community linkage promotes and supports MPS proficiency standards, grade-level expectations, and the 2004 Graduation Requirements.

E. Career Planning and Post Secondary Linkage

- Guidance counselors facilitate students in becoming life-long learners by preparing them for options in the world of work and a post-secondary experience through the development of portfolios, five-year plans, and other processes.
- Guidance counselors encourage teachers, parents, and the larger community to assist in the alignment of resources for learning as a life-long process.
- Post-secondary institutions are involved throughout the K-12 experience to encourage students to participate in post-secondary educational opportunities and to illustrate the importance of learning as a continuous process.
- MPS proficiency standards for elementary, middle, and high school prepare students for a transition to the world of work and life-long learning.

7. Vocational Technical Program Fund Grants

In the FY99 budget, the Board approved vocational technical program funds to update, improve, and expand vocational technical programs that can significantly expand apprenticeship and employment programs for 1999 graduates. The funds were designated to provide grants to high schools to advance these types of programs.

In May 1998, high schools submitted proposals for Board-approved funding of vocational technical grants in the areas of trade and technology. A committee, with representation from the Board, the business community, labor, parents, and Central Services, reviewed the proposals. The following grant proposals were funded at a sum total of $775,004:

- Bay View: Construction Specialty, $115,000
- Hamilton: Welding and Foundry, $37,384
- Hamilton: Screen Printing Technology, $8,423
- Hamilton: Graphics, $37,384
- Madison and Milwaukee Tech: Madison/Tech Collaborative, $140,000
- Marshall: Video Editing Expansion, $47,478
- Milwaukee Tech: Plumbing, $30,000
- Milwaukee Tech: Metal Fabricating/Welding, $60,000
- North: Welding Program, $69,335
- Pulaski: Automotive Service, $55,000
- South: Expanding Voc/Tech Programs, $100,000
- Washington: Trade Apprentice Partnership, $75,000

The Department of Educational Services will provide support for the implementation of the vocational technical grants. The Department of Research and Assessment will assist in the evaluation of the grants.

8. Next Steps

- A School to Career web site will be available in September 1998. The Department of Educational Services will coordinate site utilization and fund the webmaster from the FY99 Board approved budget. The School to Career web site will provide information, showcase activities, and serve as an electronic communications tool for all members of the MPS community.

- As of August 1998, the district-wide collection of STW database information was suspended. The Administration is exploring other options to include this type of information with other district data systems that are currently in development. Schools will have the capacity to collect School to Career database information about themselves and to generate their own local school reports.
- During September 1998, the STW Transition Team will meet to review the district's School to Career transition process. The team will also review individual third-wave school plans for implementation of the School to Career initiative and utilization of FY99 allocated funds.
- During October 1998, the FY99 allocated funds ($4.00 per student) will be distributed to third-wave schools.

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(Item 5) Report on Middle and High School Proficiencies

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

Administration's Report

Background on MPS Learning Proficiencies

1. In August 1993, the Board mandated the development and implementation of new learning proficiency examinations to replace the former competency test. This arose from concerns that the existing competency tests represented low expectations, did not reflect the principles and academic goals of the K-12 teaching and learning reform, and consigned significant numbers of students to a repetitive remedial curriculum.

At that meeting, the Board mandated the full implementation of the writing proficiency performance standard with the class of 1995, and full implementation of the mathematics proficiency examination with the class of 1996.

The Board also mandated that proficiency examinations were to be performance assessments, representing real-life applications of higher-order skills, and were to reflect a twelfth-grade standard.

As per the schedule adopted by the Board in August 1993, the class of 1996 was the first required to demonstrate proficiency in both writing and mathematics in order to graduate.

2. On February 28, 1996, the Board adopted new graduation requirements for the class of 2004. The four standards are:

Mathematical Reasoning: Students will demonstrate mastery of mathematical proficiency equivalent to three years of study beyond Algebra One. Students will be expected to show proficiency in first-year algebra by the end of the eighth grade.

Scientific Reasoning: Students will demonstrate a high level of proficiency in science, equivalent to three years of high school study, to include the physical, biological, and chemical sciences. Students will demonstrate an understanding of scientific inquiry and its application to real-life situations.

Communication: Students will demonstrate mastery of written and spoken expression by writing, presenting, and defending a clearly reasoned, persuasively argued research paper.

Community Membership: Through participation in a group project which benefits the community, students will demonstrate the capacity to analyze a social issue from multiple points of view and to interact as constructive members of a team.

3. At its February 1996 meeting, the Board directed the Administration to develop eighth-grade proficiencies in mathematics, science, and communication for the same cohort of students and to submit recommendations to the Board by June 1997. The Board approved the middle grade proficiencies on June 18, 1997. Students who are in the eighth-grade class of 2000 (high school class of 2004) and those that come after must meet the middle-level proficiency requirements in order to be promoted to the ninth grade.

4. Reports regarding the MPS Learning Proficiencies for the middle grade level (Proficiency 2000) were presented to the Board in May 1997, June 1997, October 1997, February 1998, March 1998, and June 1998. The attached progress report provides an update on the middle school proficiencies.

Changes in State of Wisconsin Statutes Regarding High School Graduation and 4th- and 8th-Grade Promotion Requirements

5. The 1997 state budget act (1997 Wisconsin Act 27) mandated that high school students graduating after September 1, 2002, must pass a high school graduation examination that measures pupil achievement in mathematics, science, reading, writing, geography, and history. Act 27 also authorized the Governor to adopt statewide graduation standards by executive order (Wisconsin's Model Academic Standards, published in 1998 by DPI).

6. The state budget adjustment act (1997 Wisconsin Act 237), passed by the legislature and signed by the Governor on June 2, 1998, prohibits the automatic promotion of 4th- and 8th-grade pupils. Beginning July 1, 2002, in order to be promoted, students must pass a test approved by the State Superintendent of Public Instruction or the local school board that measures their attainment in reading, writing, mathematics, science, and social studies.

7. The new state statute on 4th- and 8th- grade promotion and high school graduation requirements is not congruent with the MPS learning proficiencies and high school graduation requirements previously adopted by the Board of School Directors. The law also mandates a different time sequence for the implementation of new learning proficiencies and graduation requirements. The new state law targets the class of 2003; the MPS timeline applies to the class of 2004.

New State Statute and Current MPS High School Graduation Requirements

8. In order to address the conflict between the new state statute and current MPS high school graduation requirements and to facilitate the implementation of the new learning proficiencies, the Department of Educational Services, with the cooperation of the Departments of Leadership Services and Research and Assessment, is convening two committees: the Learning Proficiency 2003 Steering Committee and the Learning Proficiency 2003 Planning Group.

The Learning Proficiencies 2003 Steering Committee:

- comprises representation from Central Services, the business community, post-secondary institutions, parents, and high school principals;
- gives direction to the planning and implementation process of the 2003 MPS high school graduation requirements; and
- oversees the process and makes recommendations to the Superintendent.

The Learning Proficiencies 2003 Planning Group:

- reflects representation of teachers, guidance counselors, school administrators, and Central Service staff;
- designs a framework for students to demonstrate proficiency within the guidelines of the 2003 high school graduation requirements;
- reviews course expectations, 2004 requirements, proficiencies, assessments, state mandates, and assessment schedule; and
- makes recommendations to the Learning Proficiencies 2003 Steering Committee.

Timeline:

- January 1999: Board receives progress report regarding 2003 Learning Proficiencies.
- March 1999: Administration submits to the Board new 2003 high school graduation requirements, which include learning proficiencies, assessments, and an assessment schedule.

- May 1999: Eighth-grade students and parents receive preliminary information on the new 2003 graduation requirements.
- August 1999: Ninth-grade students and parents receive detailed information on the new 2003 graduation requirements.
- Fall of 2001: First opportunity for tenth-grade students to take assessments to meet the new learning proficiencies for the new 2003 graduation requirements.

New State Statute Regarding 4th- and 8th-Grade Promotion Requirements and Current MPS Middle School Proficiencies

9. Currently, the State Superintendent must adopt or approve locally developed examinations to measure pupil attainment of knowledge and concepts in the 4th, 8th, and 10th grades. Each school district must administer the state-approved tests at those grade levels every year. Until July 1, 2002, there are no consequences for failure to pass the 4th- and 8th-grade examinations.

Beginning July 1, 2002, the district will not be allowed to promote 4th and 8th grade pupils unless they score a passing grade on the required examination. The Board has the option of developing or adopting its own promotional examinations.

The Board may decide not to administer the promotional or graduation examinations to a pupil enrolled in a special education program or to limited-English speaking pupils, or it may modify the format and administration procedures for examining such pupils. The law also provides that, upon request of a pupil's parent or guardian, the Board must excuse the pupil from taking the required examination. In any of these cases, the Board must develop alternative criteria for promoting pupils who do not take the standard examination.

The Administration is carefully reviewing all of the issues involved in the state mandate and will be submitting a recommendation to the Board in regard to the new state promotional requirements for grades 4 and 8 in September 1999.

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(Item 6) Referral of Follow-up to Resolution 9899R-017 by Director Hardin Regarding a Task Force to Revitalize North Division High School to the Finance/Personnel Committee

Administration's Report

1. On July 30, 1997, the Board of School Directors adopted Resolution 9798R-023 initiated by Director Charlene Hardin to approve the creation of a Revitalization Task Force for North Division High School. Director Hardin reintroduced the resolution as Resolution 9899R-017 on May 27, 1998, to ensure follow-up of the implementation of the Task Force Plan.

2. On January 28, 1998, the Board of School Directors received a progress report from the Revitalization Task Force relative to the plans being developed for improving student achievement and learning at North Division High School.

3. On March 25, 1998, the Board of School Directors accepted the North Division Revitalization Task Force Report. The report called for a comprehensive redesign of North Division High School's educational delivery system: The school would become "North Division Virtual University High School" to advance the renaissance of learning at the school. The program would include a sophisticated technological setting to infuse technology in all aspects of learning; an advanced rigorous academic curriculum; and full-service, student-centered social/support service systems, including extra-curricular offerings via extensive parent involvement initiatives.

4. The Administration, working in collaboration with the North Division High School principal and the North Division Revitalization Task Force, recommended a four-year phase-in of the recommendations, to begin in FY99. The FY99 priorities are to improve student achievement, stabilize the school enrollment, increase the average daily attendance, reduce the drop-out rate, and increase the graduation rate.

5. On April, 29, 1998, the Board of School Directors received a progress report from the Revitalization Task Force relative to the FY99 fiscal support required to implement the first phase of the redesign of North Division Virtual University High School.

The FY99 fiscal support required to implement the first phase is $461,400. While funding was not approved in the FY99 budget, the Administration was directed to work in collaboration with the North Division Revitalization Task Force and the North Division principal to identify possible funding sources and strategies to improve student achievement, stabilize the school enrollment, increase the average daily attendance, reduce the drop-out rate, and increase the graduation rate.

6. The first phase of implementation has begun and includes the following activities:

a. The Virtual University Concept-Technology Coordinator position has been filled. North Division will assume the cost for this expenditure — $57,400. Staff development in computer technology will be provided for all personnel. Dates for the required 12-hour class, "Let's Explore the Internet," to obtain an Internet account have been scheduled.

b. A Distance Learning Lab, an integral component of the virtual school concept and the school-without-walls idea, will provide students with the opportunity to take part in teleconferencing and distance learning experiences. (North Division will expend $45,000 of its funds to bring this lab to fruition. No district funds are requested.)

c. Computer hardware and software is needed to provide instructional benefits for active, constructivist, collaborative, project-based learning, cultural networking, access to digital libraries, promotion of higher thinking skills and cognitive processes, and application of knowledge in the context of real-world settings. (North will disperse $51,000 of its funds toward the $111,000 total estimated costs.)

d. Project Lighthouse will be fully operational when school begins, providing extensive cultural, recreational, and educational activities to students, parents, and the community.

The educational activities included under Project Lighthouse include:

- G.E.D. program for adults
- Computer lab for students and adults
- Welding program for adults
- Tutoring program for students
- Alternative Education Program serving the At-Risk population

e. A part-time activity director will be selected to increase the number of extracurricular activities provided for all students. (North will supplement half of the estimated cost for this position, contributing $28,7000 of school funds.)

f. The Administration is working with North Division High School on funding strategies to support the implementation of the school's revised educational plan. An action item in response to Resolution 9798R-066 by Director Hardin relative to the funding issues will be submitted to the September, 1998, meeting of the Finance/Personnel Committee.

g. The school social worker's priorities will be assessed and focused more directly on improving school attendance.

h. Parent/Student/Teacher Compact agreements will ensure that parents are more involved in the process of education as monitors of homework assignments, encouragers of academic achievement, reinforcers of school rules, and service mentors.

i. The new security system will be completed by November 1998.

j. Special support systems for 9th-graders will include freshmen seminar classes focusing on basic study skills essential for success in school, time management, inter-personal skills, information retrieval, technological competence, and communication.

The Administration will continue to work collaboratively with the North Division community (parents, staff, students, school council, task force members, and other supports) to ensure successful implementation of the first phase of the design.

7. The Revitalization Task Force, in collaboration with the North Division Virtual University High School administrative team, staff from the Department of Educational Services, Office of Research and Assessment, and Department of Leadership Services, will develop two program reports which will assess the impact and effectiveness of:

- the redesign in improving student achievement;
- stabilizing the school enrollment;
- increasing the average daily attendance rate;
- reducing the drop-out rate, and
- increasing the graduation rate.

These assessments will be used to develop recommendations regarding subsequent phases of implementation of the North Division Virtual University High School redesign.

The program reports will be submitted to the Board in December 1998 and April 1999.

Since a resolution implementing Phase I of the Task Force report is currently before the Finance/Personnel Committee, this Committee may wish to refer this item and future progress reports to the Finance/Personnel Committee.

Committee Recommendation

Your Committee recommends that this item be referred to the Finance/Personnel Committee, with the understanding that the Innovation/School Reform Committee will continue to be kept apprised of innovation/reform matters relating to North Division High School.

* * * * *

On the motion of Director Braun the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

Director Todd moved to suspend Board Rule 1.08 (2) to consider the Report of the Finance/Personnel Committee, formulated at a meeting held less than 48 hours prior to the Board meeting.

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

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

COMMITTEE ON FINANCE/PERSONNEL

Director Braun 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; Year-End Financial Report; Acceptance of Donations; and Report on Administrative and School Fund Transfers

Award of Contracts

The following is a report detailing the emergency award of contract due to extenuating circumstances related to work that must be completed during summer shut-down. This contract was issued on Thursday, August 6, 1998:

ELECTRICAL SERVICE REVISIONS

Starms Early Childhood Center

Prime Contractor

Craf-Tron Electric Inc.
P.O. Box 180080
Delafield, Wisconsin 53018

Low Bidder, Base Bid of.....$53,500.00

Certified M/WBE	Required M/WBE Participa-tion	Proposed M/WBE Participa-tion	# of Emps in Com-pany	# of Mi-nority Emps	# of Women Emps	Type of Business	# of Sub-contractors
No	10%	10% MBE	10	0	2	Corp	1

The following recommendation is made based on bids received on Tuesday, September 1, 1998:

ADA COMPLIANCE WORK — PHASE VI — BID PACKAGE 1

Fritsche Middle School

Prime Contractor

T.V. John & Son, Inc.
5201 North 124th Street
Butler, Wisconsin 53007

Low Bidder, Base Bid of.....$247,000.00

Certified M/WBE	Required M/WBE Participa-tion	Proposed M/WBE Participa-tion	# of Emps in Com-pany	# of Mi-nority Emps	# of Women Emps	Type of Business	# of Sub-contractors
No	15%	10% MBE 5% WBE	13	0	2	Corp	13

The following recommendations are made based on bids received on Thursday, September 3, 1998:

LAN TECHNOLOGY INFRASTRUCTURE

Division 1 — Engleburg School

Prime Contractor

Computer Cable Connection, Inc.
2810 Harlan Drive
Bellevue, Nebraska 68005

Low Bidder, Base Bid of.....$97,536.16

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	10%	25% WBE	200	50	20	Corp	1

Division 2 - Burbank School

Prime Contractor

Computer Cable Connection, Inc.
2810 Harlan Drive
Bellevue, Nebraska 68005

Low Bidder, Base Bid of.....$93,275.32

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	10%	24% WBE	200	50	20	Corp	1

Total construction contract dollars awarded.....$491,311.48
Total dollars HUB participation $89,170.12
% of MBE participation..... 6.12%
% of WBE participation 12.03%
% of M/WBE participation..... 0.00%
% Minority employees within company..... 9.71%
% Women employees within company 13.60%

Authorization to make Purchases

B-5176 **Driver Education Simulator System (North Div.)**

A purchase order for $50,992.00 has been issued to Doron Precision. The same price, terms, and conditions were used from this bid, which was previously awarded two years ago for a similar project.

B-5225 **Item 5 Kitchen Equipment: 9 each Gas Ovens (Various)**

Recommend authorization to purchase nine (9) double-deck gas convection ovens totaling $60,075.00 net from the low bidder, The Boelter Co., Inc.

	Bidder	Bid	Terms
	The Boelter Co., Inc.	$60,075.00	Net
(Alt)	D.A. Berther Co., Inc.	63,900.00	Less 5% 10 days
	Kessenich's Ltd.	62,325.00	Net
	D.A. Berther Co., Inc.	66,600.00	Less 5% 10 days

B-5226 **5 each Tractors (Plant Operations for Various)**

Recommend authorization to purchase five John Deere tractors totaling $58,205.10 net from the low bidder, ESCH-Economy Inc.

Bidder	Bid	Terms
ESCH Economy	$58,205.10	Net
Midwest Power Equipmt	61,613.00	Net
Mid-State Equipment	64,900.00	Net
L & R Sport Marine, Inc.	66,600.00	Less 2% 15 days

RFP-257 **Copiers and Copy Printers (Various)**

Recommend authorization to purchase various brands and models of copiers and copy printers as needed, at an estimated total of $250,000. Award will be made to multiple vendors: COS (Central Office Systems), Danka Business Systems, IKON Office Solutions, Kubichek Office Products Group, and Savin Corporation.

Prices are firm through January 31, 1999. All machines include delivery, set-up, user training, initial supplies, and a ninety-day warranty.

Schools and departments will choose from among the suppliers, brands, and models on this bid. Models were tested by MPS repair staff.

RFP-261 **Manipulative Items for Mathematics (Various)**

Purchase orders totaling an estimated $210,890.00 are being issued to the low bidder, Cuisenaire Division of Scott-Foresman Addison Wesley. These will supplement the Connected Math Project, which was approved by the Board in March.

Bidder	Bid	Terms
Cuisenaire	$210,890.00	Net
Sci-Ma Educ. Inc.	275,450.00	Net

Partial bids were received from ETA, Nasco and VWR Scientific.

The TAC (Technology Advisory Committee) recommends the following:

SS-447 **Cellular Telephone Service (All)**

Recommend authorization to enter into a contract with Cellular One, Inc., for cellular telephone service. MPS has obtained State of Wisconsin rates of $5.75 per unit per month, plus $0.12 per minute. This represents a $4.00 per unit reduction.

The contract will be for three years at an estimated annual cost of $40,000.00.

SS-448 **125 each Note Book Computers (School Technology Support)**

purchase order totaling $192,125.00, net 30 days, has been issued to the low bidder, Stutz Associates, for 125 Toshiba notebook computers with software.

	Bidder	Bid	Terms
	Stutz Associates	$192,125.00	Net 30 days
	GE Capital ITS	198,750.00	Net
(H)	Vanguard Computers, Inc.	199,750.00	Less 1/2% 10 days
	AE Business Solutions	199,375.00	Net

SS-450 **Authorization to Extend a Contract: Stratagem, Inc.**

The Administration is requesting authorization to extend the contract with Stratagem, Inc., until April 1, 1999. The district currently has a contract with Stratagem, Inc., to provide project management services for the HR/Payroll project. Cost for the contract extension is $120,000.

In October, the Board will receive a status report on the HR/Payroll project. With the assistance of Stratagem, Inc., the Administration expects the project to be completed within budget and on time. Funds for the contract extension are available within the HR/Payroll project budget.

SS-451 **100 Macintosh Computers (Warehouse Stock)**

Purchase orders are being issued for 100 Mac G3 computers from Apple Corporation, to be stocked in the MPS Warehouse at an estimated $177,400. This is the standard teacher computer workstation.

SS-454 **Contract for Enterprise Wide-Area Network Design Engineer (Technology)**

Recommend authorization to extend the contract with MIS Labs, Inc., for one additional year for services associated with the responsibilities of the MPS Enterprise Wide-Area Network Design Engineer. The district entered into a contract with MIS Labs, Inc., in February, 1998. MIS Labs, Inc., developed and prepared bid documents for the design of the MPS wide-area network (WAN); the MPS Voice System (PBX) component; the school site infrastructure; and the MPS Network Management System. These projects totaled $27 million. MPS submitted an application for E-rate funds and is awaiting authorization in October 1998. MIS Labs, Inc., costs are eligible for E-rate funds.

MIS Labs, Inc. will continue to assist the district in the implementation of the above-mentioned projects. MIS Labs' contract will be on a time-and-material basis, not to exceed $250,000.

Report of Revenues and Expenses: Year-End Financial Report and Monthly Expenditure Control Report

A. Statement of Revenues as of June 30, 1998:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$709,711,816	$3,400,000	$713,111,816	$703,230,036	$9,881,780	98.6%
Categorically Aided	75,906,479	28,755,494	104,661,973	96,867,730	7,794,243	92.6%
School Nutrition	25,382,268	0	25,382,268	25,754,702	-372,434	101.5%
Construction	14,200,000	11,121,991	25,321,991	14,665,064	10,656,927	57.9%
Extension	6,889,122	0	6,889,122	6,710,548	178,574	97.4%

B. Statement of Expenses as of June 30, 1998:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Year-to-Date Expenditures(2)	Unexpended Balance (3)	Percent Expended
School Operations	$709,711,816	$17,929,771	$727,641,587	$719,637,533	$8,004,054	98.9%
Categorically Aided	75,906,479	31,822,676	107,729,155	96,492,481	11,236,674	89.6%
School Nutrition	25,382,268	33,083	25,415,351	25,787,491	-372,140	101.5%
Construction	14,200,000	21,510,107	35,710,107	32,413,838	3,296,269	90.8%
Extension	6,889,122	46,306	6,935,428	7,201,336	-265,908	103.8%

(1) Represents Board approved transfers during fiscal year 1998 and appropriations for purchases encumbered in fiscal year 1997.
(2) Encumbrances and expenditures included through June 30, 1998, and payrolls through June 30, 1998.
(3) Includes $3,062,804 in open invoice adjustments. Without these adjustments, the Unexpended Balances would be as follows: School Operations $5,865,034; Categorically aided $10,478,919; School Nutrition -$373,906; Construction $3,142,863; Extension -$276,765.

The monthly report on expenditures has been attached to the minutes of your Committee's meeting of September 22, 1998.

Acceptance of Donations

SCHOOL	DONOR	VALUE	GIFT OR PURPOSE
Browning	Rose Mary Muller	$243	College Scholarship Fund
Marshall	Wenniger Co.	$400	Computer Workstation
Marshall	Social Security Administration	$2,075	5 printers, 2 spoolers, 1 scanner, 9 CPU's, 10 monitors, software, CD ROM, 2 data switches, 3 search protectors, 9 cables

Maryland	Dr. Theadoll Taylor	$500	After-school recreation
MHSA	Rosenberg Fund	$300	Theatre Festival
MHSA	Anita C. Domnitz	$100	Theatre Festival
MHSA	David Hoffman	$100	Theatre Festival
MHSA	Paul Tilleman	$25	Theatre Festival
MHSA	M. Van Wagener	$25	Theatre Festival
MHSA	Jean Moreland	$20	Theatre Festival
MHSA	Linda Davis	$250	Theatre Festival
MHSA	Marianne Epstein	$100	Theatre Festival
MHSA	Kathleen Ludington	$15	Theatre Festival
MHSA	Lerlena Floyd	$10	Theatre Festival
MHSA	Cecilia Vallejo	$10	Theatre Festival
MHSA	Judith Bessette	$25	Theatre Festival
Milwaukee Sign Language	Herbert Kohl Charities, Inc.	$500	Support students/technology
School and Community Services (Special Olympics)	Commissioners Cup Golf Charity Tournament, Marquette University	$500	MPS Special Olympics
School and Commnity Services (Special Olympics)	Commissioners Cup Golf Charity Tournament, Marquette University	$235	MPS Special Olympics
School and Commnity Services (Special Olympics)	Greater Milw. Area Special Olympics	$50	MPS Special Olympics
Urban Waldorf	Jeanne Hochstatter	$250	Portable Sewing Machine
Washington	Esme Treen	$340	Apple IIC Monitor, Imagewriter II
Wisconsin Ave.	Anup Khullar	$1,000	Equipment, supplies, field trips

Report on Administrative And School Fund Transfers

The listing of administrative and school transfers required by Board Policy 4.04 is attached to your Committee's minutes. This is an informational report, and no action is required.

Committee Recommendations

Your Committee recommends:

1. That the Board authorize the purchases as listed above.
2. That the Board award the contracts as listed above.
3. That the Board accept the report of revenues and expenses.
4. That the Board accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

* * * * *

(Item 2) Action on a Request to Extend a Contract with WPS Energy Services for One Year

Administration's Analysis

1. On December 11, 1996, the Superintendent notified the Board that the Administration had selected WPS Energy Services (WPS) the natural gas marketer for the district after soliciting proposals from 10

firms. The current contract with WPS expires in June 1999. Since the selection of WPS, the district will have saved over $740,000 by the end of FY99 by participating in the gas marketing program.

2. At the present time, gas is purchased using the New York Mercantile Exchange (NYMEX) futures market. During the past two years, the market has been very volatile due to increased speculation by mutual fund and commodity traders. The market is currently at one of the lowest levels in the past three years. As a result, an opportunity exists to lock in prices for FY 2000 now, thus realizing significant cost savings for the 1999-2000 school year.

3. The Administration intended to solicit proposals for gas marketing services in the early part of 1999, with recommendations to be brought to the Board in the spring prior to the expiration of the current contract. This schedule, however, would not allow MPS to take advantage of the current guaranteed prices for FY 2000. It would be in the best interest of the district to extend the contract with WPS for one year while proceeding with solicitation of proposals. WPS would continue to manage the gas purchases as required by its contract and enable MPS to realize the cost savings. An extension to the WPS contract should also result in more competitive proposals in the spring of 2000, as the new Canadian pipeline should be completed by this time.

Strategic plan compatibility statement

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

Statute, board policy or rule statement

5. Board approval is required to grant extension of a contract beyond three years in length.

Fiscal impact statement

6. It is anticipated that purchase of natural gas at this time for FY 2000 will result in a gross cost savings of approximately $920,000. There will be a cost of approximately $200,000 to install metering equipment at additional sites, thus resulting in a projected net savings of $720,000.

Implementation and assessment plan

7. Upon Board approval, an extension to the existing gas marketing contract with WPS will be executed and purchases of natural gas will be made as soon as possible. Wisconsin Gas will be authorized to proceed and install the necessary metering equipment.

Committee Recommendation

Your Committee recommends that authorization be given to extend the gas marketing contract with WPS Energy Services for one year at the same terms and conditions and to install the necessary metering equipment.

* * * * *

(Item 3) 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

Approval of Classified Personnel Transactions

APPOINTMENTS

Name and Assignment	Position and Salary	Date
Stephanie Anderson Special Services	Associate School Nurse $17,152.65/yr.	08-21-98
Sharon Andrews Special Services	Associate School Nurse $17,152.65/yr.	08-21-98

Jerry Bartleson Fac. & Main. Services	Steamfitter $25.86/hr.($51,720.00/yr.)	09-21-98
Arlinda Boyd School Safety	School Safety Assistant $15,693.04/yr.	08-10-98
Jermaine Boyd School Safety	School Safety Assistant $15,693.04/yr.	08-10-98
Lynette Campbell School Safety	School Safety Assistant $15,693.04/yr.	08-10-98
Prince Harris Fac. & Main. Services	Building Laborer $18.85/hr.($37,700.00/yr.)	08-24-98
Brenda Hazelwood School Safety	School Safety Assistant $15,693.04/yr.	08-10-98
Rosezina Jackson School Safety	School Safety Assistant $15,693.04/yr.	08-10-98
John Jonas Fac. & Main. Services	Building Laborer $18.85/hr.($37,700.00/yr.)	08-31-98
Debra Kaylor Purchasing	Clerk Typist I $17,464.20/yr.	08-10-98
Michael Kozlowski Fac. & Main. Services	Steamfitter $25.86/hr.($51,720.00/yr.)	09-14-98
Andrea Lee School Safety	School Safety Assistant $15,693.04/yr.	08-10-98
Tony Muhammad School Safety	School Safety Assistant $15,693.04/yr.	08-10-98
John Schaller Fac. & Main. Services	Sheet Metal Worker $24.16/hr.(48,320.00/yr.)	08-10-98
Theresa Sisk School Safety	School Safety Assistant $15,693.04/yr.	08-10-98
Carl Stier Fac. & Main. Services	Building Laborer $18.85/hr.($37,700.00/yr.)	08-31-98
Daniel Swiatkowski Fac. & Main. Services	Sheet Metal Worker $24.16/hr.($48,320.00/yr.)	08-12-98
Mario Walker School Safety	School Safety Assistant $15,693.04/yr.	08-10-98
Alray Wilson School Safety	School Safety Assistant $15,693.04/yr.	08-10-98
Robert Young School Safety	School Safety Assistant $15,693.04/yr.	08-10-98

PROMOTIONS

Name and Assignment	Position and Salary	Date
Jeanetta DeLeon School Nutrition	School Secretary I $19,964.88/yr.	08-24-98
Mary Gabelbauer Lloyd	Food Service Manager I $14,110.02/yr.	08-21-98
Taranada Hughes Hampton	Food Service Manager III $16,752.40/yr.	08-21-98

Sarah Kickhaver School Nutrition	Food Service Manager Trainee $8.52/hr.($11,391.24/yr.)	08-21-98
Patricia Mueller Milw. Ed. Center	Food Service Manager VII $24,330.00/yr.	08-21-98
Shelia Nelson Wheatley	Food Service Manager IV $18,977.76/yr.	08-21-98
David Rice Mitchell	Food Service Manager IV $21,400.28/yr.	08-21-98
Therese Roethle Student Services	School Secretary I $19,964.88/yr.	08-10-98
Samantha Shields Student Services	School Secretary I $19,964.88/yr.	07-13-98
Grace Talatzko Lincoln Avenue	Food Service Manager III $21,400.28/yr.	08-21-98
Susan Tepps School Nutrition	Food Service Manager Trainee $8.98/hr.($12,006.26/yr.)	08-21-98
Shawn Thompson Marshall	Boiler Attendant Trainee $24,333.40/yr.	07-27-98

CHANGES IN STATUS

Keith Bearden School Safety	School Safety Assistant $15,693.04/yr.	08-10-98
Karen Brzezinski Zablocki	Food Service Manager II $19,436.58/yr.	08-21-98
Barbara Ceranowski Milw. German Immersion	Food Service Manager I $17,606.80/yr.	08-21-98
Sally Colker Vincent	Food Service Manager II $19,436.58/yr.	08-21-98
Linda Drickhammer Walker	Food Service Manager III $20,704.82/yr.	08-21-98
Sharon Dudek Fernwood	Food Service Manager II $17,172.39/yr.	08-21-98
Audra Eley Engleburg	Handicapped Children’s Asst $12,301.67/yr.	09-01-98
Sue Heiser LaFollette	Food Service Manager III $17,229.26/yr.	08-21-98
James Klasinski Roosevelt	Food Service Manager II $19,436.58/yr.	08-21-98
Brad Moeller School Safety	School Safety Assistant $15,693.04/yr.	08-10-98
Alicia Moore School Safety	School Safety Assistant $15,693.04/yr.	08-10-98
James Scharpf Auer	Food Service Manager III $17,126.33/yr.	08-21-98
Erica Smith School Safety	School Safety Assistant $15,693.04/yr.	08-10-98
Sharlene Stiller Grantosa	Food Service Manager III $20,704.82/yr.	08-21-98

Bonnie Williams Rufus King	Food Service Manager III $17,709.73/yr.	08-21-98
Michael Wilson Douglass	Food Service Manager I $15,125.71/yr.	08-21-98

Approval of Certificated Appointments — Teachers

	Teachers — Schedule 01	Division	Salary	Yrs/Experience Credit	Start Date
r	Julie A. Adamczak Elementary Education	B	$24,684	0	8/25/98
nr	Jennifer A. Adkins Biology/Chemistry	B	$24,684	0	8/25/98
nr	Isabella Agostinelli French/Spanish	B	$27,152	3	8/25/98
r	Terry S. Amrani Elementary Education	B	$24,684	0	8/25/98
r	Naomi T. Anton Upper Elementary	B	$27,152	2	8/25/98
nr	Brandi A. Bailey Elementary	B	$24,684	0	8/25/98
nr	Carolyn A. Balge Elementary	B	$33,324	7	8/25/98
nr	Renee E. Bast PreK-3	B	$24,684	0	8/25/98
r	Candace A. Becker Montessori	B	$34,989	7	8/25/98
r	Kathy W. Bedessem Grades 1-8	BB	$31,101	5	8/25/98
r	Rosemarie A. Bemis Art	B	$24,684	0	8/25/98
r	Bonita E. Biba 1-8	B	$37,026	10	8/25/98
nr	Joseph F. Bitter SS/History	B	$24,684	1	8/25/98
nr	Janice F. Bloedorn E.D./Grades 1-9	D	$29,127	0	8/25/98
nr	Donna K. Boelkow Pre K-6	B	$27,152	2	8/25/98
r	Julie J. Brimmer L.D.	B	$24,684	0	8/25/98
r	Andrew B. Brubaker Music	B	$33,324	7	8/25/98
r	Kathleen T. Bruesewitz K-6	B	$24,684	0	8/25/98
r	Barbara S. Brunette-Smith Speech Pathologist	B	$24,684	0	8/25/98

r	Paul R. Buckholt E.D.	BB	$36,285	8	8/25/98
nr	Alissa L. Butler K-8	B	$24,684	0	8/25/98
r	Donald J. Byrne Elementary Education	B	$24,684	0	8/26/98
nr	Christine M. Capriolo Art	B	$24,684	0	8/25/98
nr	Andrew G. Cassini Broadfield Science/Biology	B	$24,684	0	8/25/98
nr	Aree M. Cherner Elementary Education	B	$24,684	0	8/25/98
nr	Nicole A. Ciske L.D.	B	$24,684	0	8/25/98
nr	Tracey L. Ciszewski Elementary Education	B	$24,684	0	8/25/98
r	Julie A. Collier E.D./L.D.	B	$24,684	0	8/25/98
r	Kelly M. Connor L.D.	B	$24,684	0	8/27/98
r	Nancy A. Constant English/Math	B	$32,089	6	8/25/98
r	Rebecca L. Cram L.D. 1-8	B	$24,684	0	8/25/98
r	Cassandra D. Crosby E.D.	B	$24,684	0	8/25/98
r	Christie O. Crowder E.D.	B	$24,684	0	8/25/98
r	Cheri L. Damkoehler K-8	BB	$36,285	8	8/25/98
r	Jill M. Danielewski Upper Elementary	B	$25,919	1	8/25/98
nr	Elizabeth R. Davis Upper Elementary/L.D./E.D.	B	$24,684	0	8/25/98
r	Johanna A. DelPortillo Bilingual Elementary	B	$25,919	1	8/25/98
nr	Lisa M. DiPietrantonio C.D.	B	$24,684	0	8/25/98
nr	Rebecca A. Dominguez Bilingual/1-6	B	$24,684	0	8/25/98
r	Ora D. Douglas E.D.	B	$24,684	0	8/26/98
r	Bridget M. Draeger Elementary	B	$24,684	0	8/25/98
nr	Rebecca K. Droster Elementary Education	B	$24,684	0	8/25/98
nr	Janet L. Drury K-6	B	$24,684	0	8/25/98

nr	Tracey C. Edmond Speech Pathologist	C	$27,893	0	8/25/98
r	Yolanda Farmer Upper Elementary	B	$24,684	0	8/25/98
r	Jean M. Fenelon Elementary Education	B	$24,684	0	8/25/98
nr	Mathilde V. Fethiere Spanish/French	B	$33,324	7	8/25/98
r	Kathy L. Figueroa K-12/Spanish	B	$24,684	0	8/25/98
r	Sheila R. Fincel Library Media Specialist	B	$24,684	0	8/25/98
nr	Sarah A. Foeckler Early Childhood	B	$24,684	0	8/25/98
r	Jessica E. Frayer PreK-6	B	$24,684	0	8/25/98
nr	Alan R. Fritz Physical Education/Health	B	$24,684	0	8/25/98
r	Garrick W. Gehrke Elementary Education	B	$24,684	0	8/25/98
r	Cortney A. Glinberg 1-6	B	$24,684	0	8/25/98
nr	Bettijean Goldberg Elementary	B	$40,095	14	8/25/98
r	Elias C. Goutoufas Hearing Impaired	B	$24,684	0	8/25/98
r	Gary P. Green E.D.	B	$24,684	0	8/25/98
r	Leon R. Groce L.D.	B	$24,684	0	8/25/98
r	Laura E. Gutierrez Spanish	B	$24,684	0	8/25/98
nr	Luise M. Haldemann K-3	B	$24,684	0	8/25/98
nr	Barbara J. Harris Elementary	B	$24,684	0	8/25/98
r	Erica N. Harris-Day 1-6	B	$24,684	0	8/25/98
nr	John P. Harrison E.D.	B	$24,684	0	8/25/98
r	Danielle M. Hassman Elementary Education	B	$24,684	0	8/25/98
r	Mary A. Hazelwood Math/Dance/English	B	$24,684	0	8/25/98
r	Jo Ann R. Helenbrand 1-8	B	$24,684	0	8/25/98
r	Mirian I. Herrera K-3	B	$24,684	0	8/25/98

r	Phyllis K. Hibben 1-8	B	$27,152	2	8/25/98
nr	Lori A. Hojnacki Pre-K/EC:EEN	B	$24,684	0	8/25/98
r	Christine R. Hough L.D./C.D.	B	$27,152	2	8/25/98
r	Dawn M. Hoye Elementary Education	B	$24,684	0	8/25/98
r	Mary C. Jackson PreK-3	B	$24,684	0	8/25/98
r	Lois R. Jacobson K-3	B	$32,089	4.5	8/25/98
nr	Hilary R. James 0	B	$24,684	0	8/25/98
r	Chiquita A. Jeffery Tech Ed/Plumbing	A	$31,658	7	8/25/98
r	Sooz E. Jeson PreK-6	B	$24,684	0	8/25/98
nr	William R. Jones Elementary Education	B	$24,684	0	8/25/98
r	Ellen I. Kellogg K-6	B	$24,684	0	8/25/98
r	Brittany E. Kempf Speech Pathologist	B	$24,684	0	8/25/98
r	Irina V. Kennedy Math	B	$24,684	0	8/25/98
r	Cory S. Kilsdonk C.D.	B	$24,684	0	8/25/98
r	Julie A. King Drama	B	$24,684	0	8/25/98
r	Kimberly A. Kingma Art	B	$24,684	0	8/25/98
nr	Dawn J. Koutsky 1-8	B	$24,684	0	8/25/98
nr	Kimberly A. Kozlowski Grades 1-6	B	$24,684	0	8/25/98
nr	Kurt A. Kranich Health	B	$25,919	1	8/25/98
r	Mary C. Kranstover LD/CD	B	$24,684	0	8/25/98
nr	Dana Krecak PreK-3	B	$24,684	0	8/25/98
nr	Teresa M. Krzeczkowski Elementary	B	$24,684	0	8/25/98
r	Beth Marie Kurtz English	B	$25,919	1	8/25/98
nr	Marie R. Laha Elementary Education	B	$24,684	0	8/25/98

r	Renee Laird French	B	$24,684	0	8/25/98
nr	Shelly M. Lange K-5	B	$24,684	0	8/25/98
r	Jennifer A. Langford C.D.	B	$24,684	0	8/25/98
r	Alice M. Lanphier Math	B	$24,684	0	5/25/98
nr	Erin E. Lantz K-6	B	$24,684	0	8/25/98
nr	Jose A. Larrea-Garcia K-12/Spanish	B	$24,684	0	8/25/98
nr	Katherine M. Liggett K-6	B	$24,684	0	8/25/98
r	James E. Lindsey K-8	B	$24,684	0	8/25/98
r	Melinda A. Liston Upper Elementary/Math	B	$24,684	0	8/25/98
r	Carmen Lopez Morales Kdg/Bilingual	B	$24,684	0	8/25/98
nr	Sara L. Lovas Elementary Education	B	$24,684	0	8/25/98
r	Cathy L. Madigan 1-6 Reading	E	$48,578	22	8/25/98
nr	Laura J. Maher French/English/Counselor	B	$24,684	0	8/25/98
nr	Laurence B. Mala Elementary Education	B	$24,684	0	8/25/98
r	Inthava Manikham Elementary	B	$24,684	0	8/25/98
r	Carletta M. Martin 1-6	BB	$27,214	1	8/25/98
r	Elizabeth H. Martinez Bilingual EC:EEN	B	$24,684	0	8/25/98
r	Terry L. McGreehin Hearing Impaired	B	$24,684	0	8/25/98
nr	Amy K. McLaughlin Grades 1-8	B	$24,684	0	8/25/98
r	Erin E. McMahon Grades 1-8	B	$24,684	0	8/25/98
nr	Cheryl A. Meingast C.D.	B	$28,387	3.5	8/25/98
nr	Michele M. Michalski 1-6	B	$24,684	0	8/25/98
r	Michelle M. Miller Elementary	B	$24,684	0	8/25/98
r	Kimberly A. Mnichowicz Spanish	B	$24,684	0	8/25/98

r	Ulisses A. Molina Upper Elementary	B	$24,684	0	8/25/98
r	Carol J. Muellenbach Grades 1-5	B	$30,855	5	8/26/98
r	Valerie S. Mueller L.D.	B	$24,684	0	8/25/98
r	Michaela D. Neitzel Elementary	B	$24,684	0	8/25/98
r	Ann M. Nelson Bilingual Elementary	B	$24,684	0	8/25/98
nr	Tracy A. Newlun Elementary Education/English	B	$24,684	0	8/25/98
nr	Marybell Nieves Bilingual 1-6	BB	$31,101	4	8/25/98
r	Kelli L. Ochs PreK-3	B	$24,684	0	8/25/98
r	Angela N. Okonta K-8	B	$24,684	0	8/25/98
nr	Marga M. Olszowka C.D.	B	$24,684	0	8/25/98
nr	Jennifer J. Oneby Elementary Education	B	$24,684	0	8/25/98
r	Andrew K. Pakalski Ex. Ed.	B	$24,684	0	8/25/98
nr	Pamala R. Patterson Speech Pathologist	B	$24,684	0	8/25/98
nr	Valerie J. Pecanac Elementary	B	$24,684	0	8/25/98
nr	Jennifer A. Pelzek Upper Elementary	B	$24,684	0	8/25/98
nr	Katie A. Peshut Montessori	B	$24,684	0	8/25/98
nr	Peggy A. Petersen L.D./C.D./E.D.	D	$40,778	8.3	8/25/98
nr	Arshales E. Peterson Upper Elementary/Math	B	$24,684	0	8/25/98
r	David D. Pettigrew Elementary Education	B	$24,684	0	8/25/98
nr	Alicia M. Place Elementary Education	B	$24,684	0	8/25/98
r	Paulanne J. Plichta Elementary	B	$24,684	0	8/25/98
nr	Mark E. Porter PreK-8	B	$33,324	7	8/25/98
nr	William J. Principe, Jr. Elementary	B	$28,387	3.5	8/25/98
r	LeAnn Pruske Upper Elementary	B	$24,684	0	8/25/98

r	Kevin E.I. Randolph Elementary	B	$24,684	0	8/25/98
nr	Jennifer L. Rau EC:EEN	B	$24,684	0	8/25/98
r	Lynn M. Reinders LD/ED	B	$24,684	0	8/25/98
r	Emily K. Rendon Elementary Education	B	$24,684	0	8/25/98
r	Alina M. Richards Guidance	B	$24,684	0	8/25/98
r	Robin K. Rinehart Elementary Education	B	$24,684	0	8/25/98
r	Jacqueline C. Rodgers Elementary	B	$24,684	0	8/25/98
r	Davina M. Rosa Bilingual Ex. Ed.	B	$24,684	0	8/25/98
r	Colleen A. Roth PreK-3	B	$24,684	0	8/25/98
r	Karen M. Ruid Upper Elementary	B	$24,684	0	8/25/98
r	Diane K. Sagunsky Art	B	$24,684	0	8/25/98
r	Joy Sarnowski E.D.	BB	$37,582	9	8/25/98
r	Corrine M. Scaglione PreK-6	BB	$29,806	3	8/27/98
r	Maribeth B. Scarano Upper Elementary	B	$24,684	0	8/25/98
nr	Sharon B. Schaefer 1-6	B	$33,324	7	8/25/98
r	Jan A. Schuettpelz Elementary Education	B	$24,684	0	8/25/98
nr	Amy R. Schultz Grades 1-8	B	$24,684	0	8/25/98
r	Stacy L. Schwager L.D.	B	$25,919	1	8/26/98
nr	Denise M. Schwenke Elementary Education	B	$24,684	0	8/25/98
r	Regina A. Scott PreK-6	B	$24,684	0	8/25/98
nr	Kelly A. Shannon Bilingual Elementary	B	$24,684	0	8/25/98
nr	Yasmine S. Sido Speech Pathologist	B	$24,684	0	8/25/98
nr	Jilayne D. Siewert Elementary/Deaf & Hard of Hearing	B	$24,684	0	8/25/98
nr	Aaron E. Silvers Library Media Specialist	B	$24,684	0	8/25/98

r	Randall G. Smith Elementary/Coaching	B	$28,387	3.5	8/25/98
r	Magda M. Soucie Montessori/Upper Elementary	B	$24,684	0	8/25/98
r	David J. Stanley K-6	B	$24,684	0	8/25/98
r	Lonnie Steele Elementary	B	$26,752	2	7/27/98
nr	Samuel J. Steinhoff P.E./Health/Adaptive P.E.	B	$24,684	0	8/25/98
nr	Nancy L. Stevens Reading	B	$24,684	0	8/25/98
nr	Mary K. Stock Montessori	B	$24,684	0	8/25/98
nr	Kim M. Stocke Ex. Ed.	B	$24,684	0	8/25/98
r	Peggy E. Strahan Elementary Education	B	$24,684	0	8/25/98
nr	Eric T. Sullivan Elementary Education	B	$24,684	0	8/25/98
nr	Charles V. Swartz Tech Ed-Manufacturing	C	$34,866	5	8/25/98
r	Douglas W. Syme Music(Band)	C	$27,893	0	8/25/98
r	Jerome J. Tarkowski Art	B	$24,684	0	8/25/98
nr	Rita M. Tassin Montessori/Upper Elementary	B	$24,684	0	8/25/98
r	Rebecca Thaney Speech Pathologist	B	$24,684	0	8/25/98
r	Elisheva M. Thomas Elementary Education	B	$24,684	0	8/25/98
nr	Kristina S. Tienor EC:EEN	B	$26,752	0	7/27/98
nr	Kendra L. Tucker-Stewart Ex. Ed./L.D.	B	$24,684	0	8/25/98
r	Dagmar B. Tulley Elementary Education	B	$24,684	0	8/25/98
r	Jerome H. Turman Broadcast/Journalism/Video Technology	B	$24,684	0	8/25/98
r	Linda J. Varick-Cooper Elementary Education	B	$24,684	0	8/25/98
r	Chinella D. Varner Elementary Education	B	$24,684	0	8/25/98
nr	Suzanne M. Vosberg K-6	B	$28,387	3	8/25/98
r	Patrick M. Walsh Upper Elementary	B	$24,684	0	8/25/98

nr	Aileen M. Ward PreK-3	B	$24,684	0	8/25/98
r	Lorelei R. Watts Elementary	B	$24,684	0	8/25/98
r	Jennifer A. Werle K-12 Spanish	B	$26,752	0	7/27/98
r	Kelley A. Wesolowski Elementary Education	B	$24,684	0	8/25/98
nr	Amy Jo Wheelock PreK-6	B	$24,684	0	8/25/98
nr	Amy M. White EC:EEN	B	$25,919	1.5	8/25/98
nr	Jennifer J. Williams L.D./O.I./E.D./AUT	B	$24,684	0	8/25/98
r	Eva M. Williams Math/Computers	B	$24,684	0	8/25/98
r	John S. Zaffiro Music/Instrumental	B	$24,684	0	8/25/98
nr	Gavin B.L. Zastrow Grades 1-8	B	$24,684	0	8/25/98
nr	Elizabeth D. Zellmer L.D./C.D.	B	$24,684	0.4	8/25/98
nr	Anthony E. Zenk Tech Ed/Printing	A	$23,449	0	8/25/98

Approval of Certificated Appointments — School Social Workers

	Social Worker — Schedule 02	Salary	Yrs/Experience Credit	Start Date
nr	Christine A. Belter	$40,210	3	8/18/98
nr	Dean R. Estrada	$35,077	0	8/18/98
r	Carolyn R. Peldo	$35,077	0	8/18/98
nr	Solymar Santiago-Norat	$35,077	0	8/18/98
nr	Alicia M. Singstock	$35,077	0	8/18/98

Approval of Certificated Appointments — School Psychologists

Ethnic Code	School Psychologists — Sched 05	Salary	Yrs/Experience Credit	Start Date
nr	Monica M. Garcia	$37,617	1	8/18/98
r	Charles T. Kazel	$35,800	0.5	8/18/98
r	Rebecca J. Skurulsky	$35,800	0	8/18/98

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

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to January 22, 1999:		
Thomas Scharnek	Milwaukee Tech	November 17, 1998
Maternity Leave, to June 14, 1999:		
Gloria Hafemann	Engleburg	August 25, 1998
Margaret Heredia Peltz	South	September 2, 1998
Tammy Schwichtenberg	Curriculum & Instruction	November 17, 1998
Kim Urchell	53rd Street	November 17, 1998
Susan Will	Burroughs	October 6, 1998
Personal Leave, to January 22, 1999:		
Mark Douglas	Allen Field	August 25, 1998
Personal Leave, to June 14, 1999:		
Jiying Cao	Hamilton	August 25, 1998
Jennifer Carew Kipp	81st Street	August 25, 1998
Anne Curtis	Grantosa	August 25, 1998
Georgina David	Edison	August 25, 1998
Shelli Hughes	78th Street	August 25, 1998
Enrique Lafosse	Edison	August 25, 1998
Susan Lieven	Wisconsin Conservatory	August 25, 1998
Cheryl Matas	Garfield	August 25, 1998
Heidemarie Retizenstein	Fairview	August 25, 1998
Lesley Scheibach	Webster	August 25, 1998
Kerrie Swart	Gaenslen	August 25, 1998
Lisa Thornton	Westside Academy II	August 25, 1998
Kim Urchell	53rd Street	August 25, 1998
Rodney Walker	Custer	August 25, 1998
Kristin Wasielewski	South	August 25, 1998
Janice Zepnick	Curtin	August 25, 1998
Sabbatical Leave, to January 22, 1999:		
Dorothy Schulz	Steuben	August 25, 1998
Sabbatical Leave, to June 14, 1999:		
Doretha Asantewaah	Burroughs	August 25, 1998
LaRhonda Bearden-Steward	53rd Street	August 25, 1998
Linda Bohan	Sherman	August 25, 1998
Marise Decker	Holmes	August 25, 1998
Cynthia Dismuke	Riley	August 25, 1998
Roxie Hentz Harris	Lee	August 25, 1998
Josephine Hill	Edison	August 25, 1998
Willie Killins Jr.	Riley	August 25, 1998
Richard Klimek	Clement	August 25, 1998
Juanita Sprouse	Scott	August 25, 1998

Sabbatical Leave, to June 25, 1999:

Yvonne McCaskill	DSS Center	August 24, 1998
Joseph Sliker	DSS Center	August 24, 1998

Study Leave, to June 14, 1999:

Charon Lohman	78th Street	August 25, 1998
Susan Mahan	Silver Spring	August 25, 1998
Annie Oliver	Riverside	September 22, 1998

Extension of Illness Leave, to January 22, 1999:

Shirley Bowders	Leave	August 25, 1998
Alice Jorgensen	Leave	August 25, 1998

Extension of Illness Leave, to June 14, 1999:

Lauren Aiello	Leave	August 25, 1998
Joseph Carpenter II	Leave	August 25, 1998
Sarah Disi	Leave	August 25, 1998
Hazel Laughinghouse	Leave	August 25, 1998
Nancy Moldovan	Leave	August 25, 1998

xtension of Maternity Leave, to June 14, 1999:

Cynthia Briselden	Leave	August 25, 1998
Margaret Charek	Leave	August 25, 1998
Laura Jackson	Leave	August 25, 1998
Peggy Lane	Leave	August 25, 1998
Carol Raasch	Leave	August 25, 1998
Lisa Sarenac	Leave	August 25, 1998

Extension of Personal Leave, to June 14, 1999:

Anne Arnold	Leave	August 25, 1998

CURTAILMENT OF LEAVE:

Sharon Champeau	Rescinded her maternity leave that was granted from August 25, 1998, through June 14, 1999.
Martin Lexmond	Rescinded his sabbatical leave that was granted from August 25, 1998, through June 14, 1999.
Angelena Malone	Rescinded her maternity leave that was granted from August 25, 1998, through June 14, 1999.

Report on Resignations

Name	**Position**	**Effective Date**
Susan A. Alunkal	Teacher	08/14/98
Reginald Armstrong	Teacher	08/07/98
Liza Balestrieri	Teacher	08/19/98
Tracy Baltutis	Teacher	08/24/98
Jody M. Balzer	Teacher	08/13/98

Warren Bergmann	Teacher	08/12/98
Karen Beyer	Teacher	08/17/98
Lester D. Binns	Teacher	08/12/98
Christina Bjeloshevich	Teacher	08/24/98
John Blanchard	Teacher	08/14/98
Andrea Bleimehl	Teacher	08/03/98
Mary R. Bluhm	Teacher	06/27/98
William Bock	Teacher	08/25/98
Kim M. Boettcher	Teacher	08/20/98
Carey Bradley	Teacher	08/13/98
Meiga Brasch	Teacher	08/12/98
Kathleen Carney-Dahm	Teacher	08/13/98
Maria I. Castaneda	Teacher	08/12/98
Sharon L. Chandler	Teacher	08/11/98
Mary J. Chapman	Teacher	12/18/98
Elma Cleveland	Counselor	06/15/98
Gina M. Collins	Teacher	08/19/98
Nicole Constantine	Teacher	08/27/98
Courtney M. Cox	Teacher	08/16/98
Debra R. Crenshaw	Teacher	08/10/98
Lionel Crenshaw	Teacher	08/10/98
Ellen C. Crozier	Teacher	07/10/98
Elisabetta R. D'Acquisto	Teacher	08/03/98
Mary K. Davis	Teacher	06/15/98
Andrea E. Delury	Teacher	07/25/98
Mary K. Diamond	Teacher	08/24/98
Diana R. Diaz	Teacher	08/03/98
Dawn M. Duvall	Teacher	08/12/98
Elizabeth S. Eaton	Teacher	08/01/98
David B. Eggert	Teacher	08/18/98
April M. Ellertson	Teacher	08/19/98
Mary Emerson	Teacher	08/01/98
Jane Feldmann	Teacher	07/28/98
Kelly Ferrell	Teacher	08/20/98
Mark Finne	Soc Worker	08/12/98
Colleen Finnerty	Teacher	07/29/98
Jodi Fischer	Teacher	08/01/98
Matthew E. Freiberg	Teacher	08/04/98
Anthony C. Frontier	Teacher	08/27/98
Tami L. Fukuchi	Teacher	08/06/98
Peter L. Gebhardt	Teacher	08/03/98
Janice M. Gerwels-Huth	Teacher	06/12/98
Michael D. Ginter	Teacher	08/06/98
Susan M. Goetz	Teacher	08/17/98
Michelle Goldstein	Teacher	08/04/98
Kristin Grady	Teacher	08/14/98
Frances A. Gulotta	Teacher	08/12/98
Diane Hahn	Teacher	08/18/98
Anne Hanigan	Teacher	08/18/98
Meghan Hanlon	Teacher	08/25/98

Michelle Hardin	Teacher	07/30/98
Kelly Harrigan	Teacher	08/01/98
Julie L. Harycki	Teacher	07/30/98
Steven M. Hershenson	Teacher	08/01/98
David Higley	Teacher	08/21/98
Sharice Hildreth-Edwards	Teacher	08/07/98
Joseph A. Himden	Teacher	08/15/98
Carolyn Hottinger	Teacher	08/14/98
Jeffrey Paul Houser	Teacher	08/01/98
Willie G. Howell	Teacher	08/17/98
Jacqueline Huennekens	Teacher	08/10/98
Eileen J. Hult	Teacher	08/12/98
Ruth A. Idell	Teacher	08/18/98
Mary H. Janti	Teacher	07/15/98
Barbara Jenn	Teacher	08/25/98
Mary Johannsen	Teacher	08/20/98
David J. Johnson	Teacher	08/26/98
Vernice Jordan	Teacher	06/12/98
Diane Kahn	Teacher	08/25/98
Mark A. Kaminski	Teacher	06/29/98
Rebecca L. Kaulfuerst	Teacher	08/04/98
Ellen I. Kellogg	Teacher	08/26/98
Martha M. Kirwin	Teacher	08/11/98
Lori J. Komas	Teacher	08/21/98
Lisa M. Komisarek	Teacher	07/28/98
Lisa K. Koshak	Teacher	08/12/98
Kathryn M. Kostelnik	Teacher	07/31/98
Mary B. Krystowiak	Teacher	08/06/98
Dean Kugler	Teacher	08/19/98
John Kuznik	Teacher	08/10/98
Mary Beth Krystowiak	Teacher	08/06/98
Jeffrey Kurka	Teacher	07/30/98
Kathleen Lacy	Teacher	08/23/98
Scott M. Ladwig	Teacher	08/24/98
Mary C. Ladwig	Teacher	08/21/98
Maria M. LaFosse	Teacher	06/15/98
Jennifer L. Lansinger	Teacher	08/18/98
Janis Lennon	Teacher	08/11/98
Joanna S. Liebl	Teacher	08/10/98
Frederick C. Lindgren	Teacher	08/11/98
Ann Lindquist	Teacher	08/24/98
Thomas Loomis	Teacher	07/24/98
Allan R. Lucht	Teacher	08/25/98
Marietta F. Luckman	Teacher	08/10/98
Michael Lunney	Teacher	08/08/98
Arthur Luse	Principal	06/17/98
Lisa J. Luz	Teacher	08/04/98
Carrie A. Lynch	Teacher	08/10/98
Timothy Madler	Teacher	07/31/98
Clement L. Magner	Teacher	07/24/98

Terri D. Manske	Teacher	08/03/98
Laura Mason	Teacher	08/11/98
Michael McCrary	Teacher	08/12/98
Brian J. McDorman	Teacher	08/17/98
Mona Mehra	Teacher	08/10/98
James A. Meinen	Teacher	08/13/98
Lisa Merritt	Teacher	08/14/98
Lisa Merritt	Teacher	08/18/98
Lisa Middleton-Imperl	Teacher	08/01/98
Robin M. Mistele	Teacher	08/20/98
Tony C. Mitchell	Teacher	07/31/98
Heather Molnar	Teacher	08/07/98
Avis Mosby II	Teacher	08/21/98
Linda Muszytowski	Teacher	08/19/98
Wendy Nagel	Teacher	08/01/98
Dean Nemoir	Asst. Princ.	08/11/98
Lynn W. Newman	Teacher	08/17/98
Rachel Opel	Teacher	08/12/98
Jennie Pankau	Teacher	07/27/98
Jennifer Parins	Teacher	07/29/98
Jean A. Parulski	Teacher	08/17/98
Catherine A. Pechauer	Teacher	08/17/98
Amy B. Pellegrin	Teacher	08/24/98
Kathryn D. Perkins	Teacher	08/01/98
David A. Peterson	Teacher	08/11/98
Sara A. Plach	Teacher	08/11/98
Edward C. Price	Teacher	08/11/98
Curtis Rehm	Teacher	08/10/98
Melissa Rezner	Teacher	08/17/98
Sheryl L. Rick	Teacher	08/05/98
Kimberly M. Riegg	Teacher	07/28/98
Kay L. Rollert	Teacher	07/01/98
Sharla D. Ronchetto	Teacher	08/04/98
Monserrate Rosado	Teacher	05/22/98
Trina L. Rosemeyer	Teacher	07/30/98
Katherine M. Ruhland	Teacher	08/19/98
Redouane Sabbar	Teacher	08/24/98
Julie A. Saccomando	Teacher	08/20/98
Katherine L. Saemann	Teacher	08/10/98
Donna Sayler	Teacher	08/11/98
Russell L. Sayler	Teacher	08/28/98
Deborah R. Schinner	Teacher	08/05/98
Andrew M. Schmitt	Teacher	07/29/98
Tom Schmitt	Teacher	08/10/98
Claire D. Schroeder	Teacher	07/31/98
Amanda Schuler	Teacher	08/14/98
Ray Scolavino	Teacher	08/28/98
Dorcas Seisdedos	Teacher	08/12/98
Steven M. Seston	Teacher	08/12/98
Karla Sikora	Teacher	08/24/98

Nicole C. Skaar	Teacher	08/06/98
Christine Slawson	Teacher	07/30/98
Elizabeth M. Somppi	Teacher	06/16/98
Lisa A. Spain	Teacher	08/17/98
Wilma Spann	Asst. Princ.	08/21/98
Beth Specht	Teacher	08/10/98
Jim Spector	Teacher	08/10/98
Heather R. St. Arnold	Teacher	08/12/98
Michelle G. Stauder	Teacher	08/27/98
Jennifer Stiemsma	Teacher	08/06/98
Nicole J. Stocking	Teacher	08/07/98
Chad Stoltz	Teacher	08/12/98
Steve Swanson	Teacher	08/10/98
Georgeane Szczygielski	Teacher	09/29/98
Dawn Szymborski	Teacher	07/27/98
Hanako M. Tani	Teacher	08/03/98
MaySoua Thao	Teacher	08/24/98
Therese Theys	Teacher	08/18/98
John K. Thompson	Teacher	05/24/98
Howard A. Towne	Teacher	08/05/98
Mary Tracy	Teacher	08/05/98
Olivia A. Trester	Teacher	07/30/98
Marc Villarreal	Teacher	07/16/98
Douglas J. Walkner	Teacher	08/18/98
Rhonda K. Watton	Teacher	08/08/98
Gary R. Weiler	Teacher	08/05/98
Julie A. Wessel	Teacher	08/16/98
Clare Whitaker	Teacher	08/17/98
Robin K. Woida	Teacher	08/24/98
Mary J. Wolf	Teacher	08/14/98
Mary Zarnowski	Teacher	08/12/98
Timothy J. Zielke	Teacher	08/24/98
Andrea Zolecki	Teacher	08/13/98

Affirmative Action Report

6. The Affirmative Action Report for the month of August 1998 is attached to your committee's minutes. This is an informational report, and no action is required.

Committee recommendations

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

* * * * *

(Item 4) Action to Amend the Early Retirement Supplement and Benefit Improvement Plan

Administration's Analysis

1. Recently the Administration sought advice from the City Attorney to confirm that the MBSD Early Retirement Supplement and Benefit Improvement Plan (the "Plan") requires amendment to more

clearly reflect how benefits are to be provided under the Plan in the event that a participant's WRS pension is divided in a divorce proceeding through means of a Qualified Domestic Relations Order (a "QDRO").

2. When WRS administers a QDRO, the value of the WRS account is divided, which in effect "reduces" the years of service credited to the participant who is subject to the QDRO. Since the Plan provides benefits based on years of WRS service, the Administration needed to ensure that the Plan as written clearly reflects the intent of its non-alienation provision so that a participant's years of creditable service are not reduced as a consequence of WRS implementation of a QDRO.

3. The City Attorney opined and the Plan's Administrative Committee agreed as to the need to amend the Plan to clarify that years of service under the Plan are to be credited without reference to any divisions pursuant to a QDRO.

Strategic Plan Compatibility Statement

4. Not applicable.

Statute, Board Policy Or Rule Statement

5. Amendments to the Plan must be approved by the Board in accordance with the Plan Document.

Fiscal Impact Statement

6. Implementation of this Plan amendment will not require any additional expenditures of funds.

Implementation and Assessment Plan

7. Implementation will involve minimal staff time and will be completed upon adoption of the resolution by the Board.

Committee Recommendation

Your Committee recommends that the Board adopt the following resolution amending the Plan in accordance with the City Attorney's opinion and that the Board authorize the Superintendent or his designee to carry out any required administrative functions to amend the Plan.

A RESOLUTION AMENDING THE MILWAUKEE BOARD OF SCHOOL DIRECTORS EARLY RETIREMENT SUPPLEMENT AND BENEFIT IMPROVEMENT PLAN TO CLARIFY THAT YEARS OF SERVICE UNDER THE PLAN ARE TO BE CREDITED WITHOUT REFERENCE TO ANY DIVISIONS PURSUANT TO A QDRO

WHEREAS, Section 10.3 , the Non-alienation of Benefits provision of the Plan, prohibits the Plan from honoring a QDRO, the Plan's provisions for calculating creditable service require that service be credited in the manner provided under the WRS; and

WHEREAS, In order to clarify that years of service under the Plan are to be credited without reference to any division of a Participant's pension benefit pursuant to a QDRO, it is necessary to amend the Milwaukee Board of School Directors Early Retirement Supplement and Benefit Improvement Plan; now, therefore, be it

RESOLVED, That the Plan's Definitions of "Year of Benefit Service" and "Year of Vesting Service" be amended to add the following italicized language:

Year of Benefit Service: If a Covered Employee is an active Participant prior to July 1, 1989, he will be credited with a Year of Benefit Service in the manner provided under the Wisconsin Retirement Service, without regard to any division of the amount of creditable service pursuant to a qualified domestic relations order under Wis. Stat. 40.08. For Plan years commencing after June 30, 1989, if a Covered Employee is an inactive Participant or becomes a Participant after June 30, 1989, he will be credited with a Year of Benefit Service for each consecutive 12-month period in which he is a Covered Employee

employed by the Milwaukee Public Schools. Partial years of Benefit Service will be credited in increments of 1/100.

Year of Vesting Service: For Plan Years commencing prior to July 1, 1989, a Year of Vesting Service shall be credited in the manner provided under the Wisconsin Retirement System, without regard to any division of the amount of creditable service pursuant to a qualified domestic relations order under Wis. Stat. 40.08. For Plan Years commencing subsequent to June 30, 1989, a Year of Vesting Service shall be a consecutive 12-month period in which a Participant is employed by the Milwaukee Public Schools.

(Note that, per Section 2.2, Construction, the masculine gender, where appearing in the Plan, shall be deemed to include the feminine gender, unless the context clearly indicates to the contrary.)

* * * * *

(Item 5) Action on a Request to Approve Modifications to School Attendance Areas as They Relate to Reductions in Transportation Expenditures and Report on Projected Transportation Expenditures

Administration's Analysis

1. At its April 29, 1998, meeting, the Board approved a budget amendment that reduced the transportation budget by $2,584,085, capping busing costs at 95% of the FY98 budget. The Administration's FY99 budget request was a 2.1% increase over the FY98 budget.

At its May 27, 1998 meeting, the Board approved the Administration's recommendation to revise the process for assigning students during the spring and summer enrollment periods and to initiate negotiations with the MTEA to modify the teacher-day window. The intent of both recommendations was to reduce transportation costs. Both recommendations were implemented.

The Administration further recommended changes to various school attendance areas. The Board requested that the Administration further review the revised attendance areas and resubmit the proposed areas for approval in September 1998.

Following is the Administration's report on projected FY99 transportation expenditures and proposed changes to school attendance areas.

2. The Administration projects transportation expenditures for FY99 at $55,111,659, for a negative variance of $2,688,669. The Administration recommends transferring $2,487,182 from Special and Contingent Funds-Transportation/Construction to Transportation Operations. This allocation was budgeted to provide funds in the event MPS began to build schools in overcrowded neighborhoods, thus reducing transportation costs.

The Administration further recommends transferring $201,487 from the Contingent Fund to Transportation Operations. A portion of the budget amendment was added to the Contingent Fund in the event that the entire transportation savings could not be realized. The two transfers will balance the Transportation Operations budget.

The recommendations implemented by the Administration were successful in limiting the growth of transportation costs to a 2.2% increase. There are few actions that can be taken to significantly reduce transportation costs, short of reducing the number of students on buses, which can be accomplished only by having more students attend their neighborhood schools.

3. At the May 19, 1998, Finance/Personnel Committee meeting, the Administration presented a plan to modify attendance areas and the spring and summer registration process. The Board directed the Administration to re-examine the proposed attendance area changes to ensure student safety and to obtain input from schools.

The Administration reviewed the proposed changes and modified its recommendations based on safety and school input. The extent of change is considerably less than what was proposed in May. A number of minor changes to attendance boundaries are proposed in order to better align attendance boundaries with

census tracts. This will enable the Administration to respond to requests for student demographic data more promptly. The Department of Leadership Services reviewed the revisions, and schools were contacted for further input. Maps of the proposed attendance area changes are attached.

The Administration is requesting that the Board consider this plan in light of the heightened need to reduce transportation expenditures. The revised attendance areas would apply for future registration periods. No current school assignments would be affected.

The proposed changes to attendance areas would succeed in reducing the number of students in overcrowded areas by 20%. This could enable more students to attend their neighborhood schools.

4. Attorneys with the law firm of Hogan and Hartson have suggested the following criteria be considered when changing attendance areas:

a) Proximity of schools to where students live

b) Opportunity for siblings to attend the same schools

c) Stability, with the goal that attendance areas not be revised more frequently than necessary

d) Racial and ethnic diversity of students enrolled at a school

e) Safety of students in getting to and from school

The proposed attendance areas conform to these criteria.

Strategic Plan Compatibility Statement

5. The Administration's recommendations support the Board's goal of making MPS Milwaukee's first choice of schools by providing greater opportunities for students to attend their neighborhood schools.

Statute, Board Policy or Rule Statement

6. Board Policy 5.01(2), Facilities Standards, identifies optimal locations of school buildings.

Fiscal Impact Statement

7. The Administration recommends transferring $2,487,182 from Special and Contingent Funds — Transportation/Construction to Transportation Operations. The Administration further recommends transferring $201,487 from the Contingent Fund to Transportation Operations. The two transfers will balance the Transportation Operations budget. The Contingent Fund has an unreserved balance of $1,501,985 before approval of this item.

Implementation and assessment plan

8. The Administration will report to the Board in March 1999 on the results of the FY 2000 School Selection Process. The number of students selecting their neighborhood schools will be provided.

Committee Recommendations

Your Committee recommends:

1. That the Board approve the modifications to school attendance areas as proposed by the Administration.

2. That the Board authorize the transfer of $2,487,182 from Special and Contingent funds — Transportation/Construction to Transportation Operations.

3. That the Board authorize the transfer of $201,487 from the Contingent Fund to Transportation Operations.

* * * * *

(Item 6) Action on Resolution 9899R-067 by Director Hardin to Join the Rebuild America's Schools Coalition

Background

At its meeting on August 26, 1998, the Board referred the following resolution by Director Hardin to the Finance/Personnel Committee.

WHEREAS, The Clinton administration's 1998 budget included a new proposal to assist in financing public school construction, but Congress has not acted on that proposal and seems unlikely to do so; and

WHEREAS, The proposal included $19.4 billion in zero interest bonds for construction and renovation of public school facilities. Half of the bond authority would be offered to the 100 school districts with the largest proportion of low income children (Title I basic grant formula). The other half of the funds would be allocated to the states to provide assistance to school districts under a state plan establishing state priorities. In total, this proposal would have provided $163 million bonding authority for MPS; and

WHEREAS, This proposal was also introduced as separate legislation by Illinois Senator Carol Mosley Braun and New York Representative Charles Rangel as the School Modernization Act, but Congress did not act on that proposal either; and

WHEREAS, The Council of Great City Schools believes we need to increase the political support for this proposal in order to move it through Congress. Accordingly, the Council has proposed that its members join a new group called Rebuild America's Schools Coalition. The Coalition is to be headed by a veteran Washington hand, Robert Canavan, who has been senior lobbyist for the American Association of Retired Persons, the United Way and the NEA; and has led many successful national campaigns. With his guidance, the Coalition would do the ongoing work needed to move a school construction bill through the next Congress; and

WHEREAS, The cost to MPS for membership in the Coalition is $1,000.

NOW, THEREFORE BE IT RESOLVED, That the Milwaukee Board of School Directors join the "Rebuild America's Schools Coalition."

BE IT FURTHER RESOLVED, That the membership cost of $1,000 be approved.

Administration's Analysis

1. The Milwaukee Public Schools will benefit greatly from zero-interest bonds for construction and renovation of our school facilities, and legislation of this type is vital to our district. This initiative affords us the opportunity to be part of a grassroots movement of large urban school districts which will now be able to make their needs known to members of Congress. Being a part of this coalition would strengthen our political base and would be compatible with our legislative efforts.

The nominal fee required to join the coalition, in which we would be acquiring the experience of a senior lobbyist experiences at the national level and we would be part of a nationwide group working towards a common purpose, presents a tremendous opportunity for the district. The result of our participation should be improved prospects for enactment of federal financial assistance for school facilities.

Strategic Plan Compatibility

2. Providing additional funds for new or improved school facilities would support the Board goals:

Goal 1: Improve student achievement for all students and improve attendance and reduce the dropout rate.

Goal 2: MPS — Milwaukee's First Choice of Schools

Statute, Board Policy or Rule Statement

3. No change is required.

Fiscal Impact Statement

4. The cost of a one-year membership will be $1,000 for 1998-99. Funding is available in the FY99 budget.

Implementation and Assessment Plan

5. None.

Committee Recommendation

Your Committee recommends that the Board approve a one-year membership in the "Rebuild America's Schools Coalition" and funding of $1,000 to cover the membership fee for 1998-99 from the school finance litigation line in the special and contingent fund accounts (1-10-4-876-600-981-231500).

* * * * *

(Item 7) Action on Recommended Nominations to the Board of Directors of the Milwaukee Public Schools Foundation, Inc.

Administration's Analysis

1. At its meeting on November 25, 1997, the Board authorized the Superintendent to take all necessary steps to establish a Milwaukee Public Schools Foundation as a non-profit corporation for education and charitable purposes. At its meeting on December 17, 1997, the Board approved the Articles of Incorporation for the Milwaukee Public Schools Foundation. Early in January 1998, the State of Wisconsin issued the Certificate of Incorporation for the Foundation, under the provisions of Chapter 181, the Wisconsin Nonstock Corporation Law. In July 1998, the Internal Revenue Service granted tax exempt status to the Foundation in accordance with Section 501(c)(3) of the Internal Revenue Code.

2. Chapter 181.20 of the Wisconsin Nonstock Corporation Law states that a board of directors must be established to manage non-profit corporations and that the number of directors of a corporation shall not be less than three. It is anticipated that the board of directors for the Milwaukee Public Schools Foundation, Inc., will consist of 25 members. Two of the members of the Foundation's board are members of the Milwaukee Board of School Directors. The members of the Foundation's board of directors are nominated by the Superintendent of Schools and confirmed by the Milwaukee Board of School Directors.

3. At its meeting on December 17, 1997, the Board approved the Superintendent's initial nominations to serve on the Board of Directors of the Milwaukee Public Schools Foundation, Inc.

4. At its meeting on February 25, 1998, the Board took action on Resolution 9798R-062 by Director Hardin regarding parent representation on the Foundation board. The Board of School Directors voted to have a special category of MPS parent represented on the MPS Foundation board and that the number of parents not be greater than four.

5. At its meetings on March 25 and June 24, 1998, the Board approved the Superintendent's nominations to the Board of Directors of the Milwaukee Public Schools Foundation, Inc. One of the parent representatives, Ms. Tina Ramos, has since resigned. The list of current members is attached.

6. At its meeting on January 28, 1998, the Board approved the following policy.

A majority of the members of committees and task forces that involve citizens, whether or not employed by MPS, comprise individuals who legally reside within the City of Milwaukee.

7. The foundation board currently has 18 directors, of which 13 are residents of Milwaukee. The five who are non-residents represent or have affiliations with organizations within the city.

8. The Superintendent is recommending the following individuals to serve on the Foundation board:

Mr. Blaine E. Rieke (r), Retired chairman of First Star Trust

Dr. Martine Meyer (r), Professor Emerita of French, University of Wisconsin-Milwaukee

Dr. Javier Rincon (nr), Parent representative. Children attend MPS

_____

(r) resident of the City of Milwaukee

(nr) non-resident of the City of Milwaukee

+ Business/organization represented is located within the City of Milwaukee

7. Additional names will be nominated for Board confirmation in the future.

Strategic Plan Compatibility Statement

8. The recommendations are compatible with the Board's goal of increasing student achievement.

Statute, MPS Policy, or Board Rule Implication Statement

9. The Milwaukee Public Schools Foundation, Inc., follows the provisions of Chapter 181, The Wisconsin Nonstock Corporation Law, and Section 501(c)(3) of the Internal Revenue Code, covering non-profit corporations.

Fiscal Impact Statement

10. The initial start-up of the Foundation will be funded through the existing budget.

Implementation and Assessment Plan

11. The initial fundraising strategy for the MPS Foundation is through the 1998 MPS Employee Combined Giving Campaign, which will run October 1-31, 1998. The Foundation will be included along with United Way, Combined Health Appeal, and AChoice in the combined giving campaign. Employees will be able to designate their donations to the Foundation.

12. The Milwaukee Public Schools Foundation will issue an annual report.

Committee Recommendation

Your Committee recommends that the Board approve the Superintendent's nominations to the Board of Directors of the Milwaukee Public Schools Foundation, Inc.

* * * * *

(Item 8) Action on Staffing and Organizational Changes in the Office of Board Governance

Current Functions of the Office of Board Governance

1. The Office of Board Governance currently consists of the Director's Office and the Office of Audit Services. The Director's Office is staffed with three administrators (one position is currently vacant) and four support staff (one position is currently vacant). The Office is responsible for the Board clerk functions and for services to the Board, specifically the scheduling and staffing of Board and Committee meetings and the preparation and publication of Board materials.

2. The Office of Audit Services is an integral part of the Board's decision-making process. The Office is responsible for conducting financial and performance (operational and program evaluation) audits and for ensuring that the district fully accounts for its activities, including justification of programs which use public resources; economy, efficiency and effectiveness of resource identification, acquisition and application; and the effect of resource application.

3. Effective July 1 of this year, the Board transferred funding for the Parent Services Center to the Office of Board Governance. This unit is currently staffed with a coordinator, four parent service specialists, a parent involvement specialist, and one support staff member.

The Board's Vision of the Office of Board Governance

4. The Board has expressed the desire to expand the role of the Office of Board Governance to provide services in the following areas:

- Information and support services to parents and the general public;
- Services to Committee chairs in the areas of agenda analysis and preparation;
- Services to individual Board members.

The Reorganization Plan for the Office of Board Governance

5. In order to accomplish the Board's vision, the following reorganization plan has been prepared for the Board's consideration. The plan provides for services in four areas:

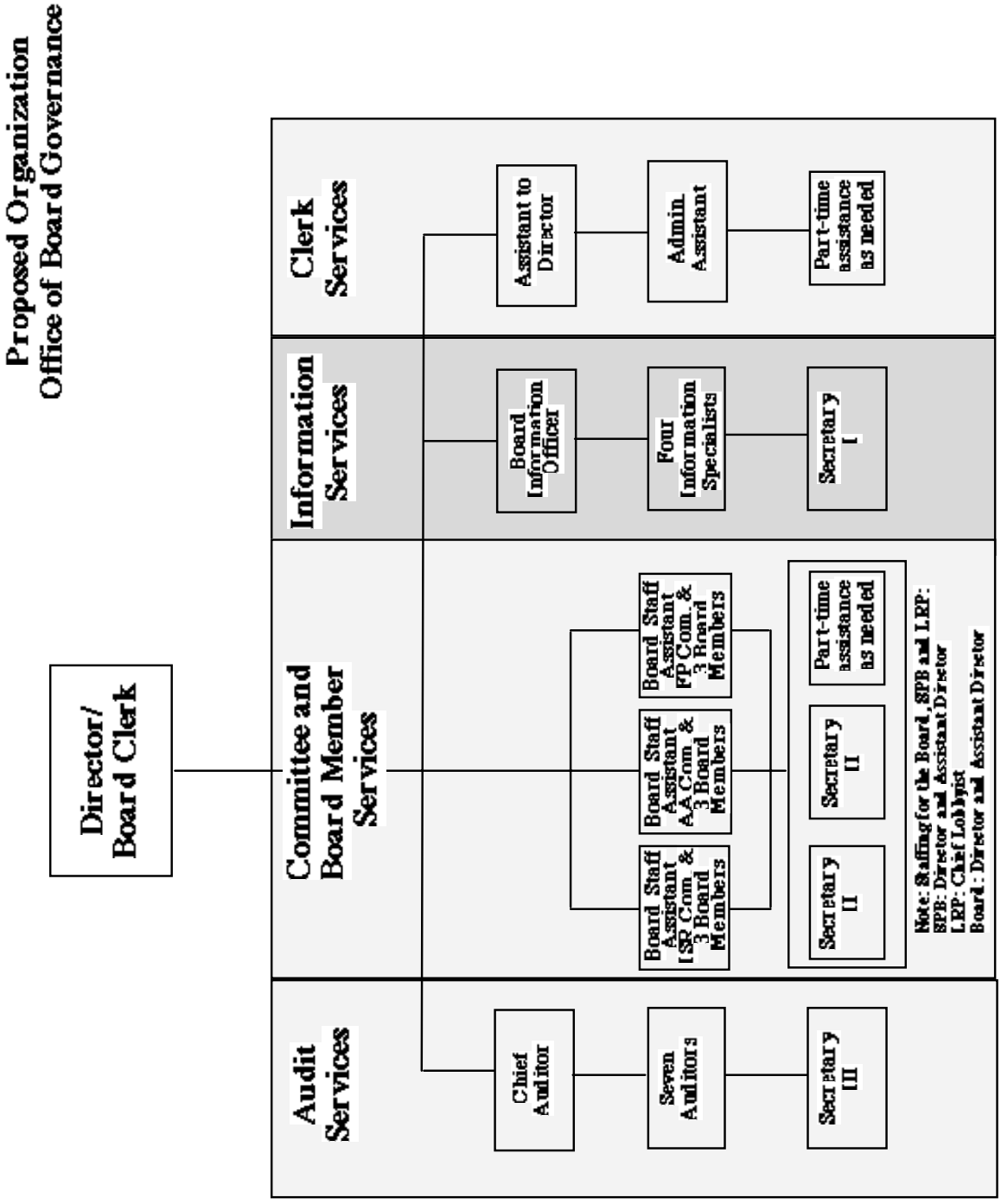
- Committee and Board member services, by the addition of three staff members to support this function. The expansion of Committee and Board member services will enable the Office of Board Governance to undertake basic research projects, to prepare reports, and to respond to requests from Board members and citizens. In addition, services will include maintenance of Committee files, review and research of background for Committee items, and provision of information to Committee members regarding all Committee business, past actions, and pending matters.
- Information Service Center, by elimination of the Office of Parent Services and the creation of one new position of Board Information Officer and four new positions of Information Specialist.

At the Board retreat on July 15, 1998, Board members and the Administration discussed the necessity for a variety of services for parents and the community at large. From this discussion, the model for an information service center emerged. The functions of the center would include many of the support activities currently provided to parents by the parent center representatives, but the main focus of the center would be to provide help and assistance to parents and others from the community.

The information service center would function as a customer service center, providing help and assistance to requesters. Four customer service representatives would handle phone calls, serve walk-ins, and assist in making the connections between parents and the many services which MPS offers. The Board Information Office would supervise the Information Center and provide a vehicle to inform parents and the community of Board action and policy decisions.

- Clerk services , by consolidating a number of functions. The person in charge of these services would also assume the functions of the policy analyst position, which would be abolished.
- Audit Services, which would continue without change.

7. The reorganization plan is presented in two charts: the first chart provides an overview of the functions of the Office; the second provides an analysis of the position changes in the Office with the costs of the plan.


Proposed Organization
Office of Board Governance
Director/
Board Clerk
Audit
Services
Chief
Auditor
Seven
Auditors
Secretary
III
Committee and
Board Member
Services
Board Staff
Assistant
[SP Com. &
3 Board
Members
Board Staff
Assistant
AA Com. &
3 Board
Members
Board Staff
Assistant
FP Com. &
3 Board
Members
Secretary
II
Secretary
II
Part-time
assistance
as needed
Information
Services
Board
Information
Officer
Four
Information
Specialists
Secretary
I
Clerk
Services
Assistant to
Director
Admin.
Assistant
Part-time
assistance
as needed
Note: Staffing for the Board, SPB and LEP:
SPB: Director and Assistant Director
LEP: Chief Lobbyist
Board : Director and Assistant Director

Proposed Reorganization—Office of Board Governance
Analysis of Staffing Changes

Current	Level	Change	Proposed	Level	Est. Cost
DIRECTOR AND CLERK SERVICES					
Director/Clerk	Sp	No change	Director/Clerk	Sp	$0
Assistant to Director	3-08A	Reclassify; add policy analyst and assistant clerk function	Assistant Director/Clerk	3-11A	+6,607
Policy Analyst	3-12A	Eliminate position			-59,000
Admin. Asst.	3-01A	Promote Secretary III to this position	Admin. Asst.	3-01A	-1,550
Secretary III	A-6A	Eliminate position			-31,904
COMMITTEE AND BOARD MEMBER SERVICES					
		Create 3 new positions	Board Staff Assistant (3 pos.)	3-08A	+145,419
Secretary I (2 pos.)	A-3A	Reclassify to Sec. II	Secretary II (2 pos.)	AE-4A	+2,585
INFORMATION SERVICES					
PSC Coordinator	3-09A	Eliminate position			-70,376
		New Position	Board Information Officer	3-10A	+54,000
PSC Specialist (3 pos.) and PSC Biling Spec (1 pos.)	3-00A	Eliminate positions. Create 4 new positions of Information Specialist	Information Specialist (4 pos.)	AE-03	0
PSC Par Inv Spec	3-00A	Eliminate position			-37,047
Secretary I	A-3A	No change	Secretary I	AE-3A	0
AUDIT SERVICES					
Chief Auditor	3E-13A	No change	Chief Auditor	3E-13A	0
Auditor IV (2)	3-08A	No change	Auditor IV (2)	3-08A	0
Auditor III (2)	3-06A	No change	Auditor III (2)	3-06A	0
Auditor II (2)	3-05A	No change	Auditor II (2)	3-05A	0
Auditor I (1)	3-03A	No change	Auditor I (1)	3-03A	0
Secretary III	A-6A	No change	Secretary III	A-6A	0
TOTAL POSITIONS/ NET COST	27			27	+$8,734

Note: increased costs will be absorbed from existing accounts in the office.

Committee Recommendations

Your Committee recommends:

1. That the Board approve the reorganization plan for the Office of Board Governance.

2. That the Board approve the following position changes in the Office of Board Governance, effective as indicated:

a. Retitle the position of Assistant to the Director to Assistant Director/Assistant Board Clerk, and reclassify the position to level 3-11A, effective September 24, 1998.

b. Eliminate the position of Policy Analyst, effective September 24, 1998.

c. Eliminate one position of School Secretary III, and promote the incumbent, Eugene Jones, to the vacant position of Administrative Assistant, schedule 3-01A, effective September 24, 1998.

d. Establish three positions of Board Staff Assistant, schedule 3E-08A, effective September 24, 1998.

e. Reclassify two positions of School Secretary I to School Secretary II, schedule AE-4A, effective September 24, 1998.

f. Eliminate the positions of Parent Service Center Coordinator, Parent Service Center Specialist (3 positions), Bilingual Parent Service Center Specialist and Parent Service Center Parent Involvement Specialist, effective October 1, 1998, with the understanding that the Parent Empowerment functions of the Parent Service Center will be addressed and continued in the Superintendent's reorganization plan.

g. Establish one position of Board Information Officer, schedule 3-10A, effective October 1, 1998.

h. Establish four positions of Information Specialist, schedule AE-03, effective October 1, 1998.

3. That all newly created, reclassified and transferred positions be designated as exempt from City Service and bargaining unit representation and serving at the will of the Milwaukee Board of School Directors

* * * * *

(Item 9) Follow-up Report on Partnership School Contract for CYD

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

Administration's Report

1. On June 28, 1998, the Board of School Directors gave approval to contracts with 17 community-based organizations to provide alternative education programs for children at risk or in need of special exceptional education services.

2. Consistent with the recommendations of the Division of Small Community Schools, the contract recommendation on the Career Youth Development School of Excellence (CYD) was postponed to the July meeting of the Board. The delay was aimed at providing more time to resolve issues raised in the Office of Board Governance's Financial Audit of the Career Youth Development School of Excellence.

3. The Board's action granting an extension of time permitted CYD to provide additional information or documentation as a means of mitigating disallowed costs. Postponement of Board action was also aimed at obtaining information needed by the Division of Small Community Schools for final determination on a recommendation for contract renewal. During this period, discussions and negotiations took place with CYD designed to arrive at a resolution of the issues reported in the CYD audit.

4. On August 26, 1998, the Board authorized the Administration to enter into an agreement with CYD that provided for the repayment of $170,757 in disallowed costs and approved a one-year contract extension for CYD, ending June 30, 1999.

5. At that time, the Board also requested details regarding the CYD contract.

a. Payment of disallowed costs ($170,757).

o CYD agrees to repay MPS a total of $170,757 ($142,464 + $28,293) in monthly installments over a period not to exceed five years, beginning September 1, 1998. The

first installment is due to MPS 90 days after the start of the repayment period, i.e., by December 1, 1998.

- o MPS reserves the right to terminate the FY99 contract if CYD defaults on a monthly reimbursement payment.
- o MPS also reserves the right to audit CYD for FY98 and FY99.

b. Seats for 1998-99

- o The 1998-99 contract for CYD School of Excellence will be for 75 seats for the entire school year and an additional 75 seats for the second semester, for a total of 150 seats in the second semester. At $6,214 per student, the total value of a one-year contract extension for CYD will be $699,075.
- o CYD is agreeable to a contract which provides for 10% of the total contract amount to be paid each month, beginning September 1, 1998, and ending June 1, 1999.

c. Compliance with audit findings. Based on the information received from the Office of Board Governance's Auditors Report 810, Career Youth Development will do the following:

- o Payment of back salaries to employees receiving less than the required minimum wage: Based on our contract agreement and the findings of the MPS Office of Board Governance's auditors, the Division of Small Community Schools will seek documentation from CYD supporting additional salary payments made to current and former employees who did not receive $7.70 per hour in wages during the 1997-98 contract term. Such payments should begin no later than September 1, 1998, and be completed by June 30, 1999. If no payments are made to employees eligible for back wages, MPS will withhold further contract awards for the program.
- o Corrective Action Plan: Based on our contract agreement and the findings of the MPS Office of Board Governance's auditors, the Division of Small Community Schools will work with CYD to incorporate a corrective action plan in the CYD FY99 Partnership School contract. The plan should address the following inadequacies reported by MPS auditors:

  1. Staffing. CYD shall give a three-day written notice to the MPS Division of Small Community Schools whenever a staff member is hired or withdraws from working in the CYD program. This information shall be used to ensure that CYD has performed the required background check and to ensure that inappropriate employees have not been assigned to teach or work with MPS pupils.
  2. Leadership. CYD shall employ a full-time, on-site program director/school principal to administer and manage the contracted program.
  3. Audit/Program Committee. CYD shall establish an audit/program committee as part of the CYD Agency Board of Directors that will include representation from the MPS Division of Small Community Schools, the Division of Parent and Students Services, and parents of students in the CYD program. This group would meet at least once each semester to share concerns, identify needed technical assistance, and make recommendations for improvement.

- o Monthly Financial Reporting. CYD shall provide to MPS monthly financial expenditure reports showing budgeted expenses vs. actual expenses. The expenditure reports shall be used to determine if CYD is in compliance with all fiscal requirements and accounts for funds in a manner consistent with the provisions of the agreement with MPS. The monthly financial expenditure reports will also identify any other sources from which CYD is receiving funds to pay for program costs.

6. The Division of Small Community Schools will monitor and report on CYD's progress in resolving audit findings related to inadequacies or substandard performance. If corrective action is not taken, MPS should withhold further contract awards for the program.

7. Listed below are the Quantitative Partnership School Performance Measures for the 1996-97 and Semester 1 of the 1997-98 school year for CYD School of Excellence. The performance standard for the areas listed below is 70%.

		SEMESTER 1
	1996-97	**1997-98**
Attendance	55.58%	76.60%
Retention	95.93%	53.40%
Units/Earned	48.27%	60.00%
Reading Gain	65.04%	79.20%
Math Gain	52.03%	62.50%
Graduation	14.28%	
Benchmarks Met	1:6	2:5

8. CYD last had a Qualitative Evaluation in the spring of 1997. At that time, the CYD School of Excellence received a good/fair rating in the student engagement area and an excellent rating in the school membership area.

* * * * *

(Item 10) Referral to the Innovation/School Reform Committee of Resolutions 9899R-048 by Director Todd, Regarding a Feasibility Study to Increase Safety and Security Around MPS Schools, and 9899R-015 by Director Hardin, Regarding a Cost analysis of Placing Safety Assistants on School Buses

Background

At its meeting on August 26, 1998, at the request of the Innovation/School Reform Committee, the Board took action to combine Resolution 9899R-053 by Director Small, regarding School Safety Plans, and the recommendations of the Design Team for the development of a comprehensive discipline plan into a single item so that they could be considered in the context of a comprehensive school safety plan, to be presented to the Committee by the Administration in October.

It is the Administration's intention also to include responses to Resolutions 9899R-048 by Director Todd, regarding a feasibility study to increase safety and security around MPS Schools, and 9899R-015 by Director Hardin, regarding a cost analysis of placing safety assistants on school buses, in the comprehensive plan. These resolutions are currently pending before the Finance/Personnel Committee.

Consideration of the comprehensive plan would be expedited if all relevant resolutions were pending before a single Committee.

Committee Recommendation

Your Committee recommends that Resolutions 9899R-048 by Director Todd, regarding a feasibility study to increase safety and security around MPS schools, and 9899R-015 by Director Hardin, Regarding a cost analysis of placing safety assistants on school buses, be referred to the Innovation/School Reform Committee.

* * * * *

(Item 11) Action on Recommended Administrative Appointments and Promotions

Committee Recommendation

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

5(nr)	Allen Gobert	Assistant Principal Bay View High School	Schedule III, Range 12Y $62,042
2(r)	Barry Applewhite	Assistant Principal North Division High School	Schedule III, Range 12Y $47,980
5(r)	Charles Siebert Jr.	Assistant Principal South Division High School	Schedule III, Range 12Y $62,042
5(r)	Barbara Goss	Assistant Principal Audubon Middle School	Schedule III, Range 11Z $57,758
2(r)	Raymond Moore	Assistant Principal Bell Middle School	Schedule III, Range 11Z $48,238
5(r)	Jeff Rosen	Assistant Principal Milwaukee Education Center	Schedule III, Range 11Z $61,700
5(r)	Grace Thomsen	Assistant Principal Milw. School of Languages	Schedule III, Range 11Z $49,007
2(r)	Vaughn Cummings	Assistant Principal Walker Middle School	Schedule III, Range 11Z $54,073
2(r)	Aaron Clark	Assistant Principal Webster Middle School	Schedule III, Range 11Z $61,107
5(r)	Linda Hoganson	Assistant Principal Congress School	Schedule III, Range 10X $64,905
5(r)	Kathleen Schuh Ries	Assistant Principal Parkview Elementary School	Schedule III, Range 10Z $54,257
5(nr)	Mary Pitassi	Labor Relations Specialist Division of Labor Relations	Schedule III, Range 10A $54,000
2(r)	Jeanne Grant	Head Start Ed Supervisor Div. of Curriculum & Inst.	Schedule III, Range 8B $54,534
2(r)	Ernestine Tisdell-Lawrence	Head Start Ed Supervisor Div. of Curriculum & Inst.	Schedule III, Range 8B $56,377
5(r)	Elizabeth Radtke	Title I Middle School Supervisor – Mathematics Div. of Curriculum & Inst.	Schedule III, Range 8B $56,377
4(r)	Michael Gutierrez	Operations Supervisor Div. of Fac. & Maint Svcs	Schedule III, Range 7A $59,900
4(r)	Rae Ellen Sena	School Psychologist Division of Special Services	Schedule 05, Grade 1C $77,308

* * * * *

On the motion of Director Braun the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Board Clerk, presented 10 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Sinicki moved to accept the reports of the Independent Hearing Panel of August 28, 1998; September 1,1998; September 3, 1998; September 8, 1998; September 9, 1998; September 10, 1998; and September 14, 1998.

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

Ayes — Directors Braun, Gardner, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher — 8.

Noes — Director Hardin—1.

* * * * *

RESOLUTIONS

Resolution 9899R-068

By Director Sinicki:

WHEREAS, The departments and offices in the Central Services Building have voice-mail; and

WHEREAS, Voice-mail can be extremely useful to members of the public after office hours, allowing them to leave messages when the office is closed; and

WHEREAS, Members of the public expect to talk to a live human being when they call during regular office hours; and

WHEREAS, There are sufficient staff in each department of the Central Services Building to answer phone calls from the public; and

WHEREAS, Call forwarding is available for use in those few cases where small offices may be temporarily understaffed; and

WHEREAS, Staff members could utilize voice-mail when they are physically present in their offices to avoid responding to requests from members of the public, thus creating considerable ill-will and frustration; now, therefore, be it

RESOLVED, That the use of voice-mail be prohibited in the Central Services Building and other MPS administrative sites during regular office hours.

Referred to the Finance/Personnel Committee.

Resolution 9899R-069

By Director Sinicki:

WHEREAS, Fratney Street School was built in 1903 and has never had an addition built onto it; and

WHEREAS, Fratney is not accessible to physically disabled students, parents, or community members; and

WHEREAS, Fratney is one of eighteen MPS elementary schools without an adequate kitchen, so lunches must be trucked in daily; and

WHEREAS, The cafeteria at Fratney is the size of a regular classroom (736 square feet) but must serve over 300 children daily, leading to complicated logistical problems which detract from focusing student and staff attention on academic achievement; and

WHEREAS, Fratney's tiny office on the second floor, up three flights of stairs from the entrance, diminishes school security and student safety and creates a less welcoming appearance to parents and community members; and

WHEREAS, The library is 1/4 to 1/3 the size that the American Library Association recommends for a school the size of Fratney; and

WHEREAS, Fratney's gym is on the third floor, creating a serious noise problem for the rooms below; and

WHEREAS, Fratney has no music room, art room, or computer lab; and

WHEREAS, The Learning Disabilities teachers, the English as a Second Language teacher, and the Reading Resource teacher must work out of coatrooms; and

WHEREAS, The new program at Fratney was established by the School Board in 1988 at the request of parents, community members, and teachers who live in the Riverwest neighborhood; and

WHEREAS, Academic achievement of Fratney students, even though they are all performing in two languages, continues to improve; and

WHEREAS, The new program at Fratney was the first two-way bilingual program in the state of Wisconsin; and

WHEREAS, Fratney has been run by a school (site-based) council since its inception in 1988 and has responsibly hired two principals, directed the school budget, assisted in hiring teachers (through an MOU between MPS and the MTEA), developed the before- and after-school program, and addressed a variety of curricular issues at the school; and

WHEREAS, There is a continual waiting list to get into the program at Fratney Street School at the kindergarten level; and

WHEREAS, Fratney initiated the Riverwest Community Schools Project with nearby community organizations and nearby schools; and

WHEREAS, Through the Riverwest Community Schools Project, Fratney has developed an innovative before- and after-school enrichment program, recently augmented by being a recipient of one of the Milwaukee Community Learning Centers — "Collaboration for the 21st Century" federal grants; and

WHEREAS, The staff, parents, and community members of Fratney have demonstrated a capacity to lead innovative changes in regard to two-way bilingualism, banking days, staff-based hiring, school councils, parental involvement, and before- and after-school programming; and

WHEREAS, The New Fratney Committee — a committee of staff, parents, and community members of Fratney working with the UWM School of Architecture and Urban Planning — has spent the last three years doing a needs analysis and has involved its constituencies in a planning process for a Fratney Community School building plan; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors commend the parents, staff, and community members of Fratney for the hard work put into developing the plan entitled "Growing Together: Fratney's Building Proposal to Bridge School and Community"; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors recognizes that the current physical facility at Fratney severely limits the academic program at the school and the school's ability to provide a "Lighted School House" program; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to meet with the New Fratney Committee and the School Council of Fratney or its designees in order to collaboratively:

a) review the feasibility of renovation, addition, and/or replacement;

b) finalize the educational specifications, including a listing of all programs and space requirements; and

c) develop possible project scope(s) and budget(s); and be it

FURTHER RESOLVED, That the Administration report back to the Board of School Directors on the above items by its December 1998 meeting with possible options, estimated costs, and recommendations.

Referred to the Finance/Personnel Committee.

Resolution 9899R-070

By Directors Thompson and Gardner:

WHEREAS, MPS Board members are obligated to take seriously any accusation of mismanagement or malfeasance within MPS; and

WHEREAS, Investigation of such accusations can be time-consuming and potentially embarrassing, particularly if they are poorly documented; and

WHEREAS, Unsubstantiated accusations can damage reputations and lead to an environment where real problems are overlooked; and

WHEREAS, Recently, there has been a flurry of such unsubstantiated accusations, including Board resolutions; now, therefore, be it

RESOLVED, That the Office of Board Governance establish procedures to document accusations contained in resolutions prior to the publication of these resolutions.

Referred to the Legislation, Rules and Policies Committee.

Resolution 9899R-071

By Directors Thompson and Gardner:

WHEREAS, Only one middle school has an admission process allowing the school to select those students who are likely to best benefit from the school's programs; and

WHEREAS, By ignoring academic effort and achievement, the lottery undermines the message from parents and from MPS itself that hard work and study will be rewarded; and

WHEREAS, The random selection process has increasingly turned against black students, such that last year the total waiting list for African American students was 890, compared with a non-African American waiting list of 268; and

WHEREAS, Admissions procedures at the high school level have radically reduced waiting lists, decreased frustration and uncertainty among parents and students, and resulted in a better match of student and school; now, therefore, be it

RESOLVED, That

- Middle schools be authorized to develop admission standards and procedures for Fall 2000 enrollment appropriate to each school's mission; and
- In applying these standards, the middle school may not discriminate on race, gender, religion or national origin, except to the extent such distinctions are needed for the school to meet the MPS standards for racially balanced schools.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-072

By Directors Gardner and Thompson:

WHEREAS, Wisconsin recently implemented an Open Enrollment Program, allowing students to transfer between school systems; and

WHEREAS, DPI recently ruled that participation could not be limited on the student's race; and

WHEREAS, Policies and programs that discriminate on race bear a heavy burden of proof that they actively contribute to societal goals such as promoting integration; and

WHEREAS, Disallowing the participation of white Milwaukee residents in the Open Enrollment Program, including those who have attended suburban schools for years through tuition, will promote regional segregation by encouraging them to move out of Milwaukee; and

WHEREAS, Many other strategies exist to encourage parents to send their children to MPS schools; and

WHEREAS, One of MPS's three goals is to make Milwaukee Public Schools the first choice of a steadily increasing number of parents; now therefore, be it

RESOLVED, That Board Policy 8.45 be amended by striking the following language:

1. Beginning in the 1998-99 school year, and to the extent consistent with state law and Board policy, a Milwaukee Public Schools resident student may apply to attend a public school in another school district, and a student residing in another school district may apply to attend a public school in the Milwaukee Public Schools ("Full-Time Open Enrollment applications").

    a. So long as the Milwaukee Public Schools are eligible to receive state aid under the Chapter 220 Program (Chapter 121, subchapter VI, Wisconsin Statutes Annotated):

        1) All applications under the Chapter 220 Program shall be acted on before any Full-Time Open Enrollment application is accepted.

        2) Any Full-Time Open Enrollment application for transfer into or out of the Milwaukee Public Schools that would increase racial imbalance in the Milwaukee Public Schools shall be rejected, in accordance with administrative guidelines.

Referred to the Finance/Personnel Committee.

Resolution 9899R-073

By Directors Thompson and Gardner:

WHEREAS, MPS is the only school district in Wisconsin with a supplemental early retirement plan for teachers in addition to the Wisconsin Retirement System (WRS); and

WHEREAS, The funded status of the MPS supplemental early retirement plan for teachers has, in recent years, moved from a ratio of assets to accrued liabilities of 43.69% in 1991 to 31.8% in 1997, compared with a ratio of 102.20% for the City of Milwaukee ERS Pension and 94.10% for the WRS; and

WHEREAS, The tentative contract agreements to remove the "cliff" in the plan would further exacerbate its deficient funded status, leading to a ratio of assets to liabilities around 20% or below; and

WHEREAS, Commitments made to retirees and employees are binding on further Boards and taxpayers; and

WHEREAS, The Board intends to practice care, skill, prudence, and diligence in exercising its fiscal and fiduciary responsibilities with respect to the early retirement plan; now, therefore, be it

RESOLVED, That the Board will not ratify any tentative agreements that worsen the funded status of the early retirement plan for teachers; and be it

FURTHER RESOLVED, That the Administration prepare a plan to improve the funded status of the early retirement plan.

Referred to the Finance/Personnel Committee.

Resolution 9899R-074

By Directors Thompson and Gardner:

WHEREAS, There is a very large population of elementary-age children in the elementary attendance areas of the Near South Side; and

WHEREAS, There is a critical shortage of available elementary seats in the elementary school attendance areas of the Near South Side; and

WHEREAS, There is available capacity at South Division High School; and

WHEREAS, South Division High School strives to respond to the needs of its community; and

WHEREAS, South Division High School wants to be an integral partner with the cluster of schools serving the community of the Near South Side; and

WHEREAS, South Division High School is a modern educational facility with a very large educational technology infrastructure, including over 300 internet-connected computer stations allowing access in every classroom in the building; and

WHEREAS, It is less expensive to convert the existing facility at South Division High School to service elementary needs than it is to build additional elementary schools; and

WHEREAS, A single learning environment for children from kindergarten through 12th grade is a beneficial choice to offer our families; and

WHEREAS, As reflected in the popularity of the Wisconsin Conservatory of Lifelong learning, a K-12 school can offer a more stable opportunity for significant parent involvement over a greater period of time for the benefit of our children; now therefore, be it

RESOLVED, That South Division High School work to meet the needs of the school-age population of the Near South Side by planning a K-12 school program; and be it

FURTHER RESOLVED, That South Division's K-12 program be expedited to begin with some kindergarten and lower elementary grades in the 1999-2000 school year; and be it

FURTHER RESOLVED, That the South Division K-12 program will be appropriate to the needs of the 21st-century, multi-cultural, multi-lingual, technologically advanced, economically interdependent world.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-075

By Director Todd:

WHEREAS, The Ropes and Challenges curriculum is taught at Potter's Forest; and

WHEREAS, Over seventy schools have implemented the Ropes and Challenges curriculum; and

WHEREAS, The Ropes and Challenges curriculum promotes development of teamwork, decision making, problem solving, and social responsibility in students; and

WHEREAS, The Ropes and Challenges curriculum supports MPS standards and proficiencies; and

WHEREAS, The Ropes and Challenges curriculum links school-based experiences with outdoor education; and

WHEREAS, The Ropes and Challenges curriculum has become an integral part of many teachers' classroom teaching; and

WHEREAS, The teaching strategies at Potter's Forest are based on cooperative learning strategies and cross-curriculum integration; and

WHEREAS, Potter's Forest activities promote cross-disciplinary interaction among staff; and

WHEREAS, An Environmental Education curriculum has been developed at Potter's Forest; and

WHEREAS, The Environmental Education curriculum is being implemented in MPS schools by the staff assigned to Potter's Forest; and

WHEREAS, An compass/orienteering course has been developed, with staff training scheduled to begin in September at Potter's Forest; and

WHEREAS, The compass/orienteering course will be available for use by schools during this school year; and

WHEREAS, Teachers and students return to their schools enriched and new curriculum initiatives have been developed at school sites as a result of experiences at Potter's Forest; and

WHEREAS, All activities are available to students with disabilities at Potter's Forest as a totally accessible site; and

WHEREAS, Potter's Forest was deeded to the City of Milwaukee for school purposes in 1948; and

WHEREAS, Each school has contributed to the planting of many of the trees in Potter's Forest and such plantings are recognized by stone markers; and

WHEREAS, Potter's Forest provides a unique educational experience for urban children; and

WHEREAS, Potter's Forest is cost-effective and in close proximity to all MPS schools; and

WHEREAS, Plans have been developed to increase student and staff utilization year round at this site; and

WHEREAS, Educational programs at Potter's Forest should be expanded; and

WHEREAS, Potter's Forest has been recognized as a state-of-the-art course by other districts around the country; now, therefore, be it

RESOLVED, That Potter's Forest be designated a "school without walls" as an integral part of the MPS school district; and be it

FURTHER RESOLVED, That Potter's forest continue to be available to all MPS schools, teachers and students; and be it

FURTHER RESOLVED, That a line item be established in all future MPS budgets to support the programs and activities of Potter's Forest.

Referred to the Finance/Personnel Committee.

Resolution 9899R-076

By Director Thompson:

WHEREAS, Increased reading achievement is a priority in the Milwaukee Public Schools; and

WHEREAS, The issue of illiteracy is being addressed on a daily basis by the Milwaukee Public Schools; and

WHEREAS, Research and MPS pilot projects have demonstrated that Dr. Nash's Pure Phonics effectively addresses students not reached by other reading methodologies; and

WHEREAS, Milwaukee Public Schools is in the process of using Pure Phonics and a variety of other methodologies to improve reading achievement; and

WHEREAS, All district reading initiatives and staff development and supervisory activities should be coordinated in one central location; now, therefore, be it

RESOLVED, That a reading center be established at the Milwaukee Education Center (MEC) Professional Development site; and be it

FURTHER RESOLVED, That in addition, this reading center be staffed with the six MPS reading specialists and six MPS teachers; and be it

FURTHER RESOLVED, That all professional staff at the reading center be trained in Dr. Nash's Pure Phonics and in other reading methodologies with demonstrated effectiveness; and be it

FURTHER RESOLVED, That this reading center will function as a training center to provide inservice for MPS classroom teachers and to provide supervisory support and assistance to teachers in the field; and be it

FURTHER RESOLVED, That an evaluation of the effectiveness of the reading center's activities will be made using pre- and post-test data each year; and be it

FURTHER RESOLVED, That the City-wide Reading Council be dissolved and reconstituted to reflect the district's philosophy on the teaching of reading; and be it

FURTHER RESOLVED, That this center include office space, instructional space and secretarial support.

Referred to the Innovation/School Reform Committee.

The Board adjourned at 7:48 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 6, 1998

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

Present—Directors O'Neil, Todd and President Fisher—3.

Absent and excused—Directors Braun, Gardner, Hardin, Sinicki, Small and Thompson—6.

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

October 2, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 6:30 PM (or immediately upon adjournment of the Board Committee Chairs Agenda Planning Meeting, scheduled to begin at 5:30 PM) on Tuesday, October 6, 1998, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conducting a worksession on the adoption of academic standards.

SUZANNE M. LUNDIN
Board Clerk

Following a presentation by the administration, the Board conducted a worksession on the adoption of academic standards.

The Board adjourned at 6:53 P.M.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 12, 1998

Special meeting of the Board of School Directors called to order by Vice President Braun at 7:56 PM.

Present—Directors Hardin, Sinicki, Small, Todd and President pro Tem Braun—5.

Absent and excused—Directors Gardner, O'Neil, Thompson and President Fisher—4.

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

October 8, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 6:20 PM on Monday, October 12, 1998, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of receiving, considering and taking action on various Reports of the Independent Hearing Panel of the Board of School Directors.

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

SUZANNE M. LUNDIN
Board Clerk

REPORTS OF SPECIAL COMMITTEES

The Board Clerk presented 17 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Small moved to accept the reports of the Independent Hearing Panel of September 16, at 9:00 AM; September 17 at 9:00 AM; September 18, at 9:00 AM; September 21, at 11:00 AM; September 22, at 9:00 AM (two hearings); September 23, at 9:00 AM, 11:00 AM, and 2:00 PM; September 24, at 11:00 AM and 2:00 PM; September 25, at 11:00 AM; September 28, at 9:00 AM and 2:00 PM; and September 30, at 9:00 AM, 11:00 AM and 11:30 AM.

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

Ayes—Directors Sinicki, Small and President pro Tem Braun—3.

Noes—Directors Hardin and Todd—2.

The Board adjourned at 8:01 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 28, 1998

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

Present—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Absent—None.

AWARDS AND RECOGNITIONS

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:

Samuel Morse Middle School

Samuel Morse Middle School, 4601 N. 84th Street, is one of 166 secondary schools in the nation to be named a national Blue Ribbon School by the U.S. Department of Education. The Blue Ribbon designation is the highest honor the federal government bestows on schools for excellence in meeting and exceeding national education goals. This is the second time Morse has been designated a Blue Ribbon School — it also achieved Blue Ribbon status in 1984-85.

Morse serves about 1,100 students, grades six through eight, who come from all areas of the community, from Milwaukee's central city to suburban communities. The student population is predominantly minority — 62% African American, 24% White, 8% Hispanic and 4% Asian. About 56% of the students qualify for free or reduced-price lunch, and approximately 12% of the students receive special education services.

Morse students average 93% attendance, surpassing the Board's goal of 92% for middle schools. In addition, students who attend school at least 90% of the time achieved a 2.93 GPA in 1996-97; overall GPA that year was 2.79, the best among middle schools in MPS.

The educational program at Morse is designed to challenge gifted and talented students through intensive learning experiences in academics, foreign language, educational technology, and the arts. Some of the innovative programs include combining subject areas such as drama, art history, and creative art; integrating general music in the curriculum; and requiring foreign language for all sixth- and seventh-grade students. The school has a Young Engineers and Science Scholars program with Marquette University and a partnership with Marquette University High School in which eighth-graders take university classes at the high school.

Students consistently achieve high levels of academic excellence. Last year,students took first place statewide and fourth in the nation in the Wisconsin Future Cities Competition and second place in the Science Olympiad. Students achieved the citywide chess championship and were named winners in numerous contests, including Warner Cable's KidzBiz competition and the Martin Luther King Jr. essay contest.

Morse also helps prepare students for the future through partnerships with several area businesses, including CH2M Hill, Milwaukee Symphony, Milwaukee Area Technical College, and Strong Capital Management.

Parents play a key role in the school's success by participating in the Parent Teacher Organization, as well as by taking part in workshops, conventions, school musicals, field trips, and other school committees.

Morse staff and students work hard to achieve and surpass their goals. This award reflects the students', parents', teachers', and staff's commitment to excellence every day.

The Milwaukee Board of School Directors and the entire school community recognize Samuel Morse Middle School for being named a national Blue Ribbon School of Excellence.

Other Awards and Recognition

Congratulations are extended to the following in recognition of their achievements and/or awards:

Morse Middle Schools students were among the first students to attend the International Manufacturing Technology Show held at McCormick Park in Chicago. This is the first year the industrial trade show was open to students under 18 years of age. The students had the opportunity to see first-hand over 1,400 companies showcasing 50 million pounds of advanced technology. Students also attended a "Youth Summit" directed at students considering a career in manufacturing.

Silver Spring Elementary School is the recipient of the All Means All School-to-Work award. The award, presented by the Institute on Community Integration at the University of Minnesota and the Minnesota Department of Children, Families, and Learning, is given in recognition and celebration of those doing whatever it takes to include all learners in their school-to-work opportunities and activities. This is the second national award in the past two years that Silver Spring School has earned for its Career Immersion Program.

LaFollette Elementary School was recognized by Governor Thompson for its collaboration with the U.S. Postal Service to provide class mentors. As a corporate sponsor of the Reaching Out to the Community program, the Postal Service is sending six employee volunteers to LaFollette School for five weeks of mentoring, tutoring, and community caring. The mentors will serve as positive role models for fifth-grade classes and help the pre-teens become better students and citizens.

Washington High School students Khaulah Nuruddin, Obi Oraedu, Vaughan Gartrelle, and Clarissa Clark and students from Warren Central High School in Indiana connected with Wisconsin Senator Herb Kohl in Washington, D.C., via a three-way video conference held at Washington High School on September 9. The conference was sponsored by Ameritech. Student representatives exchanged their views on the winners and losers in sports-related economies. Senator Kohl presented his views on the issue and answered questions from the students.

Ninety-nine students from the Milwaukee French Immersion School scored high enough on the 1998 French contest sponsored by the American Association of Teachers of French to achieve state and/or national recognition. The contest consists of a test of oral comprehension in grades 1-3 and a test of oral and reading comprehension in grades 4-5. Students who score in the top percentage of their divisions are asked to verbally describe a scenario, in French, that is recorded and sent with the test to be scored.

Tiffany McGee and Christopher Schmitt, both seniors at Rufus King High School, have been nominated for the fifth annual Wendy's High School Heisman Award. The national awards program, created by Wendy's, the National Association of Secondary School Principals (NASSP), and the Downtown Athletic Club in New York City, recognizes academic achievement, community service, and athletic accomplishments of high school senior men and women.

The following MPS students were named Academic All-Stars through a recognition program sponsored by the W.H. Brady Company. The students had to meet rigorous standards to earn this honor, including having honor-roll status, being in the upper ten percent of their classes, earning an athletic award, and displaying leadership skills, a positive attitude, dedication, and school and/or civic involvement. The students are:

Regina Gutierrez, Bay View High School Joseph Schaefer, Bay View High School

Teon Austin, Custer High School
Mary Nguyen, Custer High School
Ken Ahler, Hamilton High School
Ziniye Baralatei, Hamilon High School
Megan Konecny, Juneau High School
Daniel Ross, Juneau High School
Steven Chycinski, Madison High School
Sarah Vang, Madison High School
Carmen Gutter, Marshall High School
Jonathan Tillman, Marshall High School
Katherine Krepel, Milwaukee High School of the Arts
Benjamin Wszalek, Milwaukee High School of the Arts
Corinne Doepke, Milwaukee Trade and Technical High School
Daniel Saavedra, Milwaukee Trade and Technical High School
Adella Deacon, North Division High School
Robert Smith, North Division High School
David Bugalski, Pulaski High School
Ann Coppersmith, Pulaski High School
Quintin Johnstone, Riverside University High School
Lara Strnad, Riverside University High School
Chris Schmitt, Rufus King High School
Seema Talwalker, Rufus King High School
Gustavo Salazar, South Division High School
Linda Solis, South Division High School
Talonda Lipsey, Vincent High School
Andrew Stainback, Vincent High School
Erik Amoroso, Washington High School
Khaulah Nuruddin, Washington High School

Dr. Mildred S. Hoffmann, curriculum specialist, and Dr. Rogers E. Onick, Morse Middle School principal, have been named the UWM School of Education 1998 Alumni Achievement Award recipients. Dr. Hoffmann and Dr. Onick will be honored at the Alumni Awards Dinner on Saturday, October 31, 1998.

Edmund Kurth, Pulaski High School's head wrestling coach, has been selected District 7 wresting coach of the year by the Wisconsin Wrestling Coaches Association. Coach Kurth's wrestling team was the first city conference wrestling team to qualify for the state team wrestling championships this past season.

Dean Graf, Morse Middle School art teacher, was co-author of an article entitled "How Spontaneous Scribbling Can Influence Drawings of the Human Figure," which was published in the September 1998 edition of Arts and Activities, a leading national art education magazine.

Thomas J. Chojnacki, manager of environmental services, received the 1998 Honor Society award from the United States Environmental Protection Agency. This award is presented to ENERGY STAR Buildings and Green Lights partners who are dedicated to preventing pollution through energy efficiency.

The MPS Student Achievement Guarantee in Education (SAGE) program has been given an additional million dollars in funding. Last year the SAGE program had seven schools participating in the program designed to reduce class size in elementary schools with poor students. Three more schools were previously scheduled to participate this year. The additional funding will allow MPS to provide the SAGE program to four more schools. The newest SAGE schools are Wisconsin Avenue, Browning, Story, 38th Street, Allen-Field, Forest Home, and 21st Street School.

The Milwaukee Teacher Education Center (MTEC) has received a $200,000 grant from Miller Brewing Co. and its parent company, Philip Morris Cos. MTEC is an independent, non-profit education program which helps train teachers in the Milwaukee Public Schools. Teachers learn by teaching in their own classrooms under the guidance of veteran teachers.

Don Hoffman, special projects producer and reporter for WDJT-TV CBS-58, has received the prestigious School Bell Award for his weekly Homeworks! educational segment broadcast on the CBS-58 news. Homeworks! is CBS-58's community affairs project that highlights the positive ways the educational process is working in our community, and the unique people behind it who are making it work. During the 1997-98 school year, 80 MPS schools were featured on the Homeworks! segment. Karen Salzbrenner, MPS coordinator of media relations and internal publications, identifies MPS schools and programs to be highlighted on Homeworks! and coordinates the program with CBS- 58.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of September 9, 15, and 23, 1998, were approved as corrected on the following vote:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on Recommendations to Ratify Contracts with Local 150 — Building Service Helpers, and with the Milwaukee Teachers' Education Association — Substitute Teachers and Educational Assistants

TO THE BOARD OF SCHOOL DIRECTORS:

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

- Local 150 (Building Service Helpers —
  Three-year contract (July 1, 1997, through June 30, 2000)
- MTEA (Educational Assistants) —
  Three-year contract (January 1, 1997, through December 31, 1999)
- MTEA (Substitute Teachers) —
  Two-year contract (July 1, 1997, through June 30, 1999)

It is the recommendation of the Superintendent that the Board approve and adopt the above contracts with the amendments as indicated on the attached summary documents.

Sincerely,

ALAN S. BROWN, Ed.D.
Superintendent of Schools

SETTLEMENT HIGHLIGHTS
CONTRACT BETWEEN THE MILWAUKEE BOARD OF SCHOOL DIRECTORS
AND
SERVICE EMPLOYEES' INTERNATIONAL UNION, LOCAL 150-BSH
JULY 1, 1997, THROUGH JUNE 30, 2000

1. Three- (3-) year contract (July 1, 1997, through June 30, 2000).
2. Prescription medication co-payment:
   - $4.00 for a 30-day supply per prescription (HMO)
   - $5.00 for a 90-day supply per prescription (PPO/Indemnity health plan mail order)
3. Auto vandalism.
4. Modification on job postings language.

5. Salaries: Effective 7/01/97 — 3.0%
   Effective 7/01/98 — 3.0%
   Effective 7/01/99 — 3.0%

SETTLEMENT HIGHLIGHTS
CONTRACT BETWEEN THE MILWAUKEE BOARD OF SCHOOL DIRECTORS
AND
THE MILWAUKEE TEACHERS' EDUCATION ASSOCIATION
(EDUCATIONAL ASSISTANTS)
JANUARY 1, 1997, THROUGH DECEMBER 31, 1999

1. Three- (3-) year contract (January 1, 1997, through December 31, 1999).
2. New language which gives schools the option to select staff through interviews. Sunset of June 2002.
3. Modification of staffing procedure to allow schools to identify staff prior to new school year.
4. Prescription medication co-payment:
   - $4.00 for a 30-day supply per prescription (HMO)
   - $5.00 for a 90-day supply per prescription (PPO/Indemnity health plan mail order)
5. Establishment of classroom supervision guidelines.
6. Increase in work year for school safety assistants.
7. Creation of student teaching leaves.
8. Increase in tuition reimbursement.
9. Establishment of personal days.
10. Professional development incentive. Five-year sunset.
11. Salaries: Effective 1/01/97 — 3.0%
    Effective 1/01/98 — 3.0%
    Effective 1/01/99 — 3.0%

SETTLEMENT HIGHLIGHTS
CONTRACT BETWEEN THE MILWAUKEE BOARD OF SCHOOL DIRECTORS
AND
THE MILWAUKEE TEACHERS' EDUCATION ASSOCIATION
(SUBSTITUTE TEACHERS)
JULY 1, 1997, THROUGH JUNE 30, 1999

1. Two- (2-) year contract (July 1, 1997, through June 30, 1999).
2. Prescription medication co-payment:
   - $4.00 for a 30-day supply per prescription (HMO)
   - $5.00 for a 90-day supply per prescription (PPO/Indemnity health plan mail order)
3. Salaries: Effective 7/01/97 — 3.54%
   Effective 7/01/98 — 3.6%

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

Director Gardner moved to adopt the administration's recommendation to ratify the contracts.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher—8.

Noes—None.

Abstaining from voting—Director Todd—1.

* * * * *

(Item B) Action on a Recommendation to Modify Health Insurance Co-payment Provisions for Board Members to Align Them with the Provisions of Current Employee Contracts

TO THE BOARD OF SCHOOL DIRECTORS:

Effective November 1, 1998, the health insurance plans that cover the majority of the district's employees and retirees will be modified to include the recently negotiated increase to a $4 employee co-pay for prescription drugs under the HMOs and the increase to a $5 employee co-pay for the mail-order drug plan under the PPO. These health insurance plan changes are currently being negotiated with the remainder of the district's collective bargaining units with open contracts.

It is recommended that the health insurance plans covering Board members also be modified to include these plan changes, effective November 1, 1998, because it is cost-prohibitive to administer separate plans and premium rates that pertain to only a small number of covered individuals.

The health insurance plan changes previously approved, effective July 1, 1998, for Board members included a $5 employee co-pay for prescription drugs under the HMOs, a $5 employee co-pay for the mail-order drug plan under the PPO, and a $25 employee co-pay for emergency room visits for all health plans. The savings from these July 1, 1998, plan changes for Board members will not cover the additional cost to administer a separate plan for such a small group of individuals.

Sincerely,

ALAN S. BROWN, Ed.D.
Superintendent of Schools

* * * * *

Director Sinicki moved to adopt the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, O'Neil, Sinicki, Small, Thompson and President Fisher—7.

Noes—Directors Hardin and Todd—2.

COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Suspension of Board Rule 1.02 (1) and Rescheduling of the November and December Regular Board Meetings

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 Wednesday of each month.

Under the provisions of this Rule, the November Board meeting would be held on Wednesday, November 25, which is the evening before Thanksgiving. The December Board meeting would be held during winter recess on December 30.

It is recommended that the Board suspend Board Rule 1.02 (1) and change the dates of the meetings.

The following dates are suggested for the meetings:

Tuesday, November 24, 1998;

Wednesday, December 16, 1998.

SUZANNE M. LUNDIN
Director/Board Clerk

* * * * *

Director Braun moved to adopt to suspend Board Rule 1.02 and reschedule the meetings as indicated in the communication.

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

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

REPORTS OF STANDING COMMITTEES

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Small 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 Recommendations Regarding the Development of a New Educational Focus For Hartford Avenue School (Follow-up to Resolution 9899R-023 by Directors Thompson, Gardner and Todd Regarding a Plan to Utilize the Hartford School Building for a School That Will Attract a Diverse Group of Students)

Background

At its meeting on March 25, 1998, the Board referred the following resolution by Directors Thompson, Gardner, and Todd to the Innovation and School Reform Committee:

WHEREAS, The Hartford Avenue School, located in the heart of the East Side and the UWM campus, is ideally situated to attract a racially and internationally diverse student body drawn by a challenging curriculum; and

WHEREAS, In recent years, by contrast, Hartford Avenue has drawn a decreasing number of students from its attendance area--declining from 86 to 56 between 1995 and 1997 (out of 625 students)--such that a school that met the MPS standard for racial diversity in 1995 no longer does; now therefore, be it

RESOLVED, That the MPS Administration prepare a plan to utilize the Hartford Avenue School building for a school that will attract a diverse group of children, to be implemented by the start of the 1999-2000 school year, and that it report to the Board on the following options, including

- Negotiations with the University of Wisconsin-Milwaukee to operate a UWM charter school at the Hartford Avenue site;
- A plan to use the Hartford Avenue building to replicate one of the oversubscribed specialty programs, such as Montessori, language immersion, gifted and talented, or International Baccalaureate; and
- A report on the willingness of the present Hartford Avenue staff to offer programs, such as the International Baccalaureate, that will attract students from both the attendance area and the UWM community and that will be enthusiastically supported by the Hartford Avenue staff.

On April 29,1998, the Board directed the Administration to work with the Hartford Avenue School community on the development of a new educational focus for the school for the 1999-2000 school year and to submit recommendations to the Board by October 1998.

Administration's Analysis

1. The Hartford school community initiated a planning process involving staff, parents, and community members. They explored ideas for a new focus, as well as existing models that might be replicated at Hartford. Hartford's focus was discussed at staff meetings in April, May, and June. All parents and staff, as well as community members, were invited to participate in weekly planning meetings from April to October 1998. Since the beginning of the current academic year, parents have been invited to help shape the Hartford focus at five weekly planning meetings, at an open house town hall meeting, and at two additional town hall meetings. In addition, written information about the focus planning has been shared weekly with all parents. Well over 100 parents, staff, and community members have contributed to planning the focus.

2. A survey of attendance-area residents who send their children to other MPS schools was conducted during the summer of 1998. Most parents who did not select Hartford listed the attractions of other schools, especially citywide schools, rather than specific concerns about Hartford. Parents were primarily interested in schools with strong curricula and high academic performance. Many indicated they had chosen particular schools because they were citywide specialty schools.

3. As a result of this planning process, the Administration and the Hartford School community propose that Hartford Avenue School become the Hartford University School for Urban Explorations, a specialty school with a 30/70 attendance area/citywide balance. Staff voted unanimously to endorse the school focus. All members of the school council have also endorsed the focus.

4. The two components of the new University/Urban Explorations address the interests of parents and build on Hartford's unique strengths.

Component One: University Linkage

The university linkage will engage the resources, faculty, students, and staff of universities in the education of Hartford's children. The curriculum at Hartford will aim to prepare students to participate in a strong liberal arts university education. Linkage with the University of Wisconsin-Milwaukee, as well as other colleges, will:

- enable all of Hartford's students to set their sights on college at a young age, understand what a college education can offer, and focus on the preparation they need to succeed in college and beyond;
- draw on the academic expertise of college faculty and students in the classroom, research investigations, and community-based projects;
- engage university students from a variety of academic disciplines as tutors and mentors;
- strengthen Hartford's relationship with schools of education, making Hartford a place where teachers-in-training support the school as they study to be educators;
- give Hartford students access to resources of the university (this could potentially include libraries, technology, science labs, and sports facilities);
- provide Hartford teachers with high-quality, in-depth staff development as well as the opportunity to consult with academic experts as they plan and implement curriculum; and
- expand College for Kids opportunities.

A number of departments at the University of Wisconsin-Milwaukee have expressed a commitment to working with the new Hartford. Implementation is underway with the School of Architecture and Urban Planning, the School of Education, the Center for Mathematics and Science Education, Talent Search, Downer Woods Field Station (biology), the School of Business, the UWM Library, and others. In addition, Hartford has projects underway with Alverno College (Assessing Learning) and Marquette University (the Technology Literacy Challenge project and the Linked Learning Mathematics project). Hartford is expanding its collaboration with Riverside University High School to offer students access to advanced study and to enable Hartford to make use of facilities and expertise in areas such as science. Hartford is also collaborating with the UWM Child Care Center and Milestones Early Childhood Center to ensure a stronger continuum of services for children.

Component Two: Urban Explorations

The urban explorations aspect of the new Hartford focus will enable students to learn academic content and critical-thinking skills while looking in-depth at real-life issues of urban communities. Students will examine work, life, people, and institutions in urban communities, studying everything from the courts to the environment.

The urban studies curriculum will infuse real-life problems and issues into the traditional academic subjects such as reading, writing, science, mathematics, social studies, foreign language and the arts. For example, fifth-grade students might study the future of American cities. Students might analyze transportation, education, health, ecology, and government systems within cities. The students will compare previous predictions for the year 2000 with the current reality, survey city planners about their predictions for the City of Milwaukee, and create models of future cities. Such a unit of study would develop students' skills in mathematics (statistical analysis) and social studies, as well as in science, reading, writing, and verbal communication.

The urban explorations focus also reflects a commitment to social justice. The school is working to develop caring, ethical young people who understand the perspectives and experiences of others and who act to shape their world in more humane ways.

As part of the urban explorations dimension, relationships are being built with the Riverside Urban Environmental Center, the Milwaukee Community Service Corps, Columbia Hospital, the Oakland Street Merchants' Association, the Downer Avenue Business Association, Nine to Five, Black Achievers, Farm City Link, First Stage, and others. Additional organizations will be involved as the focus expands.

5. Hartford is requesting that the Hartford University School for Urban Explorations be a specialty school with a 30/70 attendance area/citywide balance. Making Hartford a specialty school enables it to best serve both the city and the neighborhood. It will enable children throughout the City of Milwaukee to take

advantage of Hartford, strengthening its diversity. In the 1998-99 selection process alone, well over 100 students who had attended Hartford were required to choose other schools, either because of changes in transportation routes or movement of families. Making Hartford a specialty school will reduce student mobility, enabling students who begin at Hartford to remain there through eighth grade and experience the full benefits of a sustained K-8 program. Making Hartford a specialty school with a 30/70 attendance area/citywide balance will also help to address the Board's objective of drawing from the neighborhood, since the families in the Hartford attendance area primarily choose specialty schools. Furthermore, a specialty designation would help to reinforce and signal the change in direction at Hartford. The 30/70 attendance/citywide balance could change in the future as more attendance area students opt to select Hartford.

Strategic Plan Compatibility Statement

6. The plan for Hartford supports all three goals of the Board's strategic plan. The rigorous and innovative curriculum reflects high standards for adults as well as students and is aimed at greater student achievement. The focus and the specialty is designed to attract a diverse group of families from both the neighborhood and the city at large, giving more parents their first choice. Making Hartford a specialty school with a 30/70 attendance area/citywide balance also ensures that students can remain in the school for up to ten years.

Statute, Board Policy or Rule Statement

7. This proposal is consistent with state statutes and Board policies.

Fiscal Impact Statement

8. The transportation operations budget would have to be increased in FY2000 by an estimated $170,000 to fund the increase in transportation costs engendered by enabling Hartford to draw students citywide.

Implementation and Assessment Plan

9. Student learning at the Hartford University School for Urban Explorations will center closely on high standards for all children. The MPS accountability system forms the foundation of the evaluation system at Hartford. Key measures include the third-grade reading test, the middle school proficiencies, writing performance assessments, the performance assessments and WSAS in science, and performance assessments and WSAS in mathematics. In addition, Hartford's program evaluation will include parent and student feedback, portfolios of student work, and ongoing analysis of parent choices in the school selection process.

10. The Hartford University Urban Explorations focus will be piloted during the 1998-99 school year in ten classrooms. All classrooms will be included in the 1999-2000 school year. In the first, second, and third years of implementation, the urban studies curriculum and university linkages will continue to deepen and develop.

Committee Recommendation

Your Committee recommends that the Board approve the recommendation for Hartford Avenue School to become the Hartford University School for Urban Explorations in response to the resolution.

Your Committee reports the following recommendation, which failed on a tie vote, to the Board without recommendation:

That the Board authorize an additional $170,000 to be included in the FY2000 transportation operations budget to fund the expected increase in transportation costs.

* * * * *

(Item 2) Action on Resolution 9899R-074 by Directors Thompson and Gardner Regarding a K-12 Program at South Division High School

Background

At its meeting on September 23, 1998, the Board of School Directors forwarded the following resolution to the Innovation/School Reform Committee for consideration:

WHEREAS, There is a very large population of elementary aged children in the elementary attendance areas of the Near South Side; and

WHEREAS, There is a critical shortage of available elementary seats in the elementary school attendance areas of the Near South Side; and

WHEREAS, There is available capacity at South Division High School; and

WHEREAS, South Division High School strives to respond to the needs of its community; and

WHEREAS, South Division High School wants to be an integral partner with the cluster of schools serving the community of the Near South Side; and

WHEREAS, South Division High School is a modern educational facility with a very large educational technology infrastructure, including over 300 Internet connected computer stations allowing access in every classroom in the building; and

WHEREAS, It is less expensive to convert the existing facility at South Division High School to service elementary needs that it is to build elementary schools; and

WHEREAS, As reflected in the popularity of the Wisconsin Conservatory of Lifelong Learning, a K-12 school can offer a more stable opportunity for significant parent involvement over a greater period of time for the benefit of our children; now therefore, be it

RESOLVED, That South Division High School work to meet the needs of the school age population of the near south side by planning a K-12 school program; and be it

FURTHER RESOLVED, That South Division's K-12 program be expedited to begin with some kindergarten and lower elementary grades in the 1999-2000 school year; and be it

FURTHER RESOLVED, That the South Division K-12 program will be appropriate in the needs of the 21st century, multi-cultural, multi-lingual technologically advanced, economically interdependent world.

The resolution was scheduled at the October 6, 1998, agenda planning meeting. The Administration indicated that it would be able to provide a preliminary analysis.

Administration's Preliminary Analysis

The Administration established a work group to collaborate with the South Division High School Planning Committee and the school community to develop an action plan with appropriate recommendations that respond to the resolution.

A number of issues will have to be carefully analyzed in order to develop recommendations with respect to the K-12 program structure for South Division. First of all, a review of demographics is needed to determine if enrollment and census data supports the need for a K-12 school in the area. With declining enrollment, the possible of impact of choice and charter schools and other factors necessitate the district's conducting a thorough study prior to moving forward.

Other issues that need to be studied include, but are not limited to, the following: fiscal impact, curriculum development, facility modification, bilingual education, student assignment, public awareness, staffing, phase-in versus fully operational, safety and security issues, and possible partnering with other schools in the neighborhood to create a K-12 cluster or family.

The Administration will work with the school in conducting the analysis and will submit a recommendation to the Board.

Committee Recommendation

Your Committee recommends that the Board refer the resolution to the Administration for further analysis and recommendation.

* * * * *

(Item 3) Action to Approve 1999-2000 Implementation of a 180-Day Year-Round School Calendar and Program at Starms Early Childhood Center, Starms Discovery Learning Center and Starms Monumental, and Urban Waldorf Elementary School

Administration's Analysis

1. In March 1998, the Administration reported to the Board of School Directors that seven elementary schools expressed interest in offering a year-round program.

2. Beginning with the 1999-2000 school year, Starms Early Childhood Center, Starms Discovery Learning Center, Starms Monumental, and Urban Waldorf Elementary School propose to implement a 180-day year-round school calendar and program. Staff and parents have been involved in the development of this proposal for two years. Surveys have been conducted to document their support. School Councils have also endorsed the plan.

The number and the length of the school days would be consistent with those of schools using the traditional school calendar. However, the 180 days would be more evenly distributed throughout the year. Three intersessions would be scheduled, during which extended-year remedial and enrichment programs could be offered. The schools would have the option of participating in the district banking-time program. Summer vacation would occur in July and early August.

A proposed 1999-2000 year-round school calendar is attached. 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.

3. The proposal is for a single-track year-round calendar. The student enrollment at each of the four schools would be similar to the 1998-99 enrollment, which is:

Starms Early Childhood Center (K3-K5)	358
Starms Discovery Learning Center (Grades 1-5)	326
Starms Monumental (K4)	45
Urban Waldorf Elementary School (K4-Grade 5)	313

4. Advocates of year-round education believe it fosters continuous learning and is a desirable option for many families. 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. Research findings relative to year-round education are:

- In academic achievement, students do as well as, or better than, those learning in traditional schedules.
- Teachers report greater stress, but less burnout, 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 or more than traditional programs.

Three specific advantages that are evident in successful year-round education programs are:

- Given the shorter summer break, less time is needed following vacations for review, thereby allowing more time to cover new materials.
- There are more intervention opportunities throughout the year for students requiring remedial assistance.

- Higher test scores, lower absenteeism, fewer acts of vandalism, and better student self-esteem are outcomes.

5. Initial planning meetings have been held with district representatives regarding database record keeping, transportation, school nutrition service, facilities, finance, human resources, labor relations, and special services. Ongoing planning meetings to resolve specific concerns will be held.

6. These four schools, as well as other schools that in the future desire to implement the 180-day year-round calendar, will be required to adhere to a common 180-day year-round negotiated calendar.

Strategic Plan Compatibility Statement

7. The year-round education proposal supports the Board goals of continuously improving achievement of all students to meet high standards and making Milwaukee Public Schools the first choice of a steadily increasing number of parents.

Statute, Board Policy or Rule Statement

8. This proposal is consistent with State of Wisconsin statutes and Board policies.

Fiscal Impact Statement

9. Some additional costs in the areas of student transportation and food services may occur. The Administration is in the process of determining what those costs would be. Should the additional costs be considerable, the Administration will submit a recommendation to the Board to address the funding issue.

Other additional costs associated with the year-round calendar currently budgeted centrally will be assumed and budgeted by the respective departments. Any additional costs currently decentralized will be assumed by the school. The school will also use local school funding to support any costs associated with the intersessions

Implementation and Assessment Plan

10. The year-round school calendar and program will be advertised in the 1999-2000 Directions publication prior to the school selection process.

11. Implementation is scheduled for August 1999. The district accountability measures, in addition to parent surveys, will be used to monitor the effectiveness of the year-round calendar and program.

Committee Recommendation

Your Committee recommends that the Board approve the development and implementation of a 1999-2000 year-round education school calendar and program at Starms Early Childhood Center, Starms Discovery Learning Center, Starms Monumental, and Urban Waldorf Elementary School, pending necessary negotiations with appropriate bargaining units.

* * * * *

(Item 4) Action on Resolution 9899R-076 by Director Thompson, Regarding a Reading Center to Teach Pure Phonics and the Reconstitution of the City-Wide Reading Council, and Resolution 9899R-052 by Director Todd to Dissolve the City-Wide Reading Council

At its regular monthly meeting on September 23,1998, the Board referred the following Resolution 9899R-076 by Director Thompson to the Innovation/School Reform Committee:

WHEREAS, Increased reading achievement is a priority in the Milwaukee Public Schools; and,

WHEREAS, The issue of illiteracy is being addressed on a daily basis by the Milwaukee Public Schools; and,

WHEREAS, Research and MPS pilot projects have demonstrated that Dr. Nash's Pure Phonics effectively addresses students not reached by other reading methodologies; and,

WHEREAS, Milwaukee Public Schools is in the process of using Pure Phonics and a variety of other methodologies to improve reading achievement; and,

WHEREAS, All district reading initiatives and staff development and supervisory activities should be coordinated in one central location; now, therefore, be it

RESOLVED, That a reading center be established at the Milwaukee Education Center (MEC) Professional Development site; and be it

FURTHER RESOLVED, That in addition, this reading center be staffed with the six MPS reading specialists and six MPS teachers; and be it

FURTHER RESOLVED, That all professional staff at the reading center be trained in Dr. Nash's Pure Phonics and in other reading methodologies with demonstrated effectiveness; and be it

FURTHER RESOLVED, That this reading center will function as a training center to provide inservice for MPS classroom teachers and to provide supervisory support and assistance to teachers in the field; and be it

FURTHER RESOLVED, That an evaluation of the effectiveness of the reading center's activities will be made using pre- and post-test data each year; and be it

FURTHER RESOLVED, That the City-wide Reading Council be dissolved and reconstituted to reflect the district's philosophy on the teaching of reading; and be it

FURTHER RESOLVED, That this center include office space, instructional space and secretarial support.

At the Board’s regular monthly on June 24, 1998, the following Resolution 9899-052 was introduced by Director Todd.

WHEREAS, Developing the skill of fluently reading and understanding written material must be a primary priority for all children in MPS; and

WHEREAS, Many children do not receive enough reading experience at home to successfully learn to read in MPS using the present methods of teaching utilized in most MPS schools; and

WHEREAS, a pilot project in five MPS schools to teach a complete phonics coding system was publicly dismissed by representatives of the MPS City-wide Reading Council as unnecessary because the present curriculum had all the phonics necessary; and

WHEREAS, Research shows that children who do not read fluently by the end of third grade have a very poor prognosis of reading fluently by the time they finish high school; and

WHEREAS, A much broader understanding of teaching reading and an understanding of the complete phonics coding system for all children needed; now, therefore, be it

RESOLVED, That the city-wide Reading council be dissolved; and be it

FURTHER RESOLVED, That a direct instruction reading curriculum be incorporated into all elementary schools.

Administration's Analysis

1. The mission of the MPS reading program is to develop strategic readers who are skillful, self-reliant, and independent The Administration supports the establishment of a district reading center, whose major purpose would be to provide a more focused approach to implementing this mission. The primary purpose of the reading center will be to coordinate the district’s focused reading curriculum. Activities will include professional development, curriculum development and dissemination, textbook and materials adoption, related reading tutoring activities, and research and assessment of reading projects currently underway in the district. Through the establishment of a reading center, the district would further address the priority of higher reading achievement.

2. A central location at Milwaukee Education Center (MEC), Professional Development Center (PDC), through which to coordinate all reading initiatives is recommended. The reading center would be located on the first floor of the PDC, where the MPS Community Recreation offices are currently housed. Sufficient space is available for offices, secretarial stations, and meeting and instructional rooms.

A plan for modifying the current space to accommodate the reading center is being developed, with the cost of the modification to be kept to a minimum. The intent is to have the reading center ready for operation on or before April 1999. The Professional Development Center also has several meeting rooms of various sizes, a resource library/center, and a curriculum materials development center, all of which are conducive for operating a reading center.

3. The reading center will be used to provide supervisory support and to serve as a training center for teaching various reading methodologies, including Dr. Nash's "Pure Phonics" course. This course is being incorporated into the total reading program to give special emphasis on teaching phonics skills.

4. The reading center will also be used to implement a number of initiatives that are underway to support achievement in reading. Following are some examples of the activities that will occur through the reading center:

- During the past two years, the district has implemented staff development workshops that address the need to provide effective instructional models for classroom teachers. An acceleration model, using components of Early Reading Empowerment and Reading Recovery techniques, has been used to train approximately two hundred elementary teachers. An additional component has been added to address the needs of intermediate and middle school students.
- Training sessions to assist in implementing the adopted elementary reading program will continue during the current year and would be offered in the future at the reading center.
- Assessment of student progress will continue through the Jerry Johns Basic Reading Inventory twice per year (January and May). These levels are recorded on the computer and updated throughout the year. Various informal assessments are also used to provide vital information through which teachers monitor students' progress and plan for instruction.
- Implementation of the TargetTeach reading curriculum alignment project in 25 elementary schools is underway. and training for the targeted schools will be provided during the year.
- "Let’s Read! Milwaukee," the district’s initiative to improve reading achievement at all levels, is underway. A major component is the MPS After-School Volunteer Tutoring Project that is being launched during October 1998, with service being provided to elementary and middle school students at 27 sites. Training sessions will be offered twice per month during the year. Tutoring activities will be coordinated through the reading center. The initiative will be more fully developed as we continue to broaden community participation.

5. The City-wide Reading Council and current reading advisory committees / councils, consisting of teachers, parents, and administrators, will be reconstituted to support the reading center and the district's reading focus. The reconstituted reading council will include a broader representation of the continuum of philosophies and views of reading. The advisory group will meet throughout the year to support the implementation of the reading program by:

- reviewing educational literature;
- developing and updating curriculum guides aligned to standardized assessment;
- disseminating appropriate communications to schools; and
- assisting in staff development workshops

Strategic Plan Compatibility Statement

6. The recommendations support Board Goal 1, to improve academic achievement, and Board Goal 2, to provide parents and students with educational options.

Statute, Board Policy or Rule Statement

7. Board Policy 7.11 states, in part, that the district shall move toward an integration of reading, writing, thinking, speaking and listening skills, also emphasizing independent reading using a variety of reading materials.

Fiscal Impact Statement

8. Current reading staff are funded through Board and Title I funds. Five reading specialists are in place, with a sixth to be hired through the Division of Curriculum and Instruction.

9. Six classroom teachers will provide services outside the regular school day to support and expand Dr. Nash's training. Funding will be provided through the district's Eisenhower professional development funds. Dr. Nash is scheduled to work in the district until December 1999, with his services funded through the Department of Public Instruction.

Implementation and Assessment Plan Statement

10. During the 1998-1999 school year, training in the district's reading models will continue.

11. Dr. Nash's "Pure Phonics" course will be offered through the Staff Development Catalog for the next three semesters, the summer of 1999, and as requested by interested schools.

12. The "Pure Phonics" course is expected to be offered to interested parents through the Division of Community Recreation in Spring 1999.

13. A facility modification plan for the Professional Development Center will be developed and implemented, with a completion date of April 1999.

14. The Office of Research and Assessment and the Division of Curriculum and Instruction will cooperatively develop a plan for assessing the reading center's activities.

Committee Recommendations

Your Committee recommends that the following recommendations not be adopted:

1. That the Board authorize the Administration to proceed with plans to establish a reading center and reconstitute the City-wide Reading Council appointed by the Superintendent in response to Resolution 9899R-076.

2. That the Board place Resolution 9899R-052 on file.

* * * * *

(Item 5) Action on Resolution 9899R-059 by Director Todd to Establish a Cooperative Educational Program with the Wisconsin Lake Schooner Education Association

Background

At its meeting on July 29, 1998, the Board referred the following resolution by Director Todd to the Innovation and School Reform Committee:

WHEREAS, Lake Michigan is one of the world's most precious resources; and

WHEREAS, Wisconsin's history is directly linked to Lake Michigan and the Great Lakes; and

WHEREAS, Lake Michigan's future is vital to maintaining the fresh water supply of the world; and

WHEREAS, Many students of MPS feel no connection to Lake Michigan; and

WHEREAS, Wisconsin Lake Schooner's mission is to be a catalyst to connect Wisconsin's youth with Lake Michigan; and

WHEREAS, Milwaukee's lakefront provides motivation and an exciting environment within which to learn; and

WHEREAS, Wisconsin Lake Schooner would like to utilize the city and state learning proficiencies as an outcome of their curriculum; and

WHEREAS, Lake Michigan is underutilized in the teaching of math and science; and

WHEREAS, Wisconsin Lake Schooner will be a site for the MPS Global Learning Center next year; and

WHEREAS, The Great Lakes is an ideal laboratory for real decision making and community involvement; and

WHEREAS, Learning for the 21st century needs to be based on real life situations that affect students' lives now; and

WHEREAS, Wisconsin Lake Schooner is dedicated to the education of urban youth; and

WHEREAS, The Schooner will be docked in Milwaukee and accessible to urban youth and teachers; now, therefore, be it

RESOLVED, That the Milwaukee Public Schools fund a science-math outreach teacher at the Wisconsin Lake Schooner to:

1. Develop learning experiences that would center on the resources of Lake Michigan.
2. Develop training and staff development for teachers.
3. Service students of all ages within MPS, preschool to high school.
4. Visit schools for pre-visit preparation and post-visit follow-through.
5. Help teachers plan integrated units using Lake Michigan.
6. Utilize actual city and lake problems to develop learning situations for Milwaukee students.
7. Create learning situations around Lake Michigan that allow for political and economic understanding.
8. Help students and teachers see the recreational and aesthetic potential of our lake.
9. Create experiences that foster responsible environmental decision making.
10. Design and supervise portfolio projects for MPS students.
11. Deliver 1400 hours of service to Milwaukee Public Schools.

Administration's Analysis

1. Wisconsin Lake Schooner Education Association (WILSEA) is a non-profit organization currently constructing a 137-foot, three-masted wooden schooner on Milwaukee's lakefront. Scheduled to launch in 1999, the vessel will be used as an educational partner. It will provide hands-on learning through dockside and open-water programs focusing on our freshwater resources.

2. Since 1996, the Milwaukee Public Schools has collaborated with the WILSEA to develop courses for teachers and programs for students which focus on learning experiences centered on the resources of Lake Michigan.

3. Currently, courses are offered to MPS and non-MPS teachers through the MPS/WILSEA collaborative. Tuition reimbursement for MPS teachers who participate in courses is available through funds from the district's Eisenhower Professional Development in Mathematics and Science Grant. These courses have been held dockside in a schooner, the Inland Seas, rented from Traverse City, Michigan.

4. The following services are provided to students of all ages (K-12) in MPS. WILSEA provides these educational opportunities to MPS schools at a reduced rate to accommodate MPS students, while absorbing the larger portion of the total cost.

- Year-long program. Six thousand students participated in Schooner programs last year, and, of those, over 1,000 were MPS students.
- Presently, in some of our MPS schools, there are Schooner programs that address developmental ages such as:
  - — pre-schoolers and Kindergarten: "The Young Program"
  - — primary: "Schooner in a Box"
  - — middle school: "Middle Voyage"
  - — high school: High School Institutes.
- All student programs have been developed to address state and MPS standards for science education.

5. WILSEA has developed long-term collaboratives with Grand Avenue Middle School and the new Global Learning Center. These two programs are examples of the comprehensive curricular focus of the Schooner.

- The Grand Avenue program is a three-year program that will address the middle school proficiencies and form the basis for the school's portfolio.
- The Global Learning Center program is based on principles for a sustainable future. Curricular development includes learning situations that result in a knowledgeable citizenry that can make informed decisions, using Lake Michigan as a means to look at economics, supply and demand, and needs and wants.

6. WILSEA plans to further develop learning situations that provide an understanding of the political, economic, cultural, and social history of the city and the state, and to create leaders that will be prepared to make environmental decisions.

7. MPS and the WILSEA are interested in moving forward in two ways to improve student achievement. The first way is by working together to align the schooner programs with the MPS standards, grade-level expectations, and proficiencies in science, mathematics, social studies, and English language arts, including developing related curriculum. Second, MPS and WILSEA will work to develop a sustained partnership that is modeled after effective programs in associations similar to the WILSEA.

Strategic Plan Compatibility Statement

8. This resolution is supportive of the Strategic Plan's Goal 1, to improve student achievement for all students, and Goal 3:, to provide high standards and require accountability for all students, teachers, leaders, and staff.

Statutes, MPS Policy or Board Rule Implication Statement

9. This resolution is consistent with Board Policy 7.01, related to the MPS teaching and learning goals, and Policy 1.02, related to student achievement.

Fiscal Impact Statement

10. Resources will be identified within the existing budget.

The Superintendent recommended that the Board accept the Administration's response to the resolution, with the understanding that the Administration will:

- continue to provide Eisenhower Professional Development funding for teachers to attend inservices offered by WILSEA.
- continue to support the school collaboratives existing between individual MPS schools and WILSEA.

- work with the WILSEA to align schooner programs with the MPS standards, grade-level expectations, and proficiencies; and
- establish with the WILSEA a working committee that will develop a sustained partnership, modeled after national programs.

Committee Recommendation

Your Committee recommends that the Administration establish with the WILSEA an innovative and sustained partnership.

* * * * *

(Item 6) Report and Action with Respect to a Comprehensive School Safety Plan and Resolutions Dealing with School Safety/Comprehensive School Safety Plan, including 9899R-015 (Director Hardin), 9899R-021 (Director Thompson), 9899R-048 (Director Todd), 9899R-053 (Director Small)

Background

At its August 11, 1998, meeting, the Board's Innovative School & Reform (ISR) Committee directed the Administration to develop a comprehensive safe schools plan for the Milwaukee Public Schools. The plan is to incorporate the following pending Board resolutions which have a direct or indirect impact on the safety of schools, students, and staff:

- Resolution 9899-053 by Director Small regarding school safety plans
- Resolution 9899-051(015) by Director Hardin regarding a cost analysis of placing safety assistants on school buses
- Resolution 9899-021 by Director Thompson regarding a comprehensive discipline plan to deal with disruptive students
- Resolution 9899-048(072) by Director Todd regarding a feasibility study to increase safety and security around MPS schools

The Committed directed the Administration to present a comprehensive safe schools plan to the Innovation/School Reform Committee in October 1998. Due to the extensiveness of the issues involved and the extent of the planning process, the Administration needs additional time to develop a recommended safe schools plan. At this time, however, the Administration is presenting to the Board a report outlining the planning process and related timetable for the development of the plan. The planning process will involve a broad base of school and community participants. Recommendations will address the pending Board resolutions as well as the Division of School Safety and Security's strategic plan, which consists of several recommendations toward the improvement, expansion, and modernization of safety and security services to the district.

Administration's Report

Introduction

Throughout the nation, other school districts have embarked on a comprehensive approach toward safe schools planning. The first step is to develop a process which ensures ongoing involvement of key governmental entities, community agencies and organizations, students, parents, and school district support and teaching staff. In reviewing several approaches to planning for safe schools throughout the country, the Administration noted that a significant key to successful development and implementation of such a plan is the inclusive participation of the school district's surrounding community at all pertinent levels and origins. Furthermore, student, parent, school staff, and community participation in the planning process must be genuine and ongoing.

To this end, an ad hoc committee consisting of MPS Central Services representatives, the MTEA, students, and Parent Service Center representatives convened for several weeks with the charge of developing a framework for comprehensive safe schools planning. Representatives of community agencies and the Milwaukee Police Department were also present. During this initial phase, principals, school staff, parents, and students were excluded from these meetings due to conflict of beginning a new school year and the belief that their frequent absences would deter from a smooth opening of schools.

This report describes the manner in which the participation of principals, school staff, students, and parents will be forthcoming. During the previous meetings, it became apparent that, in order to provide for ongoing and significant participation of parents, students, and the community at large, a planning process and related timetable must be established and followed, with earnest outreach to various interested members of the community.

Key Components of Comprehensive Safe Schools Plan

The ad hoc committee identified what it considered to be the necessary key components of a comprehensive safe schools plan — the physical environment, the social environment, the academic environment, and parent/community involvement. These components will serve as the continuous foundation for building the safe schools planning process.

Physical Environment

Includes school facilities grounds, buildings, surveillance support technology, policies and procedures pertaining to movement on campus.

- School security services — roles and responsibilities of various levels of personnel to promote security; safety- and security-related policies and procedures
- Crime prevention through environmental design — school and facilities design and layout (internal and external); controlled access and monitoring
- Security and surveillance technology — need for, and various uses of, technology and communication systems to promote safety and security
- Crisis management and emergency evacuation — a policy-and-procedures document pertaining to crisis and emergency management, includes roles and responsibilities of staff
- Transportation services — safety and security issues pertaining to student transportation on buses, bus routes
- Careful screening and selection of staff — Human Resources process for hiring, including criminal background checks, drug screening, etc.

Social Environment

Includes the overall atmosphere of a school, characterized by mutual respect and freedom.

- Cultural and social awareness — role of principals and staff in the application of rules for student and staff behavior
- Student leadership development
- Extracurricular activities, sports, and recreation
- Behavior/conduct/discipline code — policies and procedures that address prevention and intervention strategies, includes application issues, articulates rights, roles and responsibilities of students, staff and parents
- Attendance policy/truancy prevention — role, policy, and procedures and its application
- Health and wellness services — school-based wellness centers

Academic Environment

Includes all programs and curricula available for students, incorporating special topics such as peer mediation, conflict management, etc.

- Curriculum featuring pro-social skills and conflict resolution — includes self-awareness, personal development, and social relations
- Classroom management and discipline
- Peer mediation

Parent/Community Involvement

Pertains to parental and community involvement in safe schools planning.

- Media and public relations — role of internal and external media in promoting communication among students, parents, staff and community
- Public awareness campaigns — education and awareness to students, staff, and parents; promotion of such services as hotline for criminal activity, safety presentations, etc.
- School/law enforcement partnership — programs and strategies between the school district and law enforcement agencies. May include school resource officers, school police departments, police-school liaison officers, etc.
- Interagency partnership or a youth-service network — programs and strategies between the school district or individual schools or departments and non-profit agencies, churches, or businesses
- Involvement of parents, senior citizens and other interested citizens — inclusion in policy and program development; seeking volunteer assistance for student development
- Legislative outreach and contact — legislative initiatives, policy support for Safe Schools Initiative, local and state
- Monitoring and evaluation — review, assessment, and evaluation of safety- and security-related programs by designated personnel and other representatives

The ad hoc committee believes that the comprehensive safe schools plan should address school safety issues that negatively affect the learning environment of students and the safety of our school community in our school facilities. To this end, the committee recommends that the comprehensive safe schools plan contain strategies and recommendations that will address safety issues related to:

1. Safe passage of students between home and school
2. Student transportation safety issues
3. School safety — day and evening educational programs
4. Safety of participants and spectators at recreation, interscholastic programs, and other school district-sponsored activities
5. Safety of our employees and visitors at all of our district facilities

Present Status of Milwaukee School Community

The following are some examples of current practices, programs, and initiatives that MPS and many Milwaukee community members, agencies, and organizations are presently engaged in toward maintaining and enhancing the safety of children, staff, and community members at schools and school-related activities.

Parental involvement:	PTA/PTO, school councils, parent centers, parent volunteer training; parenting skills training

Community initiatives:	Drug Awareness and Resistance Education (D.A.R.E.), Gang Resistance Education and Training (G.R.E.A.T.), Boys/Girls Club, safe havens, los protectores, Scouts/Explorers, neighborhood watch, High Intensity Drug Trafficking Area (HIDTA), Weed and Seed, Milwaukee Inner City Alliance of Hope (MICAH)
Communications:	Public affairs, district publications, web sites, news releases, safe schools hotline, award recognition, school-home communications, student incentive programs
Neighborhood involvement:	Block watch clubs, graffiti abatement, area specific policing (ASP), anti-crime task force, habitat for humanity, Keep Greater Milwaukee Beautiful, drug-free schools, arbor days, neighborhood identity program
Social skills development:	Peer mediation programs, Second Step Program, Discipline with Dignity, inter-high school council, awards programs, Students Against Violence Everywhere (S.A.V.E.), Students Against Drunk Driving (S.A.D.D.), school-age parents services, Change curriculum, American Field Students, respect presentations, Stranger Danger, Future Teenage Pregnancy Prevention Program (FTPPP)
Authority/Discipline:	Student Rights and Responsibilities publication, School Board rules, Milwaukee Police Department school squad, Truancy Abatement and Burglary Suppression Program (TABS
Campus security:	Staff training and development, crisis response planning, security surveillance systems, random weapons scans and locker searches, canine drug detection, secured parking lots, emergency drills (fire, tornado, etc.), gang busters, bus safety
Juvenile crime/justice system:	Alternative school sites, small community schools, state probation officers, Project RESPECT, state juvenile code.

Mission/Vision

At the most recent meeting of the ad hoc committee, using a group decision-making process called Bomac, a guiding primary question was identified that encompasses a community-wide perspective on the charge of developing a comprehensive safe schools plan.

Can Milwaukee Be Made Safer?

Continued discussion on this primary question and the ability of a metropolitan school district and its community to effect improvement on the safety and security of schools resulted in the development of a safe schools "mission statement":

We value a safe, positive learning environment for our school community. Parental and community involvement is paramount to our success.

Who will be involved in Safe Schools Planning:

Initially, a Safe Schools Planning Committee will be established, to include the following representation:

- Parents
- Teachers
- Principals from elementary, middle, K8, and high schools
- Various MPS department representatives (e.g., Human Resources, Student Services, Parent Services, Community Recreation, Special Services)

- School Safety & Security staff
- Students (high school)
- Community representatives
- Milwaukee Police Department
- Sheriff's Department
- Juvenile Justice System (i.e. Court and Probation & Parole) representative,
- City government
- Business association representatives
- Higher-education institution representatives
- Unions

Additional Relevant Input and Participation

During special and monthly meetings with principals (elementary, middle and high schools), additional input will be solicited and incorporated into the planning process.

Parent education and participation will take the form of media announcements, committee memberships, written materials and presentations to PTA/PTO groups, parents meetings, and similar forums.

Student participation will be in the form of committee membership, student surveys, and development of S.A.V.E. chapters.

Community participation will be in the form of committee membership and presentations to agency/organization personnel.

The Process and Timetable:

1. Establish planning committee membership ..... November 1998
2. Committee orientation and overview of its role and responsibility ..... "
3. Collect and interpret relevant data ..... December 1998
4. Assess current school district environment ..... "
5. Identify areas of strength and needs ..... "
6. Safe School Planning Committee reports to the ISR Committee (midpoint status report) ..... January 1999
7. Design the Safe Schools Plan ..... February 1999
8. Safe School Planning Committee report to the ISR Committee (recommendation for action) ..... March 1999
9. Implementation of the Safe School Plan at the district and local schools level with inservice sessions to school staff; training/orientation to students, parents, and community representatives ..... April, 1999
10. Begin development of local safe school plans ..... May 1999
11. Evaluation and monitoring of MPS Safe Schools Plan ..... Ongoing

For the purpose of monitoring and evaluating of district and individual school safe schools plans, a Safe Schools Steering Committee will be established consisting of MPS representatives (Student Services, School Safety & Security, Psychological Services), Milwaukee Police Department, city government, county government, state and local juvenile justice system.

Fiscal Impact

The safe schools plan will include a detailed fiscal statement of the resources necessary to implement all specific recommendations and initiatives.

Committee Recommendation

Your Committee recommends that the Board adopt the above timetable.

* * * * *

(Item 7) Report on Juneau High School's Inter-session Scheduling Planning for August 1999 Implementation

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

Administration's Report

1. During the 1996-97 and 1997-98 school years, the staff at Solomon Juneau Business High School explored and began to plan for implementation of an intersession High School Reform initiative. The concept is to change the school day from an eight-period day to a seven-period day and reduce each semester from 90 days to 70-75 days. Juneau's first semester will end at the beginning of winter vacation. Beginning in January 2000, a 33-day "intersession" will be held. The preliminary planning was supported in January 1998 with a $5,000 research and development allocation from Milwaukee Public Schools.

2. In July 1998, Solomon Juneau Business High School received a $75,000 Comprehensive School Reform grant from the Wisconsin Department of Public Instruction. This grant is renewable for a total of three years or $225,000. Juneau is one of only two high schools in Wisconsin to receive this grant. The grant is designed to support planning in 1998-99 and implementation of an intersession in 1999-00.

3. During the intersession, students will take no more than three classes. The intersession period will be used for acceleration, exploration, and remediation. Because class blocks will range from two hours to all day during the intersession period, students will be able to study subjects in depth and often off campus. The intersession period will also allow students to retake classes in core subject areas that they failed during the first semester.

4. Juneau's intersession concept closely matches the programs at La Quinta and Indio High Schools in California. Both schools have seen dramatic improvements in graduation rates, test scores, and students entering college. Because of the ability to remediate failing classes, algebra passing rates have risen from 50% to 75% at both schools. On April 2-3, 1998, a team of five Juneau staff members visited La Quinta and Indio High Schools. On October 19, 1998, Matthew Bugg, principal of LaQuinta, and Jon Gaffney, Superintendent of Desert Sands Unified School District and former principal of LaQuinta, will provide a four-hour presentation to the Juneau staff. In addition, Mr. Bugg and Mr. Gaffney will be presenters at the "Hot Topics Conference" co-sponsored by Milwaukee Public Schools and the National and Wisconsin High School Associations at the Grand Milwaukee Hotel on October 20, 1998.

5. The University of Wisconsin-Milwaukee's Center for Educational Research, Analysis, and Innovation Additional will supply technical support relative to the intersession program development.

6. By January 1999, the Juneau faculty expects to have completed the final draft of a Memorandum of Understanding between the Milwaukee Teachers Education Association and the Milwaukee Board of School Directors and basic outlines of initial intersession classes. Full implementation is planned for the Fall of 1999, with the first intersession classes to be held in January 2000. The Administration will provide progress reports to the Board of School Directors regarding this High School Reform initiative.

* * * * *

(Item 8) Report on Summer School

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

Administration's Report

Following is a brief summary of the highlights of the 1998 summer school program. A more detailed report has been provided under separate cover.

1. The 1998 summer school session took place from June 22, 1998, to July 31, 1998. Seventy-seven school sites provided educational and recreational activities for over 13,000 students. Approximately, 1,179 students with special education needs were served in the general summer school sites, and approximately 9,000 elementary children attended the Wrap-Around Recreation Program.

2. A rich array of educational and recreational opportunities were provided in the 1998 summer school:

- High school students behind in their credits selected from courses required for graduation.
- Grade-7 and -8 students attended summer school to be promoted to the next grade.
- Grade-6 students enrolled in summer school to improve their performance on the proficiencies required for promotion to high school.
- The elementary program included a morning of academic instruction with two hours of reading intervention and two hours of math/science.
- Full-day services offered for elementary students included breakfast and lunch.

3. Local school staffs developed 18 summer school programs funded with Board and Title 1 school funds.

4. Afternoon recreation programs for elementary students provided parents the option of extended care until 6:00 p.m. and involved the children in many community experiences that were supportive of the educational programs. Students participated in sports, games, drama, field trips, and educational enrichment activities in a safe and secure environment.

5. Fifty-two high school students graduated from high school as a result of either completing coursework or passing the proficiency exam in summer.

6. A total of 178 Grade-8 students were promoted to high school after completing summer school classes.

7. A total of 159 students court-adjudicated and ordered to attend school by a judge from Children's Court were able to earn two half credits (1/2 credit in English and 1/2 credit in mathematics) during the six-week session.

8. Eighty-four students from non-public schools successfully completed the summer middle school program funded under Title I.

9. Ninety-two percent of the elementary Limited English Proficient (LEP) Spanish-speaking students enrolled in the bilingual summer school program showed gains in reading and language arts performance.

10. A total of 596 students with extended-school-year (ESY) services mandated by their individualized education programs (IEP) were served in summer school.

11. Eighty-nine percent of the grades 4-6 summer school program sites increased their comprehension as measured by written summaries.

12. Ninety-two percent of the middle school math students pre- and post-tested made progress.

13. After pre- and post-testing of students in the summer elementary reading programs, 77% of the grades 1-3 program sites increased their sight word vocabulary; 89% of the grades 1-3 program sites increased their comprehension as measured by story mapping.

14. In a comparison of reading performance on the Wisconsin Reading Comprehension Test (WRCT) for 37 students entering fourth grade, 88% of the students who went to summer school scored at or above the "basic" level, as compared with 76% of the students who did not attend summer school.

15. An opportunity was provided to pilot new curriculum and train teachers in best instructional practices with the elementary reading program, the elementary math/science program, "Healthy Bodies Make Winners," and the middle school Project RISE science program.

16. In a survey of parents, students, administrators and school staff, on a four-point scale, with 4.0 representing "Excellent" and 3.0 representing "Good", most groups rated the overall summer school program as better than "Good," or above a 3.0 grade-point average. Students in grades 7, 8 and high school were only slightly less pleased.

* * * * *

Separate consideration having been requested of Items 1, 2 and 4, on the motion of Director Small the balance of the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

With respect to Item 1, a new educational focus for Hartford Avenue School, separation of the question was ordered.

Director Thompson moved to approve the Committee's recommendation that Hartford Avenue School become the Hartford University School for Urban Explorations in response to the resolution.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

A point of clarification having been requested, the chair ruled that the motion adopted included city-wide status for Hartford Avenue.

Director Thompson moved that the Board authorize an additional $170,000 to be included in the FY2000 transportation operations budget to fund the expected increase in transportation costs.

Director Gardner moved to amend by adding that an attendance area east of the Milwaukee River contiguous to the existing primary attendance area be designated a preference area for attendance at Hartford and that the staffs of Columbia Hospital and UWM's children be given preference in the selection for Hartford Avenue School.

After discussion and there being no objection, Directors Thompson and Gardner withdrew their motions, and the matter was referred by concensus to the Strategic Planning and Budget Committee for consideration as part of the FY2000 budget.

With respect to item 2, a resolution regarding a K-12 program at South Division High School, Director Sinicki moved to adopt the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

With respect to Item 4, resolutions regarding the teaching of pure phonics and with City-Wide Reading Council, Director Thompson moved adoption of the following revised resolution:

WHEREAS, Increased reading achievement is a priority in the Milwaukee Public Schools; and,

WHEREAS, The issue of illiteracy is being addressed on a daily basis by the Milwaukee Public Schools; and,

WHEREAS, Research and MPS pilot projects have demonstrated that Dr.Nash's Pure Phonics effectively addresses students not reached by other reading methodologies; and,

WHEREAS, Milwaukee Public Schools is in the process of using Pure Phonics and a variety of other methodologies to improve reading achievement; and,

WHEREAS, A full range of reading initiatives and staff development opportunities and classroom support activities should be available in one central location; now, therefore, be it

RESOLVED, That a reading center be established for the Milwaukee Public Schools at a location and with a remodeling cost approved by the Board of School Directors; and be it

FURTHER RESOLVED, That in addition, this reading center be staffed with the six MPS reading specialists and six MPS teachers; and be it

FURTHER RESOLVED, That all professional staff at the reading center be trained in Dr. Nash's Pure Phonics and in other reading methodologies with demonstrated effectiveness; and be it

RESOLVED, That a written report be submitted to the Innovation/ School Reform Committee for their approval, describing, comparing, and contrasting Pure Phonics and the other reading methodologies with demonstrated effectiveness in which the professional staff are or will be trained By December 1, and be it

FURTHER RESOLVED, That this reading center will function as a training center to provide in service for MPS classroom teachers and provide supervisory support and assistance to teachers in the field; and be it

FURTHER RESOLVED, That proposed procedures to evaluate the effectiveness of the reading center's activities including pre- and post test data each year will be submitted for revision and approval to the Innovation/School Reform Committee by March 1, 1999; and be it

FURTHER RESOLVED, That the City-wide Reading Council be dissolved and reconstituted to reflect the district's philosophy on the teaching of reading; and be it

FURTHER RESOLVED, That the maximum membership of the City-wide Reading Council be 17 members chosen as follows:

A. Each Board member may appoint one member

B. The Principals of the five primary schools that score the highest on the third grade reading test may each appoint one member

C. The Superintendent of Schools may appoint two members; and be it

FURTHER RESOLVED, that the administration submit to the Finance & Personnel Committee for approval by the Board, by December 8, 1998, plans for the location of the center, all costs of remodeling and relocation to create office space, instructional space and secretarial support and the sources of the funds to accomplish this work.

Director Small moved to refer the resolution to the administration for an analysis to be prepared for the Board.

The motion to delay consideration prevailed, the vote being as follows:

Ayes—Directors Gardner, Hardin, O'Neil, Small, Todd and President Fisher—6.

Noes—Directors Braun, Sinicki and Thompson—3.

With respect to Item 6, a comprehensive school safety plan and related resolutions, Director Hardin moved to refer the report back to the Innovation/School Reform Committee.

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

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Todd and President Fisher—7.

Noes—None.

Temporarily absent—Directors Sinicki and Thompson—2.

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Directors Sinicki and Thompson 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 Approve Objectives for the District's Strategic Plan

Administration's report

1. A draft Milwaukee Public Schools' Strategic Plan Executive Summary was developed during the 1997-98 school year. Development of the plan included suggestions gleaned from nine strategic planning sessions in the eight Board districts and one city-wide, as well as from input from the Board. Strategic planning participants included students, parents, teachers, assistant principals, principals, and other community and business leaders.

2. This draft executive summary was introduced at the June 16, 1998, meeting of the Finance/Personnel Committee. The Superintendent made a formal presentation at the Board's Strategic Planning and Budget Committee meeting on June 22, 1998. It was then reported to the full Board at its June 24, 1998, meeting.

3. After this initial discussion of the plan with the Board, the Superintendent also met with a number of groups during the last week in June and the first full week in July to discuss the draft strategic plan executive summary and obtain further input from a broad base of individuals. Meetings were held with a ministers' group, including representatives from MICAH, Interfaith, and the Ministers' Alliance; MPS union heads and representatives from the Metropolitan Milwaukee Association of Black School Educators; a legislative delegation; parent representatives from the Title 1 Advisory Council, the Milwaukee City Council of PTAs, PTSAs, Inc., the City-Wide Bilingual Advisory Council, and the Broadly Based Task Force on Exceptional Education; a teacher and principal group; and various community groups.

4. On July 15, 1998, the draft plan was discussed at a Strategic Planning Retreat of the Milwaukee Public Schools Board of School Directors. At the retreat, the Board reached agreement on a vision statement, mission statement, and three strategic goals.

5. At its July 29, 1998, meeting, the Board approved the following vision, mission, and three goals for the Milwaukee Public Schools:

Vision:	The students in Milwaukee Public Schools will develop into contributing adults performing at their highest potential.
Mission:	The Milwaukee Public Schools will become the first major urban school system in the nation where all young people learn to become productive workers, responsible citizens, and effective parents.
Goal 1, Student Achievement:	Continuously improve Achievement of all students to meet high standards.
Goal 2, MPS — Milwaukee's First Choice of Schools:	Make Milwaukee Public Schools the first choice of a steadily increasing number of parents.
Goal 3, High Standards and Accountability:	Institute high standards and accountability for the Board of School Directors, superintendent, Central Services, principals/school leadership, teachers, support staff, and parents.

The strategic objectives were referred to the Board's Strategic Planning and Budget Committee for further review and discussion. The objectives and strategies have been revised in the attached strategic plan document. Deletions have a line through the text, and the revised language is underlined.

The accountability sections with measurable outcomes for each of the goals has been removed from the attached document. Over the next couple of months, the Administration will work with the Accountability Task Force to align the measurable outcomes in the strategic plan with the measures included in the School Accountability Plan. The Administration will submit a report and recommendations on accountability by January or February 1999.

Strategic Plan Compatibility Statement

6. The Milwaukee Public Schools Strategic Plan Executive Summary was developed with input from Board members, students, parents, teachers, principals, assistant principals, and other community and business leaders. It is intended to be the blueprint for the district.

Statutes, MPS Policy or Board Rule Implication Statement

7. The plan identifies a vision and revision to the Board's mission and goals. The vision, mission, and goals were approved by the Board on July 29, 1998.

Fiscal Impact Statement

8. Funding for the plan for 1998-99 will be accommodated within the FY99 approved budget. Funding needs for subsequent years will be addressed through the annual budget development process.

Implementation and Assessment Plan

9. Progress reports on the implementation of the plan will be provided to the Board through the following:

— The strategic plan reporting will become a part of the accountability process. A report on the progress of the strategic plan measurable outcomes will be included in the MPS annual report card.

— The annual budget recommendations will include a progress report on goals for each funding area, along with recommendations for funding specific programs or initiatives.

— The Superintendent will provide the Board with periodic progress reports on the strategic plan as well as a comprehensive report on the implementation/action plans at the end of each school year.

Committee Recommendation

Your Committee recommends that the Board approve the following objectives of the Milwaukee Public Schools' Strategic Plan:

STRATEGIC GOAL 1: STUDENT ACHIEVEMENT — CONTINUOUSLY IMPROVE ACHIEVEMENT OF ALL STUDENTS TO MEET HIGH STANDARDS.

Objectives: What We Will Do

Achievement

1.1 Improve and/or develop and refine a comprehensive curriculum across all areas and align curriculum, instruction, and assessment.

1.2 Improve and/or develop and refine support systems to increase student achievement and address student mobility.

1.3 Improve and/or develop and refine a comprehensive district assessment strategy built on multiple measures, multiple opportunities, and aligned to the district standards and curriculum.

1.4 Change the organization of Central Services to directly support student achievement.

1.5 Restore the district vocational education program to prepare students for career opportunities in business, industry, and the skilled trades.

l.6 Reduce class size to ensure students receive additional individualized attention within available resources.

1.7 Develop and implement a comprehensive, five-year safe schools plan to ensure a safe and orderly academic environment conducive to learning.

1.8 Use technology effectively to support higher-order learning throughout the school district by implementing the MPS Technology Strategic Plan.

Attendance/Dropouts:

1.9 Provide strategies at the district and school levels to improve student attendance.

1.10 Provide early identification and intervention strategies for students who are at risk of dropping out of school.

1.11 Improve the accuracy of dropout statistics.

Parental Involvement:

1.12 Create systems and programs that improve the participation of parents and community members in student achievement.

1.13 Establish partnerships within the community to help students achieve high standards.

STRATEGIC GOAL 2: MPS — MILWAUKEE'S FIRST CHOICE OF SCHOOLS — MAKE MILWAUKEE PUBLIC SCHOOLS THE FIRST CHOICE OF A STEADILY INCREASING NUMBER OF PARENTS.

Objectives: What We Will Do

2.1 Replicate educational programs in high demand.

2.2 Identify factors and conditions that influence parent and student choice and make those conditions available in all schools.

2.3 Increase the number of children choosing neighborhood schools as their first choice.

2.4. Increase the level of satisfaction that parents and community members report with respect to their schools.

2.5 Use technology to expand the role that schools serve in our community by implementing the MPS Technology Strategic Plan.

STRATEGIC GOAL 3: HIGH STANDARDS AND ACCOUNTABILITY - INSTITUTE HIGH STANDARDS AND ACCOUNTABILITY FOR THE BOARD OF SCHOOL DIRECTORS, SUPERINTENDENT, CENTRAL SERVICES, PRINCIPALS/SCHOOL LEADERSHIP, TEACHERS, SUPPORT STAFF AND PARENTS.

Objectives: What We Will Do

3.1 Improve the accountability system so that there are clear links between district-level goals, school-based strategies, and classroom activities.

3.2 Provide congruence between the standards expected of students and those expected of teachers, administrators, and school leaders.

3.3 Improve parent satisfaction of Milwaukee Public Schools.

3.4 Use technology to improve methodologies for building accountability strategies.

3.5 Develop an accountability process for achieving the strategic goals for students, parents, teachers, administrators, supervisors, district administrative team, and Milwaukee Board of School Directors.

* * * * *

(Item 2) Report on FY2000 Budget Development

Your Committee reports having discussed the development of the FY2000 budget.

Your Committee further reports having directed the Administration to bring the FAM reports to the Board from now on.

* * * * *

(Item 3) Report on the Implementation of Budget Amendments for FY99

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

Administration's Report

1. On April 28, 1998, the Board approved various amendments to the FY99 budget and requested that the Administration report back to the Strategic Planning and Budget Committee action taken related to these amendments.

2. The following information details the amendments of the FY99 budget and actions taken related to them.

Amendment #7:	*Amend the budget of Small Community Schools (pages 39-41 in the budget book) to specify the dollars expended on Projects LEAP and SWELL in order to identify where the total contracted services dollars are going. (Director Hardin)* Detailed budgets for Projects LEAP and SWELL appear on pages 151-152 of the FY99 Adopted Line Item Budget. (Copies of these pages are attached.)
Amendment #13:	*Move the Parent Center budget to the Office of Board Governance. (Director Hardin)*
Amendment #16:	*Restore the position of Architectural Designer at line #03200 in the Field/Shop Operations budget (page 143). (Director Todd)*
Amendment #17:	*Restore two Environmental Health Inspector positions at line #03180 in the Field/Shop Operations budget (page 143). (Director Todd)*
Amendment #19:	*Restore the Hazard Material Supervisor position at line #03160 in the Field/Shop Operations budget (page 143). (Director Todd)*
Amendment #60:	*Centralize $40,000 identified for high school recruitment under the School Special Fund account to be utilized for district-wide three choice school selection. (Directors Todd, Sinicki, O'Neil, Fisher)* Changes were made as part of the FY99 budget load and appear on the FY99 Adopted Line Item Budget on pages 186, 262, 262, 262, and 109 respectively. (Copies of these pages are attached.)
Amendment #26:	*Amendment revised — The Administration will report back to the Board on Target Teach.* An informational report was presented to the Board in June 1998. An informational report updating the Board on the implementation process will be provided mid-year. A report on the results will be provided at the end of the school year. (A copy of the June report is attached.)
Amendment #27:	*Amendment revised — The Administration will work with the 13 identified schools to develop and implement a plan to automate their libraries.* The following schools were listed as "not automated": Carleton, Emerson, Fernwood, Garland Happy Hill, M. L. King, Jr., Kilbourn, LaFollette Lowell, Maple Tree, Neeskara, Thirty-fifth St Victory

As of August 3, 1998, Fernwood and Thirty-fifth Street schools have prepared and sent in data for conversion to automation, having made the decision to expend local school funds to automate during the second semester of the 1997-98 school year.

The following schools received some monetary support from Educational Services to prepare data for automation. That, coupled with local school funds, has made it possible for them to move forward with automation:

Carleton (will send in data this fall)
LaFollette (sent in data in July)

The following schools have used their local school funds to take steps toward automation, but have not, as yet, sent in any data:

Martin Luther King, Jr.
Neeskara (very minimally)
Victory

The following six schools have done nothing significant to automate their library media centers:

Emerson, Garland, Happy Hill,
Kilbourn, Lowell, and Maple Tree

Utilizing local school funds and, in some cases, Educational Services departmental funds, seven of the 13 schools have taken steps to fully automate their library media centers during the 1997-98 and 1998-99 school years. The Administration is continuing to work with the six remaining schools.

Amendment #28: *Amendment revised — Providers of services to MPS parents, which includes the district itself and contractors paid by the district, must pay a minimum of $7.70 per hour. Contractors of MPS schools will be fined $5,000 if they are found not to be in compliance.*

Schools were informed of the fine in the August 17, 1998, "MPS Administrators' Bulletin," page 59. (A copy of this notification is attached.) The MPS consultant contract was revised to state that the minimum wage to be paid by the consultant is $7.70 per hour.

Amendment #29: *Amendment revised — Report on updating technology at Malcolm X Academy. (Director Hardin)*

The Administration will be prepared to give a report at the October Strategic Planning and Budget Committee meeting.

Amendment #36: *Amendment revised — Consider in the future addressing the athletic budget to the per-pupil budgets for high schools. (Director Thompson)*

The Department of School and Community Services is working with Director Thompson on a process to consider this as part of the FY2000 budget.

Amendment #37: *Amendment revised — Base payments to schools on previous month's average daily attendance in a manner to be determined. The administration to analyze and report back to the Board recommendations for further consideration and final adoption.*

A committee of principals and central services administrators is meeting regarding improving attendance and the exact average daily attendance formula to be used for school allocations.

Amendment #39: Fund the revised plan for exceptional education by locating savings in exceptional education operations, in related transportation, and from other sources. (Director Thompson)

The Administration will be prepared to give a report at the October Strategic Planning and Budget Committee meeting.

Amendment #51: *Make the 1998-99 allocation for the Lady Pitts program contingent on a commitment from the Board to move the program to another site to free up desperately needed elementary school classroom space for the 1999-2000 school year. (Director Gardner)*

The Administration is currently seeking an alternative site for the Lady Pitts program within district facilities. Once determined, information will be forwarded to the Board.

Amendment #62: *Contingent on negotiations with the MTEA, instruct the administration to include funds in the budget for higher beginning teacher salaries. (Directors Todd, O'Neil, Fisher, Small)*

Higher beginning teacher salaries are included in the approved agreement between MPS and the MTEA.

3. The following amendments were approved, contingent upon funding from the State of Wisconsin. The State of Wisconsin has not funded these items to date. As part of the district's legislative package, some or all of these items may be included, depending upon the actions taken by the Legislation Rules and Policy Committee of the Board.

Amendment #66: *Provide funding to educate all primary teachers (K-4 to Grade 3) on the teaching of explicit systematic phonics and phonemic awareness gaps. Inservice would be provided initially to district teachers who would, in turn, teach others in Dr. Robert Nash's method. Training would be for three-week periods over the summer. (Directors Todd, Small, Fisher, Hardin)*

Amendment #67: *Provide funding to educate all primary teachers (K-4 to Grade 3) on the teaching of mathematics. Inservice would be provided initially to district teachers who would, in turn, teach others. Training would be for three-week periods over the summer. (Directors Todd, Small, Fisher, Hardin)*

Amendment #68: *Transfer and consolidate budgets as specified to establish a principals' academy. The role of the academy would be to provide support and assistance to principals. Functions for the academy would include: inservice training, on-going support, and extensive pre-service training for potential administrators. (Directors Todd, Small, Fisher, Hardin)*

Amendment #69: *Provide staff and funds for curriculum development in all subject areas. Scope and Sequence guides for teachers would be developed and standardized across the district. Curriculum would be aligned with accountability measures. Four curriculum specialists would have the responsibility for putting the guides together. (Directors Todd, Small, Fisher, Hardin)*

Amendment #72: *Provide funding to add three positions to establish a Grants Administration Office. The purpose of this office would be to secure funding opportunities for the district. (Directors Todd, Small, Fisher, Hardin)*

Amendment #74: *Provide an account in Human Resources for incentives for teacher recruitment (Directors Todd, Small, Fisher, Hardin)*

Amendment #75: *Provide funds for MPS staff inservice training in racial sensitivity and social issues facing MPS students. (Directors Todd, Small, Fisher, Hardin)*

Amendment #77: Fund extended school hours for all elementary schools. (Directors Todd, Small, Fisher, Hardin)

Amendment #78: Fund placement of a registered nurse at each elementary school. (Directors Todd, Small, Fisher, Hardin)

Amendment #79: Fund an Office of Accountability Standards under the Office of Board Governance. (Directors Todd, Small, Fisher, Hardin

Amendment #80: Provide funds for training School Councils at each school. (Directors Todd, Small, Fisher, Hardin)

It should be noted that, despite the absence of State funding,

- Some MPS teachers are receiving phonics training from Dr. Robert Nash. Classes have been funded by schools or categorical programs, such as P–5. (#66)
- A week-long pre-service academy for training new teacher candidates was held in August 1998. This may have contributed to the recruitment of teachers. (#74)
- School Council training workshops were held in June 1998. (#80)

4. The following amendments were referred to the Superintendent for consideration in the development of the reorganization plan for Central Services:

Amendment #23: Establish a line item in Information Systems to develop a new data base reporting system to capture professional services contracts. (Director Hardin)

Amendment #30: Create the position of TV production assistant, to be located in the Radio & TV budget of the Department of Communications and Public Affairs, to oversee the ESCC cable TV operations. (Director Todd)

Amendment #44: Reduce Central Service budget allocations by twelve million, six hundred and thirty-five thousand, four hundred and eighty-four dollars ($12,635,484) without reducing allocations for the Bilingual and Multicultural Program, Facilities and Maintenance or Food Services. (Director Gardner)

Amendment #70: Move budgets for exceptional education, guidance services, parent and student services, psychological services, social work services, and interscholastic athletics under one Pupil Personnel Department. (Directors Todd, Small, Fisher, Hardin)

Amendment #71: Remove the Facilities and Maintenance budget from the Community Recreation area. (Directors Todd, Small, Fisher, Hardin)

Amendment #73: Provide funding to add two staff positions in the Labor Relations area. (Directors Todd, Small, Fisher, Hardin)

* * * * *

(Item 4) Action on Resolution 9899R-011 by Director Thompson to Develop a Planning Process to Determine Future Technical Education Program and Facility Needs in MPS

Committee Recommendation

Your Committee recommends that the Board adopt the following resolution:

WHEREAS, Milwaukee Technical High School has had a long and valued history of preparing students for the trades and technical careers; and

WHEREAS, The present Milwaukee Tech building suffers from obsolescence and years of neglect; and

WHEREAS, Effective facilities planning must proceed from effective educational program planning; now therefore, be it

RESOLVED, That the Administration develop a planning process that will include the following steps, in order of sequence:

1. Identify the technical and trade needs of the Milwaukee community looking towards the next twenty years, from the points of view of both the student and the job market; and then

2. Identify the programs and the characteristics of these programs that Milwaukee Tech should have to serve these needs, including changes in present programs, labor contract changes, sharing of responsibilities with other organizations such as MATC, etc.; and finally

3. Identify the facilities needs, develop specific architectural plans for the present site, and identify capital funding sources, including the issuing of bonds by the City of Milwaukee and/or MATC; and be it

FURTHER RESOLVED, That the Administration encourage in this process the participation of the staff, parents, students, and alumni of Tech; business and labor interests; and any others who are interested in the future of technical and trade education and who support the planning process outlined above.

* * * * *

(Item 5) Action on Resolution 9899R-024 by Directors Thompson, Todd, and Gardner to Build a School System that Serves the Needs of All Children

Committee Recommendation

Your Committee recommends that the Board adopt the following resolution:

WHEREAS, Recent press reports have underlined the continuing loss of middle-class children to from MPS, reflected in a decline of mainly white children from 66% in Fall 1972 to 19.5% in Fall 1997 and an increase in students qualifying for free and reduced lunches from 61.6% in 1989 to 71.6% in 1997; and

WHEREAS, This middle-class decline helped drive a decline in MPS minority teachers from 24% in 1975 to 16% in 1997 and projected to fall below 10% by 2005; and

WHEREAS, This decline in middle-class families and children from middle-class homes has had a number of adverse consequences, including:

- Increased regional racial disparities, such that while MPS enrollment is 80% minority, suburban enrollment is 20% minority;

- A decline in the number of schools that can claim an integrated ethnically diverse student body;

- Decreased support among voters for MPS; and

- A negative impact on the Milwaukee economy and property tax base; and

WHEREAS, The decline in middle-class enrollment reflects both broader demographic trends but also the acts of commission and omission of MPS and other governmental agencies, in particular giving middle-class parents the impression their children would not be properly challenged educationally in MPS; and

WHEREAS, The MPS Board of School Directors recognizes that parents' primary responsibility is to the welfare of their children and that parents' choice of MPS schools depends on convincing evidence that doing so maximizes the welfare of their children; now, therefore, be it

RESOLVED, That the MPS Board of School Directors intends to build a school system that serves the diverse needs of all children; and be it

FURTHER RESOLVED, That the Board acknowledges that no single educational model will serve all children's educational needs; and be it

FURTHER RESOLVED, That as part of its current planning process, the Administration develop strategies aimed at implementing the Board's number-one goal of first choice in public education (which includes neighborhood schools) and strategies at reversing the decline in middle-class enrollment including, but not limited to:

- Replication of over-subscribed specialty programs in middle class areas, geographically arraigned to maximize efficiencies in transportation; and
- Strategies focusing on substantive academic enhancement of the attractiveness of schools to neighborhood residents, particularly where doing so would enhance integration and not give any court future cause for concern with MPS 'backtracking' policies; and be it

FURTHER RESOLVED, That the Administration provide the Board with recommendations for the collection and interpretation of data on parents' decision making about schools and appropriate elements of customer service to parents in order to increase the effectiveness of this strategy.

* * * * *

On the motion of Director Small the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

Director Thompson moved to suspend Board Rule 1.08 (2) to allow consideration of Report #2 of the Finance/Personnel Committee, formulated at a meeting held less than 48 hours prior to the Board meeting.

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

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

COMMITTEE ON FINANCE/PERSONNEL

Director Braun presented the following reports for the Committee on Finance/Personnel:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following report:

REPORT #1

(Item 1) Action on a Recommendation to Convey a Portion of the Auer Avenue Playfield to the Police Athletic League

Administration's analysis

1. During the past several months, the Administration has been in discussion with staff members from the Milwaukee County Parks Department, City of Milwaukee Department of Public Works, Police Department, and representatives of the Milwaukee Police Athletic League (PAL) to determine the feasibility of developing a Milwaukee Police Athletic League (PAL) Youth Activities Center. This center, which would be built on the playfield immediately adjacent to the school, will provide recreational, educational, cultural, and social programming for the Auer Avenue School neighborhood youth. The program will enlist the support and encourage the participation of family and neighbors in the PAL activities. The multi-purpose center will be available to parents and community groups for educational and other activities when the PAL youth are usually in school. It will also provide tutorial and computer-enhanced learning opportunities for the youth in after-school programs.

2. Significant input has been solicited from various elected officials and the public. Meetings have been held with the representative alderman, county supervisor, and school board member to solicit their input and support. To date, all have indicated support for the project. In addition, input from the school principal has been ongoing and positive. PAL has also held a public hearing at Auer Avenue School to solicit input from the neighborhood. At that time, the project received positive support from the neighborhood.

3. Recent discussions have centered on the best mechanism for construction of the facility since, although both the City of Milwaukee and MPS own the land on which the building would be located, PAL, a non-profit organization. would construct and own the building itself. Proposed mechanisms considered included a land lease, Intergovernmental Cooperation Agreement, or sale to PAL, all of which proved to be inadequate for a variety of reasons. It was ultimately decided that the best approach was for the Board and the City to convey their parcels to PAL with reversionary stipulations that would protect each and would permit the land to be returned to the Board or the City in case the project did not materialize or failed after completion of the building.

During October and early November, the City of Milwaukee will consider a resolution to convey the property. Consideration by the Board at this time will enable the project to move forward on parallel approval processes. The City's resolution contains the following stipulations for the conveyance:

a. Submission to, and approval by, the Department of City Development of site and building plans.

b. Submission of satisfactory evidence that sufficient funds are available to undertake and complete construction of the neighborhood community center before December 31, 2001.

c. Closing of the sale within 18 months after approval by the Council.

d. Said property is sold in "as is" condition, and that the City of Milwaukee is not responsible now or in the future for any existing subsoil conditions.

The Administration feels that these same conditions should be included in the Board action to maintain consistency with the City of Milwaukee's action, as well as to protect the Board's interests. In addition, it is recommended that, should the facility be closed or abandoned after it is constructed, it revert to the Board for its continued use with Auer Avenue School.

Strategic plan compatibility statement

4. The recommendations are consistent with the practice of fiscal responsibility to make informed decisions about allocations of resources for district programs, functions, and operations.

Statute, board policy or rule statement

5. Board approval to dispose of property is required.

Fiscal impact statement

6. There is no overall fiscal impact on the Board, should it approve the recommendations. Adoption of the recommendations with the contingencies will protect the Board's interests to the greatest degree possible by ensuring that the facility will always be available for use by the Auer Avenue School neighborhood youth and the community.

Implementation and assessment plan

7. Upon approval by the Board, the City Real Estate Agent will be directed to execute the conveyance on behalf of the Board with all the terms and conditions.

Committee Recommendations

Your Committee recommends:

1. That the current 3.72 acres of the playfield at Auer Avenue School, as described in the legal description attached, be conveyed for one dollar ($1.00) to the Police Athletic League (PAL), with the following contingencies:

a. That PAL submits to, and obtains, approval from the Department of City Development of site and building plans.

b. That PAL submit to the Board satisfactory evidence that sufficient funds are available to undertake and construct the neighborhood community center no later than December 31, 2001.

c. That closing occur no later than 18 months from the date of approval by the Board.

d. That the property be conveyed in "as is" condition, and that the Board is not responsible now or in the future for any existing subsoil conditions.

e. Should the PAL Center be closed or abandoned by the Milwaukee Police Athletic League, PAL will enter into negotiations with MPS, the City of Milwaukee, and other non-profit youth-serving agencies to ensure that the center will remain available for use by the Auer Avenue School neighborhood youth, as a youth center supported by family and neighbors.

2. That the City Real Estate Agent take all necessary actions to convey the property to PAL, based on the contingencies included above.

* * * * *

REPORT #2

(Item 1) Action on Recommendations to Amend the Adopted Fiscal Year 99 Budget for the School Operations, Extension and Construction Funds, Including Changes in Revenue Sources, Revenue Limits, Tax Levies and Expenditure Allocations and to Adopt Amendments to the Fiscal Year 99 School Operations, Extension and Construction Fund Budget Resolutions

Background

1. At its meeting of October 20, 1998, the Finance and Personnel Committee was presented with a variety of information regarding the Fiscal Year 1999 amendment process.

Representatives from the Administration and the Wisconsin Department of Public Instruction explained various aspects of the Revenue Limit Formula and the impact which the Milwaukee Parental Choice Program (PCP) had upon it.

The following are some of the key issues covered during this meeting:

- As a result of the PCP, the District's state aids were reduced by $28,894,906.
- If all other factors had remained the same, this aid reduction could legally be made up by increased taxes.

- The amount of the tax increase needed was substantially reduced by factors that generated higher state aids than projected in April 1998. These factors helped offset the large increase in PCP aid reductions.
- At the time of the meeting, the District's maximum tax rate allowed by the revenue limit calculation was estimated at $11.46.

2. Subsequent to the Committee's October 20, 1998, meeting, the Administration finalized terms of a contract with Bruce Guadalupe School. As a result of this contract, the maximum tax rate was reduced to $11.37. Only $0.29 of this rate would represent an increase to the taxpayer. This is due to the fact that the previous year's rate of $10.86 and $0.22 related to a transfer of service (total of $11.08) does not represent any increase to the total tax rate for Milwaukee taxpayers.

3. A tax rate of $11.08 represents no increase from the previous year. The Administration recommends that the Board consider an increase in the rate of $0.29. This rate increase will be largely reversed in FY2000 due to the state aids it will generate. The funding related to this increase would be used for class-size reduction, program enhancements, health and safety issues, and future cost reductions (see Attachment 1).

Strategic Plan Compatibility Statement

4. The recommendations are consistent with the practice of fiscal responsibility to make informed decisions about allocations of resources for district programs, functions, and operations.

Fiscal Impact

5. If the Board does not approve a tax rate of at least $11.09, the district will not be able to honor the intergovernmental agreement related to a transfer of services, fund contract costs for Bruce Guadalupe, and fund existing operations at the Fiscal Year 1999 adopted budget levels.

6. If the Board does not utilize the maximum revenue limit associated with the $0.29 tax rate increase, the district will incur a loss of at least $9.8 million in revenues during the next four years that it could have otherwise obtained (see Attachment 2).

7. It should be noted that a $0.29 increase represents a $18.97 increase to the owner of an average home (valued at $65,430).

8. The attached resolution reflects the action necessary if the Board adopts the Administration's recommendation (see Attachment 3).

- The Administration has also performed a pro-forma analysis of a worksheet which was prepared by a Board member, and the information is attached (Attachment 4). The analysis uses updated and comparable financial and membership data.
- Further, attachments are provided which list the details of expenditure and revenue revisions (Attachments 5 and 6).

The Superintendent recommended that:

1. The Board adopt a tax rate of $11.37.

2. The Board adopt the following amended budget resolutions:

FY99 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 $781,725,374 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 1999 Fiscal Year; and that $165,829,074 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 1998, 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 $31,150,000 will be required for the 1999 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, $7,700,000 by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 1998, said amount to be in addition to the money received from other miscellaneous sources.

Committee Recommendation

Your Committee recommends that:

1. The MPS Board of School Directors transmit to the City the current budget tax rate of $10.38, showing no tax increase from the budget rate previously submitted.

2. MPS seek legislation that would provide for the state budget to pay the full coast of the private and religious schools as well as the separate charter district without draining MPS funds.

3. The Director, Office of Board Governance, seek the support of the Milwaukee Common Council, the Metropolitan Milwaukee Association of Commerce (MMAC), and the Wisconsin Association of School Boards to join MPS in seeking state funds to pay for a state-created school district, without draining MPS funds.

4. The Director, Office of Board Governance, lobby the state legislature and the Common Council to establish a separate city budget account and seek to establish a separate city taxing authority to fund the City of Milwaukee's sponsored charter school.

5. If the Governor is unwilling to fund the segregated dual school district created by his legislation, the Superintendent prepare a list of anticipated budget cuts to make up the shortfall created by the private and religious choice and charter legislation.

6. MPS seek a court injunction to prohibit funding this segregated dual school district with MPS funds.

7. MPS sue the Governor, Legislature, the City, and the University of Milwaukee – Wisconsin to recover the funds that have been (or are anticipated to be) taken away from the state's only school district with a majority student population of color.

* * * * *

(Item 2) Action on Monthly Finance and Facilities Matters: Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report

Authorization to Make Purchases

1. Purchase recommended for Board approval at this meeting is for welding equipment at North Division High School:

ER-11 Welding Equipment (North Division HS)

Recommend authorization to purchase welding equipment totaling $55,241.80 net from the low bidder, BOC Gases.

Bidder	Bid	Terms
BOC Gases	$ 55,241.80	Net
Allied Welding Supply	57,258.20	Less 2% 30 days

AGA Gas Inc.	58,958.20	Net
Weld Specialty Supply	59,076.60	Net
Bentley Welding Supply	59,720.00	Net

Report of Revenues and Expenses and Monthly Expenditure Control Report

2. These reports are attached to your Committee's minutes..

Committee Recommendations

Your Committee recommends that:

1. The Board authorize the purchase listed above.

2. The Board accept the report of revenues and expenses.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Your Committee recommends that the Board approve the following appointment, effective upon assignment:

5(r)	Harry Brooks**	Performance Auditor IV Audit Services	Schedule III, Range 8A $61,500

**Exempt appointment, contingent upon criminal background check

* * * * *

Separate consideration having been requested of Items 1 and 3 of Report #2, on the motion of Director Small the balance of the reports were adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

With respect to Item 1 of Report #2, amendments to the adopted FY99 budget, Director Braun moved that the report be held at the Board level for consideration at a special Board meeting to be held on November 4, 1998.

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

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

With respect to Item 3 of Report #2, administrative appointments and promotions, Director Small moved to approve the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Hardin, Sinicki, Small, Thompson, Todd and President Fisher—6.

Noes—Directors Braun, Gardner and O'Neil—3.

REPORTS OF SPECIAL COMMITTEES

The Board Clerk, presented 14 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Small moved to accept the reports of the Independent Hearing Panel of October 1, 1998, at 9:00 AM, 11:00 AM, and 2:00 PM; October 2, 1998, at 9:30 AM and 11:30 AM; October 5, 1998, at 11:00 AM and 2:00 PM; October 7, 1998, at 9:00 AM and 11:00 AM; October 9, 1998, at 11:00 AM; October 12, 1998, at 11:30 AM and 2:00 PM; October 13, 1998, at 11:00 AM; and October 14, 1998, at 9:30 AM

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

Ayes—Directors Braun, Gardner, O'Neil, Sinicki, Small, Thompson and President Fisher—7.

Noes—Directors Hardin and Todd—2.

* * * * *

NEW BUSINESS

In accordance with notice given, Director Todd moved to rescind the Board's action of August 26, 1998:

> That the Board approve entering into an intergovernmental cooperation agreement with the City of Milwaukee upon successful negotiations of terms, including, but not limited to:
>
> 1. The City's using all revenues which result from the transfer of services to repay the $15 million of debt service and reduce the City tax levy;
> 2. Limiting the cost of service increases to no more than the inflation rate; and
> 3. The City's continued provision of services similar in kind, quality and quantity to those that have been provided in the past.

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

Ayes—Directors Hardin, O'Neil, Small, Todd and President Fisher—5.

Noes—Directors Braun, Gardner, Sinicki and Thompson—4.

Director Todd gave notice that he intended to renew consideration of the Intergovernmental Cooperation Agreement at the Special Board Meeting to be held on November 4, 1998.

RESOLUTIONS

Resolution 9899R-077

By Directors O'Neil, Fisher and Todd:

WHEREAS, The Milwaukee School Board believes that it is important to go on record as taking a position on potential legislation affecting the school district; and

WHEREAS, The school district calendar is very sensitive to the local conditions and characteristics of the community served by the school district; and

WHEREAS, The Milwaukee School Board strongly believes that setting the school calendar is a matter of educational policy that is best left up to locally elected school officials; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors calls upon the Assembly and the Senate of the State of Wisconsin to take the following actions on the school calendar:

1) Support and pass legislation that would clarify the current law to make bargaining the school calendar a permissive subject of bargaining; and

2) Oppose attempts to create a uniform, statewide starting date.

Referred to the Legislation, Rules and Policies Committee.

Resolution 9899R-078

By Director Sinicki:

WHEREAS, Parents, students, and community and business leaders have expressed the need to expand technical education opportunities as well as support for financing a new trade and technical high school; and

WHEREAS, The local economy faces a growing shortage of technically trained workers; and

WHEREAS, Milwaukee Trade and Technical High School is housed in one of the district's oldest, most antiquated facilities; and

WHEREAS, Representatives from the Milwaukee Area Technical College and Milwaukee Trade and Technical High School have developed a twenty-first-century technical education model; and

WHEREAS, MATC and Milwaukee Trade and Technical High School have worked collaboratively to design the curriculum model as well as to develop a working relationship in providing technical and industrial education; and

WHEREAS, The current building cannot be reconfigured to facilitate the implementation of the above-mentioned technical and industrial educational model; and

WHEREAS, There is a need for a new facility containing state-of-the-art equipment to begin preparing students for the technical jobs of the future; and

WHEREAS, Funding for the new facility for Milwaukee Trade and Technical High School was included in the 1993 bond referendum; now, therefore, be it

RESOLVED, That the Board support the Administration's collaboration with MATC and the technical education model that has been prepared by staff from MATC and Milwaukee Trade and Technical High School; and be it

FURTHER RESOLVED, That the Board direct the Administration to develop and bring plans and recommendations to the Board to provide for the construction of a new facility for Milwaukee Trade and Technical High School that can implement the technical education model; and be it

FURTHER RESOLVED, That a strategy for obtaining broad community support be included in the plans to be submitted to the Board.

Referred to the Finance/Personnel Committee.

Resolution 9899R-079

By Directors Sinicki and Hardin:

WHEREAS, Fifty of ninety-six attendance-area elementary schools and fourteen out of twenty-five city-wide elementary schools are wheelchair-accessible; and

WHEREAS, Nine out of fourteen attendance-area middle schools are wheelchair-accessible and five out of eight city-wide middle schools are wheelchair-accessible; and,

WHEREAS, Eight out of ten attendance-area high schools and five out of nine city-wide high schools are wheelchair-accessible; and

WHEREAS, The current student assignment policy does not address children of mobility-impaired parents; and

WHEREAS, Parent involvement is one of the key goals of MPS; and

WHEREAS, Mobility-impaired parents are often unable to attend school functions; now, therefore, be it

RESOLVED, That children of permanently mobility-impaired parents be given the same considerations in regards to student assignment as those students who are mobility-impaired.

Referred to the Finance/Personnel Committee.

Resolution 9899R-080

By Director Hardin:

WHEREAS, Students in the Milwaukee Public Schools are provided with hot lunches at 153 sites throughout the City; and

WHEREAS, Students receive nutritious meals, meeting all federal nutrition requirements at each of these sites; and

WHEREAS, Many of these students qualify under federal guidelines for free and reduced-price lunches due to the high concentration of poverty in the City of Milwaukee; and

WHEREAS, Hot lunches are provided at traditional school sites through the use of on-site preparation or receiving kitchens; and

WHEREAS, The Milwaukee Board of School Directors has approved innovative educational programs in non-traditional sites; and

WHEREAS, Students at non-traditional sites which do not have kitchen facilities are provided with cold bag lunches at these sites; and

WHEREAS, These cold lunches are prepared at various Milwaukee Public Schools which are in close proximity to the innovative school sites; and

WHEREAS, These meals include fresh fruit, fresh vegetables, meat or cheese, and a 1/2 pint of milk; and

WHEREAS, These students in non-traditional sites are also entitled to hot lunches and should not be treated differently than other MPS students; now, therefore, be it

RESOLVED, That the Administration develop a plan to make nutritious hot lunches available to all students who are educated at non-traditional sites.

Referred to the Finance/Personnel Committee.

Resolution 9899R-081

By Director Hardin:

WHEREAS, Sarah Scott Middle School is committed to establishing a permanent health sciences middle school; and

WHEREAS, Sarah Scott Middle School has developed a comprehensive health science curriculum which integrates the health sciences and technology into a traditional interdisciplinary curriculum; and

WHEREAS, This comprehensive curriculum has been developed over the past three-and-one-half years by parents and staff of Sarah Scott Middle School in collaboration with its business partners, including the University of Wisconsin Medical School, the Health Professions Partnership Initiative, the Robert Wood Johnson Foundation, Sinai Samaritan Hospital, Marquette Dental School, and the Medical College of Wisconsin; and

WHEREAS, The purpose of the program would be to substantially improve the mastery of science by graduating students who equal or exceed the best in MPS; to familiarize students with the multiple career opportunities in health-related occupations; to enhance the health of Sarah Scott families, students and staff, and the surrounding community; and to increase the number of under-represented minorities in the health professions; and

WHEREAS, Sarah Scott Middle School, with the assistance of Central Services staff, is in the process of developing K-12 curricular links with one or more elementary schools and one or more high schools; and

WHEREAS, Sarah Scott Middle School can implement the program within existing Board and categorical budget allocations; now, therefore, be it

RESOLVED, That the Board designate Sarah Scott Middle School as a specialty school with a health science focus and that it be known as Sarah Scott Middle School for the Health Sciences.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-082

By Director Todd:

WHEREAS, For five years, the Administration has held the philosophical belief that stability is not an issue for children; and

WHEREAS, The Administration has now come forward and admitted that stability is an important factor in student achievement and does make a difference in the education of children; and

WHEREAS, Mobility rates in the Milwaukee Public schools of 70%, 80%, and 90% have a severey impact on the educational opportunities that we provide to our children; and

WHEREAS, The Board is being asked to provide stability to some schools, without regard to other schools, as evidenced in the recent hearing on Hartford Avenue school; and

WHEREAS, The MPS Strategic Plan includes, under "Goal I-- STUDENT ACHIEVEMENT," an objective (1.2) which states, "Improve and/or develop and refine support systems to increase student achievement and address student mobility"; and

WHEREAS, The Board has also been asked to approve budget initiatives aimed at reducing the costs of busing, which will contribute to the destabilization of some schools and affect the educational opportunities for children; and

WHEREAS, These initiatives appear to be confusing and contradictory in nature and whereby it may be necessary for the Board to reverse previous policy decisions with respect to student transportation; now, therefore, be it

RESOLVED, That the MPS Administration bring to the Board of School Directors a comprehensive analysis of the current district policy on transportation for each MPS school; and be it

FURTHER RESOLVED, That the Administration inform the Board in the "Pertinent Facts" portion of the Administration's analysis when recommendations affect existing Board policies; and be it

FURTHER RESOLVED, That the Administration be required to include any and all required changes in Board policy as a part of the recommendations which come before the Board.

Referred to the Strategic Budget and Planning Committee.

Resolution 9899R-083

By Director Todd:

WHEREAS, Citywide elementary schools allocate 55% of their available seats at the entry grade for pupils who live within one mile of the school; and

WHEREAS, The following citywide elementary schools are exempted from this requirement: Elm Creative Arts; Greenfield Montessori; MacDowell Montessori; Milwaukee French Immersion; Milwaukee German Immersion; and Milwaukee Spanish Immersion; and

WHEREAS, Citywide middle schools allocate 55% of their available seats at the entry grade level for students who live within two miles of the school; and

WHEREAS, Roosevelt Middle School for the Arts is exempted from this requirement; and

WHEREAS, The 55% attendance area (45% citywide) seats were established at the citywide schools in order that neighborhood children not be displaced from attending schools in their own neighborhoods; and

WHEREAS, The Administration asked the Board to establish a policy of 70% citywide and 30% neighborhood in the case of Hartford Avenue school; and

WHEREAS, The Administration's analysis of the Hartford Avenue request did not mention that the 70/30 percentages were a deviation from usual Board policy; and

WHEREAS, Too often the Administration asks the Board to make decisions which may in fact be contradictory to its own policies and rules and during these deliberations the Board is not informed of the inconsistencies being proposed; now, therefore, be it

RESOLVED, That in all future Board items. the Administration will inform the Board (in the Pertinent Facts section of the Administration's Analysis) when recommendations are inconsistent with Board policy; and be it

FURTHER RESOLVED, That the Administration will include as a first recommendation in such items required changes in Board policy which should be made; and be it

FURTHER RESOLVED, That the Administration initiate a study to determine the racial impact and the disruptions which may be caused by phasing in a 70/30 attendance area policy over time for specialty schools; and be it

FURTHER RESOLVED, That the Administration respond to resolution 9899R-037 by Director Todd on stability prior to bringing forward any recommendations to change these policies.

Referred to the Strategic Budget and Planning Committee.

Resolution 9899R-084

By Director Todd:

WHEREAS, Community leaders clearly recognize that the current independent charter school legislation was designed to put an unfair drain on MPS resources; and

WHEREAS, According to Wisconsin legislation, charter schools receive about $6,100 per pupil a year in state money drained directly from MPS resources; and

WHEREAS, This amount would total a $28 million drain on MPS for this current fiscal year; and,

WHEREAS, The current charter school legislation is designed in such a way to ensure that any particular charter school at any time can segregate itself from a certain undesirable class of urban children and does not have to laden itself with all of the afflictions of poverty-class children of color, at-risk students, exceptional education students, or students returning from the criminal justice system, as does public education; and

WHEREAS, This legislation amounts to granting a privileged group of private schools a license to set up a Jim Crow set of exclusive charter schools with no rules or regulations to serve the interest of all children; and

WHEREAS, Charter schools and private school choice can be discriminating and attract a more desirable class of students who are the least expensive to educate, leaving public education (MPS) with a higher percentage of special-needs students whose education costs more; and

WHEREAS, Governor Thompson has sponsored this charter legislation specifically designed to significantly drain essential resources from the only district with a majority of children of color; and

WHEREAS, The Governor's legislation has set up the City of Milwaukee, UWM, and MATC as partners in this diabolical attack on the city's children of color; and

WHEREAS, Governor Thompson's proposal to build more prisons to receive the children of color whom he refuses to adequately educate is patently racist in its intent and design; and

WHEREAS, Governor Thompson fully realizes that public education has been the route to the middle class for ethnic Europeans; and

WHEREAS, Now that urban public education is majority black, the legislative intent from the Governor's mansion is to eliminate or curtail the route to the middle class for black Milwaukee; and

WHEREAS, Governor Thompson has deliberately and deceitfully crafted a plan with the intent to destroy urban public education in Milwaukee and set a precedent for taking over other independent school districts in the state in order to create a state school board to control the resources; now, therefore, be it

RESOLVED, That MPS seek an injunction to delay the transfer of any MPS funds to a private set of exclusive charter schools which can discriminate against poverty-class children of color, at-risk students, exceptional education students, or students returning from the criminal justice system; and be it

FURTHER RESOLVED, That the MPS Board of School Directors take action to sue the State of Wisconsin for the 28 million dollars the state has deliberately drained from the Milwaukee Public Schools.

Referred to the Legislation, Rules and Policies Committee.

Resolution 9899R-085

By Directors Todd and Fisher:

WHEREAS, It has been demonstrated that smaller class sizes in grades K-3 significantly and directly improve student achievement; and

WHEREAS, The SAGE school program has proven to be highly successful and has served the educational needs of low-income students in many communities, in all areas of the state of Wisconsin where it has been initiated; and

WHEREAS, The SAGE program has been shown to be most valuable in increasing the achievement level of African-American male students; and

WHEREAS, The level of involvement in the SAGE program has been artificially limited by state statute, causing low-income students of Milwaukee Public Schools to be served in much smaller percentage than low-income students in other parts of the state; and

WHEREAS, It is essential to improve the achievement level of Milwaukee Public School students, especially as they approach the third-grade level; and

WHEREAS, The need for smaller class sizes is the greatest in the schools with the highest percentage of low-income students; now, therefore, be it

RESOLVED, That the Board encourage the legislature of the State of Wisconsin to remove any limit to the number of Milwaukee Public Schools that can participate in SAGE; and be it

FURTHER RESOLVED, That the Board encourage the state legislature to make it possible for P-5 schools to participate in SAGE without discontinuing P-5 for the grades not included in SAGE; and be it

FURTHER RESOLVED, That the Board encourage the state legislature to increase the number of Milwaukee Public Schools that can participate in SAGE, so that the level of participation of low-income students in Milwaukee is equitable with the level of participation of low-income students elsewhere in the state.

Referred to the Legislation, Rules and Policies Committee.

Resolution 9899R-086

By Directors Todd and Small:

WHEREAS, Private and religious school choice and charter schools will significantly affect the financial position of Milwaukee Public Schools during the 1998-99 school year; and

WHEREAS, The state will be diverting a portion of MPS' aids to those schools; and

WHEREAS, A study by the Institute of Wisconsin's Future on "Tax Funding for Private School Alternatives: The Financial Impact on Milwaukee Public Schools and Taxpayers" finds that:

- Approximately 6,300 students will participate in the parental choice and charter school programs in the 1998-99 school year;
- The voucher payments for these students will total approximately $27.8 million;
- That the $27.8 million in voucher payments for the private schools and city charters will be deducted from MPS' state equalization aid;

- That, of the 6,300 students who will be participating in the private choice and city charter schools, it is estimated that slightly over 1,000 are leaving MPS, and
- That approximately five out of six of the students benefiting from these programs previously attended private schools or are just entering school in Milwaukee; and
- That the reduction in state aid to MPS will not be offset by a comparable reduction in MPS cost; and

WHEREAS, MPS has no governance control over the private and religious choice schools and city charter schools; and

WHEREAS, It is unconscionable to require the Milwaukee Board of School Directors to fund with property tax resources a separate school district over which it has no governance authority; and

WHEREAS, MPS is being required to fund the private and religious choice schools and city charter schools from funds that would otherwise be used for MPS students; and

WHEREAS, It is critical that the district not reduce service to its own school children or be required to raise taxes to fund these private and religious schools and city charter schools, who do not have to provide education for handicapped and At Risk students, creating a dual segregated school district; now, therefore, be it

RESOLVED, That MPS seek legislation that would provide for the state budget to pay the full cost of the private and religious choice schools as well as the separate charter district without reducing MPS funding; and be it

FURTHER RESOLVED, That the MPS Director of Board Governance seek the support of the Milwaukee Common Council, the Metropolitan Milwaukee Association of Commerce (MMAC) and the Wisconsin Association of School Boards to join MPS in seeking state funds to pay for the state created school district, without reducing MPS funding; and be it

FURTHER RESOLVED, That the City of Milwaukee establish a separate city budget account and seek to establish a separate taxing authority to fund the City of Milwaukee's sponsored charter schools; and be it

FURTHER RESOLVED, That, if the Governor is unwilling to fund the segregated dual school district created by his legislation, the Superintendent prepare a list of anticipated budget cuts to make up the shortfall created by the private and religious choice and charter legislation.

Referred to the Legislation, Rules and Policies Committee.

Resolution 9899R-087

By Director Todd:

WHEREAS, The labor contract between the MPS Board of School Directors and the Milwaukee Teachers Education Association (MTEA) significantly changed and increased the MPS Supplemental Pension Plan; and

WHEREAS, The labor contract covered all members of the bargaining unit for the entire period of the contract, July 1, 1997, through June 30, 1998, in all matters except the Supplemental Pension Plan; and

WHEREAS, It was the intent and position of a majority of the MPS Board of School Directors to include all members of the bargaining unit in the Supplemental Pension Plan; and

WHEREAS, The MTEA, contrary to unfortunate leaks that caused negative press, always had a position to include all members of the bargaining unit for the Supplemental Pension Plan; and

WHEREAS, A small number of MPS teachers who retired between July 1, 1997, and May 31, 1998, did not qualify for the changes or increases in the Plan; and

WHEREAS, Certain associations hostile to public education intended to obstruct the MPS-MTEA bargaining process; and

WHEREAS, Neither the MPS Board of School Directors nor the MTEA intended that those retirees to be excluded; now, therefore, be it

RESOLVED, That the MPS Board of School Directors recognize the successful conclusion of the bargaining process; and be it

FURTHER RESOLVED, That the MPS Board of School Directors instruct the Superintendent to negotiate a Memorandum of Understanding with the MTEA that qualifies all members of the bargaining unit who retired between July 1, 1997, and June 1, 1998, to be eligible for the Supplemental Retirement Plan; and be it

FURTHER RESOLVED, That the additional funds to supplement this plan will come from changes in the method of amortizing the districts future liability for the fund, and from other sources; and be it

FURTHER RESOLVED, That no funds to support this Memorandum of Understanding will reduce Supplemental Retirement Plan payments for any retiree with more than thirty (30) years' eligibility for the Plan who retired before July 1, 1997; and be it

FURTHER RESOLVED, That no funds to support this Memorandum of Understanding will reduce MPS school budgets for the 1998-99 school year.

Referred to the Finance/Personnel Committee.

Resolution 9899R-088

By Directors Gardner, O'Neil and Sinicki:

WHEREAS, The labor contract between the MPS Board of School Directors and the Milwaukee Teachers Education Association-Teachers significantly changed and increased the MPS Supplemental Pension Plan; and

WHEREAS, The labor contract covered all members of the bargaining unit for the entire period of the contract, July 1, 1997, through June 30, 1998, in all matters except the Supplemental Pension Plan; and

WHEREAS, A small number of MPS teachers who retired between July 1, 1997, and May 31, 1998, did not qualify for the changes or increases in the Plan; and

WHEREAS, Neither the MPS Board of School Directors nor the MTEA intended those retirees to be excluded; now, therefore, be it

RESOLVED, That the MPS Board of School Directors instructs the Superintendent to negotiate a Memorandum of Understanding with the MTEA that qualifies all members of the bargaining unit who retired between July 1, 1997, and June 1, 1998, to be eligible for the Supplemental Retirement Plan; and be it

FURTHER RESOLVED, That the additional funds to supplement with plan will come from changes in the formula for existing retirees, changes in the method of amortizing the district's future liability for the fund, and from other sources; and be it

FURTHER RESOLVED, That no funds to support this Memorandum of Understanding will reduce Supplemental Retirement Plan payments for any retiree with more than thirty (30) years' eligibility for the Plan who retired before July 1, 1997; and be it

FURTHER RESOLVED, That no funds to support this Memorandum of Understanding will reduce MPS school budgets for the 1998-99 school year.

Referred to the Finance/Personnel Committee.

Resolution 9899R-089

By Director Gardner:

WHEREAS, The MPS Board Directors have voted themselves lifetime health insurance and have sustained that benefit in recent votes; and

WHEREAS, Unlike MPS employees, MPS Directors do not have to be over-twenty-hour-per-week employees; do not have to work a minimum of fifteen years; and do not have to qualify on the basis of accumulated sick days; and

WHEREAS, There is neither logic nor justice in this self-bestowed and costly privilege which tax-payers are asked to support; now, therefore, be it

RESOLVED, That no MPS Board Director will receive lifetime health insurance without having served fifteen full years of service.

Referred to the Legislation, rules and policies Committee.

Resolution 9899R-090

By Director Gardner:

WHEREAS, The MPS Board, the MTEA, and outside evaluators have celebrated the Innovative Schools as a major success in MPS and public education; and

WHEREAS, The ability of Innovative Schools to develop new curricula and programs has depended on their ability to hire teachers through the established interview process; and

WHEREAS, Innovative Schools should not be held hostage for labor negotiations, board elections, or any other purpose, by any party; and

WHEREAS, The Memoranda of Understanding for eight Innovative Schools lapsed on August 31, 1998; and

WHEREAS, The Memoranda of Understanding for two other Innovative Schools will lapse on June 30, 1998; now, therefore, be it

RESOLVED, That the Board instruct the Superintendent to poll all ten Innovative Schools to determine whether the school councils, governing councils, MTEA school committees, and principals at those schools want to be able to sustain the interview process through June 30, 2001; and be it

FURTHER RESOLVED, That the Board instruct the Superintendent to request the MTEA to extend lapsed and current MOU's through June 30, 2001; and be it

FURTHER RESOLVED, That the Superintendent report back to the Innovation/School Reform Committee or, if that committee fails to meet during December, the full Board, about the results of that request.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-091

By Director Gardner:

WHEREAS, The MPS Board of School Directors substantially altered and expanded the MPS Supplemental Pension plan in its 1997-99 contract with the MTEA; and

WHEREAS, The Administration repeatedly and consistently warned the MPS Board during the negotiations process that the altered and expanded MPS Supplemental Pension plan posed significant and long-term funding liabilities for the next thirty years of MPS budgets; and

WHEREAS, On a number of other issues it is not clear that the MPS Board knew what it was doing, for what it was voting, or the impact of the 1997-99 MTEA contract; and

WHEREAS, An increasing number of MPS Board members are using their own ignorance, inattention, or confusion as reasons to make retroactive decisions, blaming the Administration for their own lack of diligence, industry, and other qualities; and

WHEREAS, There is no scheduled independent actuarial analysis and report for the Supplemental Retirement Plan until the 1999-2000 school year; now, therefore, be it

RESOLVED, That the MPS Board of School Directors direct the Administration to conduct an independent actuarial analysis and report regarding the fiscal condition, projected costs and liabilities, and other matters to the Board no later than the January, 1999, meeting of the MPS Board of School Directors.

Referred to the Finance/Personnel Committee.

Resolution 9899R-092

By Director Todd:

WHEREAS, The Office of Board Governance is unique among all the school districts of Wisconsin and provides needed services that are not of a general classroom education nature; and

WHEREAS, The Revenue Caps were designed to control the costs of public education and were not designed to reduce the ability of the elected members of the Milwaukee Board of School Directors to provide enlightened policy oversight for a nearly one billion dollar corporation; now, therefore, be it

RESOLVED, That MPS work to add to state law a specific exemption so that the costs of the Office of Board Governance, including the budget for elected Board members and services to Board members and Audit Services be exempted from revenue caps.

Referred to the Legislation, Rules and Policies Committee.

Resolution 9899R-093

By Director Todd:

WHEREAS, Chapter 119 imposes a limit on the Construction Fund for MPS that does not limit any other school district in Wisconsin; and

WHEREAS, Revenue Caps were designed to control the costs of operating school districts; now, therefore, be it

RESOLVED, That MPS work to change Chapter 119 to give MPS the same flexibility enjoyed by other school districts; and be it

FURTHER RESOLVED, That MPS work to have construction expenditures be exempt from revenue caps.

Referred to the Legislation, Rules and Policies Committee.

Resolution 9899R-094

By Director Todd:

WHEREAS, There is a unique chapter in Wisconsin Statutes that deals only with the Milwaukee Public Schools; and

WHEREAS, Chapter 1 19 imposes many limitations on MPS not imposed upon other school districts in Wisconsin; and

WHEREAS, Some special sections of Chapter 119 may have been written to provide special benefits to MPS not available to other school districts in Wisconsin; and

WHEREAS, Some sections of Chapter 119 tie the operations of MPS more closely to the City of Milwaukee than other school districts are tied to the cities where they operate; and

WHEREAS, The entanglements of Chapter 119 provide opportunities to avoid taking responsibility for their actions by some public officials, now, therefore, be it

RESOLVED, That it is the general policy of MPS to disentangle our school district from the city of Milwaukee; and be it

FURTHER RESOLVED, That it is the general policy of MPS to repeal as much of Chapter 119 as can be repealed without harming the children of Milwaukee; and be it

FURTHER RESOLVED, That it is the general policy of MPS to conform as much as reasonable with the general laws governing public education in Wisconsin; and be it

FURTHER RESOLVED, That the Office of Governmental Relations report in writing their progress reaching these goals eight times each year to the Director of Board Governance to be shared with interested Board members and the public.

Referred to the Legislation, Rules and Policies Committee.

The Board adjourned at 8:32 P.M.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 4, 1998

Special meeting of the Board of School Directors called to order by President Fisher at 6:32 PM.

Present—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Absent—None.

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

October 29, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 6:30 PM on Wednesday, November 4, 1998, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of:

1. Considering and taking action on Item 1 of Report #2 of the Finance/Personnel Committee from the October 28, 1998, Board Meeting: Recommendations to Amend the Adopted Fiscal Year 99 Budget for the School Operations, Extension and Construction Funds, Including Changes in Revenue Sources, Revenue Limits, Tax Levies and Expenditure Allocations and to Adopt Amendments to the Fiscal Year 99 School Operations, Extension and Construction Fund Budget Resolutions; and

2. Renewed consideration of and possible action to approve an Intergovernmental Cooperation Agreement with the City of Milwaukee for Support Services.

SUZANNE M. LUNDIN
Board Clerk

REPORT #2 OF THE FINANCE/PERSONNEL COMMITTEE
OCTOBER 28, 1998

(Item 1) Action on Recommendations to Amend the Adopted Fiscal Year 99 Budget for the School Operations, Extension and Construction Funds, Including Changes in Revenue Sources, Revenue Limits, Tax Levies and Expenditure Allocations and to Adopt Amendments to the Fiscal Year 99 School Operations, Extension and Construction Fund Budget Resolutions

Background

1. At its meeting of October 20, 1998, the Finance and Personnel Committee was presented with a variety of information regarding the Fiscal Year 1999 amendment process.

Representatives from the Administration and the Wisconsin Department of Public Instruction explained various aspects of the Revenue Limit Formula and the impact which the Milwaukee Parental Choice Program (PCP) had upon it.

The following are some of the key issues covered during this meeting:

• As a result of the PCP, the District's state aids were reduced by $28,894,906.

• If all other factors had remained the same, this aid reduction could legally be made up by increased taxes.

• The amount of the tax increase needed was substantially reduced by factors that generated higher state aids than projected in April 1998. These factors helped offset the large increase in PCP aid reductions.

• At the time of the meeting, the District's maximum tax rate allowed by the revenue limit calculation was estimated at $11.46.

2. Subsequent to the Committee's October 20, 1998, meeting, the Administration finalized terms of a contract with Bruce Guadalupe School. As a result of this contract, the maximum tax rate was reduced to $11.37. Only $0.29 of this rate would represent an increase to the taxpayer. This is due to the fact that the previous year's rate of $10.86 and $0.22 related to a transfer of service (total of $11.08) does not represent any increase to the total tax rate for Milwaukee taxpayers.

3. A tax rate of $11.08 represents no increase from the previous year. The Administration recommends that the Board consider an increase in the rate of $0.29. This rate increase will be largely reversed in FY2000 due to the state aids it will generate. The funding related to this increase would be used for class-size reduction, program enhancements, health and safety issues, and future cost reductions (see Attachment 1).

Strategic Plan Compatibility Statement

4. The recommendations are consistent with the practice of fiscal responsibility to make informed decisions about allocations of resources for district programs, functions, and operations.

Fiscal Impact

5. If the Board does not approve a tax rate of at least $11.09, the district will not be able to honor the intergovernmental agreement related to a transfer of services, fund contract costs for Bruce Guadalupe, and fund existing operations at the Fiscal Year 1999 adopted budget levels.

6. If the Board does not utilize the maximum revenue limit associated with the $0.29 tax rate increase, the district will incur a loss of at least $9.8 million in revenues during the next four years that it could have otherwise obtained (see Attachment 2).

7. It should be noted that a $0.29 increase represents a $18.97 increase to the owner of an average home (valued at $65,430).

8. The attached resolution reflects the action necessary if the Board adopts the Administration's recommendation (see Attachment 3).

• The Administration has also performed a pro-forma analysis of a worksheet which was prepared by a Board member, and the information is attached (Attachment 4). The analysis uses updated and comparable financial and membership data.

• Further, attachments are provided which list the details of expenditure and revenue revisions (Attachments 5 and 6).

The Superintendent recommended that:

1. The Board adopt a tax rate of $11.37.

2. The Board adopt the following amended budget resolutions:

FY99 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 $781,725,374 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 1999 Fiscal Year; and that $165,829,074 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 1998, 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 $31,150,000 will be required for the 1999 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, $7,700,000 by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 1998, said amount to be in addition to the money received from other miscellaneous sources.

Committee Recommendation

Your Committee recommends that:

1. The MPS Board of School Directors transmit to the City the current budget tax rate of $10.38, showing no tax increase from the budget rate previously submitted.
2. MPS seek legislation that would provide for the state budget to pay the full cost of the private and religious schools as well as the separate charter district without draining MPS funds.
3. The Director, Office of Board Governance, seek the support of the Milwaukee Common Council, the Metropolitan Milwaukee Association of Commerce (MMAC), and the Wisconsin Association of School Boards to join MPS in seeking state funds to pay for a state-created school district, without draining MPS funds.
4. The Director, Office of Board Governance, lobby the state legislature and the Common Council to establish a separate city budget account and seek to establish a separate city taxing authority to fund the City of Milwaukee's sponsored charter school.
5. If the Governor is unwilling to fund the segregated dual school district created by his legislation, the Superintendent prepare a list of anticipated budget cuts to make up the shortfall created by the private and religious choice and charter legislation.
6. MPS seek a court injunction to prohibit funding this segregated dual school district with MPS funds.
7. MPS sue the Governor, Legislature, the City, and the University of Milwaukee – Wisconsin to recover the funds that have been (or are anticipated to be) taken away from the state's only school district with a majority student population of color.

Director Thompson moved to adopt the Superintendent's original recommendations for a maximum tax levy, with the understanding that the tax rate specified was approximate.

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

Ayes—Directors Braun, Gardner and Thompson—3.

Noes—Directors Hardin, O'Neil, Sinicki, Small, Todd and President Fisher—6.

Director Braun moved to adopt a tax levy of $173,492,952 for the FY99 budget.

The Board recessed from 8:10 to 8:25 PM.

After discussion, Director Braun withdrew his motion.

By unanimous consent, the Board took up Item 2 on the call of the meeting.

Director Hardin moved to approve the Intergovernmental Cooperation Agreement with the City of Milwaukee for support services.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Sinicki, Thompson and President Fisher—5.

Noes—Directors Hardin, O'Neil, Small and Todd—4.

Director Hardin moved to establish the tax levy for FY99 at $169,963,835, to preserve the budget adopted on April 29, 1998.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, Sinicki and Thompson—5.

Noes—Directors O'Neil, Todd and Small—3.

Voting "present"—President Fisher—1.

Director Braun moved to increase the FY99 tax levy by an additional $3,529,117 to recapture the funding for the projects identified in the Intergovernmental Cooperation Agreement.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Sinicki, Thompson and President Fisher—5.

Noes—Directors Hardin, O'Neil, Small and Todd—4.

Director Thompson moved approval of the following resolutions, originally adopted on April 29, 1998, and revised to reflect the Board's actions this evening:

FY99 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 $775,970,881 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 1999 Fiscal Year; and that $160,074,581 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 1998, 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 $31,150,000 will be required for the 1999 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, $7,700,000 by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 1998, said amount to be in addition to the money received from other miscellaneous sources.

The resolutions were adopted, the vote being as follows:

Ayes—Braun, Gardner, Sinicki, Thompson and President Fisher—5.

Noes—Directors Hardin, O'Neil, Small and Todd—4.

Director Todd moved to adopt recommendations 2, 3, 4, 5, 6, and 7 of the Finance/Personnel Committee.

Director Braun moved to refer the recommendations to the Legislation, Rules and Policies Committee.

Director Sinicki excused herself from voting on this matter and left the meeting.

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

Ayes—Directors Braun, Gardner and Thompson—3.

Noes—Directors Hardin, O'Neil, Small and Todd—4.

Voting "present"—President Fisher—1.

Absent and abstaining from voting—Director Sinicki—1.

The question being on adoption of recommendations 2, 3, 4, 5, 6, and 7, they were adopted on the following vote:

Ayes—Directors Hardin, O'Neil, Small and Todd—4.

Noes—Directors Braun, Gardner and Thompson—3.

Voting "present"—President Fisher—1.

Absent and abstaining from voting—Director Sinicki—1.

The Board adjourned at 9:20 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 18, 1998

Special meeting of the Board of School Directors called to order by President pro Tem Braun at 6:03 PM.

Present—Directors Gardner, Hardin, Sinicki (6:06 PM), Small, Thompson, and President pro Tem Braun—6.

Absent and excused—Directors O'Neil, Todd and President Fisher—3.

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

November 12, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board Of School Directors will be held at 6:00 PM on Wednesday, November 18, 1998, 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: Milwaukee Teachers' Education Association-School Accountants/ Bookkeepers and Local 1053.

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 Hardin moved that the Board retire to executive session for the purpose of formulating strategies concerning collective bargaining negotiations matters, pursuant to Wisconsin Statutes Section 19.85 (1) (e).

The motion prevailed, the vote being as follows:

Ayes—Directors Gardner, Hardin, Small, Thompson and President pro Tem Braun—5.

Noes—None.

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

The Board adjourned from executive session at 6:31 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 24, 1998

Special meeting of the Board of School Directors called to order by President pro Tem Braun at 5:53 PM.

Present—Directors, Gardner, Hardin, O'Neil (5:56 PM), Sinicki (5:58 PM), Small, Thompson and President pro Tem Braun—7.

Absent and excused—Director Todd and President Fisher—2.

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

November 19, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 5:30 PM on Tuesday, November 24, 1998, 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 pension funds, specifically, the Teachers' Supplemental Retirement Plan.

The Board, pursuant to Wisconsin Statutes Section 19.85 (1) (g), which provides that a governmental body may convene in executive session for the purpose of "conferring with legal counsel for the governmental body which is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved," the Board may retire to executive session to confer with its legal counsel who is rendering legal advice concerning possible litigation with respect to pension funds, specifically, the Teachers' Supplemental Retirement Plan

SUZANNE M. LUNDIN
Board Clerk

Director Small moved that the Board retire to executive session confer with legal counsel concerning possible litigation with respect to pension funds, specifically, the Teachers' Supplemental Retirement Plan, pursuant to Wisconsin Statutes, Section 19.85 (1) (g).

The motion prevailed, the vote being as follows:

Ayes—Directors Gardner, Hardin, Small, Thompson and President pro Tem Braun—5.

Noes—None.

The Board retired to executive session at 5:54 PM.

The Board adjourned from executive session at 6:26 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 24, 1998

Regular meeting of the Board of School Directors called to order by President pro Tem Braun at 6:36 PM.

Present—Directors Gardner (6:38 PM), Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President pro Tem Braun—8.

Absent and excused—President Fisher—1.

A moment of silence was observed for two deceased MPS students: Joey Brennan, a 9th-grader at Kilmer School, who was shot to death on October 21, and Dennis Peace, Jr., a kindergartner at LaFollette Elementary School, who was murdered along with his mother and infant brother on November 11.

AWARDS AND RECOGNITIONS

Excellence in Education Award

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

Marilyn Jones
Linda Solís

Marilyn and Linda, South Division seniors, were awarded nominations to be National Scholars at the National Young Leaders Conference in Washington, D.C. Three hundred and fifty National Scholars from throughout the country will attend one of the two offered six-day conferences in Washington, D.C.

The purpose of the National Young Leaders Conference is to distinguish a select group of exceptional high school students for their scholastic merit and demonstrated leadership and provide them the opportunity to witness history in the making; to meet the leaders who fundamentally affect the workings of the executive, legislative and judicial branches of the federal government; and to bring to life the American constitutional process as they develop their own leadership skills.

Marilyn Jones, who first came to Wisconsin with her family five years ago, mastered the English language in one year, made the honor roll each year in high school, and through hard work and personal commitment became a member of the National Honor Society during her sophomore year. This year, Marilyn serves as president of the National Honor Society. While involved in extra-curricular activities, she earned a cumulative grade-point average of 3.8. In 1997, she was the only student from Milwaukee nominated to attend the National Young Leaders Conference. Because Marilyn believes attendance at the conference is one of the most life-altering experiences that an American student can have, she encouraged the participation of other South Division students this year.

Marilyn strongly believes that, if a student puts into practice all the knowledge she has gained through her experiences, strives to be best, never quits what she starts, and works hard to achieve her goals, she can achieve anything. Her goal upon graduating from South Division this spring is to attend Marquette University and continue to work hard to achieve a law degree.

Linda Solís belongs to the National Honor Society and has received numerous academic and leadership awards. She is active in the fields of art and sports, serving as captain of the Girl's Varsity Soccer Team at South Division. Linda has a cumulative grade-point average of 3.9. She plans to attend either Marquette University or UW-Madison to achieve her goal of a career in either international business or electrical engineering.

While attending this year's National Young Leaders Conference, Linda looks forward to meeting with high-ranking government officials, members of Congress, national media figures, and distinguished scholars. She believes that these experiences will provide her the opportunity to become a future leader in the community and a voice for her people.

The Milwaukee Board of School of Directors and the entire school community recognize Marilyn Jones and Linda Solís for their outstanding achievements, hard work, and commitment to serve the Milwaukee community.

Other Awards and Recognition

The week of November 16-22, 1998, was American Education Week. The Milwaukee Public Schools joined in the national celebration to show gratitude to all district employees for their hard work and commitment to the children and families we serve in our schools. The theme of American Education Week is "Teaching Children to Think and Dream." In the Milwaukee Public Schools, we are teaching our children to think and dream through our rigorous curriculum, high standards, and proficiency requirements. We have set the bar high for our students, and it will take all of us working together with parents to help our students meet these standards. While much progress has yet to be made in improving the achievement of all students, our current reform efforts and initiatives are helping us toward that goal. Appreciation is extended to all of our employees for their continued hard work on behalf of our students.

Four MPS students achieved Advanced Placement Scholar status and were recognized for this accomplishment at a state recognition function. This recognition is given annually to students who have achieved a grade of 3 or higher on three full-year AP exams. The students recognized are:

- Elise Wachowiak, Pulaski High School
- Michael Hatton, Riverside University High School
- Elizabeth Klaus, Riverside University High School
- Emily Scruggs, Riverside University Hig School

Five high school students from MPS were among 68 students from throughout the state who attended the tenth annual Teacher World Program at the University of Wisconsin-LaCrosse in June 1998. The students, selected for their motivation and leadership skills, were chosen from among 200 applicants. Teacher World is designed to encourage students to consider careers in teaching. Each student received a certificate from Assistant State Superintendent Faye Stark during the closing ceremony. The MPS students selected to attend Teacher World are:

- Deidra Funches, Custer High School
- Kijuana Jackson, Custer High School
- Kendall Jones, Vincent High School
- Chastity Saffold, Vincent High School
- Alexis Twito, Rufus King High School

Paul Sanchez, a student at Walker International Middle School, was named 1998 Hispanic Youth of the Year by the United Migrant Opportunities Services. The award is presented to an outstanding Hispanic youth who has distinguished himself through his personal accomplishments and community involvement. Paul was honored at the 18th Annual Hispanic Awards Banquet at the Italian Community Center on October 24th.

The following MPS students have been selected most outstanding by Marquette University's Upward Bound and Science and Mathematics programs:

- Monica Martinez, Hamilton High School — most outstanding ninth-grader
- Daniel Harper, Marshall High School — most improved ninth-grader
- Terry Edwards, Jr., Rufus King High School — most outstanding math student
- Jessie Garcia, Milwaukee Trade & Technical High School — most improved math student
- Olufemi Adetibu, Pulaski High School — most improved math student
- Millie Mitchell, Custer High School — most improved math student
- Michelle Hickembottom, Milw. Trade & Technical High School — most improved writing
- Mee Her, Madison High School — most improved writing
- Devon Thomas, Riverside University High School — outstanding science student
- Timothy Kusik, Bay View High School — outstanding science student
- Trennetta McDonald, Marshall High School — most improved science student
- Tamyra Berry, Bay View High School — math problem solving winner
- Khaulah Nuruddin, Washington High School — poetry contest winner
- Destinee Wilkerson, Riverside University High School — poetry contest winner

The Teacher Evaluation and Mentoring (TEAM) program was selected as a national finalist in the 1998 Partnership Award competition sponsored by Saturn, the United Auto Workers, and the National Education Association. TEAM was recognized for the partnership which exists between the Milwaukee Public Schools and the Milwaukee Teachers Education Association in establishing and implementing this innovative program. TEAM is designed to identify experienced teachers who are struggling with the challenges of classroom teaching and offer intensive assistance with the hope that such intervention will lead toward significant improvement. The ultimate goal of the TEAM program is to ensure that all MPS students receive the best educational opportunities possible. The TEAM program has chosen to address head-on the concern of what the district and the teachers' union are doing to deal with unsatisfactory teacher performance. The co-chairs of the TEAM program board are Robert Lehmann, teacher; Jacqueline Patterson, principal of the Milwaukee Education Center Middle School; and Cynthia Gallant, administrator in the Department of Human Resources.

On Friday, November 6, 1998, State Representative Barbara Notestein presented a citation to the Grand Avenue teachers and students. Grand Avenue School's 40 peer mediators and Diane Wegner and Evelyn Price, teachers who coordinate the peer mediation program at Grand Avenue, were recognized for performing more than 500 successful mediations. The Grand Avenue peer mediation program has been operating since 1992 and is one of a few full-time mediation programs in Milwaukee Public Schools. Each school year at Grand Avenue, approximately 40-50 mediators perform 500-800 mediations.

For the fourth consecutive year, Milwaukee High School of the Arts Jazz Studies Program has been placed on *Jazz Times* magazine's list of the best programs in the country. MHSA shares the honor with 48 other high schools.

Forest Home Avenue School was recently awarded $31,263 from the National Endowment for the Humanities for its proposal, "The Tapestry Project: How Folklore Reflects the Multicultural Beauty of Our World." Forest Home was among only 20 schools around the country to receive the Schools for the 1998 New Millennium Planning grant. The funds from the grant will be used for a year-long study involving teachers, administrators, university scholars, parents, and community partners.

Tippecanoe School for the Arts and the Humanities was awarded the $10,000 Grand Prize from Kellogg's for creating a sculpture out of Rice Krispies, marshmallows, and margarine. The sculpture, an 8' x 5' tree titled "Humanitree," contains ornaments representing the various humanities. The Kellogg's contest provided Tippecanoe students with integrated hands-on experiences in the areas of reading, math, science, social studies, health, and art. Teamwork was the key to their success, with all students participating in the effort. The prize money was presented to staff and students at an all-school breakfast provided by Kellogg's on Tuesday, November 17.

Pulaski High School DECA, with the guidance of advisor Jack Lake, won 2nd place in a Coke-sponsored Halloween Display Contest for Barq's Root Beer. The senior class planned and assembled the structure on top of a selling structure seven feet off the ground. The structure, titled "It's Ghoul to the Last Drop" was awarded $600. Special features of the display included a Halloween trivia contest and handouts on Halloween safety tips for children trick-or-treating.

Allen Field Elementary School was featured in an article in the *Milwaukee Journal Sentinel* for a "Sister School" relationship established with an Appleton, WI, elementary school. Students at the two schools have communicated with each other and worked on joint projects via video conferences and e-mail. The project is sponsored by Ameritech.

Michael Sonnenberg, Pulaski High School principal, was named Most Supportive Administrator by the MPS Teacher/Librarian Association. Each year the Association honors an outstanding school administrator who has shown enthusiastic support for the district's libraries and media centers. Pulaski will receive a monetary award in Mr. Sonnenberg's name from the Association.

Jim Kurtz, Title 1 supervisor for computer-assisted instruction, has been selected to join the Scholastic National Internet Advisory Board. Mr. Kurtz joins forty top educators from across the country who were chosen through a highly competitive selection process. The Board will advise Scholastic Network in developing effective and compelling Internet-based learning experiences and products for use by students, teachers, and parents in schools and homes.

The Department of Communications and Public Affairs was presented with three Awards of Excellence by the Wisconsin School Public Relations Association on November 12, 1998. The awards recognized the department's outstanding School Calendar, Summer School Calendar, and Homeworks campaign. The department has been honored with nine excellence awards in the past two years for its communications and public relations work.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Recommendation to Ratify a Contract with Local 150 — Food Service Employees

November 24, 1998

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)

Two-year contract (July 1, 1997, through June 30, 1999)

It is the recommendation of the Superintendent that the Board approve and adopt the above contract resolution with the amendments as indicated on the following summary document.

Sincerely,

ALAN S. BROWN, Ed.D.

Superintendent of Schools

HIGHLIGHTS OF
CONTRACT RESOLUTION BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS
AND
SERVICE EMPLOYEES' INTERNATIONAL UNION, LOCAL 150-FS

July 1, 1997, through June 30, 1999

1. Two- (2)- year contract (July 1, 1997, through June 30, 1999).
2. Prescription medication co-payment:

   $4 for up to 30-day supply per prescription (HMO)

   $5 for up to 90-day supply per prescription (PPO/Indemnity health plan mail order)
3. Auto vandalism.
4. Salaries: Effective 7/01/97 — 3.0%

   Effective 7/01/98 — 3.0%

Note: The parties will be going to interest arbitration on the printing of the contract and language on transfers for school nursing associates.

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

* * * * *

Director Small moved to ratify the contract.

The motion prevailed, the vote being as follows:

Ayes—Directors Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President pro Tem Braun—8.

Noes—None.

REPORTS OF STANDING COMMITTEES

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Small 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 1997 and 1998 Community/Student Surveys on School Governance Issues Conducted by the Greater Milwaukee Education Trust

Your Committee reports having received the following informational report from the Superintendent:

Administration’s Report

1. Over the past two years, the Greater Milwaukee Education Trust has surveyed the greater Milwaukee community to discover its sentiments and concerns regarding the performance of school districts. Adults were administered questionnaires in focus groups at eleven local libraries, during home

visitations, and at six summer festivals in 1997 and 1998. They were asked their opinions concerning improving student achievement, their ability to affect decisions in schools, whose responsibility it is for making schools better places to learn, and the roles of the school boards and unions.

2. The Trust conducted four surveys and received responses from 3,550 adults and 350 students. The four surveys are as follows:

- 1997 School Expo Voice Poll of 514 adults who attended the 1997 Milwaukee School Expo. The categories of poll participants include 46% parents, 32% educators, 7% business representatives, 15% other.
- 1997 Adult Survey of 1,986 adults who attended Milwaukee's 1997 African World Festival, Mexican Fiesta, and Indian Summer, along with home visitations and public focus groups. The categories of poll participants include 86% Milwaukee residents, 61% parents, 53% parents with school-age children, 67% with children enrolled in MPS, 10% employed by MPS.
- 1998 Adult Community Survey of 1,050 adults who attended Milwaukee's 1998 African World Festival, Mexican Fiesta, and Indian Summer. The categories of poll participants include 78% Milwaukee residents, 53% with children enrolled in MPS, 39% between the ages of 41 and 50, and 27% between the ages of 31 and 40.
- 1998 Student Community Survey of 350 students who attended Milwaukee's 1998 African World Festival, Mexican Fiesta, and Indian Summer. The categories of poll participants include 72% Milwaukee residents, 55% attend MPS, 38% elementary school, 30% middle school, 30% high school, 2% other level.

A copy of the summary report is provided under separate cover.

3. The following are highlights of some of the responses from the surveys.

1997 School Expo Voice Poll

- 34% of parents, 34% of educators, and 29% of business representatives identified improving basic skills as the most important issue facing our schools in the next five years.
- 48% of parents, 41% of business representatives, and 33% of educators identified parents as the most effective in solving the education problems facing our children.
- 60% of business representatives, 56% of parents, and 37% of educators strongly agreed that they support extending school choice to include enrollment in private or religious schools. 24% of business representatives, 35% of parents, and 55% of educators strongly disagreed.

1997 Adult Survey

- 73% rated MPS as fair or good in preparing students for college or successful jobs, and 4.7% rated MPS as excellent.
- 67% indicated they were very familiar or somewhat familiar with the way decisions are being made by MPS.
- 55% indicated they were somewhat satisfied or very satisfied with the decisions being made by MPS to improve the educational achievement of students.
- In responding to who should be responsible for deciding to close failing schools 48% indicated the school board; 47% indicated the superintendent, and 38% indicated parents.

1998 Adult Survey

- Participants were asked to select their three top priorities, out of 11 choices, for improving student achievement. The issues with the highest percentage of responses include:

— 48% – Higher academic standards for all students

— 46% – More computers and technology

— 45% – Having a child read at the appropriate grade level

— 35% – Preparing students for college

- Participants were asked to select their three top priorities the school district should focus on out of 11 choices. The issues with the highest percentage of responses include:

— 68% – Hiring and retaining more good teachers

— 66% – Increasing parent and family involvement

— 32% – More funding

— 32% – Providing more training for all school staff, including school improvement teams

— 24% – Improving facilities (buildings, classrooms, etc.)

1998 Student Community Survey

- Students were asked to respond to a series of questions about their schools and the education they are receiving. They were asked to rate the questions on a scale of one to five, with one indicating disagreement and five indicating agreement.

A majority of the students agreed with the following:

— The work they do in school will help them later in life (rated 4.8)

— They feel they are progressing in school (rated 4.6)

— Their schools are safe places to learn (rated 4.5)

— Classes such as art, music, and technical education are important (rated 4.4)

— Homework and assignments are important (rated 4.4)

— Their teachers care about them and their education (rated 4.4)

— After-school activities are important (rated 4.3)

— Adults are available to help with problems (rated 4.3)

— The school work is challenging (rated 4.0)

— Teachers at their schools make learning fun and interesting (rated 3.9)

— Most subjects are interesting (rated 3.9)

* * * * *

(Item 2) Report on Grade Level Changes from K-6 to K5 for Burbank, Engleburg, Forest Home Avenue, Kilbourn, Maple Tree, Sherman, Twenty-seventh Street and Wisconsin Avenue Elementary Schools

Your Committee reports having received the following informational report from the Superintendent:

Administration's Report

1. Eight elementary schools — Burbank, Engleburg, Forest Home Avenue, Kilbourn, Maple Tree, Sherman, Twenty-seventh Street, and Wisconsin Avenue — have requested that their grade-6 programs be moved to middle schools, commencing with the 1999-2000 school year.

2. The movement of elementary school grade-6 students to middle schools is consistent with Board Administrative Policy 5.01: "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 K5 classes in some schools.

3. The discontinuation of grade 6 at each identified school will afford present grade-5 students opportunities to access a greater number of school choices at the middle school entry level — students entering middle school after grade 6 have fewer school selection choices.

4. The movement of grade-6 students to middle schools will provide grade-6 students opportunities to engage in a school-wide teacher/student focus in which specific proficiencies are addressed at each middle school grade level.

5. Specifics relative to the benefits of grade-level changes from K-6 to K-5 for the eight identified schools follow:

- Burbank School wishes to expand its kindergarten program to offer two all-day K5 classes. Presently there are no all-day K5 classes at Burbank School because there is no available space to expand. Through school council meetings, parent meetings, and a survey, parents were involved in the recommendation to discontinue grade 6 and in the recommendation to convert half-day K5 classes to all-day.
- Engleburg School currently has one grade-6 class and two grade-5 classes. Some students in the Learning Disabilities Program are served by an itinerant teacher. Additional classroom space is needed to accommodate the students served. Through school council meetings, parents were involved in the recommendation to discontinue grade 6 and in the recommendation to provide permanent classroom space for the expanded Learning Disabilities Program.
- Forest Home Avenue School currently has a kindergarten-through-grade-6 monolingual program and a kindergarten-through-grade-5 bilingual program. Forest Home Avenue wishes to balance its programs to enable grade-5 students attending the school to have equal opportunities for middle school choices. This means that the grade-6 monolingual class will be discontinued. This change will also allow for additional classroom space for all-day K5 SAGE classes. Two meetings were held with parents of current grade-5 students to discuss the recommendation to discontinue grade 6 and the recommendation to provide additional classroom space for all-day K5 programs.
- Kilbourn School presently has two classes at each grade level, except grade 5, and has not had a full grade-6 class for the past three years. This change will allow Kilbourn School to increase the grade-5 student enrollment and, therefore, have two full classes at each grade level. A school-wide survey was sent to all Kilbourn School parents, and a school council meeting was held to discuss the recommendation to discontinue grade 6 and the recommendation to balance grade levels.
- Maple Tree School presently is over-enrolled in grade 5. With the current total school enrollment, this pattern is projected to continue. This change will eliminate over-enrollment in other grades, projected for the next few years, as currently enrolled students are promoted. Through a PTO meeting and a meeting of the school governance body during the past school year and through an informational meeting for parents of grade-5 students during the current school year, parents were involved in the recommendation to discontinue grade 6 and in the discussion of the recommendation to discontinue over-enrollment in certain grade levels.
- Sherman School currently has three grade-4 classes, two grade-5 classes, and one grade-6 class. Sherman School would like to discontinue the single grade-6 class to accommodate an additional grade-5 class. This change will eliminate over-enrollment in other grades, projected for the next few years, as currently enrolled students are promoted. Through a school council meeting, parents were involved in the recommendations to discontinue grade 6 and to eliminate over-enrolled classes in certain grade levels.

- Twenty-seventh Street School currently has three grade-5 classes (one monolingual class and two bilingual classes) and two grade-6 classes (one monolingual class and one bilingual class). Due to the decline in the number of bilingual classes needed for serving students in the bilingual program at Twenty-seventh Street School, a reduction of one bilingual class is necessary. In addition, Twenty-seventh Street School wishes to balance its programs to enable all grade-5 students attending the school to have equal opportunities for middle school choices. Through a school council meeting, parents were involved in the recommendation to discontinue grade 6.
- Wisconsin Avenue School currently has kindergarten-through-grade-6 monolingual and bilingual programs. This change will allow Wisconsin Avenue School to convert three half-day K5 SAGE classes to three all-day K5 SAGE classes. Through the school council and PTO, parents were involved in the recommendations to discontinue grade 6 and to convert half-day K5 classes to all-day K5 classes.

6. These changes reflect the elimination of 297 grade-6 seats at the elementary school level. The Administration has verified that middle school space is available for the students from the eight elementary schools.

7. Parents of current grade-5 students will be notified so that they may select middle schools for their children. Appropriate information about the grade levels at the eight schools will be published as part of the school selection materials.

* * * * *

(Item 3) Action on the Implementation of an Early Childhood Program at Congress Elementary School

Administration's Analysis

1. At its meeting on October 29, 1997, the Board took action to approve a lease agreement for the former St. Stephen Martyr School. In November 1997, the Board considered a proposed Congress Extended Year Round School Educational Plan for the St. Stephen's site. The plan included a program to serve 30 infants and toddlers, to age 3. The Board approved the educational plan, with the provision that more information regarding the birth-to-age-three program be provided to the Board before implementation.

2. In January 1998, the Congress South Campus, located at 5200 N. 51st Boulevard, opened with a new four-year-old kindergarten as well as existing five-year-old and early-childhood special education classes relocated from the Congress North Campus. The September 1998 enrollment at the Congress South Campus added more four- and five-year-old kindergarten students and new Head Start students. for an enrollment of 220.

3. Planning for implementation of the infant and toddler program has continued. School personnel have decided not to use outside providers for any portions of the program. A current planning description of the Little Camp Congress Infant and Toddler Care Program is attached. The program will be a Wisconsin licensed child care facility. The infant and toddler program would be open five days a week, from 7:00 a.m. until 6:00 p.m., throughout the entire year, with the exception of holidays. Outlines of staff responsibilities have been developed, and appropriate job descriptions are being developed. Negotiations will take place as necessary. It is anticipated that implementation could occur in January 1999.

4. Insurance and risk management issues have been reviewed. Based upon recommendations, additional insurance will have to be secured for the 3-year-old and younger population, and additional safety inspection services will be necessary. Milwaukee Public Schools will not provide transportation to and from school and for field trips; therefore, a plan for transporting children whose parents do not pick them up at the close of the day will be developed.

5. Child care fees will be based on existing "market" rates and Milwaukee County reimbursement rates. Parents may apply for Title XX, which pays for child care services for families in the W-2 programs, foster families, and foster families caring for one or more of their young relatives.

Strategic Plan Compatibility Statement

6. This program is compatible with the Board's First-Choice-of-Schools initiative. Early learning support is also an investment in the achievement of students in future years.

Statute, Board Policy or Rule Statement

7. This program will adhere to all relevant State of Wisconsin Statutes, Board policies, and rules.

Fiscal Impact Statement

8. Preliminary analysis indicates that the annual program cost will be approximately $250,000, depending on the actual staffing. Fringe benefit rates for this program have not been calculated. Resolution of this issue could result in significantly higher operational costs. The program will be supported through parent fees, W-2 child care payments, and grants. Any additional costs incurred will be subsidized by Congress Extended Year Round School funds and revenues from current Little Camp Congress programs, as well as by the district's budget for fringe benefits, if applicable. Facility costs will be contributed by Milwaukee Public Schools through the lease payment which is part of the Congress School budget.

Implementation and Assessment Plan

9. It is anticipated that the infant and toddler program for 30 students will be implemented when staffing, insurance, and funding issues have been finalized, possibly in January 1999.

10. State of Wisconsin child care licensing requirements include numerous accountability measures which will be monitored by the State of Wisconsin child care auditors. Insurance and related safety requirements will be monitored by district personnel.

11. Early childhood development scale assessments will be incorporated into the program as appropriate.

Committee Recommendation

Your Committee recommends that the Board approve implementation of Little Camp Congress Infant and Toddler Child Care (to age 3) at Congress Extended Year Round School –South Campus, pending final resolution of staffing, insurance, and refined funding issues.

* * * * *

(Item 4) Report and Possible Action on Resolution 9899R-004 by Director Todd Regarding Board Support of the Sixteen Reforms Proposed by the Milwaukee Minority Ministerial Alliance

Your Committee reports having considered the following item and referring it to the Legislation, Rules and Policies Committee:

Background

At its meeting on May 4, 1998, the Board referred the following Resolution 9899R-004 by Director Todd to the Innovation/School Reform Committee:

WHEREAS, The Milwaukee Minority Ministerial Alliance finds it "INEXCUSABLE THAT

"Only one out of every four Milwaukee high school freshmen now graduate from high school;

"There is no summer school in the Milwaukee Public Schools;

"There is not a nurse in every Milwaukee Public School — unhealthy children cannot learn;

"Milwaukee children who cannot pass the academic work for one grade are still being promoted to the next;

"There are now elementary schools in the city of Milwaukee containing more than 1,000 students;

"Eighty percent of the children in Milwaukee's Public Schools today come from impoverished families;

"It is rare to find a Milwaukee Public School classroom where one teacher is teaching 20 students or less;

"The public schools of the great city of Milwaukee are actually inferior to those of the suburbs of Milwaukee;

"Milwaukee, with its envious heritage of progressive thought and civic action, does not operate the best school system in the United States;" and

WHEREAS, The Milwaukee Minority Ministerial Alliance seeks the following sixteen reforms:

1. The Milwaukee School Board must resolve that achieving excellence in elementary school education is its most pressing priority.
2. By September 1 of this year there must be a full-time registered nurse in every Milwaukee elementary school.
3. When school opens in the fall of this year there are to be no more than 20 students in any elementary school class for grades K-6.
4. Beginning this school year, summer school will be operated throughout the Milwaukee Public School system.
5. Beginning September 1, 1998, completely up-to-date vocational / technical education will be available to all students in the Milwaukee high schools.
6. Beginning this school year, no child will be promoted until he or she can satisfactorily perform the work of the grade they are in.
7. The Mayor of Milwaukee must develop a program to reduce poverty by at least 25% among Milwaukee Public School children by 2003.
8. When school opens in the Fall of 2001, there are to be no classes in any Milwaukee Public School with more than 20 students.
9. By September 1, 2001, there must be no public schools in Milwaukee with more than 500 students.
10. When schools open in the Fall of 2000, Milwaukee's elementary schools are to be situated so that every child can walk to their school. Community schools must become a practical, living reality in Milwaukee.
11. When school opens in the Fall of this year, every elementary school and its grounds will remain open until 10:00 PM every weekday, and will be open from 10:00 AM to 10:00 PM on weekends, properly supervised for quiet study, remedial help, and safe recreation.
12. Beginning September 1, 1998, every Milwaukee elementary student will be individually evaluated each school year. Remedial work, where necessary, will be individually carried out for each child. No child in Milwaukee will any longer remain anonymous.
13. Every school in Milwaukee must have programs of music, art, drama, forensics, band, dance, and intramural and interscholastic athletics, with the capacity to involve as many students in each activity as wish to participate. No student will be turned away for lack of capacity. To achieve genuine excellence, complete education must become a reality in Milwaukee.
14. There are to be full-time registered nurses in every Milwaukee middle school and high school.

15. Beginning September 1, 1998, each Milwaukee middle school and high school must have a counselor for every 250 students. Each high school must have a career counselor for every 200 students. Each middle school must have a career counselor for every two middle schools.

16. Beginning September 1, 1998, the Milwaukee School District will operate comprehensive birth through kindergarten child development programs in the communities of Milwaukee's 24 most impoverished elementary schools. Something meaningful must be done to break poverty's hold on our children; and

WHEREAS, The Milwaukee Minority Ministerial Alliance has identified the following: "First steps toward educational excellence....standards which every Milwaukee Public School must meet:

1. An average daily attendance of 95%

2. The approval of a school's parents — as evidenced by at least 75% of them giving the school either an "A" or "B" on an annual parent satisfaction survey.

3. The percentage of students at each Milwaukee public school who score above standard on the Wisconsin Student Achievement Exam must be at least as high as the state average (this test is given in grades 4, 8, and 10).

4. At least 90% of the students in each Milwaukee public school must pass the Milwaukee public school exam for promotion to the next school level (middle school, high school, or graduation from high school).

5 . The third-grade students in each of the city's public elementary schools must pass the State of Wisconsin's third grade reading test at a rate which is not lower than the state average.

6. No Milwaukee high school will have a student dropout rate higher than 6% of its student body population"; and

WHEREAS, the Milwaukee Minority Ministerial Alliance recommends that "THESE SIMPLE, STRAIGHTFORWARD SOLUTIONS CAN BREAK THE IMPASSE which now grips our entire city over the issue of education;" now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors endorse the sixteen reforms outlined by the Milwaukee Ministerial Alliance; and be it

FURTHER RESOLVED, That the Administration be directed to identify funding sources to make these reforms a reality.

Administration's Report

1. Some of the proposed reforms were discussed during the review of the FY99 budget in March and April of 1998. That discussion led to adoption of amendments which addressed some of the areas of the Alliance's reform proposals. However, most of the amendments were approved contingent upon the provision of state funding.

2. Despite the absence of state funding to cover costs, advances have been made in some areas: Summer school was expanded to serve nearly 15,000 students across the city in summer 1998. An increase in state SAGE funding permitted expansion of improved pupil-teacher ratios in kindergarten and primary grades in fourteen schools.

3. Many of the reforms in Resolution 9899R-004 are addressed in the Superintendent's Strategic Plan.

4. The proposed MPS legislative package for 1999 includes proposals to provide state funding to support expansion of early childhood programs, summer school programs, and SAGE. Further discussion of these reform topics will take place at the Legislation, Rules, and Policies Committee meeting on November 23, 1998.

* * * * *

(Item 5) Action on Recommended Academic Standards and Grade Level Expectations for English, Language Arts, Mathematics, Reading, Science and Social Studies

Background

In October 1997, the State of Wisconsin mandated that school districts adopt academic standards in the areas of language arts, mathematics, science, reading, and writing with the passage of State Statute (118.3). The state law allows school districts either to adopt the state's Wisconsin Model Academic Standards (1998) or to develop their own.

Since February 1998, the Administration, through various committees, has refined and developed academic standards and grade-level expectations.

On October 6, 1998, the Board's Innovation/School Reform Committee held a worksession on the adoption of the recommended MPS academic standards and grade-level expectations for English language arts, mathematics, science, and social studies. The purpose of the worksession was to review the recommended standards prior to adoption during November 1998. At the worksession, the Administration provided an overview and timeline of the standards development and adoption process. Draft standards and expectations were presented for discussion and further Board review.

Administration's Analysis

1. The Milwaukee Public Schools, as well as all other school districts in the State of Wisconsin, are required by state law to adopt academic standards. The adoption of standards is integrally tied to the development and implementation of state-mandated performance assessments at grades four, eight, and twelve.

2. Our standards development efforts began in 1994 before passage of Wisconsin State Statute 118.30 in October 1997 by the State Legislature. Over the past several years, diverse working groups that included teachers, district and school administrators, parents, university and community members have developed and refined standards. District staff and broad-based committees have used state, national, and local documents to develop academic standards and expectations for the Milwaukee Public Schools. Particular attention has been given to the needs and interests of our district's students and schools.

3. A critical component of the district's comprehensive curriculum is the set of clearly articulated standards and learning expectations. The Administration has developed academic standards and grade-level expectations for Board approval in the areas of English language arts, which includes reading, writing, language, oral language, and research; mathematics; science; and social studies.

4. The standards and grade-level expectations have been compiled in one document, Milwaukee Public Schools K-12 Academic Standards and Grade Level Expectations for English Language Arts, Mathematics, Science and Social Studies (1998). The document has been provided to the Board under separate cover.

5. The Milwaukee Public Schools K-12 Academic Standards and Grade Level Expectations for English Language Arts, Mathematics, Science and Social Studies (1998) replaces the Milwaukee Public Schools Draft Benchmarks for Grades K, 2, 4, 6, 8, 10, & 12 (1996), pp. 43-77, of the Milwaukee Public Schools K-12 Teaching and Learning Goals — Final Draft (1997).

6. The academic standards describe what the district expects all students to know and be able to do in a particular subject or content area. The content areas apply across several grades. While previous documents provided two-year benchmarks for kindergarten through grade twelve, this document provides grade-level expectations that describe grade-appropriate knowledge, skills, and concepts. At the secondary level, some content areas specify what students are expected to understand by the end of a course or grade span.

7. With the adoption of the standards, teachers have clear instructional goals, and parents and community members will have a better understanding of student learning expectations. The standards and grade-level expectations will also be used by teachers, district and local school administrators, and others to ensure that instructional practices and materials help students reach the standards.

8. The Administration is developing academic standards and grade-level expectations in other subject areas, including art, music, health, physical education, and technology. It is anticipated they will be submitted to the Board by the end of the 1998-99 school year.

Strategic Plan Compatibility Statement

9. The adoption of standards and grade-level expectations supports the Board Goal 1, to continuously improve achievement of all students, and Goal 3, to provide high standards and require accountability for all students, teachers, leaders, and staff. The adoption of standards also addresses the FY99 Strategic Plan objective to improve and/or develop and refine a comprehensive curriculum across all areas and align, curriculum, instruction, and assessment.

Statute, Board Policy or Rule Statement

10. The recommended academic standards and grade-level expectations meet the requirement by State Statute 118.3 to adopt academic standards in the areas of reading, writing, mathematics, science, geography and history.

The recommended academic standards and grade-level expectations fulfill the requirements of Board Policy 7.37(5), Benchmarks by Grade Levels. The standards are also consistent with Board Policy 7.01, related to the district's teaching and learning goals, and Board Policy 7.11, related to reading.

Fiscal Impact Statement

11. No additional funding is requested. Funding for the costs of developing, printing and disseminating standards documents will be provided through district and local school funds.

Committee Recommendations

Your Committee recommends that:

1. The Board accept the document, Milwaukee Public Schools K-12 Academic Standards and Grade Level Expectations for English Language Arts, Mathematics, Science, and Social Studies, in fulfillment of the requirements set forth in State Statute 118.3 and Board Policy 7.37(5).

2. The Board direct the Board Clerk to insert language in Board Policy 7.37(5) to make reference to the document, Milwaukee Public Schools K-12 Academic Standards and Grade Level Expectations for English Language Arts, Mathematics, Science, and Social Studies.

* * * * *

(Item 6) Progress Report on Resolution 9899R-020 by Directors Small, Fisher, Hardin, and Todd Regarding Development of a Comprehensive Reading, Writing, and Language Arts Curriculum

Your Committee reports having received the following informational report from the Superintendent:

Background

At its meeting on January 28, 1998, the Board referred the following Resolution 9899R-020 by Directors Small, Fisher, Hardin, and Todd, regarding the design and implementation of a comprehensive reading, writing and language arts curriculum, to the Innovation/School Reform Committee:

WHEREAS, Only 68% of MPS third-graders met state standards on the 3rd-grade reading test during the 1996-97 school year, down from 77% in the 1995-96 school year; and

WHEREAS, Reading is critical in order to function in society; and

WHEREAS, Teaching reading, writing and language strategies are essential to student achievement and high standards; and

WHEREAS, Curriculum is the body of information and knowledge that is taught within subject areas and grade levels; and

WHEREAS, Prior to 1990, a framework for a district-wide, coordinated curriculum existed, and curriculum guides, as well as a suggested scope and sequence curriculum, were in place and used by new teachers as a starting point, and assessment of student learning was aligned with the curriculum that was taught in the classroom; and

WHEREAS, There is no longer an MPS standardized, coordinated reading curriculum in each grade level and/or curriculum scope and sequence guides; and

WHEREAS, An effective standardized coordinated reading curriculum with curriculum guides and a suggested scope and sequence curriculum will provide:

1. A starting point for new teachers;

2. A consistent method of classroom instruction;

3. A framework for teaching at each grade level;

4. A uniform coordinated method of instruction for mobile students; and

5. A focus on basic skills as the foundation of future learning; now therefore, be it

RESOLVED, That the MPS Administration design and implement a comprehensive reading, writing and language arts curriculum that includes curriculum guides, and a suggested scope and sequence curriculum with assessments aligned with instruction strategies, with specific grade-level expectations for students included; and be it

FURTHER RESOLVED, That the Administration provide effective staff development prior to implementation; and be it

FURTHER RESOLVED, That six (6) reading specialists be assigned to work with the three (3) leadership specialists in educational services to support classroom teachers with curriculum questions and to bring innovations and new methodologies in curriculum to the classroom teacher; and be it

FURTHER RESOLVED, That the Administration hold schools accountable for each student's meeting district-wide grade-level expectations.

At its February 25, 1998, Innovation/School Reform Committee meeting, the Board directed the Administration to complete further analysis and submit a report to the committee.

In June 1998, the Administration provided a progress report to the Board. In the areas of reading, writing, and language arts, the Administration indicated that a design for the comprehensive curriculum, including scope and sequence and related assessments, would be presented to the Board at the October 1998 meeting. The Administration needed additional time to complete the report, so the item was held over until November 1998.

Administration's Report

1. In February 1998, the Board directed the Administration to design and implement a comprehensive reading, writing, and language arts curriculum that includes curriculum guides, and a suggested scope and sequence curriculum with assessments aligned with instruction strategies, and with specific grade-level expectations for students.

2. The attached report provides the following information on the status of the reading, writing, and language arts areas relative to the components requested by the Board.

- Current Board-adopted textbooks and materials;
- District curriculum and supplementary materials; and
- District and state assessments per grade span (kindergarten through grade five/six; six through eight; and nine through twelve)

3. The Milwaukee Public Schools K-12 Academic Standards and Grade Level Expectations for English Language Arts, Mathematics, Science and Social Studies (1998), which replaces the Milwaukee Public schools Draft Benchmarks for Grades K,2,4,6,8,10 & 12 (1996), and pp. 43-77, of the Milwaukee Public Schools K-12 Teaching and Learning Goals — Final Draft (1997), is being presented to the Board for adoption in November 1998.

4. In general, the profile of English language arts materials and assessments demonstrates the need for additional centralized adoptions at all levels in the further development of a comprehensive curriculum. The MPS assessments of English language arts are well placed and currently drive the instruction in many areas from kindergarten through grade twelve.

5. In regard to the elementary reading program, the district and state assessments of student comprehension currently drive instruction. The Administration is working to develop a better district-wide system of phonics instruction and assessment. At the secondary level, more work is needed in the implementation of a system where assessments drive reading instruction.

6. The Administration is identifying the areas in greatest need of development within the curriculum. A plan for addressing the needs in priority order is being developed and will be incorporated into the district's strategic plan.

7. In response to Board action in April 1998, the Administration is also in the process of developing a comprehensive curriculum for all subject areas. An item will be submitted to the committee as soon as it is completed.

* * * * *

(Item 7) Report on Middle Grades Proficiency Progress Report

Your Committee reports having received the following informational report from the Superintendent:

Administration's Report

1. At its June 24, 1998, meeting, the Board was given a report detailing the background and status of the Student Proficiency Standards and Student Learning Proficiencies Progress Report from its inception in February 1996 through May 1998. At that time, the Board authorized the Administration to make minor refinements to the Student Learning Proficiencies Progress Report and directed the Administration to implement the progress report.

2. Following is a brief overview of the events related to the refinement of the Student Learning Proficiencies Progress Report.

- In June 1998, the Progress Report Card Committee reviewed suggested changes to the draft progress report based on feedback from teachers, parents, and students. The committee reconvened in September 1998 and finalized the Student Learning Proficiencies Progress Report based on the June review and input from the Middle School Principals Collaborative, and staff from the divisions of Educational Services and Technology.

  A copy of the final progress report is attached.

- The Student Learning Proficiencies Progress Report is currently being printed and will be disseminated to appropriate schools. It is anticipated that a computer-based report will be available during the second semester of the 1998-99 school year.

* * * * *

(Item 8) Report Regarding Cooperative Planning with Suburban Chapter 220 Districts (Follow-up to Resolution 9899R036 by Director Todd)

Your Committee reports having received the following informational report from the Superintendent:

Background

At its October 30, 1996, meeting, the Board adopted the following Resolution 9899R-036 by Director Todd:

WHEREAS, There is a need for metropolitan planning to provide better services to all students, city and suburban; and

WHEREAS, Metropolitan planning could decrease the costs of inter-district transportation, with the savings accruing to the benefit of all cooperating districts; and

WHEREAS, Metropolitan planning could facilitate joint ventures with respect to programs and facilities that could be cost-saving to taxpayers; now, therefore, be it

RESOLVED, That the Superintendent be authorized to begin discussions with the Chapter 220 districts on the feasibility of joint planning, including, but not limited to, technical high school facilities, cooperative education/School-To-Work programs, exceptional education programs, programs for disruptive students, language specialty schools, arts specialty schools, and Montessori schools; and be it

FURTHER RESOLVED, That the Superintendent submit a report on his discussions to the Innovation/School Reform Committee no later than March 1997.

Administration's report

1. The Administration provided a report at the March 1997 Board meeting. Initiatives pursued were:

   - Shared Technology distance learning
   - Shared Purchasing options
   - Transportation options

With the installation of the district's Enterprise Wide-Area Network (EWAN), long-distance learning opportunities will be expanded. The district currently has established purchasing accounts with suburban districts and non-public schools. This has benefited both suburban districts, who can take advantage of MPS economies of scale, and MPS by developing an additional revenue source. Three suburban districts are providing transportation services for Chapter 220 districts assigned to their districts. MPS reimburses at a fixed rate, thus providing certainty in budgeting.

2. Since the inception of the inter-district Chapter 220 program, the Milwaukee Public Schools and the suburban districts have maintained joint planning and operations committees. These committees meet regularly to discuss topics of school program development and availability, student affairs, transportation, and parent and community relations. These committees have been instrumental in the twelve (12) -year success of the inter-district Chapter 220 program.

Bi-monthly, the Superintendent and MPS staff meet with a working group of suburban Superintendents. Planning for a new Milwaukee Tech and a joint response to the State Open Enrollment program have been the major topics. The suburban districts have expressed a strong position to maintain the Chapter 220 program. A joint legislative response is currently being discussed.

Each year, by state statute, a joint planning meeting among Milwaukee School Board Directors and School Board members from each of the twenty-three (23) suburban districts must be conducted. For the 1998-99 school year, the meeting is scheduled for November 10, 1998. Some of the topics listed in the resolve are on the planning agenda.

The Administration continues to work cooperatively with the suburban districts and will continue to provide the Board with periodic status reports of these discussions.

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Separate consideration having been requested of Items 2 and 5, on the motion of Director Thompson the balance of the report was adopted, the vote being as follows:

Ayes—Directors Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President pro Tem Braun—8.

Noes—None.

With respect to Item 2, a report on grade level changes from K-6 to K-5, Director Thompson moved to refer the item back to the administration, with a report to be made at the December Board meeting regarding other alternatives for children in sixth grade and in addition, letters from the involved school councils stating whether or not they support this discontinuation.

The motion failed of adoption on a tie vote:

Ayes—Directors Gardner, Hardin, Thompson and Todd—4.

Noes—Directors O'Neil, Sinicki, Small and President pro Tem Braun—4.

The item being an informational report, no further action was required.

With respect to Item 5, academic standards and grade level expectations, Director Small moved to adopt the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Gardner, Hardin, O'Neil, Sinicki, Small and President pro Tem Braun—6.

Noes—Directors Thompson and Todd—2.

COMMITTEE ON ACCOUNTABILITY/AUDIT

Director Todd presented the following report for the Committee on Accountability/Audit:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Accountability/Audit presents the following report:

(Item 1) Receipt of the Financial and Performance Audit for Burroughs Middle School

Background

1. At its meeting on August 26, 1998, the Board adopted an annual audit plan that included school performance and financial audits. John Burroughs Middle School was selected for an audit.

2. The overall objectives of the school performance and financial audits are to determine (1) compliance with the district's performance, fiscal and administrative criteria, guidelines, policy, and

procedures; (2) that the school's expenditures, surpluses and deficits reported in the school financial reports fairly present, in all material respects, the financial activities of the school; (3) that adequate internal financial controls exist to protect district resources; (4) whether differences exist in the school's level of student participation in district-wide tests; (5) that reported student performance measures are reliable and accurate; (6) the extent to which the school's Educational Plan addresses the needs of the school and includes quantifiable school-based measures and action plans designed to improve student performance; (7) the relationship between school expenditures and the Educational Plan; and (8) the structure and role of the local school governance body.

3. The Office of Board Governance – Audit Services conducted the audit of John Burroughs Middle School. The audit team worked closely with the school administrator and the school staff, as well as with Central Services personnel, to complete the audit fieldwork. The audit report findings and recommendations have been reviewed with the school administrator.

4. The report, provided under separate cover, includes the school administrator's response to the audit report and action plans that the school intends to implement to address the audit recommendations. These action plans, when implemented, will appropriately address the audit recommendations.

Committee Recommendation

Your Committee recommends that the Board receive Audit Report #814 – John Burroughs Middle School Performance and Financial Review.

* * * * *

(Item 2) Receipt of the Financial and Performance Audit for Twenty-seventh Street Elementary School

Background

1. At its meeting on August 26, 1998, the Board adopted an annual audit plan that included school performance and financial audits. Twenty-Seventh Street School was selected for an audit.

2. The overall objectives of the school performance and financial audits are to determine (1) compliance with the district's performance, fiscal and administrative criteria, guidelines, policy, and procedures; (2) that the school's expenditures, surpluses and deficits reported in the school financial reports fairly present, in all material respects, the financial activities of the school; (3) that adequate internal financial controls exist to protect district resources; (4) whether differences exist in the school's level of student participation in district-wide tests; (5) that reported student performance measures are reliable and accurate; (6) the extent to which the school's Educational Plan addresses the needs of the school and includes quantifiable school-based measures and action plans designed to improve student performance; (7) the relationship between school expenditures and the Educational Plan; and (8) the structure and role of the local school governance body.

3. The Office of Board Governance – Audit Services conducted the audit of Twenty-Seventh Street School. The audit team worked closely with the school administrator and the school staff, as well as with Central Services personnel, to complete the audit fieldwork. The audit report findings and recommendations have been reviewed with the school administrator.

4. The report, provided under separate cover, includes the school administrator's response to the audit report and action plans that the school intends to implement to address the audit recommendations. These action plans, when implemented, will appropriately address the audit recommendations.

Committee Recommendation

Your Committee recommends that the Board receive Audit Report #813 – Twenty-Seventh Street School Performance and Financial Review.

* * * * *

Separate consideration was requested of both items in the report.

With respect to Item 1, the Burroughs Middle School audit, Director Sinicki moved to adopt the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President pro Tem Braun—7.

Noes—Director Todd—1.

With respect to Item 2, the Twenty-seventh Street Elementary School audit, Director Sinicki moved to adopt the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President pro Tem Braun—7.

Noes—Director Todd—1.

COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Hardin presented the following report for the Committee on Legislation, Rules and Policies:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Legislation, Rules and Policies presents the following report:

(ITEM 1) Action on Recommendations Regarding the MPS Legislative Package for the 1999 -2000 Legislative Session

Your Committee reports having reviewed the Administration’s proposed legislative package for the 1999-2000 legislation session.

Committee Recommendation

Your Committee recommends that the following items be included in the Board’s legislative package:

STRATEGIC GOAL 1: STUDENT ACHIEVEMENT

A. Increase Learning Readiness

Allow a revenue limit increase to cover the full cost of a summer school program to improve reading and math skills for children performing below grade level and those near graduation.

Count K4 and K3 students enrolled in a Montessori program or a full-day academic program in proportion to their hours of instruction for state aid and revenue limit purposes.

B. SAGE

Extend the SAGE program to 50 MPS schools in 1999-2000 and to every eligible school by 2000-2001.

C. Improved Educational Achievement

Provide that any student over age 18 may be in continuous attendance as long as satisfactory academic progress, as determined by the school district, is maintained.

D. TEACH

Authorize the use of the state TEACH Loan proceeds for the upgrading and acquisition of technology equipment at high schools.

Authorize the use of the state TEACH Loan proceeds for project design, management, and certification of district technology programs.

E. Assure Equal Educational Opportunity for Every Child

Assign all responsibility for serving a child to the school district of attendance, regardless of public school open enrollment or Chapter 220 programs. Both state and IDEA funds attributable to that child would go to the district of attendance.

F. Special Educational Program Costs

Allow a revenue limit increase for any special education costs not covered by categorical aid.

G. W-2

Remove the barriers of W-2 which deter teen parents from attending school, with specific items of proposed legislation to come back to the Committee and periodic review of items to be added.

H. Community Learning Centers

Provide $2.5 million in 1999-00 and 2000-2001 to fund Community Learning Centers in high-crime/high-poverty neighborhoods.

I. Increase MPS Minority Teacher Population

Provide a $2 million sum sufficient appropriation for the Minority Teacher Loan Program and expand the program to out-of-state schools.

J. MTEC

Increase state support for MTEC from $200,000 annually to $400,000 annually to reflect increased participation.

K. Jobs for America's Graduates

Increase state grant from $250,000 to $1 million annually to implement the JAG program in all MPS high schools.

STRATEGIC GOAL 2: MPS — MILWAUKEE'S FIRST CHOICE OF SCHOOLS

A. School Improvement Borrowing

Allow each school district to borrow $350 per pupil without a referendum for the purpose of bringing classrooms up to a uniform state standard for occupancy. The state superintendent and affected local superintendents shall develop the standard, and it shall include maximum class size, floor space per pupil, lighting intensity, air volume, air exchange, and air quality.

STRATEGIC GOAL 3: HIGH STANDARDS AND ACCOUNTABILITY

A. Alternative Certification

Allow alternative teacher certification for journeymen skilled trade workers to teach in their trades.

B. Flexibility in Local Funding

Revise the treatment of state school aid so that school district allocations to schools up to 3 percent of the school district operating budget would be irrevocable and aidable.

Your Committee reports the following items to the Board without recommendation, motions to approve them having failed on tie votes:

2B. Chapter 220

Modify Chapter 220 intra-district aid program so that it works as an incentive for school districts to provide neighborhood schools. Allow revenue limit increase equal to intra-district aid to be used for debt service on borrowing for new or additional facilities for neighborhood schools. Maintain intra-district aid for pupils attending neighborhood schools until debt is paid.

2C. Open Enrollment Program

Apply the racial balance criteria of the Chapter 220 program to the open enrollment program.

* * * * *

Separate consideration was requested of the report.

Director Thompson moved to approve the report, except for Items 2B and 2C.

The motion prevailed, the vote being as follows:

Ayes—Directors Gardner, O'Neil, Sinicki, Small, Thompson, Todd and President pro Tem Braun—7.

Noes—Director Hardin—1.

Director Thompson moved to approve Item 2B.

Director Hardin moved that the item be held until the December Board meeting, with additional information to be supplied at that time.

The motion to delay consideration failed, the vote being as follows:

Ayes—Directors Hardin, Small and President pro Tem Braun—3.

Noes—Directors Gardner, O'Neil, Sinicki, Thompson and Todd—5.

The question being on adoption of Item 2B, it was adopted on the following vote:

Ayes—Directors Gardner, O'Neil, Sinicki, Thompson and President Pro Tem Braun—5.

Noes—Directors Hardin, Small and Todd—3.

Director Sinicki moved to approve Item 2C.

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

Ayes—Directors Hardin, Sinicki and Small—3.

Noes—Directors Gardner, O'Neil, Thompson, Todd and President pro Tem Braun—5.

COMMITTEE ON FINANCE/PERSONNEL

Director Braun 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

The following recommendation is made based on bids received on Thursday, October 22, 1998:

ADA COMPLIANCE WORK — PHASE VI — BID PACKAGE 4

Juneau High School

Prime Contractor

Building Innovative Designs, Inc.
120 Watertown Plank Road
Delafield, Wisconsin 53018

Low Bidder, Base Bid of..... $231,500.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emp in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	10%	7% MBE 6% WBE	27	3	3	Corporation	7

The following is a report detailing the emergency award of contract that must be completed for life-safety due to extenuating circumstances related to flooding. This contract was issued on October 27, 1998:

BUILDING FIRE ALARM SYSTEM REPLACEMENT

Custer High School

Prime Contractor

Wil-surge Electric Inc.
13201 West Silver Spring Road
Butler, Wisconsin 53007

Low Bidder, Base Bid of..... $171,468.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emp in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
No	0%	0%	45	4	3	Corporation	1

Total construction contract dollars awarded.....$402,968.00
Total dollars HUB participation.....$30,095.00
% of MBE participation..... 4.02%
% of WBE participation 3.45%
% of M/WBE participation..... 0.00%
% Minority employees within company..... 10.15%
% Women employees within company 9.30%

Authorization to Make Purchases

B-5227 400 Each Windows Pentium II Computers (Warehouse Stock)

Recommend award to second-lowest model bid meeting specifications, Gateway 2000 Major Accounts, Inc., (fifth item on list below) — $468,700.00 net for 300 each Gateway E4200-333 "Student/Classroom" systems and 100 each Gateway E4200-333 "Office/Teacher" systems.

Recommend rejection of the lowest apparent bidder, Cyberzonics Information Systems, based on technical considerations raised during evaluation of the sample. Members of the Department of Technology and FMS – Electronics Shop conducted the evaluation.

Recommend rejection of the second- through fourth-lowest apparent bidders because they bid the same model as the lowest apparent bidder, based on clarification of model numbers by the Acer regional representative.

This is a contract for a six-month period. The quantity 400 is an estimated amount of purchases over that period. The actual unit prices are $1,135.00 net for a Pentium II 350 Mhz, 32MB, 6.4GB HD, and 15-inch monitor multimedia system and $1,282.00 net for Pentium II 350Mhz, 64MB, 6.4GB HD, and 17-inch monitor multimedia system. Both have network interface cards.

Code*	Bidder	Brand	Bid†	Terms
	Cyberzonics Information Systems	Acer	408,400.00	Net 20
(1)	JEM Consulting, Inc.	Acer	441,500.00	0.5% — 10 days
(1) (H)	Computability	Acer	441,841.00	Net
(1)	CDW Government, Inc.	Acer	452,600.00	Net
	Gateway 2000 Major Accounts, Inc.	Gateway	468,700.00	Net 30
	Sentinel Technologies (Bid 2)	HP	522,700.00	Net 30
	Dell Marketing L.P.	Dell	527,600.00	Net 30
	Compaq Computer Corp.	Compaq	558,600.00	Net 30
	Sentinel Technologies (Bid 1)	HP	567,600.00	Net 30
(H)	Vanguard Computer, Inc. (Bid 3)	HP	601,900.00	0.5% — 10 days
	AE Business Solutions	Compaq	621,400.00	Net
	Vanguard Computer, Inc. (Bid 2)	HP	654,600.00	0.5% — 10 days
(H)	IMC Automation, Inc.	Compaq	729,100.00	Net

The following bids were eliminated prior to the phase of sample evaluation due to various reasons.

Code*	Bidder	Brand	Bid†	Terms
(2)(4)	Micro World	M/World	386,000.00	1% — 15 days
(2)	L & K Micro Supply, Inc.	Microsys	389,300.00	Net 30
(3)(4)(H)	Logan & Associates	Acer	440,585.00	1% 15
(4)	Aura Computer/PCW`	Acer	443,100.00	Net
(2)	Nationwide Value Computer	Aceraopen	452,000.00	Net
(3)(H)	Highwave Technologies, Inc.	Acer	470,300.00	Net
(2)(H)	Microsystems Telecomputing LLC	MTC	483,600.00	1% 10
(3)	Comark	IBM	506,900.00	Net
(3)	Micron Electronics, Inc.	Micron	506,900.00	Net 30
(3)	Modern Business Technology	IBM	513,382.00	Net
(3)	Entre Computer Center (Bid 5)	IBM	514,700.00	Net
(3)	Entre Computer Center (Bid 2)	IBM	537,000.00	Net
(3)	Sarcom, Inc.	IBM	546,700.00	Net
(3)	Entre Computer Center (Bid 4)	IBM	560,400.00	Net
(3)(H)	Vanguard Computer, Inc. (Bid 1)	IBM	577,300.00	0.5% — 10 days
(3)	Entre Computer Center (Bid 1)	IBM	583,000.00	Net
(2)	Paragon Development Systems, Inc.	Intel Prcsr.	597,700.00	Net
(4)	Kenosha Computer Center	HP	613,400.00	Net
(2)	Stutz Associates	Toshiba	648,000.00	Net

* (H) Historically Underutilized Business
(1) Bid same model as Cyberzonics Information Systems
(2) Not a Tier 1/2 desktop microcomputer
(3) Did not meet the mandatory requirements such as technical specifications, warranty, or repair technician training
(4) Did not include the required supporting documentation to evaluate their bids

† This bid is for a contract period of at least six months (maximum one year). Bids shown are for an estimated purchase quantity during that contract period of a total of 400 units for two models.

Partial bids were also received from:

ICS
Entree Computer Center (Bid 6)
Entre Computer Center (Bid 3)

B-5231 2 Each Dump Trucks (Fac. & Maint. Div.)

Recommend authorization to purchase two dump trucks totaling $121,690.00 from the low bidder, Badger Truck Center Inc.

	Bidder	Bid	Terms
	Badger Truck Center, Inc.	$121,690.00	Net
	Central Truck of Milw., Inc.	125,436.00	Net 30 days
	Lakeside International	135,988.00	Net
(Alt)	Lakeside International	136,978.00	Net
(Alt)	Lakeside International	137,264.00	Net

B-5232 Foreign Language Laboratory (Bay View)

Recommend authorization to purchase one sixteen-station foreign language laboratory totaling $59,002, from the sole bidder, ASC Direct, Inc. Bids were solicited from three other firms.

B-5233 Fifteen Each Boiler-Burners (Facilities and Maintenance Div. for Various)

Recommend authorization to purchase fifteen boiler burners from the low bidder meeting specifications for each item:

Items #1, 2, 3, 5 and 7

Eleven boiler-burners, totaling $246,934, from Combustion Systems of Wisconsin.

Items #4 and 6

Four boiler-burners, totaling $62,730 , from Aerco International, c/o Maund Richards and Associates. For Item 6, the apparent low bid, from Heat & Power Products, did not meet technical specifications.

Bidder	**Bid Item 1 (2) each**	**Bid Item 2 (3 each)**	**Bid Item 3 (2 each)**
Combustion Sys. of Wisc.	72,992.00	52,998.00	34,124.00(2)
Aerco Int'l, % M. Richards & Assoc.	No bid	No bid	No bid
Heat & Power Products	78,850.00	No bid	41,280.00
Heat & Power Prod. — Alt	No bid	No bid	No bid
Energy Process Serv. Co.	107,206.00	No bid	62,140.00

Bidder	**Bid Item 4 (2 each)**	**Bid Item 5 (2 each)**	**Bid Item 6 (2 each)**
Combustion Sys. of Wisc.	No bid	43,410.00	No bid
Aerco Int'l, % M. Richards & Assoc.	31,365.00	No bid	31,365.00
Heat & Power Products	No bid	45,410.00	No bid
Heat & Power Prod. — Alt.	23,795.00(1)	No bid	23,795.00(1)
Energy Process Serv. Co.	No bid	66,740.00	No bid

Bidder	**Bid Item 7 (2 each)**	**Terms**
Combustion Sys. of Wisc.	43,410.00	Net
Aerco Int'l, % M. Richards & Assoc.	No bid	Net
Heat & Power Products	45,410.00	Net
Heat & Power Prod.-Alt.	No bid	Net
Energy Process Serv. Co.	66,740.00	Net

(1) Alternate bid, not as specified.

(2) Boiler-Burner site for Congress School subject to change if an addition is added to the school.

The TAC (Technology Advisory Committee) recommends the following:

SS-455 Completion of Graphic Arts Lab (Marshall H.S.)

Recommend authorization to purchase Graphic Arts equipment from Guaranteed Service Supply Co. and fifteen (15) Macintosh G3 computers and other equipment from Apple Computer Corporation, for a total cost of $75,000. These purchases will complete the upgrade of the graphic arts lab at Marshall High School.

SS-456 Completion of Graphic Arts Lab (Hamilton H.S.)

Recommend authorization to purchase Graphic Arts equipment from Kubichek Office Products Group and sixteen (16) Macintosh G3 computers and other equipment from Apple Computer Corporation, for a total cost of $55,000. These purchases will complete the upgrade of the graphic arts lab at Hamilton High School.

SS-458 Lease-Purchase of Apple Computers and CCC Software (Title 1 Kurtz)

224 Apple G3 computers, 25 Apple file servers, and 26 printers for 28 Title 1 sites, with equipment value of $577,444.60. Acquired via a two-year lease-purchase using existing line of credit with Apple Education/GE Finance.

Computer Curriculum Corporation software and related items and services totaling $374,240.79 for 11 Title 1 sites. Acquired via a three-year lease-purchase using existing line of credit with CitiCorp Leasing.

Total value of Apple and CCC items is $951,685.39

SS-463 Authorization to Increase the Contract Amount with AE Business Solutions, Inc., for the Data Warehouse Project.

The Administration is requesting authorization to increase the contract amount with AE Business Solutions, Inc., (AEBS) from $24,000 to an amount not to exceed $85,000. This is to support development of the district's Data Warehouse Project. The initial contract amount has proven insufficient to complete the project. The Administration is seeking Board authorization since the projected contract amount will exceed $50,000.

The Data Warehouse Project was approved as part of the district's Technology Strategic Plan. AEBS provides services in the design, development, and installation of data warehouse applications. The Data Warehouse Project will provide the district with the statistical tools and support needed to effectively analyze student data.

SS-464 Authorization to Increase the Contract Amount with MIS LABS, Inc., for Design Engineer Services Associated with the District's Application for E-Rate Funds.

The Administration is requesting authorization to increase the contract amount with MIS Labs, Inc., from $250,000 to $390,864.44. At its February 25, 1998 ,meeting, the Board granted authorization to enter into a contract with MIS Labs, Inc., to provide services associated with the district's Enterprise Wide-Area Network. Specifically, MIS Labs, Inc., was to design and prepare bid documents for various technology projects eligible for the E-Rate discount. Over $27 million in technology projects were submitted for E-Rate funding. The contract was on a time-and-materials basis. Final billings place the amount at $390,864.44. MIS Labs, Inc., costs are eligible for TEACH funds reimbursement.

SS-466 15 File Servers for SMS Project (Technology Dept. for High Schools)

A purchase order totaling $137,460 has been issued to AE Business Solutions for fifteen Hewlett-Packard computer file servers and related items. They are needed to implement the School Management System project at our high schools. Pricing was from a State of Wisconsin contract.

SS-467 21 Macintosh Laptop Computers (DSSC)

Recommend authorization to purchase 21 Apple Macintosh G3 Powerbooks and related items, totaling an estimated $69,000. These will replace obsolete models used by IEP-team staff. A combination of local funds and Federal IDEA grant funds will be used.

Pursuant to Board Policy 3.09 (3), Purchasing & Bidding Requirements, the Administration has prepared the FY99 lst Quarter of purchases between $25,0000 & $50,000 approved by the Superintendent.

FY99 1st Quarter Report: Purchases Between $25,000 and $50,000 Approved by the Superintendent

Month	Bid #	Description	School or Dept.		Supplier	Project Total
07.98	AS-440	Software Programming and Development	Technology		I-Tech, Inc.	$45,000
07.98	AS-442	Various Computer Items and WAN Package	F&M for 68th St.		Various	$47,000
07.98	AS-460	Contract Extension for Data Warehouse Project	Technology		AE Business Solutions	$48,684
07.98	AS-461	Computer Programming and Software Appl. Dvpt.	Technology		Interactive Business Sys.	$32,000
08.98	AS-445	Hewlett-Packard File Server	F&M Div.		Vanguard Computers	$27,427
08.98	AS-462	Installation of Computer LAN	Parent & Student Serv.		Munger Technical Serv.	$40,000
09.98	AS-449	40 Apple iMAC Computers (Warehouse Stock)	Purchasing Div.		Apple Computer	$47,960
09.98	AS-452	30 Pentium II Computers	Washington High		Gateway Computers	$44,250
09.98	AS-453	Computer Subscription Service	Project STAY	(H)*	NovaNET	$25,034
09.98	B-5223	Computer Security Cables (Warehouse Stock)	Purchasing Div.		Datamation Systems	$43,850
09.98	B-5224	4 Vacuum Pumps	F&M Div. For Various		Roedel-Hanson	$37,646
09.98	B-5225 Item 4	Kitchen Eqpt: 4 Bun Dividers/Rounders	Various		D. A. Berther, Inc.	$27,800
09.98	B-5225 Item 6	Kitchen Eqpt: 4 Gas Steamer Ovens	Various		The Boelter Co., Inc.	$39,560
		Total				$506,211

*(H) = Historically Underutilized Business

Report of Revenues and Expenses and Monthly Expenditure Control Report

A. Statement of Revenues as of October 31, 1998:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Cur. Month. Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$745,719,121	$0	$745,719,121	$737,140	$72,575,076	$673,144,045	9.7%
Categorically Aided	76,608,417	18,952,920	95,561,337	5,817,910	10,048,958	85,512,379	10.5%
School Nutrition	27,410,909	0	27,410,909	802,225	1,274,955	26,135,954	4.7%
Construction	16,150,000	0	16,150,000	72,897	671,605	15,478,395	4.2%
Extension	7,120,371	-380	7,119,991	12,094	131,472	6,988,519	1.8%
Total All Funds	873,008,818	18,952,540	891,961,358	7,442,266	84,702,066	807,259,292	9.5%

B. Statement of Expenses as of October 31, 1998:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Cur. Month. Expenditures	Year-to-Date Exp.&Encumb.	Unexpended Balance	Percent Expended
School Operations	$745,719,121	$10,185,224	$755,904,345	$89,693,265	$213,078,985	$542,825,360	28.2%
Categorically Aided	76,608,417	20,381,317	96,989,734	10,329,073	21,828,109	75,161,625	22.5%
School Nutrition	27,410,909	39,984	27,450,893	3,669,142	6,976,482	20,474,411	25.4%
Construction	16,150,000	10,753,951	26,903,951	1,142,117	26,127,955	775,996	97.1%
Extension	7,120,371	52,035	7,172,406	572,798	2,930,175	4,242,231	40.9%
Total All Funds	873,008,818	41,412,511	914,421,329	105,406,395	270,941,706	643,479,623	29.6%

(1) Represents Board approved transfers during fiscal year 1999 and appropriations for purchases encumbered in fiscal year 1998.

The monthly report on expenditures has been attached to the minutes of your Committee's meeting of November 17, 1998.

Acceptance of Donations

SCHOOL	DONOR	VALUE	GIFT OR PURPOSE
Allen-Field	Reading is Fundamental, Inc.	$3,300	R.I.F. Program
Barton	P.T.O.	$1,000	Conference table
Bell	Private Industry Council	$300	Bike tour
Bell	Gloria Carney	$1,703	Accelerated Reading Program
Browning	Tricom Funding	$1,800	College scholarship fund
Browning	William & Nancy Bagemihl	$25	College scholarship fund
Burdick	Prasser-Kleczka Funeral Home	$50	Supplement eighth grade trip
Burdick	Lincoln Music House	$25	Supplement eighth grade trip
Burdick	M&I Data Systems	$10,000	Digital Classroom
Carleton	Firstar Bank	$250	School bank

Curtin	Ameritech	$1,070	R.I.F. Program
Doerfler	Wi. Dental Association	$300	Pabst theatre tickets
Doerfler	G. Martinez	$10	Miniature basketballs, air pump
Dover	Mrs. Krueger Estate	$100	Donation
Dover	United Way	$210	CD Class
Goodrich	ATO Findley Inc.	$477	T-Shirts
Hamilton	United Seniors	$1,000	Renaissance
Kosciuszko	John Valdes	$135	Seven Walkmans
Marshall	Social Security	$733	Assorted furniture, software, equipment, computer reference material and supplies
MHSA	James D. Bolton Memorial Scholarship	$1,000	Scholarship
Milwaukee Sign Language	Faye McBeath Foundation	$15,000	Sign language instructor
MPS - Division of Facilities & Maintenance	RAMCO	$29,000	Industrial saw, ton shop press, pound capacity hoist, sidewinder hoist, 8-inch bench grinder, steel vice, coolant, bearings press kit, saw blade
MPS - Recreation Division - Oakridge Farm	Harry Zillmer	$1,000	Livestock feed
MPS Recreation Division - Oakridge Farm	Gail Simmons	$400	Livestock feed
MPS Recreation Division - Special Olympics	Carol Weinderer	$125	Donation
Neeskara	PTO	$844	Field trips
North Division	Silverton Foundation	$1,000	Nefetari Dancers
Pierce	Howard University	$100	CRESPAR project report
Sholes	Cellular One	$100	Student activities
Sholes	Braeger Chrysler Plymouth	$1,575	Student activities
Twenty-first St.	Denise Bowens	$500	Advocacy Program
Urban Waldorf	Elizabeth Brinn Foundation	$2,000	Field Trip
WCLL	Connie Debbink	$85	Donation
WCLL	Sallie Brown	$150	Scholarship fund
WCLL	Norma Cleary	$150	Scholarship fund
WCLL	Judith Edward	$25	Scholarship fund
Wheatley	Mary Steinbrecher	$2,015	RIF
Whittier	PTO	$1,500	Artist in Residence; software

Committee Recommendations

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.
4. Accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

* * * * *

(Item 2) Action on a Sole-Source Purchase: Efficacy Institute

Administration's Analysis

The Administration is recommending that the Board approve the following sole-source contract for educational services:

Efficacy Institute ($173,575)

1. At its meeting on July 29, 1998, the Board referred the request for an award of contract with the Efficacy Institute to the Finance/Personnel Committee, with a request that the Administration provide background information on the consultant, including evaluation information, details of schools' requests for services, and a rationale for the sole-source contract.

2. At the September 22, 1998, Finance/Personnel Committee meeting, the Administration provided a report. At that meeting, the Committee asked the Administration to provide additional information regarding expanding the training-of-trainers component of the contract at its October meeting.

3. The contract with the Efficacy Institute has been revised to include a larger certification training component that allows MPS staff to provide efficacy training in the future. One MPS staff member with extensive experience working with Efficacy in the district will be trained to conduct all efficacy modules. In addition, the certified MPS efficacy coordinator will coordinate and support the work of six (6) MPS school-based educators who will receive training under the contract terms to conduct the "Use of Efficacy Tools" workshop. Other services provided by the Efficacy Institute include school workshops for parents and families and applied efficacy training for administrators.

4. The total cost of the Efficacy Institute contract is $173,575:

- Efficacy Seminars for Educators ($48,000): Training consists of four 4-day seminars at $12,000 per seminar. This covers training costs for 100 teachers. Twenty-five teachers are trained in each 4-day seminar at $120 per day. This is an experiential seminar that will be structured to provide new teachers from Efficacy pilot schools and experienced teachers from selected middle schools with tools to implement effective classroom practices. The classroom practices are designed to mobilize students' efforts toward high standards. Educators acquire tools to:

- Align their classroom curricula to year-end benchmarks;

- Develop effective lessons that educate students at higher cognitive levels (analysis, synthesis, evaluation) required by new standards and assessments; and

- Use student performance data to continuously revise their teaching strategies.

The seminar is conducted in two parts: In the first two-day session, participants receive an orientation to the efficacy mission. During the second session, participants learn how to use the efficacy tools. The second session occurs approximately four weeks after the first. This allows time for teachers to practice using the newly acquired tools and to share their experiences at the second session.

- Applied Efficacy Training for Administrators ($13, 875): This training is an advanced 3-day workshop for 25 principals and assistant principals at $185 per day per participant. The training focuses on using data to identify where students stand in relationship to clearly defined academic targets. Administrators learn methods for providing accurate information to teachers about the effectiveness of instruction. The intent is to help teachers make instructional decisions based on feedback, rather than on assumptions. Administrators also learn strategies for conducting coaching sessions with teachers to determine the nature of teaching and learning problems. They also learn how to effectively offer support for improved performance. The goal is for administrators to learn how to integrate efficacy management and team-building strategies into their day-to-day operations.

- Workshops for Parents and Families ($5,200): Two workshops at $2,600 per workshop. The workshops introduce parents and families to the Efficacy approach as an effective tool for developing children. Participants, through a series of exercises, build confidence in their parenting capabilities and develop concrete strategies for supporting development.
- Efficacy Training of Trainers ($84,000): A total of seven MPS staff members will be trained and certified by the Efficacy Institute to conduct specific Efficacy training. The cost of training and certification of one MPS Efficacy Coordinator is $24,000. One MPS staff member with experience in efficacy training will be trained and certified in key efficacy modules. The certification process includes tutorial and practice sessions with an Efficacy consultant, co-training with an Efficacy trainer, and observations with feedback by the Efficacy trainer. Four (4) "Efficacy Seminars for Educators" will be scheduled to provide the forum for the coordinator's training and certification.

In addition, the contract includes training and certification of six MPS staff to conduct the "Use of Efficacy Tools" workshop. The cost for six (6) participants at $10,000 per participant is $60,000. Six MPS school-based educators will be trained to deliver the "Use of Efficacy Tools" workshop. This is an eight-hour workshop designed for educators who have completed the basic seminar. The training/certification process of the MPS trainers is similar to the coordinator's training process. Twelve workshops will be conducted in schools to provide co-training opportunities for these six MPS staff members.

- Teacher Training Materials ($7,500): 300 teachers at $25 per manual
- Student Training Materials ($15,000): 25 books per teacher at $2.00 per book ¥ 300 teachers

5. District funding in the School Special Funds/High Standards account, approved in the FY99 budget, will be used to pay for the contract.

6. Following is an explanation of costs shared by schools:

- School funds will be used for substitute coverage for teachers who attend the Efficacy Seminars for Educators. It is estimated that 75 out of the 100 teachers will need substitutes. The cost for 75 substitute teachers at approximately $150 per day is $45,000.
- The costs for funding teacher attendance at after-school and Saturday workshops on "Use of Efficacy Tools" will be determined on the schedule that each school sets. For example, the cost of 25 teachers attending sessions conducted after school is estimated at $4,000. The estimated cost for a day-long Saturday session is $6,000.

The Superintendent recommended that the Board authorize the Administration to enter into a sole-source contract with the Efficacy Institute for $173,575.

Committee Recommendation

Your Committee does not recommend approval of this contract, a motion for approval having failed on a tie vote.

* * * * *

(Item 3) Action on a Request to Extend a Contract with BFI for Recycling Services through FY99

Administration's analysis

1. At its meeting of September 30, 1995, (Proc. p. 252) the Board authorized a contract to Town and Country Services, Inc., for district-wide recycling services at no cost to the district. The contract was structured to permit adjustments in collection costs due to changes in the marketplace for recycled materials. In 1996, Town and Country Services assumed the name of its parent company, Browning Ferris Industries (BFI).

In FY96, the district continued to receive recycling services at no cost due to favorable market conditions. The contract was adjusted in FY97 by $250,000 annually to reflect poor market conditions. Funds for this cost were included in the FY97 budget. In FY98, the market conditions resulted in a $40,000 savings in the contract cost from FY97.

2. The current recycling contract expires on November 30, 1998. The structure of the current contract has proven to be problematic, as two fiscal years are involved and determination of accurate costs is difficult. Extension of the contract so that the expiration date coincides with the budget fiscal year would eliminate the problems which have been associated with the November expiration date.

3. There are a number of components which make up the budget for rubbish removal. In addition to the recycling costs, there are costs related to collection of trash by the City of Milwaukee, landfill charges by Waste Management Inc., purchase of trash containers, and maintenance costs of trash containers. The Division of Facilities and Maintenance Services has been evaluating the feasibility of combining all trash and recycling services into one contract. Preliminary analysis indicates that there could be significant savings by combining all services. Current planning includes soliciting proposals in early 1999 to provide all the services, with a new contract to be awarded for FY 2000 and beyond. Extension of the existing contract with BFI until June 30, 1999, would coincide with this effort.

Strategic plan compatibility statement

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

Statute, board policy or rule statement

5. Board approval is required to grant an extension of a contract beyond three years in length.

Fiscal impact statement

6. The Division of Facilities and Maintenance Services has received a proposal from BFI to extend the current contract from November 3, 1998, through June 30, 1999, at a cost of approximately $20,105 per month, a savings of $307 per month over what we are currently paying, with a 1.5%/month reduction in cost despite less-than-favorable market conditions. The extension would enable a new contract to coincide with the FY 2000 budget and permit more accurate estimating of costs for use in the FY 2000 budget process.

Implementation and assessment plan

7. The Division of Facilities and Maintenance Services will be developing a request for proposal for combined rubbish and recycling services for advertising in early 1999. It is anticipated that a recommendation for award of contract will be brought to the Board prior to the end of FY99.

Committee Recommendation

Your Committee recommends that authorization be given to extend the contract with BFI for recycling service until June 30, 1999.

* * * * *

(Item 4) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Teacher Appointments; Approval of Leaves of Absence; Report on Resignations; Deletion of Names from the List of Appointed Teachers; and Affirmative Action Report

Approval of Classified Personnel Transactions

APPOINTMENTS

Name and Assignment	Position and Salary	Date
Jessie Bonilla Kluge	Clerk Typist I $14,480.00/yr.	10-26-98
Irene Burmeister Lincoln Avenue	Clerk Typist I $14,480.00/yr	10-19-98
Charline Carter-Wilbert MIS	Clerk Typist I $17,464.20/yr.	11-02-98

Bernard Gama Technology	Programmer $33,357.74/yr.	11-02-98
Carl Greer Fac. & Main. Services	Plumber $25.62/hr.(51,240.00/yr.)	10-19-98
George Hansen III Fac. & Main. Services	Painter $20.37/hr.($40,740.00/yr.)	09-16-98
Robert Oberbrunner Fac. & Main. Services	Painter $20.37/hr.($40,740.00/yr.)	09-08-98
Laurie Wannenmacher Community Recreation	Clerk Typist I $17,464.20/yr.	10-12-98

PROMOTIONS

Judith Benz Finance	Account Clerk I $24,993.28/yr.	08-24-98
Jeanne Bocek Finance	Account Clerk I $26,314.60/yr.	10-26-98
Kevin Brown Bldg. Op.	School Engineer I $33,580.82/yr.	10-05-98
Evonne Dawson 35th	School Secretary I $16,562.89/yr.	09-15-98
Margie Duncan Hartford	School Secretary I $16,562.89/yr.	11-17-98
Carmen Figueroa Garfield	School Secretary I $16,562.89/yr.	09-15-98
Romonia Hall Madison	School Secretary I $16,562.89/yr.	09-15-98
Sheila Heinen School Nutrition	Food Service Manager Trainee $8.77/hr.($11,725.49/yr.)	09-28-98
David Miller Bldg. Op.	School Engineer I $30,887.74/yr.	10-05-98
Clark Nelson Bldg. Op.	School Engineer I $30,887.74/yr.	10-05-98
Tim O'Donnell Dr. King Elem.	School Engineer II $33,671.82/yr.	10-05-98
Shawn Pappa Washington	Boiler Attendant Trainee $24,333.40/yr.	10-05-98
Linda Paulson Warehouse & Dist. Serv.	Material Handler II $33,569.12/yr.	09-24-98
Dawn Pieszak Roosevelt	Boiler Attendant Trainee $24,333.40/yr.	10-05-98
Renee St. Pierre Robinson	School Secretary II $30,854.20/yr.	09-16-98
Marie Stone Edison	Boiler Attendant Trainee $24,333.40/yr.	10-05-98

Sherri Underwood Westside Academy I	School Secretary I $16,562.89/yr.	11-17-98
Arvis Williams 78th	School Secretary I $16,562.89/yr.	06-09-98
Malcolm Wilson, Jr. Webster	Boiler Attendant Trainee $24,333.40/yr.	09-21-98
Tommie Woods Milw. Tech.	Building Service Helper II $21,896.42/yr.	10-05-98

RETURNS FROM LEAVE

Iris Ithier Douglas Academy	School Secretary I $18,594.88/yr.	09-14-98
Cynthia Podolski-Werner Thoreau	School Secretary I $19,946.00/yr.	09-23-98
Madeline Borges Madison	School Secretary I $21,043.11/yr.	09-21-98

REINSTATEMENTS

Matthew Wichmann 35th	School Engineer I $36,499.58/yr.	09-28-98

CHANGES IN STATUS

Jean Allen Holmes	Handicapped Children's Assistant $12,301.67/yr.	10-05-98
Margaret Childs Special Services Ctr.	School Secretary I $18,538.89/yr.	10-05-98
Deanna Crowell Philipp	School Secretary I $19,273.71/yr.	09-30-98
Ella Dunbar Human Resource	Human Resource Assistant $27,405.34/yr.	10-12-98
Demetrick Eskridge MEC	Handicapped Children's Assistant $12,301.67/yr.	10-21-98
Kelly Gayden Milw. Sign Lang.	Handicapped Children's Assistant $12,301.67/yr.	10-08-98
Beth Kralj Wisconsin Avenue	Food Service Manager III $17,847.68/yr.	08-21-98
Cheryl Moore Parkview	School Secretary I $19,941.92/yr.	09-14-98
Kelly Provine School To Work Transition	School Secretary I $12.18/hr.($12,667.20/yr.)	10-19-98
Vicki Tandon Whitman	Handicapped Children's Assistant $12,301.67/yr.	10-08-98
Sharon Ward Malcolm X	Handicapped Children's Assistant $12,301.67/yr.	09-25-98

Jackie Wright Allen-Field	Handicapped Children's Assistant $12,301.67/yr.	10-21-98
Kimberly Wright Pulaski	Handicapped Children's Assistant $12,301.67/yr.	10-05-98

Approval of Certificated Appointments — Teachers

Code	Teachers - Schedule 01	Division	Salary	Yrs/Exp. Credit	Start Date
r	Norman J. Alexander, Jr. Physical Education	B	$28,387	3	8/25/98
r	Martha E. Anderson Library Media Specialist	B	$26,732	0	10/1/98
nr	Terrance P. Andrews ESL/K-6	B	$24,684	0	8/25/98
r	Nasreen F. Azam E.D.	B	$27,365	1	9/8/98
r	Jennifer A. Basting Grades 1-9	B	$24,684	0	8/25/98
r	Reginald A. Bourrage Elementary Education	B	$28,387	3	8/25/98
r,a	Melanie R. Bredeson C.D.	B	$27,365	1	9/21/98
r	Kimberly M. Brock EC:EEN	B	$28,387	3	8/25/98
r,b	William C. Brown Math/Chemistry	C	$40,445	11	9/8/98
r	Robinson Burgos-Reyes Kindergarten/Sage	B	$25,919	1	8/26/98
r	Tara L. Burow-Pomrening Elementary Education	B	$24,684	0	8/31/98
r,a	Candace C. Cline Upper Elementary	BB	$27,214	1	8/25/98
r	Susan J. Conhartoski Exceptional Education	B	$26,732	0	10/2/98
r	Sonia Cordova Bilingual Elementary Education	B	$24,684	0	8/25/98
nr	Antoinette M. DeToro PreK-6	B	$24,684	0	8/26/98
r	Molly J. Dretzka E.D./L.D.	B	$24,684	0	9/1/98
r	Julie M. Effertz Elementary Education	B	$27,152	2	8/25/98
r	Maria A. Figueroa Bilingual Elementary Education	B	$24,684	0	8/25/98

r	Erma J. Green Upper Elementary	B	$24,684	0	5/18/98
nr	Jeannette L. Halverson Library Media Specialist	B	$27,152	2	9/16/98
r	Roselia Hernandez Grade 3/Bilingual	B	$24,684	0	8/25/98
r	Timothy M. Hochschild Physical Education	B	$26,732	0	10/2/98
nr	LaDonna M. Howell Elementary Education	B	$24,684	0	8/25/98
nr	Elizabeth J. Huber EC:EEN	B	$24,684	0	9/18/98
r	Sharon L. Hughes Speech Pathologist	B	$24,684	0	9/28/98
r,b	Roby H. Jackson Business Education	BB	$44,094	23	9/28/98
r	Jeffery W. Johnson Art	B	$24,684	0	9/10/98
r,b	Gordon F. Johlke Music	BB	$39,320	10	10/2/98
r	Daniel M. Kampschroer Biology	B	$25,919	1	9/3/98
r	Elise M. Kanning Speech Pathologist	C	$30,103	0	9/28/98
nr	Hrysanthi Kinis Exceptional Education	B	$26,732	0	10/2/98
nr	Denni L. Klisch Headstart	B	$26,732	0	9/25/98
r	Kulliki Kuningas Elementary/Montessori	B	$24,684	0	8/26/98
nr	Kristi L. Kwiatkowski Elementary/Hearing Impaired	B	$24,684	0	8/25/98
r,a	Mechelle M. Lynner EC:EEN	B	$25,919	1	8/31/98
r	Angela R. Mack Exceptional Education	B	$24,684	0	9/4/98
nr	Deborah D. Martin Elementary Education	B	$34,777	6	7/27/98
r	Theresa J. Mattson Grade 8/Spanish	B	$24,684	0	8/25/98
r	Michelle A. McClone L.D.	B	$26,732	0	10/12/98

r	Sara D. McCullum L.D.	B	$26,732	0	10/12/98
r	Daniel A. Mlachnik Exceptional Education/L.D.	B	$27,365	1	8/25/98
r	Bertha Y. Morrow Health Occupation/Nursing	B	$27,365	0	9/28/98
nr	Nancy Mudd Exceptional Education	B	$27,365	0	9/29/98
r	Kelly A. Nichols C.D.	B	$24,684	0	9/1/98
r	Elaine L. Palmer Art	B	$27,365	0	9/18/98
r	Kimberly A. Piette C.D.	B	$27,365	0	9/9/98
r,a	Sara A. Plach Upper Elementary/Bilingual	BB	$28,692	1	9/30/98
nr	Kelly D. Pochop L.D.	B	$24,684	0	9/15/98
r	Catherine H. Porter Elementary Education	B	$24,684	0	8/25/98
r	Michael J. Pratt Exceptional Education/L.D.	B	$24,684	0	9/10/98
r	John W. Randolph, Jr. Elementary Education	B	$24,684	0	1/26/98
r,a	Nydia Rios E.D.	B	$25,919	1	9/14/98
r	Lucy Rivera Bilingual Elementary	B	$24,684	0	8/25/98
r	Carlos V. Sanchez Spanish	B	$24,684	0	8/31/98
nr	Jason E. Schmidt Upper Elementary	B	$26,732	0	10/14/98
r,b	Eric A. Schwarzenberger E.D.	B	$32,424	5	9/16/98
r	Julie M. Sheridan L.D./E.D.	B	$24,684	0	8/25/98
r	Jutiki A. Smith Elementary Education	B	$24,684	0	9/8/98
nr	Jeff G. Sokolowski Art	B	$24,684	0	8/28/98
nr	Diane M. Steib Occupational Therapist	B	$24,684	0	9/9/98

r	Angela K. Stephens Elementary Education	B	$24,684	0	8/25/98
r	Roxanne D. Stephens Math	B	$26,732	0	10/7/98
nr	Maria Tormey-Scott Bilingual Upper Elementary	B	$33,324	7	8/25/98
nr	Lori A. Trilling Art	B	$24,684	0	8/25/98
r	Evelyn M. Velazquez Grade 3/Bilingual	B	$24,684	0	8/25/98
r	Cheryl L. Vermillion P.E./K-9	B	$24,684	0	9/22/98
r	Susan L. Wery Elementary Education	B	$24,684	0	8/25/98
r	Fe M. Whittaker Bilingual Elementary Education	B	$26,732	0	9/28/98
r	Richmond A. Yarney Math	C	$30,103	0	9/30/98

ASSOCIATE SCHOOL PSYCHOLOGISTS

Code	School Psychologists — Schedule 05	Salary	Credit	Start Date
nr	Steven L. Smith	$35,800	0	8/18/98

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

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to January 22, 1999:		
Candiace Henderson	Franklin	August 25, 1998
Inia Jones	Grant	December 8, 1998
Illness Leave, to June 14, 1999:		
Gerald Alberti	Douglas Academy	September 1, 1998
Linda Harrison	Lincoln Avenue	November 17, 1998
Illness Leave, to June 16, 1999:		
John Kincaid	Scott	October 22, 1998
Extension of Illness Leave, to June 14, 1999:		
Harold Ramsey	Leave	August 25, 1998

Maternity Leave, to June 14, 1999:

Karen Allen Topel	Bell	November 5, 1998
Maddalena Kass	Vincent	October 8, 1998
Heidi Roberts	Hartford	November 17, 1998
Lori Ullrich	Townsend	December 7, 1998
Kristin Wright	Edison	October 6, 1998

Personal Leave, to June 14, 1999:

Monique Brown	Clarke	October 21, 1998
Felicia Edwards	Leave	October 3, 1998
Ellen Maas Kinde	Urban Waldorf	December 1, 1998
Bonnie Ulrich	Lincoln MS	October 9, 1998
Carol Wortz	Gaenslen	September 4, 1998

Extension of Personal Leave, to June 14, 1999:

G. Dwight Hamilton	Leave	August 25, 1998

Curtailment of Leave:

Mark Douglas	Rescinded his personal leave that was granted from August 25, 1998, through January 22, 1999.
Felicia Edwards	Rescinded her sabbatical leave that was granted from August 25, 1998 through June 14, 1999.
Laura Stachnik	Rescinded her child rearing leave that was granted from August 25, 1998 through June 14, 1999.

Report on Resignations

Name	Position	Effective Date
Anne Arnold	Teacher	09/30/98
Donna L. Askins	Assist. Princ.	10/16/98
Peggy J. Bell	Teacher	10/30/98
LaVonne R. Bertucci	Teacher	08/28/98
Thomas Boese	Teacher	10/28/98
Stefanie L. Boggs	Teacher	09/25/98
Susannah Q. Carey	Teacher	08/24/98
Gary Covert	Teacher	12/18/98
Amy Crofts	Teacher	06/15/98
Christine Diener	Teacher	09/11/98
Gertrude L. Drews	Teacher	09/29/98
Violet Fager	Teacher	12/18/98
Rebecca Fitch	Teacher	08/24/98
Susan J. Foti	Teacher	01/22/99
Elizabeth C. Franks	Teacher	09/25/98
Margaret C. Haggerty	Teacher	10/30/98
Geoffrey T. Hoffmann	Teacher	10/23/98
Janice J. Keel	Teacher	12/31/98
Kelly A. Kranich	Teacher	09/25/98
Douglas Krekling	Teacher	01/29/99

Cynthia Lorenz	Teacher	09/08/98
Susan M. Mahan	Teacher	09/01/98
Laura J. Mahar	Teacher	10/08/98
Laurence Mala	Teacher	09/16/98
Rosalyn McCray	Supervisor	09/18/98
Niki Nestoras	Teacher	09/25/98
Richard Newton II	Teacher	09/11/98
Anne C. O'Boyle	Teacher	09/16/98
Nada M. Olsen	Teacher	08/29/98
Jennifer Osmon	Teacher	08/24/98
Katie Peshut	Teacher	09/02/98
Julie Paradeis	Teacher	10/02/98
Barbara J. Prokopek	Teacher	11/12/98
Marilyn M. Ramirez	Teacher	01/22/99
Mary A. Russom	Teacher	01/28/99
Diane K. Sagunsky	Teacher	09/20/98
Thomas Sitron	Teacher	09/10/98
Robert J. Sivak	Teacher	01/21/99
Ethel Spaights	Schl. Psyc.	09/21/98
Anthony Wajeeh	Teacher	09/11/98
Carlean Ward	Teacher	08/24/98
Michelle E. West	Teacher	09/11/98
Jennifer Williams	Teacher	10/07/98

Deletion of Names from the List of Appointed Teachers

In a letter dated August 13, 1998, the following people were informed that they would be dropped from the list of appointed teachers if they did not notify the Department of Human Resources of their leave status by July 1, 1998, as is required in their contract. As of this date, no response has been received nor has the staff member informed the administration of his/her status.

Jean Acevedo	Joel Parker
Sheila Barker	Jethra Rivera
Cheri Baron	Robert Rucker
Louis Hernandez	Daniel Smith (aka King Christian)
Suzanne Kayser	Mary Stipek
Elissa Kravetz	Kathleen Tominsek Gill
Ann Malesza	Nancy Ullmann
Jody Merchant	Jeanne Veit

Affirmative Action Report

7. The Affirmative Action Reports for the months of September and October 1998 are attached to your Committee's minutes. These are informational reports, and no action is required.

Committee recommendation

Your Committee recommends that the Board approve the classified personnel transactions, teacher appointments, leaves of absence, and deletions of names from the list of appointed teachers as listed above.

* * * * *

(Item 5) Action on Resolution 9899R-088 by Directors Gardner and Sinicki Regarding the Teachers Supplemental Retirement Plan and Resolution 9899R-087 by Director Todd Regarding the Teachers Supplemental Retirement Plan

Background

At its meeting on October 28, 1998, the Board referred Resolution 9899R-088 by Directors Gardner and Sinicki, regarding the Teachers Supplemental Retirement Plan, and Resolution 9899R-087 by Director Todd, regarding the Teachers Early Retirement Plan, to the Finance/ Personnel Committee.

Resolution 9899R-088 by Directors Gardner and Sinicki
regarding the Teachers Supplemental Retirement Plan

WHEREAS, The labor contract between the MPS Board of School Directors and the Milwaukee Teachers Education Association-Teachers significantly changed and increased the MPS Supplemental Pension Plan; and

WHEREAS, The labor contract covered all members of the bargaining unit for the entire period of the contract, July 1, 1997 through June 30, 1998, in all matters except the Supplemental Pension Plan; and

WHEREAS, A small number of MPS teachers who retired between July 1, 1997, and May 31, 1998, did not qualify for the changes or increases in the Plan; and

WHEREAS, Neither the MPS Board of School Directors nor the MTEA intended those retirees to be excluded; now, therefore, be it

RESOLVED, That the MPS Board of School Directors instructs the Superintendent to negotiate a Memorandum of Understanding with the MTEA that qualifies all members of the bargaining unit who retired between July 1, 1997, and June 1, 1998, to be eligible for the Supplemental Retirement Plan; and be it

FURTHER RESOLVED, That the additional funds to supplement with plan will come from changes in the formula for existing retirees, changes in the method of amortizing the district's future liability for the fund, and from other sources; and be it

FURTHER RESOLVED, That no funds to support this Memorandum of Understanding will reduce Supplemental Retirement Plan payments for any retiree with more than thirty (30) years' eligibility for the Plan who retired before July 1, 1997; and be it

FURTHER RESOLVED, That no funds to support this Memorandum of Understanding will reduce MPS school budgets for the 1998-99 school year.

Resolution 9899R-087 By Director Todd
regarding the Teachers Early Retirement Plan

WHEREAS, The labor contract between the MPS Board of School Directors and the Milwaukee Teachers Education Association (MTEA) significantly changed and increased the MPS Supplemental Pension Plan; and

WHEREAS, The labor contract covered all members of the bargaining unit for the entire period of the contract, July 1, 1997, through June 30, 1998, in all matters except the Supplemental Pension Plan; and

WHEREAS, It was the intent and position of a majority of the MPS Board of School Directors to include all members of the bargaining unit in the Supplemental Pension Plan; and

WHEREAS, The MTEA, contrary to unfortunate leaks that caused negative press, always had a position to include all members of the bargaining unit for the Supplemental Pension Plan; and

WHEREAS, A small number of MPS teachers who retired between July 1, 1997 and May 31, 1998 did not qualify for the changes or increases in the Plan; and

WHEREAS, Certain associations hostile to public education intended to obstruct the MPS-MTEA bargaining process; and

WHEREAS, Neither the MPS Board of School Directors nor the MTEA intended those retirees to be excluded; now, therefore, be it

RESOLVED, That the MPS Board of School Directors recognize the successful conclusion of the bargaining process; and be it

FURTHER RESOLVED, That the MPS Board of School Directors instruct the Superintendent to negotiate a Memorandum of Understanding with the MTEA that qualifies all members of the bargaining unit who retired between July 1, 1997, and June 1, 1998, to be eligible for the Supplemental Retirement Plan; and be it

FURTHER RESOLVED, That the additional funds to supplement this plan will come from changes in the method of amortizing the districts future liability for the fund, and from other sources; and be it

FURTHER RESOLVED, That no funds to support this Memorandum of Understanding will reduce Supplemental Retirement Plan payments for any retiree with more than thirty (30) years' eligibility for the Plan who retired before July 1, 1997; and be it

FURTHER RESOLVED, That no funds to support this Memorandum of Understanding will reduce MPS school budgets for the 1998-99 school year.

Administration's Analysis

1. Prior to any agreement reached between the Board and the Milwaukee Teachers Education Association—Teacher Unit to extend the above-described pension enhancements, the district's actuary must perform an actuarial study to determine the options available to change the method of amortizing the district's increased accrued-past-service liability of $34.6 million under the Plan that resulted from the removal of the "cliff," effective June 1, 1998. The actuarial study would include the related costs and impact to the current deficiently funded status of the Plan.

2. The district's auditors, Deloitte and Touche, also have to be retained to review and recommend the date on which the district would be required to start including the amortized cost in its budget and financial statements. For example, the district's auditor has taken the position that the $34.6 million accrued-past-service liability which resulted from the removal of the cliff is a material event and the district must start amortizing same effective June 1, 1998. Thus, if the changes made to the Plan were to be made for the entire period of the labor contract commencing July 1, 1997, the district would be in arrears by about $4 million for the recommended Fiscal Year 1998 contribution to the Plan. This $4 million represents an additional 11 months of cost from commencing the amortization period 11 months earlier.

3. There are significant issues to be addressed relative to the impact that the resulting increased pension contribution retroactive to July 1, 1997, will have on the district's financial statements and budgets. The extent to which the impact to the district's current and future budgets can be reduced (i.e., extended further into the future) by changing the amortization methods is also a very significant issue.

4. In addition, there are numerous legal issues that have to be resolved regarding any change to the formula for benefits under the Plan for existing retirees. For example, the issue of if and how existing retirees can waive their property rights to their current pension benefits is a very complex issue. Obtaining the necessary waivers, if legally feasible, is a very time-consuming and complicated process that could take up to 18 months to implement.

5. A City Attorney's opinion has been requested to address the ability of the district to obtain waivers from existing retirees to change their benefits under the Plan. Due to the complexity of the issue, it is estimated that the opinion will be received within the next 45 to 60 days.

6. The last offer submitted by the MTEA—Teacher unit specifically had an effective date of June 1, 1998, for the pension benefit enhancement. There were also other provisions of the settlement which had effective dates other than July 1, 1997.

7. When all necessary information has been received, negotiations with the MTEA for a Memorandum of Understanding could commence immediately.

Strategic Plan Compatibility

8. The recommendations are compatible with the Board's goal of High Standards and Accountability.

Statute, Board Policy Or Rule Statement

9. None.

Fiscal Impact Statement

10. The preliminary estimate of the cost of the actuarial study and the auditor's opinion is estimated to be in the range of $20,000 - $35,000. The actuary's current cost estimate to remove the cliff effective July 1, 1997, to cover all members of the MTEA-Teacher bargaining unit who retired between July 1, 1997, and June 1, 1998, would be approximately $4 million for the annual contribution plan for the same period. This

additional cost is primarily a function of starting the amortization period eleven (11) months earlier (i.e., July 1, 1997, versus June 1, 1998). The cost of these studies will be charged as an administration of the Plan.

Implementation and Assessment Plan

11. The Division of Insurance and Risk Management Services will coordinate the work associated with implementation.

The Superintendent recommended that the Committee direct the Administration to obtain the following information relative to these resolutions prior to approval of either resolution and that the Administration submit a report to the Finance/Personnel:

- An actuarial study including the related costs and impact to the current deficiently funded status of the Plan.
- An opinion by Deloitte and Touche, the district's auditors, relative to the date the district would be required to start including the amortized cost in its budget and financial statements.

Committee Recommendation

Your Committee forwards these resolutions to the Board for consideration, discussion, and possible direction to negotiate, with a contingent notice for executive session to be issued, depending on the Board's action.

* * * * *

(Item 6) Action on Resolution 9899R-091 by Director Gardner Regarding an Independent Actuarial Review of the Teachers Supplemental Retirement Plan

Background

At its meeting on October 28, 1998, the Board referred the following Resolution 9899R-091 by Director Gardner regarding the MBSD Supplemental Early Retirement Plan for Teachers (the Plan) to the Facilities/Personnel Committee:

WHEREAS, The MPS Board of School Directors substantially altered and expanded the MPS Supplemental Pension Plan in its 1997-99 contract with the MTEA; and

WHEREAS, The administration repeatedly and consistently warned the MPS Board during the negotiations process that the altered and expanded MPS Supplemental Pension Plan posed significant and long-term funding liabilities for the next thirty years of MPS budgets; and

WHEREAS, On a number of other issues it is not clear that the MPS Board knew what is was doing, for what it was voting, or the impact of the 1997-99 MTEA contract; and

WHEREAS, An increasing number of MPS Board members are using their own ignorance, inattention or confusion as reasons to make retroactive decisions, blaming the administration for their own lack of diligence, industry, and other qualities; and

WHEREAS, There is no scheduled independent actuarial analysis and report for the Supplemental Retirement Plan until the 1999-2000 school year; now, therefore, be it

RESOLVED, That the MPS Board of School Directors direct the administration to conduct an independent actuarial analysis and report regarding the fiscal condition, projected cost and liabilities, and other matters to the Board no later than the January 1999 meeting of the MPS Board of School Directors.

Administration's Analysis

1. The district's actuary is in the final stages of completing the regular annual valuation report for the plan year commencing July 1, 1998. The information used for the actuarial valuation will be needed for the report requested in this resolution. Both reports will be completed no later than January 1999.

2. The regular annual valuation report addresses the issues discussed in the resolution with the exception of the fiscal condition of the Plan.

Strategic Plan Compatibility

3. Not applicable.

Statute, Board Policy Or Rules

4. No change is required to request the compilation of this report.

Fiscal Impact Statement

5. The actuary's fees to produce the requested report and attend the January 1999 Finance/Personnel and Board meetings are estimated to be about $10,000 to $15,000. The cost of this study will be charged as an administrative expense to the Plan.

Implementation And Assessment Plan

6. The Division of Insurance and Risk Management Services and the Department of Finance will be involved in responding to this resolution and in the development of the requested report.

The Superintendent recommended that the Board direct the Administration to conduct an additional independent actuarial analysis to report on the fiscal condition of the Plan and submit its findings to the Finance/Personnel Committee in January 1999.

Committee Recommendation

Your Committee recommends that the resolution not be adopted.

* * * * *

(Item 7) Action on Resolution 9899R-075 by Director Todd Regarding Potter's Forest

Background

At its meeting on September 23, 1998, the Board referred the following Resolution 9899R-075 by Director Todd to the Finance/Personnel Committee:

WHEREAS, The Ropes and Challenges curriculum is taught at Potter's Forest; and

WHEREAS, Over seventy schools have implemented the Ropes and Challenges curriculum; and

WHEREAS, The Ropes and Challenges curriculum promotes development of teamwork, decision making, problem solving, and social responsibility in students; and

WHEREAS, The Ropes and Challenges curriculum supports MPS standards and proficiencies; and

WHEREAS, The Ropes and Challenges curriculum links school-based experiences with outdoor education; and

WHEREAS, The Ropes and Challenges curriculum has become an integral part of many teachers' classroom teaching; and

WHEREAS, The teaching strategies at Potter's Forest are based on cooperative learning strategies and cross-curriculum integration; and

WHEREAS, Potter's Forest activities promote cross-disciplinary interaction among staff; and

WHEREAS, An Environmental Education curriculum has been developed at Potter's Forest; and

WHEREAS, The Environmental Education curriculum is being implemented in MPS schools by the staff assigned to Potter's Forest; and

WHEREAS, An compass/orienteering course has been developed, with staff training scheduled to begin in September at Potter's Forest; and

WHEREAS, The compass/orienteering course will be available for use by schools during this school year; and

WHEREAS, Teachers and students return to their schools enriched and new curriculum initiatives have been developed at school sites as a result of experiences at Potter's Forest, and

WHEREAS, All activities are available to students with disabilities at Potter's Forest as a totally accessible site; and

WHEREAS, Potter's Forest was deeded to the City of Milwaukee for school purposes in 1948; and

WHEREAS, Each school has contributed to the planting of many of the trees in Potter's Forest and such plantings are recognized by stone markers; and

WHEREAS, Potter's Forest provides a unique educational experience for urban children; and

WHEREAS, Potter's Forest is cost-effective and in close proximity to all MPS schools; and

WHEREAS, Plans have been developed to increase student and staff utilization year round at this site; and

WHEREAS, Educational programs at Potter's Forest should be expanded; and

WHEREAS, Potter's Forest has been recognized as a state-of-the-art course by other districts around the country; now, therefore, be it

RESOLVED, That Potter's Forest be designated a "school without walls" as an integral part of the MPS school districts; and be it

FURTHER RESOLVED, That Potter's Forest continue to be available to all MPS schools, teachers and students; and be it

FURTHER RESOLVED, That a line item be established in all future MPS budgets to support the programs and activities of Potter's Forest.

Administration's Analysis

1. Potter's Forest is 50 acres of land that was acquired in 1947 and dedicated as a school forest on June 5, 1949, for Milton C. Potter, former MPS Superintendent. Potter's Forest supports three curricular programs: Ropes and Challenges education, environmental education, and compass / orienteering. The property, located in Hales Corners, is contiguous to Whitnall Park and is easily accessible for all schools. The forest consists of old-growth trees, pine plantation, prairie, and a new-growth forest entirely planted by MPS students.

2. In Potter's Forest, the Ropes and Challenges curriculum, as well as the environmental education curriculum, has been implemented for students in grades 5 through 12. Over 70 schools use the curriculum

with student groups. Schools are invested in the program through the implementation of the curriculum in the school for six to eight weeks, and staff assist in the planning for the day at the ropes course. In addition, school staffs and Central Services staff use the course when it is not being used by students.

3. Staff, departments, and divisions of MPS collaborate. The following departments and divisions are fully invested in the development and ongoing operation of the program: Department of Educational Services, and the Divisions of Curriculum and Instruction, Special Services, Small Community Schools, Insurance and Risk Management, Community Recreation and Facilities and Maintenance.

4. The curriculum model that has been implemented is an extension of the collaboration among the various departments and divisions. Concepts from experiential education, AODA, violence prevention, environmental education, adventure education, K-12 teaching and learning goals, standards, and School to Career have been included. Teachers developed the curriculum.

5. The program is fully inclusive so that all students and staff within the district can be served. Within the field of experiential education, this approach is unique in the entire country. Our program has eight fully accessible challenges which are used by all participants.

6. Ongoing teacher inservices and facilitator training are essential. Currently, there are 70 fully trained course facilitators, including physical education, classroom teachers, recreation specialists, school psychologists, school social workers, guidance counselors, and physical therapists. In addition, numerous MPS staff members have been part of the ongoing staff development courses.

Strategic Plan Compatibility Statement

7. In Potter's Forest, the Ropes and Challenges curriculum, the environmental education curriculum, and the compass/orienteering course support the Strategic Plan goals of Student Achievement, First Choice, and High Standards/Accountability. The curriculum outcomes focus on critical thinking, problem solving, decision making, leadership, communication, positive risk taking, respecting differences, cooperation, and team work, which are essential to student achievement and accountability for high standards. This curriculum opportunity, which supports the Board's mission of young people learning to become productive workers and responsible citizens, enhances a school program so that more parents will make MPS their first choice.

Statute, MPS Policy, or Board Rule Implication Statement

8. This proposal is consistent with State statutes and Board policies. In addition, local operating and safety standards have been developed and implemented in conjunction with the Division of Risk Management.

Fiscal Impact Statement

9. Current operations are funded through existing division budgets. Consolidation of funding to create a budget line for Potter's Forest would facilitate maintenance, safety inspections, training, and ongoing curriculum development and implementation.

Since water, sewer, and gas are not available on site, plans have been developed to construct a new building. This building would support larger groups, as well as more schools using Potter's Forest, and would open the opportunity for year-round experiences that would expand the environmental curriculum opportunities. Also, the grade levels participating could be expanded to include grades K-4.

A building model has been designed, and building costs have been estimated. Staff are willing to seek donations and grants to help fund construction. The possibility of involving students in the building trades curriculum in this project has been explored. In addition, operating costs of the building would have to be budgeted.

Implementation and Assessment Plan Statement

10. School-based staff assess student outcomes. In surveys administered last spring, students and staff gave an extremely positive response to the program — an average score of 2.8, based on a 3-point scale.

More in-depth research is being conducted this year in conjunction with University of Wisconsin-Milwaukee faculty.

Committee Recommendation

Your Committee recommends that, in response to the Resolution, the Board direct the Administration to:

- Proceed with planning to design and implement programs at Potter's Forest" as a "school without walls."
- Develop recommendations as a part of the FY 2000 budget with respect to the allocation of a budget line for Potter's Forest.
- Develop the plan for constructing a new building at the Potter's Forest site and include the project in the updated facilities master plan.

* * * * *

(Item 8) Action on Resolution 9899R-066 by Director Hardin to Provide Funding to Support Phase I of the North Division Task Force Plan

Background

At its meeting on August 26, 1998, the Board of School Directors referred the following resolution to the Finance/Personnel Committee:

WHEREAS, On July 30, 1997, the Milwaukee Board of School Directors adopted Resolution 9798R-023, initiated by Director Charlene Hardin, to approve the creation of a Revitalization Task Force for North Division High School; and

WHEREAS, On March 25, 1998, the Board of School Directors accepted the North Division Revitalization Task Force Report, which called for a comprehensive redesign of the school's educational delivery system, to center around a "virtual" school program utilizing technology in all aspects of learning; an advanced, rigorous academic curriculum; full-service, student-centered social/support systems; and extracurricular offerings via extensive parent involvement initiatives; and

WHEREAS, On April 29, 1998, the Administration, working in collaboration with North Division High School principal and the North Division Revitalization Task Force, recommended a four-year phase-in of the recommendations, beginning with FY99, during which time the priorities would be to improve student achievement, to stabilize the school environment, to increase the average daily attendance rate, to reduce the dropout rate, and to increase the graduation rate; and

WHEREAS, A combination of school and district funds is necessary to provide FY99 support, and North Division High School has used its own initiative to supplement school funds to decrease the needed district funding amount from $461,400 to $280,300, as outlined in the following breakdown:

Curriculum	Total	District
Technology Implementer	$ 57,400	$ -----
Computer Hardware and Software	111,000	60,000
Distance Learning Lab	45,000	-----
Climate/Safety		
Human Services Coordinator	57,400	57,400
Safety Assistant	25,200	25,200
Stability		
Outdoor Electronic Marquee	25,000	25,000
Bus Passes for Students	84,000	84,000
Leadership		
Activities Director	57,400	28,700
Total	$461,400	$ 280,300

Now, therefore, be it

RESOLVED, That the Board direct $280,300 be taken from the Board's Contingency Fund for provision of funding to support Phase I of the North Division Task Force plan.

The Administration submitted an analysis and recommendations to the Finance/Personnel Committee at its meeting on September 22, 1998. The item was held in committee until October, at which time, the Administration was directed to develop recommendations to support the implementation of North Division High School's Phase I redesign plan.

Administration's Analysis

Progress Report on Implementation of First Phase of North Division High School's Redesign

1. On April, 29, 1998, the Board received a progress report from the North Division Revitalization Task Force relative to the FY99 fiscal support required to implement the first phase of the redesign of North Division Virtual University High School.

2. The first phase of implementation has begun and includes the following activities:

   a. The Virtual University Concept–Technology Coordinator position has been filled. North Division will assume the cost for this expenditure — $57,400. Staff development in computer technology will be provided for all personnel. Dates for the required 12-hour class, "Let's Explore the Internet," to obtain an Internet account have been scheduled.

   b. A Distance Learning Lab, an integral component of the virtual school concept and the school-without-walls idea, will provide students with the opportunity to take part in teleconferencing and distance-learning experiences. (North Division will expend $45,000 of its funds to bring this lab to fruition. No district funds are requested.)

   c. Computer hardware and software is needed to provide instructional benefits for active, constructivist, collaborative, project-based learning, cultural networking, access to digital libraries, promotion of higher thinking skills and cognitive processes, and application of knowledge in the context of real-world settings. (North will disperse $50,000 of its funds toward the $111,000 total estimated costs.)

   d. Project Lighthouse will be fully operational when school begins, providing extensive cultural, recreational, and educational activities to students, parents, and the community.

      The educational activities umbrellaed under Project Lighthouse include:

      - G.E.D. program for adults
      - Computer lab for students and adults
      - Welding program for adults
      - Tutoring program for students
      - Alternative Education Program serving the At-Risk population

   e. A part-time activity director will be selected to increase the number of extra-curricular activities provided for all students. (North will supplement half of the estimated cost for this position, contributing $28,700 of school funds.)

   f. The school social worker's priorities will be assessed and focused more directly on improving school attendance.

   g. Parent/Student/Teacher Compact agreements will ensure that parents are more involved in the process of education as monitors of homework assignments, encouragers of academic achievement, reinforcers of school rules, and service mentors.

   h. The new security system will be completed by November 1998.

i. Special support systems for 9th-graders will include freshmen seminar classes focusing on basic study skills essential for success in school, time management, inter-personal skills, information retrieval, technological competence, and communication.

3. The Revitalization Task Force, in collaboration with the North Division Virtual University High School administrative team, and staff from the Department of Educational Services, Office of Research and Assessment, and Department of Leadership Services will develop two program reports which will assess the impact and effectiveness of:

- the redesign in improving student achievement;
- stabilizing the school enrollment;
- increasing the average daily attendance rate;
- reducing the drop-out rate, and
- increasing the graduation rate.

These assessments will be used to develop recommendations regarding subsequent phases of implementation of the North Division Virtual University High School redesign. Program reports will be submitted to the Board in December 1998 and April 1999.

4. As directed by the Finance and Personnel Committee at its meeting on September 22, 1998, the Administration has worked closely with the North Division High School administration to identify possible funding sources to support the Task Force Recommendations. Areas requiring funding, the amount needed, and identified sources are detailed below:

Area Requiring Funding Support	**Amount Requested**
a. Curriculum	
Computer Hardware and Software	$60,000
Source of Funding:	The Administration, through the Department of Technology, is committed to providing computer hardware and software as requests are submitted from the school for specific items.
b. Climate/Safety	
Human Services Coordinator	$57,400
Safety Assistant	$25,200
Source of Funding:	The role of an existing recreation staff position will be refined and expanded to perform tasks proposed for the new position of Human Services Coordinator. The recreation employee will work in conjunction with the Activities Director listed below to increase community participation at North and expand the use of the school during non-school hours. Funds from the recreation division support the existing position.

An additional School Safety Assistant has been assigned to North Division as requested.

c. Stability

Outdoor Electronic Marquee	$25,000
Bus Passes for Students	$84,000
Source of Funding:	The Administration will continue to work closely with the North Division High School staff, the task force, and the school-community to identify sources of funding for the outdoor electronic marquee.

The Administration has worked with North Division High School to develop a procedure to resolve student transportation problems on a case-by-case basis.

d. Leadership

Activities Director	$28,700
Source of Funding:	North Division and the recreation division are sharing the cost of the activities director position. The activities director will be working closely with North staff and other recreation staff to increase community participation at North and expand the use of the school during non-school hours.

Fiscal Impact Statement

5. The cost for the first phase of implementation is $461,400. Although funding was not approved in the FY99 budget, the Administration has worked with the North Division Revitalization Task Force and the North Division principal to identify other possible funding sources and strategies to improve student achievement, stabilize the school enrollment, increase the average daily attendance, reduce the drop-out rate, and increase the graduation rate.

As outlined in the resolution and the above progress report, a total of $181,100 of budgeted school funds has been allocated to support implementation.

6. The Technology Department is also supporting several initiatives at North Division High School as well as other high schools. Among these are:

- Building-wide network wiring. North's local area network (LAN), which will reach every classroom and office, will become operational during November 1998. The project was provided at no direct cost to North Division. In the last calendar year, approximately $465,000 in district funds were provided for building-wide network wiring.
- Acquisition of staff workstations. North Division identified the number of workstations needed, and the Department of Parent and Student Services facilitated acquisition during the summer of 1998. Costs for these workstations was split — $120,000 from North Division, and $60,000 from other district funding sources over the last calendar year.
- School Management System. North Division is among the first twenty district schools to implement the new School Management System program. North Division will pay approximately $10,000 for its staff time related to training and implementation. District funds will provide an additional $48,000 for implementation and staff training.
- Network Academy. North Division is one of six high schools implementing a new Network Academy program for students. A major portion of the cost ($4,000) for staff training and curriculum development has been provided for North Division. The Technology Department will work with the North Division principal to recover the cost of the project equipment ($25,000) through external partnerships.

- Wide Area Network Services. As soon as MPS receives a commitment for federal e-rate discounts, the Technology Department will initiate high-speed external connectivity for North Division High School, thereby completing the establishment of world-class communication systems for North Division.

In total, approximately $600,000 has been allocated to North Division for the above projects from district funds to support technology advancement.

7. The district has applied for funding under the TEACH loan grants and the federal e-rate discounts. We anticipate receiving a decision about the district's funding levels from these sources in November 1998. If approved, we expect to receive significant funding to support the district's technology initiatives. Funding from these grants would support other technology projects at North Division which will help advance its redesigned Virtual High School program.

Strategic Plan Compatibility Statement

8. This resolution is consistent with the school district's goals relative to Student Achievement, MPS — Milwaukee's First Choice of Schools, and High Standards and Accountability.

Statute, MPS Policy or Board Rule Implication Statement

9. The item is consistent with Board policy.

Committee Recommendation

Your Committee recommends that the Board accept funding support for Phase I of the North Division High school Task Force Report as detailed within the Administration's analysis.

* * * * *

(Item 9) Action on Resolution 9899R-069 by Director Sinicki Regarding the Fratney Street School Facility

Background

At its meeting on September 23, 1998, the Board referred the following resolution to the Finance/Personnel Committee:

WHEREAS, Fratney Street School was built in 1903 and has never had an addition built onto it; and

WHEREAS, Fratney is not accessible to physically disabled students, parents, or community members; and

WHEREAS, The cafeteria at Fratney is the size of a regular classroom (736 square feet), but must serve over 300 children daily, leading to complicated logistical problems which detract from focusing student and staff attention on academic achievement; and

WHEREAS, Fratney's tiny office on the second floor, up three flights of stairs from the entrance, diminishes school security and student safety and creates a less welcoming appearance to parents and community members; and

WHEREAS, The library is 1/4 to 1/3 the size that the American Library Association recommends for a school the size of Fratney; and

WHEREAS, Fratney's gym is on the third floor, creating a serious noise problem for the rooms below; and

WHEREAS, Fratney has no music room, art room, or computer lab; and

WHEREAS, The Learning Disabilities teachers, the English as a Second Language teacher, and the Reading Resource teacher must work out of coat rooms; and

WHEREAS, The new program at Fratney was established by the School Board in 1988 at the request of parents, community members, and teachers who live in the Riverwest neighborhood; and

WHEREAS, Academic achievement of Fratney students, even though they are all performing in two languages, continue to improve; and

WHEREAS, The new program at Fratney was the first two-way bilingual program in the State of Wisconsin; and

WHEREAS, Fratney has been run by a school (site-based) council since its inception in 1988 and has responsibly hired two principals, directed the school budget, assisted in hiring teachers (through an MOU between MPS and the MTEA), developed the before- and after-school program, and addressed a variety of curricular issues at the school; and

WHEREAS, There is a continual waiting list to get into the program at Fratney Street School at the kindergarten level; and

WHEREAS, Fratney initiated the Riverwest Community Schools Project with nearby community organizations and nearby schools; and

WHEREAS, Through the Riverwest Community Schools Project, Fratney has developed an innovative before- and after-school enrichment program, recently augmented by being a recipient of one of the Milwaukee Community Learning Centers -- "Collaboration for the 21st Century" federal grants; and

WHEREAS, The staff, parents, and community members of Fratney have demonstrated a capacity to lead innovative changes in regard to two-way bilingualism, banking days, staff-based hiring, school councils, parental involvement, and before- and after-school programming; and

WHEREAS, The New Fratney Committee -- a committee of staff, parents, and community members of Fratney working with the UWM School of Architecture and Urban Planning -- has spent the last three years doing a needs analysis and has involved its constituencies in a planning process for a Fratney Community School building plan; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors commend the parents, staff, and community members of Fratney for the hard work put into developing the plan entitled "Growing Together: Fratney's Building Proposal to Bridge School and Community"; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors recognizes that the current physical facility at Fratney severely limits the academic program at the school and the school's ability to provide a "Lighted School House" program; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to meet with the New Fratney Committee and the School Council of Fratney or its designees in order to collaboratively:

a) review the feasibility of renovation, addition, and/or replacement;

b) finalize the educational specifications, including a listing of all programs and space requirements; and

c) develop possible project scope(s) and budget(s); and be it

FURTHER RESOLVED, That the Administration report back to the Board of School Directors on the above items by its December 1998 meeting with possible options, estimated costs, and recommendations.

Administration's analysis

1. On November 12, 1998, the Superintendent informed the Board that the Administration was moving forward with the development of a new facilities master plan as a part of the strategic plan implementation. This new plan would be aligned with the other elements of the strategic plan and would include the effects of the recent action by the United States Supreme Court relative to the Milwaukee School Choice program.

2. The Board has several options available in order to proceed with the resolution. These include:

   a. Approve of the resolution in concept and direct the Administration to proceed with planning with the community.

   b. Refer the resolution to the Administration for consideration as part of an updated facilities master plan.

   c. Combine a. and b. above by directing the Administration to work with the Fratney community to develop additional information as to costs, strategy to be used, etc. while developing a new facilities master plan.

   d. Place the resolution on file.

Since the Administration is moving forward with the development of a new facilities master plan, it would appear that the most prudent course of action would be option c. As planning progresses, the proposal would then be considered in conjunction with the factors which would be used as part of the development of the facilities master plan. These factors would include future enrollment trends, effect of Choice/Charter programs on the district, potential sources of funds and capital commitments of the Board, the relationship of the request to the District's strategic plan, and priority of this project in relationship to other similar requests received from other schools. This would allow the proposed project to be considered in the context of total District needs and educational directions.

3. The most significant policy issue related to this resolution is the mechanism for bringing capital projects which are not part of a long-range capital plan forward for consideration. This is especially important since the only current source of funding for expansion of capacity programs is through borrowing by the City of Milwaukee. As a result, the development of the capital plan budget has been based on the Facilities Master Plan: 1997 - 2001 document.

The proposal by the Fratney community is the fourth which has been received in the last two years, and while all of the requests are designed to increase learning opportunities for students and provide needed space for existing programs, none identify a source of funds, and none were identified as projects in the current capital plan. The Board must decide if it wishes projects to be included as part of an overall plan which can then be systematically implemented as funds become available, or to have individual school communities bring forward proposals without regard to an overall district plan. Given the limited resources available, the Administration believes that the capital plan should be based on identified projects which are part of the facilities master plan and that new proposals would be added as the master plan is updated, assuming that they were in alignment with the District's strategic plan.

Strategic Plan Compatibility Statement

4. The recommendation is consistent with the goal of aligning planning with the strategic plan and the updating of the current facilities master plan.

Statue, Board Policy or Rule Statement

5. The recommendation is consistent with Policy 5.01(1), which states, "The Board shall have before it at all times a long-range building program to serve as a guide for capital improvements . . .," which will "be reviewed and revised annually or whenever the Board modifies the facility standards . . . ." Since the current facilities master plan is being updated, the proposal should be considered as part of that effort.

Fiscal Impact Statement

6. The capital costs for the proposed Fratney project will be significant. It is difficult to identify a cost at this time without knowing whether the project will include additions and alterations or involve construction of a new school. The report from the community indicates that the proposed project ". . . will definitely cost a couple of million dollars . . ." and suggests that these costs be determined as part of the implementation of the resolution. In addition, it is not possible to calculate the additional operational costs

associated with the proposal, which include personnel, utilities, supplies, and maintenance, until further planning has occurred. No funds are required to complete the planning related to the project and the updating of the facilities master plan.

The Superintendent recommended that the Board direct the Administration to proceed with planning in collaboration with the Fratney community to develop the feasibility of renovating or replacing of the existing facility and that this project be considered for possible inclusion in an updated facilities master plan.

Committee Recommendations

Your Committee recommends that:

1. The Milwaukee Board of School Directors commend the parents, staff, and community members of Fratney for the hard work put into developing the plan entitled "Growing Together: Fratney's Building Proposal to Bridge School and Community";

2. The Milwaukee Board of School Directors recognize that the current physical facility at Fratney severely limits the academic program at the school and the school's ability to provide a "Lighted School House" program;

3. The Milwaukee Board of School Directors direct the Administration to meet with the New Fratney Committee and the School Council of Fratney or its designees in order to collaboratively:

a) review the feasibility of renovation, addition, and/or replacement;

b) finalize the educational specifications, including a listing of all programs and space requirements; and

c) develop possible project scope(s) and budget(s);

4. The Administration report back to the Board of School Directors on the above items by its February 1999 meeting with possible options, estimated costs, and recommendations.

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(Item 10) Report of and Action on the Recommendations of the Special Committee on Available Facilities Regarding the Hi-Mount Proposal for a New 6-8 Middle School

Report from the Special Committee on Available Facilities

1. At the present time, over 1,200 students are transported from the new Hi-Mount attendance area daily. Many parents have indicated to the Hi-Mount Community School Management Council a desire to extend the school through the eighth grade. Parents cite their ability to participate in the management of the school and a desire to have continued access to the high level of technology as two major reasons for this request.

2. During the past two years, the school has developed a partnership with Community Baptist Church. This partnership has resulted in the housing of two kindergarten classes at the church. The congregation and its pastor, Reverend Roy B. Nabors, have committed themselves to the relationship and actively seek to support the improvement of the public schools and Hi-Mount specifically.

In order to further this relationship, the church leadership and congregation have recently made a proposal that would involve the church's acquiring nearby property and constructing a grade 6-8 school facility to house 225 students from Hi-Mount as an extension to the existing school building. This building would be built to MPS specifications. A corporation established by Community Baptist Church will construct the building. A long-term lease/purchase agreement will be negotiated between MPS and the corporation. This proposal includes working with staff from the Division of Facilities and Maintenance Services to evaluate various properties and create a facility meeting all of the needs of MPS.

3. The project promotes meaningful partnerships between organizations in the neighborhood and the school, thus creating community-based schools. This project supports the Board initiative of MPS: Milwaukee's First Choice of Schools.

4. The recommendation is consistent with the practice of fiscal responsibility to make informed decisions about allocations of resources for district programs, functions and operations. No changes are required.

5. The University of Wisconsin-Milwaukee (UWM) has completed a preliminary analysis of the project. This analysis concluded that it would be more economical to acquire the needed property to construct a new facility rather than to renovate an existing structure in the immediate area. Based on a review of this preliminary analysis, the Administration would concur with these findings.

6. Although no program has been developed, the implementation of a middle school program for 225 students would require a facility with approximately 55,000 sq. ft. This figure will need to be refined as the program is developed and may result in a smaller facility. Based on a cost of $75/sq. ft., the facility would cost $4.125 million. It is estimated that the operating costs would be $1.1-1.3 million annually.

7. It is planned that the school would be phased in over a 3-year period, adding a new grade each year. This will require adjustments in staff and budget allocations for each of the three years.

8. Upon approval in concept, the Administration will continue to work with Community Baptist Church, the school, and UWM to determine the actual space needs and budget and construction costs, and to develop an agreement for its use. Recommendations will be brought to the Board for its approval as required.

Committee recommendations

Your Committee recommends that the Board adopt the following recommendations of the Special Committee on Available Facilities:

1. The Board authorize the Administration to work with all parties to finalize space needs and budget and construction costs, to develop an agreement, and to bring it and all appropriate items to the Board for approval.

2. The Board authorize the Administration to allocate an amount not to exceed $2.6 million in the FY 2000 budget to support this project. $1.5 million is to be allocated for building costs, and $1.1 million for operational costs.

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(Item 11) Action on Resolution 9899R-058 by Director Small to Restore Specialty Funding for the Milwaukee School of Languages

Background

At its meeting on July 29, 1998, the Board referred the following Resolution by Director Small to the Finance/Personnel Committee:

WHEREAS, The Board took steps to restore funding for specialty schools during the FY99 Budget Process; and

WHEREAS, Milwaukee School of Languages (MSL) has been operating as a Board approved city-wide specialty school since 1984; and

WHEREAS, The Board approved MSL expansion to 11th grade for the 1998-99 school year; and

WHEREAS, MSL operated during the 1997-98 school year with $205,000 in funding to cover the cost of the specialty program, with no money allocated for the expansion; and

WHEREAS, MSL is being asked to cover the cost of operating a specialty program and the school expansion with $105,000 for the 1998-99 school year; and

WHEREAS, The $105,000 will not cover the cost of textbooks, additional staffing, and other associated expenses; now, therefore, be it

RESOLVED, That the Board direct the Administration to restore the specialty school funding to MSL to the 1997-98 level of $205,000 effective immediately; and be it

FURTHER RESOLVED, That the Administration provide a detailed report of how much money the specialty schools were allocated for the 1998-99 school year versus what the Board directed during the approval of the FY99 budget.

At its August 26, 1998, meeting, the Finance and Personnel Committee held this resolution in committee, pending a report from the Administration on what schools other than MSL lost more than 1% funding in FY99 and the reasons for such losses.

Administration's Analysis

1. The intended effect of the FY99 formulas was to limit lost funding to no more than 1% of FY98 allocations when applied to those funds allocated for regular/general education needs, not to the grand total of school budgets. It excluded non-instructional allocations, employee benefits, and allocations for EEN services. Therefore, the Administration limited its study to the general/regular education portion of school allocations.

2. The model used at the time of the adoption of the FY99 funding formulas compared actual FY98 allocations with what the new formulas' effects would have been in FY98. This created three limitations to the available data:

- First, enrollment changes were not considered in the model, since the model was not comparing two different school years.
- Second, changes in purchasing power (inflation/deflation) were not accounted for since two different years were not being compared.
- Third, the FY98 data could not reflect the FY99 reduction of approximately 1% in all schools' total budgets for the intended teacher contract.

As a result of these limitations, the actual FY98 and FY99 allocations cannot be directly compared without adjustment. The Administration's study required three steps to make the two years' data comparable:

- First, it converted schools' allocation dollars into dollars per pupil. This approach eliminated any effect of per-pupil formulas which was actually due to changes in school size.
- Second, the study estimated and adjusted for the changes in average salaries used in FY98 and FY99 school budgeting. This adjustment eliminated changes in funding which were actually adjustments to keep purchasing power constant. (Since different school levels typically have different mixes of personnel types, and since different types of positions experienced different changes in average salaries, a separate calculation was made for each school level.) The net effects of the purchasing power adjustments were found to be a small decrease in costs for secondary schools — i.e., they could buy the same services in FY99 for less money than in FY98 — and very small increases in costs for elementary and K8 schools, which would have to pay slightly more in FY99 than in FY98 for the same services.
- Third, the comparison excluded the effect of the special reduction in FY99 related to the teacher contract.

3. The results of the study, which are included in detail in an attachment, are summarized below:

- Only four middle schools and two elementary schools had FY99 allocations per pupil which were more than 1% below comparable FY98 allocations per pupil.
- Of the middle schools, only three — Grand Avenue, Milwaukee School of Languages, and Malcolm X Academy — were significantly beyond the 1% loss level. The fourth school,

Andrew Douglas, had excess loss small enough that different methods of rounding in applying the formulas might easily have produced a -1% drop instead of its -1.1%.

Of the three remaining middle schools, most excess losses would not have occurred except for the design of the school-size adjustment. In the middle schools, the school-size adjustment is phased out completely between enrollments of 850 and 900. Schools with growing enrollments in this range are at risk under the present formula, as evidenced by the loss of $116,000 at Grand Avenue and of $63,000 at MSL due to school size.

If the school size formula had not had its unintended effect, the loss of specialty funds, accompanied by a more generous per-pupil formula, would have produced losses at MSL of -1.2%, only $6,600 beyond the intended limit.

At Malcolm X, excess losses were due mainly to a small growth in enrollment, which diluted the per-pupil value of fixed amounts received for specialty and transition funding. A number of other schools may have experienced a similar occurrence, but were not close enough to a 1% loss to have it push them beyond the -1% point.

- Of the two elementary schools losing more than 1% per pupil, Craig lost $32,000 due to enrollment growth under the elementary school-size formula. This formula reduces the amount of the allocation, which also means less funding per pupil, for increases in enrollment between 250 and 400. Fratney's loss was primarily due to a significant drop in the number of bilingual pupils used in the FY99 budget compared to those in the FY98 model. Since bilingual pupils are assigned an extra 10% in basic allocation value, a drop in the bilingual count of 60 pupils meant a drop of $15,000.

  In summary, the losses beyond 1% in four of the six cases are largely attributable to the interaction of changing enrollment and the school-size formulas.

4. Because most excess drops in funding related to the school-size adjustment, the Administration reviewed the school-size adjustment method. A detailed description of the present formulas and their shortcomings is attached. The review concluded that equity and avoidance of steep decreases in funding would be better accomplished by recognizing that there are fixed costs which affect all schools and which do not change as enrollments rise and fall. Such a fixed-cost formula would reflect at least the minimum administrative overhead which each school bears.

Fiscal Impact Statement

5. If MSL had not been affected by the school-size adjustment, it would have experienced a decrease of purchasing power per pupil of -1.2%. The $15,180 it received toward textbooks for enrollment expansion, would have reduced the decrease to -0.7%, within the expected limits. It is fair to say that the root problem for MSL lay in the school-size methodology.

6. The majority of cases of more than a drop of -1% in purchasing power per pupil is attributable to the school-size formulas.

7. Replacing the school-size formulas with fixed-cost allocations, as proposed above, would have zero impact on the district. The effect of such a formula would be to avoid steep drops in funding found in some cases with the present formulas. It may result in some small increases and decreases in individual schools' allocations in FY2000.

The Superintendent recommended that:

1. For FY99, the Board adhere to the school formulas adopted by the Board in April 1998.
2. The Administration monitor MSL's financial position during the year and take steps, including recommending fund transfers, if necessary, to minimize any program difficulties occasioned by the FY99 budget.
3. Comparable steps be taken for the other schools significantly affected by school size allocation changes — Grand Avenue and Craig.

4. For FY2000, the Board amend the school formulas to replace the school-size adjustments with fixed-cost adjustments.

Committee Recommendations

Your Committee recommends that the Board:

1. Direct the Administration to restore specialty school funding in the amount of $100,000 to the Milwaukee School of Languages; and

2. Refer the question of amending school formulas to replace the school-size adjustments with fixed-cost adjustments to the Strategic Planning and Budget Committee.

Your Committee does not recommend adoption of the following, motions to approve having failed on tie votes:

1. That the Board direct the Administration to restore funding of $118,756 to Grand Avenue School and of $16,601 to Craig School; and

2. That the Administration provide a detailed report of how much money the specialty schools were allocated for the 1998-99 school year versus what the Board directed during the approval of the FY99 budget.

* * * * *

(Item 12) Action on Resolution 9899R-006 by Director Todd Regarding the Purchase of Apparel from Responsible Contractors

Background

At its meeting on May 4, 1998, the Board referred the following resolution by Director Todd to the Finance/Personnel Committee.

WHEREAS, It is in the interests of the Milwaukee Public Schools to purchase goods and services from responsible contractors that provide quality products and services at a competitive price; and

WHEREAS, Milwaukee Public Schools does not want to do business with companies that compete by exploiting their workforce; and

WHEREAS, The Milwaukee Public Schools purchases items of apparel, an industry in which many scandals have been uncovered, including producers maintaining sweatshop conditions, such as paying poverty wages, violating workplace regulations, and suppressing worker rights; and

WHEREAS, Such conditions in apparel and other industries threaten the jobs and working conditions of all workers; and

WHEREAS, Sweatshop conditions flourish when the conditions of workers are hidden; and

WHEREAS, Pressure from institutional purchasers such as school districts is one of the most effective ways to combat sweatshop production; now, therefore, be it

RESOLVED, That it is the policy of the Milwaukee Public Schools that it should not purchase or lease, items of apparel produced under sweatshop conditions, and that the following guidelines, criteria and procedures are adopted:

In order to ensure that Milwaukee Public Schools contracts with vendors that have responsible employment practices, the following criteria will be used in contracting for items of apparel:

A. Preference will be given to goods or services produced in the USA.

B. The bidder or vendor shall identify the name and address of each sub-contractor locations, substantially involved in providing goods or services covered by this resolution. Such information will be considered public information, and will be maintained by the Milwaukee Public Schools authority.

The Administration submitted an analysis and recommendations to amend Board policy at the September 1998 meeting of the Finance/Personnel Committee. The Finance and Personnel Committee held this item in committee until October 1998.

Administration's analysis

1. Labor agreements with bargaining units 1616, 150, and 960 provide a uniform allowance which directs employees to purchase their own uniforms. There is no provision in the current labor agreements directing staff to purchase uniforms from certain vendors.

2. School band uniforms are purchased by either the school(s) or parent/community organizations. Each school decides which vendor to purchase uniforms from. Similarly, athletic uniforms are purchased by individual schools.

3. The district currently has a contract with Goldfish Uniforms, Inc., to provide uniforms for the Division of School Safety. Goldfish Uniforms, Inc., is a Certified Historically Underutilized Business (HUB).

4. Any new policy enacted by the School Board will apply to future contracts. Changes in specifications or cancellation of a contract for reasons not covered by that contract could be considered a breach on MPS's part.

5. Should the Board concur, language found in the resolve can be included in future bid documents. The Administration has prepared an addition to Board Administrative Policy 3.09 that addresses the issues identified in the Resolution. The Administration can incorporate this policy in all future bid and contract documents. The Administration will also issue guidelines to schools when purchasing uniforms, ensuring the use of vendors that comply with Board policy.

Statute, Board Policy or Rule Statement

6. The Administration recommends that the following policy statements be added to Policy 3.09, Purchasing and Bidding Requirements.

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.

The Milwaukee Public Schools requires that companies licensing the Milwaukee Public Schools' name or any school's name within the Milwaukee Public School system shall comply with Administrative Policy 3.09.

Fiscal Impact Statement

7. It is projected that the fiscal impact of this resolution would be negligible.

Implementation and Assessment Plan

8. The Administration will maintain the name and address of each vendor and sub-contractor, and will provide the information on demand.

9. The Administration will communicate this information to schools and community organizations.

10. The Administration will include in all bidding and purchasing documents the following requirements:

- Preference in the award of contracts will be given to goods produced in the USA.
- The bidder or vendor shall identify the name and address of each sub-contractor location substantially involved in providing goods or services covered by this resolution. Such information will be considered public information and will be maintained by the Milwaukee Public Schools authority.

Committee Recommendations

1. That the Board approve the following addition to Policy 3.0, Purchasing and Bidding Requirements:

   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.

   The Milwaukee Public Schools requires that companies licensing the Milwaukee Public Schools name or any school's name within the Milwaukee Public School system shall comply with Administrative Policy 3.09.

2. That the Administration report back to the Committee with an analysis of a possible expanded policy proposed by Director Todd at the meeting.

* * * * *

(Item 13) Action on Resolution 9899R-068 by Director Sinicki Regarding the Use of Voice Mail at Central Services

At its regular meeting on September 23, 1998, the Board referred the following resolution by Director Sinicki to the Finance/Personnel Committee:

WHEREAS, The departments and offices in the Central Services Building have voice-mail; and

WHEREAS, Voice-mail can be extremely useful to members of the public after office hours, allowing them to leave messages when the office is closed; and

WHEREAS, Members of the public expect to talk to a live human being when they call during regular office hours; and

WHEREAS, There are sufficient staff in each department of the Central Services Building to answer phone calls from the public; and

WHEREAS, Call forwarding is available for use in those few cases where small offices may be temporarily understaffed; and

WHEREAS, Staff members could utilize voice-mail when they are physically present in their offices to avoid responding to requests from members of the public, thus creating considerable ill-will and frustration; now, therefore, be it

RESOLVED, That the use of voice-mail be prohibited in the Central Services Building and other MPS administrative sites during regular office hours.

Administration's analysis

1. Presently, there are seven hundred ninety-eight (798) telephones in Central Services' offices. Voice mail is activated on three hundred eighty-five (385) telephones, or forty-eight percent (48%). The number of telephones does not equate to the number of staff, as many offices use telephone banks, a general office telephone, and/or automatic telephone distribution systems.

2. Some of the advantages and disadvantages of voice mail follow:

   Advantages

   o provides message center for Central Services staff who spend much of the day at school sites and in meetings

- provides an opportunity for callers to leave information that does not require a call-back
- provides an opportunity to investigate solution to request or problem before returning call
- provides capability to leave message after working hours and on non-working days
- provides ability to access messages at any time, from any location
- improves office productivity, as fax machines, E-mail, and pagers do
- provides a means for non-English speaking callers to leave messages and be responded to by staff member fluent in their languages

Disadvantages

- calls that could be addressed by other available staff are not attended to immediately
- gives a non-personal impression of the Central Services
- can be poorly configured, creating caller frustration
- the possibility of screening calls exists

3. The Administration recognizes that people are the key ingredient to providing exceptional customer service. The Superintendent has directed a Customer Service Team to develop strategies to improve the quality of service provided at Central Services. A training program is being developed with a key component being proper telephone use.

4. A new telephone system will be installed at Central Services as part of the Technology Strategic Plan. As part of the installation, a thorough review of how telephones are used and how the voice-mail system is configured in each office will be completed. This review will ensure a more effective and efficient telephone system for the Central Services building.

5. A Parent Information Help Desk and a Call Tracking System are currently being installed in the Department of Parent and Student Services and the Office of Board Governance's Parent Information Center. Both systems will enable staff to respond to parent inquiries more efficiently and ensure that parent complaints are handled promptly. The Administration believes these systems will significantly reduce the volume of voice-mail received. Both projects are scheduled for full implementation in January 1999.

Strategic Plan Compatibility Statement

6. The actions proposed by the Administration support the Strategic Plan: Goal 1.12 — "create systems and programs that improve the participation of parents and community members in student achievement, with an emphasis on providing quality and effective service to parents"; and the Board's Goal 2, MPS- Milwaukee's First Choice of Schools. Improved communication with parents and schools will enhance the image of MPS.

Statute, Board Policy or Rule Statement

7. No Board policy or rule is affected.

Fiscal Impact Statement

8. The new telephone system will be paid for out of projected E-rate funds. Staff training costs for the new system will be provided through department budgets.

Committee Recommendations

Your Committee recommends that the Board direct the Administration to:

1. Report back to the Committee in December 1998 with more effective guidelines for customer service to be followed and provisions for staff training.

2. Report back in March 1999 on the efforts of the Customer Service Team to enhance customer service at Central Services, including information regarding the installation of the new telephone system and its use.

* * * * *

(Item 14) Report on the Award of Multi-Year Contracts to Partnership Schools (Follow-up to Resolution 9899R-026 by Director Small)

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

Background

At its meeting on May 27, 1998, the Board referred the following resolution by Director Small to the Finance/Personnel Committee:

WHEREAS, Dropout prevention and lowering the dropout rate for MPS high school students is a major board goal; and

WHEREAS, The MPS annual census identifies an average of 13,000 MPS pupils at risk of dropping out of school; and

WHEREAS, Since 1984, MPS has contracted with private non-profit, non-sectarian community-based organizations to provide special alternative programs for youth at risk of dropping out; and

WHEREAS, MPS's reliance on contracted or partnership schools to serve at-risk students had grown from an investment of $1,665,944 in contracts in 1992 to $10,012,038 in 1998; and

WHEREAS, Many of these programs have been recognized as highly effective by the Wisconsin Legislative Audit Bureau and in annual quantitative and qualitative evaluations conducted by the MPS Division of Small Community Schools; and

WHEREAS, The City has offered these partnership schools the prospect of a five-year contract as charter schools; and

WHEREAS, A change to City charter school status would reduce access to effective educational programs for MPS students at risk of school failure; now, therefore, be it

RESOLVED, That the Administration be authorized to offer a five-year contract to partnership schools with a ten-year proven history of success with the Milwaukee Public Schools in serving youth at risk of dropping out of school; and be it

FURTHER RESOLVED, That the Administration be authorized to offer a three-year contract to partnership schools with a five-year proven history of success with the Milwaukee Public Schools in serving youth at risk of dropping out of school; and be it

FURTHER RESOLVED, That the Administration be authorized to offer a one-year contract to new partnership schools; and be it

FURTHER RESOLVED, That any and all Board and Administrative Policies and Procedures regarding the awarding and the length of contracts be suspended in order to allow the implementation of the provisions of this resolution.

At its June 24, 1998, meeting, the Board adopted the four resolves of the resolution and added a fifth resolve, that the Administration report at the August committee meeting how it made a determination based on each school's history and evaluation.

In August 1998, the Administration requested additional time to develop the report.

Administration's Report

1. To determine the history of success for the schools eligible for multi-year contracts, the Administration drew on the definition of success used in the Children At Risk legislation. Under the

provisions of Wisconsin Statute 118.153, school districts successfully educating children at risk receive additional state funds if they meet three of the predetermined criteria.

2. The performance measures listed in the current MPS/Partnership School contract are based on the State Children At Risk legislation. Unless otherwise negotiated and agreed to by the parties in writing, the partnership school shall establish to the satisfaction of MPS on an annual basis that it has shown sufficient progress in meeting the following performance standards:

1. The average daily attendance rate of pupils in the partnership school will be at least 70%.
2. At least 70% of students will have remained in school.
3. At least 70% of the participating high school seniors will have received a school diploma.
4. 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.
5. At least 70% of the eligible students in grades 1-8 will have received a passing grade in at least four of the core academic courses of English, mathematics, reading, science, and social studies.
6. 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.

3. These performance measures were used to determine if a partnership school qualified for a multi-year contract. Schools with a ten-year history who have met an average of three or more of the performance measures based on five years of data (1992-93 through 1996-97) meet the MPS eligibility criteria for a multi-year contract. MPS does not have performance data for the schools prior to 1992-93.

Schools with at least a five-year history who have met an average of three or more of the performance measures based on five years of data (1992-93 through 1996-97) meet the MPS eligibility criteria for a multi-year contract.

4. The following nine partnership schools have been in operation for ten years or more:

Aurora Weier Education Center
Career Youth Development
Cornerstone Achievement Academy
Learning Enterprise of Wisconsin
Milwaukee Spectrum
Seeds of Health — Grand Alternative High School
Shalom High School
Silver Spring Neighborhood Center
United Community Center

The following schools with a ten-year history met an average of three or more of the performance measures from 1992-93 through 1996-97 school years and were determined to be eligible for a multi-year contract:

PARTNERSHIP SCHOOL	AVG BENCHMARKS MET
Seeds of Health- Grandview High School	3
Shalom High School	3
United Community Center	4

5. The following partnership schools have been in operation for at least five years, but less than ten years:

Assata
Council for the Spanish Speaking — Loyola Academy
Northwest Opportunity Vocational Academy (NOVA)

The following schools with at least a five-year history met an average of three or more of the performance measures from 1992-93 through 1996-97 school years and were determined to be eligible for a multi-year contract:

PARTNERSHIP SCHOOL	AVG BENCHMARKS MET
Council for the Spanish Speaking - Loyola	4
Northwest Opportunity Vocational Academy (NOVA)	5

6. The Administration expects to begin the process of negotiating multi-year contracts with partnership schools meeting the criteria for the 1999-2000 school year.

The Administration INTENDS to include the following conditions in the multi-year contracts: MPS can recommend termination of a multi-year contract to the Board before the expiration of the contract terms as a result of poor program performance, the unavailability of sufficient funds, violation of the contract provisions, or a change in the needs of MPS for the service being purchased.

The per-pupil price for partnership school contracts for the 1998-99 school year is $6,214. This amount is based on 80% of the Comparative Annual Financial Report (CAFR) per-pupil cost. Because the CAFR is determined in December of each year, it is not possible to determine the 1999-2000 partnership school contract per-pupil rate or future rates at this time. However, based on the history of the last several years, we anticipate the estimated increase for 1999-2000 to be around three percent. Therefore, the estimated per-pupil rate would be about $6,400.

The Administration will include in the multi-year contracts language stating that partnership schools accepting multi-year contracts will be prohibited from entering into charter school contracts with organizations other than MPS.

* * * * *

(Item 15) Report on the District's Weapons Policy Related to Banning Laser Pointers

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

Administration’s Report

1. The Federal Drug Administration has issued a warning regarding the possibility of eye damage from hand-held laser pointers. The light energy that laser pointers can aim into the eye can be more damaging than staring directly into the sun if there is a prolonged stare (three seconds or more) into the laser pointer and the person overcomes the eye-blink reflex.

2. Laser pointers have been used to harass and threaten others.

3. There is evidence that laser pointers are being used in our schools, community. and surrounding school districts.

4. The district currently has a student code of conduct that bans the possession of inappropriate personal property. The code states that:

> "Possession of personal property prohibited by school rules and otherwise disruptive to the teaching and learning of others such as food, beverages, and electronic equipment." The disciplinary action levels are from a 1, intervention, to a 2, suspension. (Parent/Student Handbook on Rights, Responsibilities, and Discipline, 1998-1999)

The student discipline code also has a provision that relates to the safety of others:

> Engaging in other similar acts that endanger the physical safety, or mental or emotional well-being of others. The disciplinary action level is a 4, expulsion recommendation. (Parent/Student Handbook on Rights, Responsibilities, and Discipline, 1998-1999)

5. The Administration is classifying laser pointers as inappropriate personal property prohibited by school rules. Disciplinary action level regarding students with laser pointers:

Infraction	Action Level	Action
First-Time Possession	1	Intervention/Prevention
Repeat Possession	2-3	Suspension or referral to the Division of Parent/Student Services
Use of laser pointers which endangers the safety of others	4	Expulsion Recommendation

6. Implementation:

- The Administration will inform the school community regarding the banning and use of laser pointers by students on school property, to and from school, or at any Milwaukee Public Schools' activity.
- Individual schools will inform their students that the possession of laser pointers is a violation of school rules and document the notification.
- The banning of laser pointers by students will be publicized in various media.
- The banning of laser pointers will go into effect December 1, 1998, after notification to the school community is completed.

* * * * *

(Item 16) Action on Recommended Administrative Appointments and Promotions

Committee Recommendation

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

2(r)	Vivian Beckley	Assistant Principal Sholes Middle School	Schedule III, Range 11Z $56,534
2(r)	Shiron Posley	Assistant Principal Grantosa Elem School	Schedule III, Range 10Z $52,052
4(r)	Antonia Rodriguez-Lopez	ESL/Foreign Language Curriculum Specialist, Division of Bilingual Multi-cultural Education	Schedule III, Range 11A $66,341
5(r)	James Bloom	Research Coordinator, Accountability, Office of Research & Assessment	Schedule III, Range 10A $64,562
5(r)	Anita Liebl	Data Systems Supervisor, Dept of Tech Services	Schedule III, Range 7A $58,514
5(r)	Kent Wayson	Data Systems Supervisor, Dept of Tech Services	Schedule III, Range 7A $50,197
5(nr)	Deborah L. Lindsey*	Performance Auditor III, Audit Services	Schedule III, Range 6A $56,450

5(r)	Michael Brennan	Supervisor, Electronic Repair Div of Fac & Maint Svcs	Schedule III, Range 5A $51,745
4(r)	Rae Ellen Sena	School Psychologist Division of Special Services	Schedule 05, Grade 1C $54,534 (Revised)

*Exempt appointment, contingent upon criminal background check.

* * * * *

Separate consideration having been requested of Items 2, 5, 6, 8 and 11, on the motion of Director Thompson the balance of the report was adopted, the vote being as follows:

Ayes—Directors Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President pro Tem Braun—8.

Noes—None.

With respect to Item 2, a sole source purchase, Director Thompson moved to approve the purchase.

The motion prevailed, the vote being as follows:

Ayes—Directors Gardner, Hardin, Sinicki, Thompson and President pro Tem Braun—5.

Noes—Directors O'Neil, Small and Todd—3.

With respect to Item 5, resolutions regarding the teachers' supplemental retirement plan, Director Sinicki moved that the Board authorize the Superintendent to negotiate with the MTEA with regard to a possible amendment to modify contract provisions related to the teachers supplemental retirement plan.

The motion prevailed, the vote being as follows

Ayes—Directors Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President pro Tem Braun—8.

Noes—None.

With respect to Item 6, a resolution regarding an actuarial review of the teachers' supplemental retirement plan, Director Gardner moved to adopt the resolution.

The motion failed of adoption on a tie vote:

Ayes—Directors Gardner, Sinicki, Thompson and President pro Tem Braun—4.

Noes—Directors Hardin, O'Neil, Small and Todd—4.

With respect to Item 8, a resolution regarding funding for Phase I of the North Division Plan, Director Hardin moved to adopt the report.

Director Sinicki moved to amend to provide that a report come back to the Board in December 1999 with attendance rates, grade point average, dropout rate and retention rates for North Division.

The amendment was adopted by consensus.

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

Ayes—Directors Gardner, Hardin, O'Neil, Thompson and President pro Tem Braun—5.

Noes—Directors Sinicki, Small and Todd—3.

With respect to Item 11, a resolution to restore special funding to the Milwaukee School of Languages, Director Gardner moved:

1. to allocate funds to all schools whose budgets were reduced by more than 1% as a result of the newly applied school size formula; and

2. that the administration report back by January 31, 1999, to the Finance/Personnel Committee about the average cost per classroom to expand classrooms and student enrollments in MPS schools and to the Strategic Planning and Budget Committee on amending school formulas to replace the school size adjustments with fixed cost adjustments.

Separate consideration of the two parts of the motion was requested.

The question being on allocation of funds, the motion prevailed, the vote being as follows:

Ayes—Directors Gardner, Hardin, O'Neil, Sinicki, Thompson and President pro Tem Braun—6.

Noes—Directors Small and Todd—2.

The question being on the reports, the motion prevailed, the vote being as follows:

Ayes—Directors Gardner, O'Neil, Sinicki, Small, Thompson and President pro tem Braun—6.

Noes—None.

Temporarily absent—Directors Hardin and Todd—2.

* * * * *

REPORTS OF SPECIAL COMMITTEES

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

Director Sinicki moved to accept the reports of the Independent Hearing Panel of October 23, 11:00 AM; October 27, 9:00 AM and 2:00 PM; October 28, 9:00 AM; November 2, 10:00 AM and 2:30 PM; November 3, 9:30 AM and 2:00 PM; November 4, 2:00 PM; November 5, 9:00 AM, 10:30 AM and 2:00 PM; November 6, 9:00 AM and 2:00 PM; November 9, 11:30 AM; November 10, 10:00 AM and 2:30 PM; November 13, 9:00 AM; November 16, 2:00 PM; and November 18, 1998, 9:00 AM and 2:00 PM.

Director Hardin moved that the Board retire to executive session to review the reports, under the provisions of Wisconsin Statutes, Section 19.85 (f).

The motion prevailed, the vote being as follows:

Ayes—Directors Gardner, Hardin, O'Neil, Small and Thompson—5.

Noes—Director Todd and President pro Tem Braun—2.

Temporarily absent—Director Sinicki—1.

The Board retired to executive session at 8:21 PM.

The Board reconvened in open session at 8:48 PM.

The question being on acceptance of the reports, they were accepted, the vote being as follows:

Ayes—Directors O'Neil, Sinicki, Small and President pro Tem Braun—4.

Noes—Directors Hardin, Thompson and Todd—3.

Voting "present"—Director Gardner—1.

* * * * *

The Board postponed consideration of unfinished business to the end of the meeting.

RESOLUTIONS

Resolution 9899R-095

By Director Small:

WHEREAS, The Board has approved a new vision, mission, initiatives, and strategies as part of the Strategic Plan; and

WHEREAS, The Superintendent has notified the Board that he will be developing a new facilities master plan as one of the key elements of the Strategic Plan; and

WHEREAS, The Supreme Court has recently refused to hear an appeal relative to the Parental School Choice program; and

WHEREAS, Uncertainties now exist as to future enrollments due to the School Choice program and other factors; and

WHEREAS, The Special Committee on Available Facilities is reviewing a number of proposals relative to use of additional non-public school facilities; and

WHEREAS, New school facilities at Pleasant View and in conjunction with the Boys and Girls Club are scheduled to open in September 1999 and September 2000, respectively; and

WHEREAS, Various schools continue to request remodeling and renovation of their facilities to create more classroom space by using their school funds or district funds; and

WHEREAS, Given the uncertain conditions, it would appear to be most prudent to discontinue these types of changes while the new facilities master plan is being developed, therefore be it

RESOLVED, That the Special Committee on Available Facilities recess its activities until a new facilities master plan can be developed; and be it

FURTHER RESOLVED, That the Administration establish a broadly based facilities advisory committee similar to the Technology Advisory Committee to review all requests from schools for facilities changes; and be it

FURTHER RESOLVED, That all matters currently before the Board and the Special Committee on Available Facilities concerning new and renovated space be referred to the Administration for consideration as part of the new facilities master plan.

Referred to the Finance/Personnel Committee

Resolution 9899R-096

By Directors Hardin and Todd:

WHEREAS, Milwaukee Public Schools will create 11 Community Learning Centers (CLCs) in city schools to provide MPS children with after-school educational support and enrichment services; and

WHEREAS, The goal of these new CLCs is to address educational deficits of MPS children; and

WHEREAS, Services will be available to all children, from pre-kindergarten through grade 12, and their families; and

WHEREAS, The CLCs will assist students who are at risk of academic failure and will provide a safe environment for social and recreation activities; and

WHEREAS, The rapid expansion of this project requires the ability to provide consistency and excellence for CLC educational enrichment programs; and

WHEREAS, Millions of dollars will be allocated for these programs; and

WHEREAS, The Board has oversight responsibility for the staffing and funding of these centers; now, therefore, be it

RESOLVED, That the Administration bring a report to the Board on the status of the implementation of Community Learning Centers which is to include funding sources, fund-raising activities of each CLC site, and the guidelines and procedures for contracting and staffing these sites; and be it

FURTHER RESOLVED, That the Safe and Sound board, which oversees the activities of the CLCs, report directly to a citizen advocacy board that represents children who are allegedly served by the

Safe and Sound program, this advocacy board to be appointed by the MPS Board of school Directors and to meet monthly; and be it

FURTHER RESOLVED, That the Administration bring this report back to the Board for possible action no later than January 1999.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-097

By Director Hardin:

WHEREAS, On May 4, 1979, the United States District Court for the Eastern District of Wisconsin ordered desegregation of faculty as part of the remedy for constitutional violations; and

WHEREAS, Since this court order, the contract between the Milwaukee Board of School Directors (Board) and the Milwaukee Teachers Education Association (MTEA) has included language which references the original court order; and

WHEREAS, The Court's order expired on July 1, 1984, with the district being "permanently enjoined from discriminating upon the basis of race in the operation of the public schools of the City of Milwaukee"; and

WHEREAS, The original language in the contract regarding this court order, which requires school staffing within plus or minus five percentage points of the percentage of African American faculty in the district, continues to be included in each negotiated agreement with the MTEA; and

WHEREAS, The Board recognizes that there is a critical need for quality teachers at all schools; and

WHEREAS, The continuation of the staffing goal has had a severe limiting effect upon school staffing, upon the programs between MPS and local colleges and universities, and upon the implementation of alternative teacher certification programs; and

WHEREAS, Milwaukee Public Schools has developed a program of alternative certification to address this critical need, particularly of African American teachers; and

WHEREAS, A number of African-American teachers have successfully completed these alternative certification programs at the middle school level and have not been allowed to remain in the schools where they have completed their certification requirements due to of this staffing goal; and

WHEREAS, The schools count FTE teachers, social workers, and speech pathologists in their faculty calculations; now, therefore be it

RESOLVED, That the Administration dialogue regarding the issue with the MTEA; and be it

FURTHER RESOLVED, That the Administration do extensive research and analysis on maintaining a required minimum number of African American certificated staff, with no maximum on the number of African American certificated staff; and be it

FURTHER RESOLVED, That the Administration come back to the Finance / Personnel Committee in January 1999 with recommended Board action regarding these matters; and be it

FURTHER RESOLVED, That the Board is committed to having diverse staff at each school because of the educational benefits for all students in having diverse staff

Referred to the Finance/Personnel Committee.

Resolution 9899R-098

By Directors Hardin and Todd:

WHEREAS, On March 2, 1993, the Board of School Directors took action to establish the Office of Board Governance; and

WHEREAS, Audit Services was established as part of the Office of Board Governance to assist the Board of School Directors with their responsibility to provide the public assurances that programs and operations funded with public resources are operating effectively, efficiently and economically; and

WHEREAS, The Board, on August 26, 1998, adopted an annual audit plan to provide for a cyclical independent and objective evaluation of each individual district school relative to school performance and compliance with district financial, administrative and performance policies and criteria; and

WHEREAS, The majority of conditions noted in the audits may be the results of systematic processes and procedures; and

WHEREAS, The Board, in order to make policy and budget decisions, needs specific information about Central Service programs and operations; and

WHEREAS, Measuring the effectiveness of Central Service programs and operations requires that Central Service functions establish performance measures for assessment purposes; therefore, be it

RESOLVED, That the Superintendent prepare and bring back to the Accountability/Audit Committee in February 1999 a report that specifically explains the responsibilities of each Central Service staff, program, and operation and reports the relationship between inputs (i.e., staffing levels, salaries, and other costs) and outputs (i.e., program performance and/or services provided), along with recommended Board actions; and be it

FURTHER RESOLVED, That the Superintendent be directed to establish performance measures for all Central Service staff, programs, and operations; and be it

FURTHER RESOLVED, That the Superintendent, as part of the budget process, report on performance of staff, the program, and its operation; and be it

FURTHER RESOLVED, That Audit Services be directed to revise the district's audit plan to provide for the periodic audit of Central Service programs and operations to determine whether they are operating effectively, efficiently, and economically.

Referred to the Accountability/Audit Committee.

Resolution 9899R-099

By Director Hardin:

WHEREAS, According to the October 1998 Special Education Enrollment Report, there are over 15,400 MPS students currently receiving Special Education services; and

WHEREAS, All MPS schools offer Special Education programs; and

WHEREAS, There are currently 11 disability areas serviced by MPS Special Education staff; and

WHEREAS, Not every MPS school has Special Education programs for all 11 disability areas; and

WHEREAS, There currently exist vacancies for teachers in the Special Education areas; now, therefore, be it

RESOLVED, That, in February 1999, the Division of Special Services submit to the Board an analysis of MPS Special Education programs; and be it

FURTHER RESOLVED, That this analysis include a listing of the Special Education funds and the number and type of Special Education programs, staffing positions, and classes at each MPS school, along with appropriate recommendations for Board action; and be it

FURTHER RESOLVED, That this analysis also include any current Special Education staffing vacancies for each MPS school; and what actions have been taken to fill those vacancies.

Referred to the Finance/Personnel Committee.

UNFINISHED BUSINESS

Director Small moved that, as a result of the Board's action on Item 5 of the Report of the Finance/Personnel Committee, the Board retire to executive session, under the provisions of Wisconsin Statutes, Section 19.85 (1) (e), to consider negotiations strategy with respect to a possible agreement to modify the contract provisions related to the teachers supplemental retirement plan and other matters.

The motion prevailed, the vote being as follows:

Ayes—Directors Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President pro Tem Braun—7.

Noes—Director Todd—1.

The Board retired to executive session at 8:57 PM.

The Board adjourned from executive session at 9:26 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 9, 1998

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

Present—Directors Gardner, Sinicki, Small, Thompson and President pro Tem Braun—5.

Absent and excused—Directors Hardin, O'Neil, Todd and President Fisher—4.

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

December 3, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 5:30 PM on Wednesday, December 9, 1998, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of receiving and discussing the district's 1997-98 Accountability Report to the Community.

The report includes student achievement results highlighting the district's progress and challenges, an overview of MPS' goals and initiatives, a demographic profile of the school system and examples of outstanding schools, students and staff.

SUZANNE M. LUNDIN
Board Clerk

The Superintendent presented the district's *1997-98 Accountability Report to the Community*.

The Board adjourned at 6:20 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 10, 1998

Special meeting of the Board of School Directors called to order by President pro Tem O'Neil at 6:15 PM.

Present—Directors Braun, Gardner, Hardin, Small, Todd and President pro Tem O'Neil—6.

Absent and excused—Directors Sinicki, Thompson and President Fisher—3.

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

December 3, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 6:00 PM, Thursday, December 10, 1998, in Committee Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving hearing, deliberating and taking action in the matter of an appeal of disciplinary action under Part IV, Section N(1)(e)(2) of the contract between the Board of School Directors and the Milwaukee Teachers' Education Association-Teachers.

The hearing will be held in public or private at the request of the appellant, under the provisions of Section 19.85 (1) (b), Wisconsin Statutes.

The Board may retire to executive session to deliberate the matter and reconvene in open session to take action on matters considered in executive session under the provisions of Section 19.85 (1) (a), Wisconsin Statutes.

SUZANNE M. LUNDIN
Board Clerk

The appellant having requested a private hearing, Director Todd moved to close the hearing under the provisions of Section 19.85 (1) (b), Wisconsin Statutes.

The motion prevailed, the vote being as follows:

Ayes— Directors Braun, Gardner, Hardin, Small, Todd and President pro Tem O'Neil—6.

Noes—None.

The hearing was closed at 6:18 PM.

Director Braun left at 6:30 PM.

The hearing recessed from 7:02 to 7:19 PM and from 7:50 to 8:02 PM.

The hearing concluded at 9:46 PM.

Director Small moved that the Board retire to executive session to deliberate the matter, under the provisions of Section 19.85 (1) (a), Wisconsin Statutes.

The motion prevailed, the vote being as follows:

Ayes— Directors Gardner, Hardin, Small, Todd and President pro Tem O'Neil—5.

Noes—None.

The Board retired to executive session at 9:47 PM.

The Board reconvened in open session at 11:25 PM.

Director Todd moved that the Board sustain the Superintendent's decision to terminate Mark Holland based on off-duty misconduct: criminal behavior.

The motion prevailed, the vote being as follows:

Ayes— Directors Small, Todd and President pro Tem O'Neil—3.

Noes—Directors Gardner and Hardin—2.

The Board adjourned at 11:29 PM.

ROBERT J. LAWRENCE
Assistant Director

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 16, 1998

Special meeting of the Board of School Directors called to order by President pro Tem Braun at 6:06 PM.

Present—Directors Hardin, O'Neil, Sinicki, Thompson and President pro Tem Braun—5.

Absent and excused—Directors Gardner, Small, Todd and President Fisher—4.

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

December 10, 1998

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 6:00 PM on Wednesday, December 16, 1998, 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: Milwaukee Teachers' Education Association-Teachers and Substitute Teachers, the Administrators and Supervisors Council, and the Psychologists Association in the Milwaukee Public Schools.

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 Thompson moved that the Board retire to executive session for the purpose of formulating strategies concerning collective bargaining negotiations matters, pursuant to Wisconsin Statutes Section 19.85 (1) (e).

The motion prevailed, the vote being as follows:

Ayes—Directors Hardin, O'Neil, Sinicki, Thompson and President pro Tem Braun—5.

Noes—None.

The Board retired to executive session at 6:07 PM.

The Board adjourned from executive session at 6:25 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 16, 1998

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

Present—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Absent—None.

Director Hardin introduced Miss Vanetta Haskins, who gave a vocal presentation in honor of President Fisher's return after his recent illness, and in honor of Director Sinicki.

The Board observed a moment of silence for two Milwaukee Public Schools students who had died during the previous month: James Garcia, a student at Hamilton High School, who had been killed in an automobile accident; and Pauline Thomas, a student at Madison University High School, who had been shot to death.

AWARDS AND RECOGNITIONS

Director and State Representative-Elect Christine Sinicki

Students from Burdick Elementary School, directed by Ms. Priscilla Nokovich presented musical selections in honor of Director Sinicki.

Ms. Sallie Brown, principal of the Wisconsin Conservatory of Lifelong Learning, presented Director Sinicki with an engraved shovel used during the school's groundbreaking ceremony.

Ms. Roxanne Starks, President of the Milwaukee City council of PTA/PTSOs, presented Direcvtor Sinicki with a resolution commemorating her service to the PTA and the Board.

On behalf of the district, Superintendent Brown presented Director Sinicki with student artwork from Tippecanoe Elementary School and a T-shirt from Dover elementary School.

Following the presentation of the awards, there was a musical presentation by the Riley Elementary School Chorus, directed by Ms. Eileen Hamilton, and the Pom Pom group, directed by Ms. Rose Martin and Ms. Claudia Ledesma.

President Fisher presented the following resolution on behalf of the Board:

WHEREAS, Director Christine Sinicki was first elected to the Board of School Directors in April 1991 and was reelected in April 1995; and

WHEREAS, Director Sinicki was elected a Representative to the State Assembly this past November; and

WHEREAS, Director Sinicki, in addition to her varied Committee memberships, served as Chair of the Finance and Facilities Committee, the Personnel and Negotiations Committee, the Innovation/School Reform Committee, and Co-Chair of the Strategic Planning and Budget Committee; and

WHEREAS, Director Sinicki is a product of the Milwaukee Public Schools, having attended Trowbridge Elementary School and Fritsche Middle School and graduated from Bay View High School; and

WHEREAS, Director Sinicki's two children also have attended MPS schools and are currently enrolled at the Milwaukee Conservatory of Lifelong Learning; and

WHEREAS, Director Sinicki was instrumental in helping establish, develop and find a site for the Milwaukee Conservatory of Lifelong Learning, the only K-12 program in MPS; and

WHEREAS, Director Sinicki as a Board member has served as a strong advocate for parental empowerment and involvement, being involved in the PTA/PTSA long before her election to the Board; and

WHEREAS, Director Sinicki has supported many causes during her term on the Board, including higher graduation standards, accountability, innovative school programs, upgrading media centers, improving handicapped parent accessibility to buildings, upgrading antiquated facilities, job sharing and the expansion of early childhood education, health screening and nursing services for children; and

WHEREAS, Director Sinicki has worked to reduce the adverse effects of W2 on MPS students and parents, and has been a strong advocate for public education and quality teachers, and has supported keeping public funds for public schools; now, therefore, be it

RESOLVED, That the Board of School Directors extend its sincere appreciation to Director Sinicki for her years of dedicated service to the Milwaukee Public Schools; and be it

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

FURTHER RESOLVED, That the Board instruct the Board Clerk to have an engrossed copy of this document suitably signed and sealed, prepared and delivered to Director Christine Sinicki in tribute to her record of dedicated public service to the citizens of Milwaukee and the boys and girls in the public schools.

The resolution was adopted by acclamation.

Dr. Lundin presented Director Sinicki with an engraved vase on behalf of the Board and the Office of Board Governance.

Following comments by Director Sinicki and other Board members, President Fisher wished Director Sinicki success in her new position as State Representative.

* * * * *

Other Awards and Recognitions

Congratulations are extended to the following in recognition of their achievements and/or awards:

Five Milwaukee Public Schools students have earned the rank of Eagle Scout, the highest in Boy Scouts of America. All are members of Troop 472 of the Milwaukee County Council. An award ceremony is scheduled for January 28, 1999, at Harold S. Vincent High School. These students are:

Charles Curtis, Marshall High School

Andrew Durch, Rufus King High School

Byron Fisher, Vincent High School

Calvin Fisher, Vincent High School

Christopher Uitz, Vincent High School

Sara Herrider, Riverside University High School, placed third in the 1998-99 Student Art Awards. The awards are co-sponsored by the Wisconsin Association of School Boards and the Wisconsin Art Education Association. Sara will receive a $200 savings bond. Her artwork will be displayed at the WASB-WASDA-WASBO State Education Convention on January 20-21, 1999, at the Midwest Express Center.

LaRae Norwood, a 17-year-old junior at Marshall High School, received special honor from the Milwaukee Brewers Baseball Club. LaRae's original design was selected as the 1998 Milwaukee Brewers Holiday Greeting Card and unveiled at a news conference on Monday, December 7, at Milwaukee County Stadium. LaRae's winning design features a snowman wearing a Milwaukee Brewers baseball cap and scarf in the foreground, with footsteps leading to a snow-covered County Stadium. More than 5,000 of the Milwaukee Brewers cards will be mailed during the holiday season. As the winning artist, LaRae receives a Brewers VIP package of prizes.

Marshall High School students, with the guidance of their teacher John Holmes, have formed a promotional partnership with Racine's S.C. Johnson & Son, Inc., Target stores in southeastern Wisconsin, and the Keep America Beautiful program to launch a national educational program on eco-efficiency shopping. The students' program includes an "environmentally hip" video titled "Get a Grip." The video was written, produced, and performed by students in Marshall's video class called Eagle Wing Productions. Mr. Holmes recently received a letter from State Senator Russell Feingold commending the class for their excellent work.

Vincent High School is listed No. 14 among the nation's boys basketball teams in "Street & Smith's College Basketball" yearbook.

Dr. Martin Luther King, Jr. Elementary School unveiled a giant portrait of the late Dr. Martin Luther King, Jr., at a ceremony in November 1998. The portrait is located on the west wall of the school. The outer walls of the school also display bright panels of African kente-design to complete the mural. The mural, which was commissioned by Wisconsin Gas, was designed by Reynaldo Hernandez, a local artist who has done other murals throughout the city. Wisconsin Gas has been a corporate partner of the Dr. Martin Luther King, Jr. Elementary School for the past seven years.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings for October and November 1998 were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Recommendation to Ratify a Contract with the MTEA — Accountants/Bookkeepers

TO THE BOARD OF SCHOOL DIRECTORS:

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

MTEA (Accountants/Bookkeepers)
Three-year contract (January 1, 1997, through December 31, 1999)

It is the recommendation of the Superintendent that the Board approve and adopt the above contract with the amendments as indicated on the attached summary documents.

Sincerely,

ALAN S. BROWN, Ed.D.
Superintendent of Schools

SETTLEMENT HIGHLIGHTS
CONTRACT BETWEEN THE MILWAUKEE BOARD OF SCHOOL DIRECTORS
AND
THE MILWAUKEE TEACHERS' EDUCATION ASSOCIATION
(ACCOUNTANTS/BOOKKEEPERS)

JANUARY 1, 1997, THROUGH DECEMBER 31, 1999

1. Three (3)-year contract (January 1, 1997, through December 31, 1999).
2. Medical Prescription Co-Payment:

   $4 for up to a 30-day supply per prescription (HMO)

   $5 for up to a 90-day supply per prescription (PPO/Indemnity Health Insurance Plan Mail Order)
3. New language regarding school budget responsibilities.
4. Salaries: Effective 1/01/97 — 3.0%

   Effective 1/01/98 — 3.0%

   Effective 1/01/99 — 3.0%

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

* * * * *

Director Small moved to approve and adopt the contract.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

Temporarily absent—Director Sinicki—1.

Director Small moved to suspend Board Rules 1.07, 2.06 and 2.10 to allow for brief public hearing on and consideration of the five items of business contained in Superintendent's communication B.

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

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

Temporarily absent—Director Sinicki—1.

(Item B) Action on Items of Business for December

(Item 1) Action on a Recommendation for Grade-Level Change from K-5 to K-8 for Victory Individually Guided Education School

Administration's Analysis

1. The Victory Individually Guided Education School community has requested a grade level change from K-5 to K-8, beginning with the addition of grade six for the 1999-00 school year. Grade seven will be added in 2000–01, and grade eight in 2001-02. Parents, the School Council, PTA members, Instructional Improvement Committee, community supporters, principal, and staff are in agreement that a reclassification of Victory to a K-8 school would be beneficial.

2. The Individually Guided Education framework provides each child with an appropriately challenging education. It builds upon the strengths, experiences, and potential each one brings to the learning environment. The Victory IGE structure also recognizes the different needs and diversity of learning inherent in children. IGE's focus is child-centered, allowing for each teacher to continually assess, monitor, and provide the necessary support for academic success. An important strength is its collaborative approach to meeting student needs. Common planning time allows for instructional consistency. Teachers meet weekly to discuss student achievement, curriculum instructional strategies, and other related educational issues.

3. Victory's current IGE structure is divided into three multi-age units, or families. Each unit comprises 5-8 teachers, educational assistants, and a unit leader. The current model is:

Yellow Unit .....K, P1 and P2 (ages 4-7)

Red Unit.....Grades 2 and 3 (ages 7-9)

Green Unit .....Grades 4 and 5 (ages 9-11)

The proposed model is:

Yellow Unit .....K, P1 and P2 (ages 4-7)

Red Unit.....Grades 2 and 3 (ages 7-9

Green Unit .....Grades 4 and 5 (ages 9-11)

Gold Unit .....Grades 6, 7 and 8 (ages 11-14)

4. The September 1998 Victory School enrollment was 498. It is anticipated that the addition of grade six for the 1999-00 school year will add 54 students to the school. Through internal space reallocation, the school will have two rooms to accommodate the sixth-graders. In subsequent years, the school enrollment will be capped at 550. Students in grades seven and eight will be added by reducing the

number of students at other grade levels. Internal space adjustments will provide room for the seventh- and eighth-graders. No building modifications are anticipated. The multi-age grouping of students at Victory makes enrollment adjustments easier than in traditional schools.

5. The addition of grades 6, 7, and 8 at Victory School will assist in reducing the enrollment in grades 6-8 in middle schools, while at the same time providing continuity of teaching and learning for grades 6-8 in a K-8 school.

Strategic Plan Compatibility Statement

6. This program is compatible with the Board's Student Achievement and First Choice of Schools initiatives.

Statute, Board Policy or Rule Statement

7. The conversion of Victory School from a K-5 to a K-8 configuration is consistent with Board Administrative Policy 5.01: "The system shall be organized on a K-5, 6-8, 9-12 basis with compatible K-8, 9-12 systems."

Fiscal Impact Statement

8. The Victory School budget will be increased consistent with the enrollment increase and K-8 school funding when the K-8 configuration is complete. No significant additional transportation costs are anticipated.

Implementation and Assessment Plan

9. Grade 6 will be added in 1999-2000, grade 7 in 2000-01, and grade 8 in 2001-02. The Milwaukee Public Schools accountability measures, including middle school proficiencies, will be used as assessment measures.

Recommendation

That the Board approve a grade-level change at Victory Individually Guided Education School from K-5 to K-8, beginning with the addition of grade six for the 1999-2000 school year, grade seven in 2000–01, and grade eight in 2001-02.

* * * * *

Director Thompson moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—9.

Noes—None.

(Item 2) Authorization to Make Purchases

The TAC (Technology Advisory Committee) has reviewed these projects and recommends the following:

SS-469 **Lease-Purchase of 125 Pentium II Windows Computers (Marshall)**

Recommend authorization to purchase 125 Pentium II Windows computers and 5 printers, totaling an estimated $183,000. They will be used for the school management system.

Items will be acquired using the existing line of credit with CitiCorp on a three-year lease-purchase. MPS's Technology Department will make the first year's payment. The school has agreed to budget funds for the remaining two years' payments.

SS-470 24 Dell Computers (Marshall)

Recommend authorization to purchase 24 Pentium II Windows computers, one file server, 1 laser printer, software, furniture, and room wiring, totaling an estimated $65,000. The items are for a foreign language laboratory. Title 1 funds will be used.

Recommendation

That the Board authorize the purchases as listed above.

* * * * *

Director Braun moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Hardin, O'Neil, Sinicki, Small, Thompson, Todd and President Fisher—8.

Noes—None.

Temporarily absent—Director Gardner—1.

(Item 3) Reappointment of Probationary Personnel

The Superintendent nominates for reappointment the probationary teachers, teacher-librarians, principals, assistant principals, and members of the support staff listed below, contingent upon proper Wisconsin certification.

TEACHERS AND TEACHER LIBRARIANS
(Completing One Semester)

Abelew, Briton
Adamczak, Julie
Adkins, Jennifer A.
Agostinelli, Isabella
Alba, Andres J.
Alexander Jr., Norman J.
Ali-Masai, Tahirih
Amrani, Terry S.
Anderson, Andrea L.
Anderson, Margaret J.
Anderson, Martha E.
Andrews, Terrance P.
Andrezejewski, Jeffery
Anton, Naomi
Apitz, Jessica J.
Arensdorf, Sonya L.
Aviles, Iris M.
Azam, Nasreen F.
Bailey, Brandi
Balge, Carolyn
Bannier, Susan Z.
Barnes, Dawn M.
Bast, Renee E.
Basting, Jennifer A.
Becker, Candace A.
Bedessem, Kathy
Bedford, Pandora D.
Behrens, Tina
Bell, Marvin M.
Belser, Rufus
Belter, Christine A.
Bemis, Deborah A.
Bemis, Rosemarie
Benson, Shamell S.
Benz, Kim A.
Biba, Bonita E.
Binns, Lester D.
Birdeau, Paula M.
Bishop, April M.
Bitter, Joseph
Blacks, Bettye C.
Bloedorn, Janice F.
Boeding, Lindy M.
Boelkow, Donna K.
Bohte, Crystal A.
Bolen, Jennifer R.
Boswell, Matthew
Bourrage, Reginald
Boyle, Tina M.
Braovac, Carolann
Braun, Tina M.
Bredeson, Melanie R.
Breed, Amy
Briggs, Tunicha L.
Brimmer, Julie J.
Brock, Kimberly
Brombeck, Michael J.
Brower, Pauline M.
Brown, Janyesha C.
Brown, William C.
Brubaker, Andrew
Bruesewitz, Kathleen T.
Brunette-Smith, Barbara
Bruton, James P.
Buckholt, Paul
Bukosky, Melony A.
Bukosky, Richard J.
Bulow, Annelies
Burgos-Reyes, Robinson
Burks, Kirsten L.
Burow-Pomrening, Tara L.
Butler, Alissa L.
Byrd, Margaret A.
Byrne, Donald J.
Cannon, Mary

Capriolo, Christine M.
Carmody, David J.
Carrington, Tanzanique C.
Cassini, Andrew
Chambers, Paulette K.
Champagne, Robert A.
Chandler, Benjamin
Chawla, Gitanjali
Cherner, Aree M.
Chuchman, Valerie S.
Ciske, Nicole
Ciszewski, Tracey
Clarey, Susan M.
Clark, Leann
Cline, Candace C.
Cline, Kelly
Cocos, Toni
Coffaro, Catherine A.
Coleman, Gregory
Cole-Stewart, Delorse M.
Collier, Julie
Conhartoski, Susan J.
Connor, Kelly
Constant, Nancy A.
Cordova, Abelardo
Cordova, Sonia
Corfeld, Susan C.
Cornelius, Derick C.
Cottrell, Lisa
Cox, Carolyn
Cram, Rebecca
Cridelich, Keri B.
Crosby, Cassandra D.
Crosby, Cheryl N.
Crowder, Christie O.
Czarnecki, Patricia M.
Damkoehler, Cheri
Daneau, Helene I.
Danielewski, Jill M.
Davis, Elizabeth R.
Davis, Wendi C
Del Portillo, Johanna
DeMichei, Anna
Dempsey, Pamela
DeShong, Charles W.
Dessereau, Dawn
DeToro, Antoinette M.
Dietze, Carolyn G.
DiGiovanni, Jennifer A.
DiPietrantonio, Lisa M.
Doehr, Denise
Dolata, Darlyne K.
Dominguez, Rebecca A.
Douglas, Ora D.
Draeger, Bridget
Dretzka, Molly
Dreyfus, Brian
Droster, Rebecca K.
Drury, Janet L.
Dye, Angela Y.
Dynek, Sarah J.
Edmond, Tracey C.
Effertz, Julie M.
Ellingson, Laural B.
Erich, David J.
Erich, Margaret M.
Ertenberg, Jill
Estrada, Dean R.
Fargen, Shawn
Farmer, Yolanda
Fenelon, Jean
Fethiere, Mathilde V.
Fields, Heidi
Figueroa, Kathy L.
Figueroa, Maria A.
Filipiak, Marcia R.
Fincel, Sheila
Fineran, Thomas G.
Fischer, Carmen L.
Fleischmann, Laura A.
Foeckler, Sarah
Foley, Ollie B.
Foley, Virginia R.
Fons, Kathleen D.
Formaker, Nikole
Fox, Michael A.
Frayer, Jessica
Fritz, Alan
Gabriel, Gayle
Gaitan, Peggy M.
Galarza, Radames
Garcia, Monica M.
Garcia, Sharie A.
Gardiner, Lisa
Gee, Steven R.
Gehrke, Brenda D.
Gehrke, Garrick
Germanotta, John
Gielow, Jenny
Glinberg, Cortney A.
Gobeli, Scott
Goldberg, Bettijean
Gordon, Kimberly K.
Gorski, Cathy A.
Goutoufas, Elias C.
Green, Erma J.
Green, Gary P.
Greengas, David N.
Grimes, Roxane
Groce, Leon
Guarnero, Elissa
Gumina, Jean M.
Gumz, Andrew
Gutierrez, Laura
Hager, Katharine L.
Haldemann, Luise M.
Halsey, Katrina K.
Halverson, Jeannette L.
Hammond, Jolene M.
Hancock, Bryon
Hanel, Lisa Rose
Hansen, Jessica
Hanten, Rebecca L.
Haren, Dawn M.
Harris, Barbara
Harris, Michael C.
Harris, Mingyon L.
Harris-Day, Erica N.
Harrison, John
Hartmann, William H.
Hartung, Sarah R.
Hass, James
Hassman, Danielle
Hazelwood, Mary A.
Heaphy, Carrie A.
Heisdorf, William
Hellenbrand, JoAnn R.
Hernandez, Roselia
Herrera, Miriam
Herring, Nebritt L.
Hewitt, Jill J.
Hibben, Phyllis K.
Hill, Maren I.
Hochschild, Timothy M.
Hochstatter, Nelly D.
Hojnacki, Lori
Holzhauer, Rebecca A.
Homstad, Bridget L.
Hortman, Elston D.
Howell, LaDonna
Hoye, Dawn
Huber, Elizabeth J.
Hughes, Sharon L.
Hulseberg, Adalene
Jackson, Mary
Jacobson, Lois R.
Jaekels, Juliana M.
James, Hilary R.
James, Kelly
Jeffery, Chiquita A.
Jenkins, Michelle D.
Jeson, Sooz
Jimenez, Donna M.
Johansen, Kim
Johanson, Sarah
Johnson, Erin L.
Johnson, Jeffery W.
Johnson, Kimberly R.
Johnson, Martha L.
Johnson, Meredith
Johnson, Nicole M.
Johnson, Roderick C.
Jones Jr., Eddie L.
Jones, William

Jordan, Gwendolyn L.
Kabaka, Lydia M.
Kampschroer, Daniel M.
Kann, Karen M.
Kanning, Elise M.
Kasdorf, Kelly
Kassulke, Adam
Katsekes, Rosanna G.
Kazel, Charles
Kellogg, Ellen
Kemp, Debra
Kempf, Brittany
Kennedy, Irina V.
Keshvala, Seelpa
Khanthichit, Euanechith
Kilsdonk, Cory
Kincade, Jennifer L.
King, Julie
Kingma, Kimberly
Kinis, Hrysanthi
Kirby, Horce M.
Klisch, Denni L.
Kloiber, Holly H.
Koch, Barry G.
Koch, Kerry L.
Kolo, Sara L.
Koman, Mary
Koutsky, Dawn J.
Kozlowski, Kimberly A.
Kranich, Kurt
Kranstover, Mary C.
Krecak, Dana
Krochalk, Maggie
Krzeczkowski, Teresa M.
Krznarch, Donnie
Kuglitsch, Diana D.
Kulas, Carrie J.
Kulikowski, Lisa
Kuningas, Kulliki
Kupka, Natasha L.
Kurtz, Beth-Marie L.
Kvidera, Karen R.
Kwiatkowski, Kristi
Labs, Nicole M.
Laha, Marie R.
Laird, Renee
Lange, Shelly
Langford, Jennifer
Lanphier, Alice M.
Lantz, Erin
Larrea-Garcia, Jose
Leitzke, Stefanie
Lentz, Jennifer K.
Leopold, Rama P.
Lesperance, Judith A.
Liedtke, Wendy A.
Liggett, Katherine
Lindsey, James
Lingis, Harold
Lippe, Marie L.
Liston, Melinda A.
Loeffler, Sheila L.
Loiacano, Cheri L.
Lopez-Morales, Carmen L.
Lovas, Sara
Loveland, Katharine D.
Luznar, Gayle
Lynch, Katherine
Lynner, Mechelle M.
Mabon, Katrese
Mack, Angela
Mackay, Mary
Madigan, Cathy L.
Magee, Mary Y.
Mahloch, Amy J.
Malone, Crystal
Manian, Elizabeth
Manikham, Inthava
Martin, Carletta M.
Martin, Deborah D.
Martin, Sandra J.
Martin, Vernon
Martinez, Brenda
Martinez, Elixabeth
Mattson, Theresa J.
Mays, Sheba C.
McClone, Michelle A.
McCoy, Christine
McCullum, Sara D.
McElrath, Dawn M.
McGreehin, Terry
McKinley, Nicole G.
McLaughlin, Amy K.
McMahon, Erin E.
Meingast, Cheryl
Mejia, Ronald
Melk, Timothy
Melton, Kurt M.
Meo, Kristen A.
Meyer, Chad A.
Michalski, Michele M.
Michels, Jessica
Milhans, Elizabeth B.
Miller, Lisa
Miller, Mary L.
Miller, Michelle
Miller, Rachel
Mlachnik, Daniel A.
Mnichowicz, Kimberly A.
Moga, Paul E.
Mohan, Melissa
Mohr, Jennifer
Molina, Ulisses
Montney, Christy L.
Moore, Cynthia R.
Morgan, Margaret A.
Moroney, Yovira
Morrow, Bertha Y.
Morrow, Brenda J.
Mudd, Nancy
Muellenbach, Carol J.
Mueller, Valerie
Nagel, April
Nagel, Judy M.
Nehls, Melissa F.
Neitzel, Michaela D.
Nelsen, James K.
Nelson, Ann
Nelson, Kathleen
Neuman, Charlie R.
Newlun, Tracy
Nichols, Kelly A.
Nichols, Vincent L.
Nikson, Michael J.
Noenning, Sherri A.
Noll, Kerry J.
Noon, Andrea L.
Oboyle, Anne C.
Ochs, Kelli
Okonta, Angela N.
Olszowka, Margaret
Oneby, Jennifer
Oneil, Jennifer
Orkowski, Sarah J.
Owen, Tina
Pakalski, Andrew
Palmer, Elaine L.
Parzych, Denise
Patterson, Pamala R.
Patterson, Trinette
Paulsen, Mary T.
Pearson, Bruce
Pecanac, Valerie
Peifer, Maureen T.
Pelzek, Anne R.
Pelzek, Jennifer
Perez, Linda P.
Persin, Jennifer L.
Petersen, Peggy A.
Peterson, Amy
Peterson, Arshales E.
Peterson, Janis
Petoskey, Nancy M.
Petri, Kathleen
Pettigrew, David
Phillips, Denise L.
Phillips, Kristin L.
Phillips, Traci J.
Pickering-Mlaker, Jacqueline G.
Piette, Kimberly A.
Piontek, Duane E.
Piontek, Jason R.
Pitchford III, Eugene
Place, Alicia

Plach, Sara A.
Pleas-Carnie, Carol M.
Pleas, Annette
Plichta, Paulanne J.
Ploch, Coreen C.
Pochop, Kelly D.
Porter, Carrie
Porter, Catherine
Porter, Mark
Pratt, Michael J.
Principe Jr., William
Pruske, LeeAnn
Pusich, Laurie
Ragonese, Leigh M.
Rahming, Bernard
Ramirez, Ana
Ramlow, Sarah
Randolph, Kevin
Rank, Carl B.
Rath, Jennifer A.
Rau, Jennifer
Reed, Cassandra
Reid, Regina L.
Reinders, Lynn
Rendon, Emily
Resto, Madeline
Rhoades, Torrell L.
Rhodes, Vera
Richards, Alina M.
Richardson, Jacqueline K.
Rinehart, Robin
Rios, Nydia
Ritchie, Lisa
Rivera, Lucy
Robinson, Deborah J.
Rodgers, Jacqueline C.
Rohde, Rebecca L.
Rosa, Davina
Roth, Colleen A.
Rozier, Henri L.
Rudolph, Brian W.
Ruid, Karen
Rupprecht, Richard E.
Rutowski, Theodore
Salazar, Helina Y.
Salinsky, Lori Z.
Sanchez, Carlos V.
Sandretti, Janet
Santiago-Norat, Solymar
Sarnowski, Joy
Sather, Denise
Scaglione, Corrine
Scarano, Maribeth
Schaefer, Kathleen
Schaefer, Sharon B.
Schieffer, Laura L.
Schmeling, Robert C.
Schmidt, Karen
Schmidt, Peter F.
Schmidt, Thomas T.
Schneider, Penelope
Schnetzer, Lisa K.
Schroeder, Cathleen L.
Schroeder, Christopher J.
Schuettpelz, Jan A.
Schultz, Amy
Schumacher, Jennifer S.
Schwager, Stacy
Schwarzenberger, Eric A.
Schwenke, Denise
Scott, Regina
Scrutchions, Patricia
Sears, Maureen
Shadis, Eden
Shannon, Kelly
Shaw, Hortense
Shay, Patrick
Sheasley, Donna L.
Sheridan, Julie M.
Sido, Yasmine
Siewert, Jilayne
Silvers, Aaron E.
Simos, Gina M.
Simpson, Robin K.
Singstock, Alicia
Skarie, Kristi
Skipper, Selestine
Skurulsky, Rebecca J.
Slade, Marla D.
Smith, Carrie
Smith, Cynthia
Smith, Damaris
Smith, Derek S.
Smith, Jutiki A.
Smith, Randall
Smith, Roger A.
Smith, Steven L.
Smith, Tiffany N.
Sokolowski, Jeff G.
Solsrud, Rebecca L.
Soucie, Magda
Stagg, Lois C.
Stanley, David
Steele, Lonnie
Steger, Jennifer K.
Steib, Diane
Steinhoff, Samuel J.
Stephens, Angela
Stephens, Roxanne D.
Stepherson, Relious E.
Stevens, Nancy L.
Stock, Mary K.
Stocke, Kim
Stott, Kim A.
Strahan, Peggy
Sullivan, Eric
Swartz, Charles V.
Syme, Douglas W.
Tarkowski, Jerome
Tassin, Rita
Terry, Jennifer
Thaney, Rebecca
Thiede, Carese
Thomas, Elisheva
Thomas, Mary
Thompson, Tina R.
Thottupuram, Cherian K.
Tienor, Kristina S.
Timmerman, Amy L.
Tiritilli, Claudia A.
Tormey-Scott, Maria
Traylor, Sylvia S.
Trilling, Lori A.
Trottier, Chris R.
Tucker-Stewart, Kendra
Tully, Dagmar
Turman, Jerome H.
Twell, Jason S.
Twinde, Angela R.
Upchurch, Kina D.
Vanden-Elzen, Sarah L.
Vang, Chineng L.
Varick-Cooper, Linda J.
Varner, Chinella
Velazquez, Evelyn
Vermillion, Cheryl L.
Voboril, Daniel R.
Vosberg, Suzanne
Wagner, Patricia A.
Walls, Leon
Walsh, Patrick
Walters, Letitia
Walters, Stephanie L.
Waltersdorf, Jill M.
Ward, Aileen M.
Watts, Lorelei R.
Weber, Jacob
Weeks, Cynthia M.
Wehausen, Jodi
Werle, Jennifer A.
Wery, Susan
Wesolowski, Kelley
Wetrich, Susan M.
Wheelock, Amy
White, Amy
White, Cherigale
Whiten, Janice E.
Whittaker, Fe Maria
Wickersham, Kristine K.
Wilde, Renee
Wilkinson, DeVona Y.
Williams, Elizabeth A.
Williams, Eva
Williams, Evelyn L

Williams, Jerry L.
Williams, Russ E.
Wilson, Cynthia C.
Wilson, Marilyn
Wilson, Tirshatha
Wilson, Tisha M.
Winkle, Andrea L.
Wisniewski Jr., James A.
Woodis, Edward
Xiong, Mai S.
Yang, Chueneng L.
Yang, Ge
Yang, Kou
Yarney, Richmond A.
Yopps, Joy
Zaffiro, John S.
Zastrow, Gavin
Zbichorski, Patricia M.
Zellmer, Elizabeth
Zenk, Anthony
Ziegler, Penny M.

TEACHERS AND TEACHER LIBRARIANS
(Completing Two Semesters)

Abler, Laurie
Alvarez, Leonardo A.
Badura, Beth Ann
Barber, Yolanda D.
Beekman, Demetri A.
Bevilacqua, Craig A.
Blackburn, James K.
Bosi, Lee Ann
Brame, Walter M.
Bretall, Curtis J.
Briggs, Pauline A.
Brooks, Erika S.
Brown, Jodi A.
Calloway, Lois M.
Childs, Katherine D.
Cirillo, Michael J.
Coffin, Paul R.
Colon, Iris M.
Dames, Robert B.
Donohue, Timothy M.
Ederesinghe, Esther
Ehlinger, Scott M.
Ehren, Jeffrey
Eibl, Nora E.
Ekunsanmi, Toye J.
Ellis, Larry
Fare, Amy E.
Farris, Larry D.
Fisher, Darren H.
Foster, Deborah A.
Franco, Gloria
Frank, Holly L.
Galien, Jason A.
Gaynor, William J.
Genke, Todd M.
Gilbert, Shirley A.
Giles, Beth R.
Gill, Claydia N.
Glazewski, Kimberly A.
Glowacki, Leon P.
Golden, Jennifer R.
Gordon, Constance
Grover, Kristin M.
Gull, Peter
Haggerty, Mary S.
Hart, Erin C.
Haslett, Thomas G.
Hauser, Michael J.
Hill, Joseph J.
Hines, Carol A.
Hoelscher, Matthew T.
Houlihan, Daniel E.
Hubbard, Dana C.
Hyden, John B.
Idzikowski, Lisa A.
James, Michelle R.
Jelenchick, Paul L.
Jenkins, Michelle A.
Johnson, Monica L.
Jones, Keona
Jones-Zimmermann, Debra A.
Jorvig, Daniel A.
Kartz, Daniel A.
Kassulke, Rebecca A.
Kehl, Heather R.
Kittredge, Eugene T.
Klug, James M.
Kostuck Jr., Richard A.
Kotas, Amy E.
Kuula, Jeffrey W.
Larson, Laura L.
Lea, Angela M.
Ledesma, Claudia
Little, Daphne D.
Lockhart, Trina D.
Lopez, Mariadelina
Lyday, Bryan M.
Mallegni, Todd J.
McClellan, Manulita G.
McFarland, Maureen M.
McGinnity, Susie M.
McTrusty, Lynda R.
Medrano, Dale S.
Menocal, Julian G.
Michalak, Diane J.
Michel, John D.
Miles, Martha S.
Millan, Alma
Mosby II, Avis L.
Mudgett, Diane M.
Neal, Michelle A.
Neis, Janet M.
Neuenschwander, Jennifer B.
Newell, Suzzette M.
Nichols, Charles E.
Obernberger, Ann Marie
Offord, Lynne C.
O'Keefe, Kelly A.
Ortiz, Hilda I.
Pajot, John J.
Pezanoski-Browne, Susan
Pocquette, Carrie A.
Quiles, Norma I.
Reinke, Renata D.
Reiser, Andrew C.
Richard, Hazel L.
Rill, Christina R.
Robinson, Alison A.
Robinson, Charles H.
Robrahn, Jennifer K.
Rodriguez, Luis
Rodriguez, Pascual A.
Rodriguez-Reed, Lisette
Ruditys, Nancy B.
Rupcich, Maria S.
Schubert, Elizabeth
Schwantes, Theresa
Searl-Wnorowski, Jodena M.
Seitz, Terri L.
Sevedge, John W.
Shields, Patrick J.
Sheridan, Andrea M.
Shungu, Wembo L.
Sims, Geraldine
Smith, Jerome T.
Snyder, Renae L.
Song, Pua
St. John, Tammy A.
Staples, Lynn M.
Sticha, Catherine A.
Styers, Amy Jo
Suggs, Leona Y.
Sullivan, Mara
Thome, Dana K.
Toruno, Marina C.
Tremarello, Jodi L.
Truettner, Deborah A.
Vang, Choua Cha
Vila, Julie A.
Vuchichevich, Ann M.
Wagner, David G.

Wagoner, Rachel L.
Warren, Kami J.
Weiss, Kathy E.
Wildt, Jennifer L.
Wilson, Jennifer C.
Winston, Camille L.
Wodajo, Kifle Y.
Womack, Belinda Y.
Woznick, Tammy M.
Xiong, Daniel N.
Zarob, Kristen A.
Zeise, Mary B.
Zinke, Deborah J.

TEACHERS AND TEACHER LIBRARIANS
(Completing Three Semesters)

Aardappel, Paul D.
Aaron, Laurie A.
Abston, Rosanne
Adair, Tonya
Adelmeyer, Patricia A.
Afolayan, Michael O.
Afolayan, Precious O.
Allen, Jill V.
Allison, Kelly K.
Alvarez, Bertha
Ambrus, Arthur B.
Anderson, James P.
Angell, Mary M.
Ash, Kendra Y.
Atandare, Dara
Awe, Sam
Bacon, Marlys E.
Bailey, Monique Y.
Banasik, Bryan J.
Barnes, Tina M.
Bensemann, Koreen L.
Bent, Patricia V.
Bentley, Tynisha T.
Benton, Barbara A.
Berg, Risa M.
Berkompas, Dustine L.
Betancourt, Linda-Lee
Biallas, Michele S.
Biba, Michael L.
Biersterveld, Laura M.
Birschbach, Karla A.
Bloom, Martha A.
Bohn, Mary Jane
Bond, Victoria A.
Bosma, Angela M.
Bosold, Heather A.
Bourne, Valerie S.
Boyd, Sherry L.
Brantley, Jonathan D.
Braxton, Cherie
Bretzel, Kimberli A.
Bringa, Katie A.
Britt, Eugenia H.
Brown, Sherlyn
Bruce-Konuah, Gail D.
Brunette, Cynthia L.
Buchanan, Velicia D.
Bui, Uyen
Bukowski, Heidi A.
Bulger, Frances M.
Buraczynski, Jeanne M.
Burns, Kelli V.
Burrus, Maria A.
Burton, Andra S.
Busche, Mary A.
Buskager, Angela K.
Buth, Alisa C.
Bykowski, Renee C.
Byrdsong, Kellar A.
Callaway, Kim
Campbell, Victor
Carey, Melissa J.
Carter, JoAnne D.
Charles, Salomie T.
Cheatham, Tosca C.
Chiappetti, Edith E.
Chiconas, Lisa D.
Christensen, Sara L.
Christoph, Brady G.
Cleator, Merle M.
Cleveland, Trila
Clodjeaux, Catherine A.
Coker, Christopher A.
Collins, Audrey
Colmus, Steven R.
Colon, Patricia B.
Corcoran, Bryan S.
Cortez, Yolanda
Crook, Lisa A.
Crothers, Patrick J.
D'Alessio, Paul
Daly, Kathleen M.
Danby, Pamela T.
Dardis, Maureen E.
Darrough, Ruthie
Davidson, Rebecca M.
Davis, Caryl D.
De La Torre, Cexochitl
Denison, Edith R.
Depies, Shirley A.
De Trempe, Mary T.
Detroye, Laura A.
Dhillon, Paramjit
Dimitrijevic, Zorica
Disi, Lila A.
Doss, Donald F.
Douglas, Michelle S.
Driscoll, Deidre A.
Duellman, Wigma I.
Dulmes, Amee M.
Dunst, Janet
Dye-Thompson, Fontella
Dyer, Celinda A.
Edler, James W.
Eggert, Patricia
Elliott, April R.
Elliott, Brian M.
Ellsworth, Pamela C.
Elwing, Jennifer R.
Erickson, Lesa M.
Finnie, Camra A.
Fischer, Antonio
Fitzgerald, Amy C.
Fitzgerald, Caroyln
Fluker, Wendy
Flynn, Ann Marie L.
Flynn, Matthew L.
Franco, Graciela
Frank, Robert K.
Fredricks, Christopher A.
Free, Kathie A.
Friehe, Lori A.
Fritz, Brenda J.
Fromm, Martha F.
Fromm, Sherri L.
Fruendt, Melissa A.
Galvin, Ellen M.
Gatewood, Daniel R.
Geers, Stephanie A.
Geisen, Marybeth
Gentile, John M.
Gessner, Paul T.
Gibbs, Caroline L.
Giese, Kristi S.
Gilles-Perkovich, Dawn M.R.
Gingrasso, Charlotte D.
Girman, Stephen M.
Gladney Melinda G.
Glass Sr., Rev. Steven B.
Glojek, Laura A.
Goeman, Karen L.
Goins, Levi D.
Gomez Solis, Alicia
Gonzalez, Enid
Gosh Lee, Cindrea J.
Graham-Bender, Glenda
Gray, Jo E.

Gremmer, Edith L.
Gretenhardt, Aleta M.
Grewal, Darshan
Griepentrog, Jennifer A.
Griffin, Talonda M.
Gundrum, Thomas W.
Gunther, Dream A.
Gutekunst, Maria
Gutierrez, Rolando
Hagan, Anne H.
Hall, Syvell H.
Halverson, Sarah B.
Halwig, Terri C.
Hamilton, Ashanti T.
Hammond, Erin L.
Hannis, Jennifer H.
Hanson, Sondra L.
Hardt, Jerome D.
Harmatys, Dawn M.
Harris, Billie J.
Harris, MarShon K.
Harris, Paula M.
Harris-Lawson, Yadira
Harrison, Thora
Hart, Jennifer E.
Hartl, Stephanie M.
Hatch, Jill R.
Hayden Jr., Herbert
Heim, Steven J.
Hellenbrand, Amy
Hellenthal, Christine J.
Heller, Claudia P.
Helmer, Steve C.
Hencsik, Todd M.
Henry, Rachel R.
Herting, Jane C.
Hickethier, John A.
Hill, Laurel H.
Hill, Robert L.
Hillus, Kelly A.
Hintz, Amy J.
Hoelzl, Kristin M.
Holmes, Stephen G.
Hunt, Cathleen
Hust-Savard, Catherine M.
Hutchinson, Lori B.
Ingram-Estes, Raina M.
Jach, Joan C.
Jackson, Elveeca B.
Jakubowski, Thomas W.
James, Alvin C.
Jenkins, Cleo
Jenson, Margaret M.
Jester, Kim D.
Johnson, Ann Marie
Johnson, Wendy A.
Jones, Sherri
Kalili, Helen K.
Karas, Miriamne A.
Kasbeer, Janet L.
Keith, Heddy
Kelly, Mary Anita M.
Kennon, Kathleen M.
Kieper, Linda L.
Kittredge, Raquel A.
Klein, Catherine M.
Kleszczynski, Lee T.
Knopp, Joseph K.
Knuese, Annette M.
Knutson, Jennifer L.
Koelsch, Julie
Konings, Debbie L.
Koss, Scott J.
Kroll, Karina P.
Krueger, Dawn M.
Krueger, Kathryn R.
Krupar, Chad W.
Kubetz, Sarah R.
Kuether, Maria C.
Kuhn, Sonya J.
Kuhns, Stephanie M.
Kuhs, Sharon L.
Kunz, Rebekah M.
Kupka, Edward M.
Lange, Shelly A.
Larmay, Krystal L.
Larsen, Jennifer E.
Laycock, Rael M.
Lee, Alice A.
Lee, Sarah A.
LeFlore, Shawon
Lehman, Jodi J.
Lemieux, William F.
Lemke, Jason
Lenz, Diane M.
Lind, Anne E.
Lindner, Sally A.
Lipski, Jodi A.
Little, Angela K.
Long, Jennifer A.
Long, Neva E.
Lopez, Carlene R.
Losey, Linda M.
Louage, Barbara C.
Lowery, Nick J.
Luedtke, Colleen M.
Mackowski, Catherine A.
Maiorelle, Rita M.
Majkowski, Christine
Marcinkiewicz, Eric K.
Markiewicz, Donald A.
Marquez, Rhode E.
Martin, Anthony L.
Mason, Mayimuna M.
Maxwell, Christine B.
May, Keith A.
Mayer, Henry M.
McCauley, Jennifer R.
McDonough, Kevin T.
McKay, Pamela
McKeown, Meredith A.
McKinney, Heather C.
McLaughlin, Angela
McMahon, Kimberly C.
McNeil, Francine
Means, Antionette L.
Meier, John W.
Melk, Linda A.
Mercer, Gether A.
Meuler, Kathleen M.
Meyer, Karen S.
Miller, Heather F.
Miller, Reg M.
Miller, Virginia J.
Milski, Martin J.
Minich, Susan D.
Moe, Celeste A.
Moncada, Peggy L.
Montemurri, Joette S.
Moore, Alvin
Morgan, Anthony J.
Morrill, Kirk V.
Morris, Julie A.
Morrison, Lynn A.
Morrow, Marilyn L.
Morse, Jeffrey A.
Moscicki, Betsy R.
Moutry, Tamairo A.
Mueller, Jennifer A.
Mulvey, Patrick J.
Mystrow, Margaret A.
Nash, Shurone
Nastulski, Kristan L.
Nelson, Freddie L.
Nelson, Kristine J.
Nemoir, Jennifer P.
Nicholas, Tabia N.
Nichols, Linda J.
Nicholson, Lavance E.
Nonneman, Renee C.
Novak, Toni L.
Nowaczynski, Maryann
Nuoffer, Denise A.
O'Hara, Brien P.
O'Neil, Matthew J.
Obenberger, Nancy A.
Obregon, Tamiko L.
Odegaard, Joseph E.
Okoronta, Sara A.
Oliver, Wrye D.
Olson, Adrienne J.
Olson, Beth A.
Olson, Joan K.
Orozco, Gloria

Orta, Evelyn
Otallah, Amira
Paasch, Rebecca J.
Pace, Renee D.
Parks, Halligan M.
Parrett, Monifa B.
Passage, Carrie A.
Pati, Arati
Paulus, Lori J.
Payne, Maureen A.
Peavy, Tamila L.
Pence, Harold J.
Pence, Jennifer B.
Perkins, Anthony F.
Pernell-Cyiark, Cathy
Perry, Yvonne
Pitchford, Denise L.
Plach, Sara A.
Plieseis, Nicole B.
Plummer, Abigail B.
Poepping, Catherine A.
Poeschl-Sobczak, Lisa M.
Prell, Kimberly A.
Prokopek, Barbara J.
Pups, Stephanie J.
Quinn, Claudette
Quistgard, Heidi Sue
Ramirez-Acevedo, Maria
Raml, Jody L.
Raml, Kimberly J.
Randolph, Sherise L.
Ray, Matthew E.
Ray, Tonia M.
Rebholz, Barbara A.
Reed, Latish C.
Reed, Rashida B.
Rees, Linda A.
Reiter, Bonnie L.
Renner, Stacy L.
Rich, Bobbie A.
Rich, Kathryn K.
Richards II, Edward E.
Rieck, Laurel L.
Riemer, Marisa K.
Riesen, Suzanne M.
Ring, Michelle L.
Ringeisen, Lisa M.
Rivera Jr., Eladio
Robbins, Rick S.
Roberson, Reniti R.
Robinson Jr., Benjamin W.
Robinson, Brenda L.
Robinson, Ted W.
Rock III, Robert M.
Rodriguez, Jesse J.
Roesch, Mavis J.
Roland, Stephanie R.
Roseboro, Dimitric
Rosenberg, Lisa N.
Royston, Leslie A.
Ruege, Tammy A.
Ruiz, Carmen L.
Ryan, Patricia M.
St. Clair, Jo Ellen
Samson, Linda L.
Sanchez, Gloria M.
Sande, Elizabeth W.
Sanders, Donald C.
Schaber, Nancy K.
Schaefer, Christopher J.
Scherff, Amy L.
Schmal, Janet M.
Schultz, Jill A.
Schultz, Kathy R.
Schwab, Molly E.
Schwanz, Kerry A.
Schwinn, Philip A.
Seekins, Andrea S. B.
Sepic, Debra A.
Sevilla, Arlene H.
Sheeley, Brigid Ann
Siegfried, Kathleen C.
Siekmann, David E.
Simmons, Stephanie N.
Sisouphone, Rene C.
Skover, Jennifer K.
Smith, Dominique Q.
Smith, Lamonte L.
Smith-Mack, Francine
Soto, Shannon
Spiegel, Kerry
Spinelli, Nicole K.
Sprout, Christine M.
Stanenas, Romualdas P.
Stark, Ruth
Stephany, Julie A.
Stillman, Danielle L.
Sumbry, Alethea E.
Summerville, Stephen C.
Sunstrom, Sue L.
Swan, Ronni
Tagliavia, Maria C.
Taylor, Cassandra A.
Tessler, Kristy J.
Thames, James H.
Thomas, Katherine F.
Thompson, Louise
Thompson, Mary K.
Thompson, Veronica S.
Tiezzi, Linda J.
Tinajero, Martha
Tobin, Jillian L.
Tolefree, Tiffeny L.
Trautman, Alys E.
Tynes, Yolanda Y.
Veglia, Francesca A.
Vele, Shawn A.
Verette, Jennifer L.
Verkuilen, Colleen M.
Vernor, Larry J.
Vigars, Shelley
Vincent, Kathleen M.
Vivas, Vivian M.
Wagner, Carl J.
Wagner, Jeffry F.
Wagner, Patrick W.
Wagner, Shelly A.
Wallus, Rebecca R.
Warbler, Julie L.
Warfel, Stephen L.
Weiss, Deborah S.
Weiss, Pamela Ann
Welker, Douglas W.
Westmoreland-Pate, Ruby H.
Westrich, Kathleen M.
Wettengel, Susan J.
White, Felicia S.
Widenski, Laura E.
Wiesmueller, Colette L.
Wilbourne, Amy E.
Wilde, Kevin D.
Williams, Beverly D.
Wilson, Carol M.
Wilson, Nicole A.
Wise, Georgia N.
Witherspoon, Linda J.
Wu, Esther L.
Xiong, Pang
Yusuf, Mian M.
Zeiger, Patience J.
Zielinski, Joel
Zimmerman, Debra R.
Zych, Amy L.

TEACHERS AND TEACHER LIBRARIANS
(Completing Four Semesters)

Allen, Shunda L.
Alt, Edward M.
Anschuetz, Sally L.
Asch, Laurie A.
Baldwin, Bridgette A.
Barton, Keith A.
Berger, Joel M.
Berry, Christopher P.
Bersch, Matthew R.

Bersch, Michael L.
Bond Jr., Milton C.
Brennan, Kari G.
Britt, Eugenia H.
Browning, Melissa J.
Bucher, Julie A.
Buford, Tonya A.
Byrd, Clavon
Chapman, Sandra L.
Chappelle, Lee Anne P.
Crosetto, Ann L.
Cruz, Aida R.
Cruz, Justin B.
Daniels, Dennis E.
Delancenserie, Patrick H.
Drake, Rick S.
Duncan, Jimmy L.
Ellis, Tamera L.
Esenberg, Theresa L.
Fadness, Sarah L.
Gahan, Suzanne M.
Geis, Cynthia A.
Gillespie, Andre L.
Green, Doris A.
Grimm, Maureen M.
Gruber, Jennifer A.
Hannah, Chyann T.
Hanson, Barbara A.
Hardy, Diane M.
Hartnett, Daniel J.
Hohenfeldt, Denise G.
Hollowell, Ahmed D.
Ivy, Jeannece M.
Johnson, Rebecca K.
Johnson, Rodney
Kaczmarek, Ann E.
Kieckhaefer, Joel J.
Koch, Charles A.
Kormanik, Karen A.
Kuehn, Keleen M.
LaCocque, Patricia A.
Lapp, Cindy L.
Luckett, LaSonja R.
Maly, Laura M.
Maney, Stephanie R.
Mason, Kenneth J.
Maxwell, Melissa A.
Mays, Nicole L.
McClain, Marie S.
McCurdy, Marqurite Y.
McLean, Nancy J.
Miota, Michael P.
Mitchell, Denise S.
Mooney Jr., Wesley J.
Morgan, Robbin P.
Pape, Phillip J.
Paul, Joseph D.
Pauli, Lee J.
Peck, Rick G.
Perry, Annette
Pokrandt, Karen A.
Post, Rosanne
Rasimus, Kerrilynn
Reich, Dara H.
Richardson, Gloria J.
Rohde, Lisa A.
Roscoe, LaShawn E.
Sand, Ilene E.
Shaw, Camille A.
Shea, Amy L.
Straszewski, Lucille M.
Thiele, Maria-Christina
Thomas Bickman, Lovie J.
Vazquez, Henry
Villarreal, Randall C.
Walczak, Tracy A.
Weatherspoon, Darryl L.
White, Chrystal U.
Whitehead, Betty R.
Williams Jr., Floyd E.
Williams, Kathleen
Wrubbel, Karen M.
Xiong, Cheu K.
Zizzo, Sebastian J.

TEACHERS AND TEACHER LIBRARIANS
(Completing Five Semesters)

Aigamaua, Karen S.
Allen, Candyce A.
Allen, Dorinda M.
Anderson, Jesse M.
Anderson, Meghan B.
Anderson, Tracy L.
Anich, Mary Beth
Avila, Maria G.
Banks, Kathleen
Baron, Kenneth L.
Barth-Czarkowski, Barbara R.
Barton, James P.
Bartz, Timothy J.
Becker, Lori A.
Beiler, Ruth C.
Beitz, Corrine M.
Belken, Gloria J.
Bell, Dianne K.
Blueberry, Lucy
Bly, Robert R.
Bochat, Steven J.
Boeck, Jill E.
Boettcher, Duke
Bolm, Jane A.
Booth, Robin K.
Borchert, Kerri L.
Bouakongxaya, Khampheua
Boyer, Dyan L.
Brazzoni Jr., Armando C.
Bremer, Kim A.
Brier, Susan J.
Brooks, Jennifer L.
Brown, Kelvin B.
Brown, Thelma M.
Bruno, Thomas S.
Byrd, Lisa C.
Cafaro, Kara M.
Caous, Gary V.
Carmichael, Lori C.
Cary, Dennis C.
Cerda, Rosa M.
Chaparro-Hernandez, Luz E.
Chavez, Elin J.
Christopher, Corpella P.
Christopherson, Kirsten M.
Cifax, Patricia L.
Cole, Marlys M.
Coleman, Rogers
Corley, Nicole C.
Corsten, Leysa J.
Cross, Tiffany R.
Curro, Tina G.
Danes, Magdalena
Daniels, Audrey
Davis, Catherine A.
Dawson, Patricia L.
DeLain, Laura N.
Denor, Jessica S.
Dinkins, Toni M.
Doherty, Rebecca A.
Dorn, Michelle C.
Dresden, Heidi L.
Dreyer, Shelley L.
DuPree-Cain, Tiffany N.
DuSaint, Patriq A.
Dye, Buelah M.
Dyke-Ruh, Elizabeth S.
Eberhardt, Robin K.
Eltrich, Thomas E.
Emmling, Steven P.
Enderle, Melissa L.
Erdmann, Jennifer M.
Ertl, Kristin J.
Falk, Susan M.
Farchione, Janet J.
Farren, Jefferey S.
Feldkamp, Diane M.
Fink, Karol E.

Forgy, Ervin L.
Forjan, Kristin M.
Foster IV, Charles J.
Fote, Lori A.
Fowler, Trenette R.
Fox, Lindalu
Frederick, Cheri A.
Freimuth, Jean A.
Galvan, Christine
Galvan, Kathleen
Girard, Susan M.
Glowacki, Theresa R.
Goeman, Karen L.
Goldner, Sean J.
Green, Karen A.
Green, Melinda F.
Gribble, Corine E.
Gruber, Lynn R.
Hahm, Wendy M.
Harris, Dedric L.
Harris, Tina V.
Harter, Gina M.
Hawkins, Scott E.
Hernandez-Bakula, Nilsa J.
Heus, Dean P.
Hnat, Catherine G.
Hoffman, Michelle L.
Hoppert, Rick M.
Horwath, Jennifer J.
Jackson, Tyra Y.
Janicki, Jane C.
Jefferson, Holly L.
Jessmon, Geraldine L.
Johnson, Darlena C.
Johnson, Stephanie A.
Johnson, Tamara J.
Jones, Gloria T.
Jones, Lisa A.
Jung, William H.
Jurgens, Danette H.
Kaquatosh, Richanda E.
Keener, Phyllis A.
Kelley, Kathleen P.
Kerr, Susan L.
Kindness, Jean M.
Klein, Julie A.
Klein, Paula J.
Kleiser, Michelle J.
Knight, Alice M.
Kohnke, Daphne T.
Kolade, Sharon V.
Komberec, Diane B.
Kroeger, Marsha L.
Krug, Patricia Y.
Krukar, Jeffrey D.
Kujath, Jennifer J.
Kuluras, Marlee A.
Kurek, Susan T.
LaFond, Lisa M.
Laird, Lola D.
Lamb, Susan M.
Larsson, Marla J.
Leather, Nicola J.
Lelinski, Ann M.
Lenoach, Alica M.
Leverence, Timothy M.
Liebl, Diane L.
Loeffler, Colleen
Logan, Barbara M.
Long, David F.
Lopez, Luis A.
Lowitz, Barbara E.
Ludwig, Deborah A.
Manville, Debra L.
Markert, Susan A.
Marlow, Ann M.
Marshak, Stefanie F.
Martin, Tracy L.
McClure, William A.
McIntyre, Ethel L.
McManus, Maria C.
Mehn, Melody S.
Meulemans, Rochelle A.
Miller, David C.
Miller, Julie A.
Miller, Sheila M.
Mooney, Mary E.
Moore, Darryl A.
Moore, Neallie J.
Mork, Rebecca J.
Mucha, Linda L.
Mytych, Maureen K.
Naumann, Daniel E.
Nehring, Scott A.
Nelson, Debra A.
Neubauer, Stephen J.
Neumann, Scott C.
Newnam, Kathleen F.
Newson, Hosea R.
Newton, Kirk R.
Newton, Lisa A.
Nichols, Nichole F.
Nichols, Randy B.
Nicholson, Christopher D.
Nicholson, Laurie M.
Nolan, Terri E.
O'Brien, Mary K.
Ocampo, Loretta M.
O'Connell-Koch, Megan C.
O'Connell, Sue C.
O'Donnell, Kristen M.
Paar, Kendra
Pacala, Leonard C.
Patti, Angela T.
Paul, Sharon M.
Peters-Freeman, Nicol T.
Petersen, Anna R.
Peterson, Joan D.
Peterson, Judith M.
Pitchford, Edith M.
Potts, Mary E.
Prellwitz, Amy L.
Radtke, Lisa M.
Ranieri, Ronald M.
Rayburn, Regina M.
Raymond, Scott G.
Reinelt, Sharon A.
Reinke, Brian L.
Resch-Bartz, Lynn E.
Richards, Alison P.
Rieger, Lisa M.
Rodriquez, Christina L.
Rummel, Kimberly D.
Rupert, Everett E.
Sabel, Marcie L.
Sadowski, Lara S.
Sanders, Donald C.
Sanfelippo, Gina M.
Sattler, Heather R.
Sauve', Valerie A.
Savignac, Katherine M.
Sayaovong, Pangying T.
Schaefer, Heidi
Schendel, John A.
Schmidt, Erica M.
Schneiker, Katherina A.
Schuldt, Karin L.
Schultz, Deann L.
Schultz, Linda L.
Schulz, Karen J.
Schuster, Linda M.
Schwab, Teri L.
Schwarten, Ann
Scianni, Renee S.
Seals, Tasha M.
Sensenbrenner, Sharee L.
Shinkle, Catherine E.
Siegner, Kristin A.
Simon, Rebecca A.
Smith, Denise R.
Smith, Peggy A.
Soto-Renta, Ricarda
Souers, Timothy R.
Spivey, Ann M.
Sublett, Debra C.
Suitor, M. Lee
Swan, Robin B.
Tadych, Terri S.
Theisen, Amy L.
Thiele, Maria-Christina
Thomas, Annie B.
Thomas, Calliope S.
Thomas, Tyra A.
Thompson, Mary K.

Tiezzi, Linda J.
Traughber, Kathleen J.
Trochinski, Becky S.
Turner, Maurice E.
Vance, Penny A.
Vande Hei, Tara R.
Van Den Busch, Carey M.
Van Dorn, Stephan M.
Van Dusen, Maria C.
Vang, Mao T.
Van Gemert, Jill M.
Van Offeren, Jamie L.
Vargas, Linda M.
Velez, Donna M.
Vitrano, Jennifer M.
Wagner, Tanya M.
Warner, Cherita L.
Warthen, Chrishirella F.
Weathers, Bernadette N.
Weaver, Krista M.
Whitaker, Alina D.
Wiegert, Julie A.
Williams, Kevin P.
Williams, LaConia M.
Willis, Caryn I.
Wohlgemuth, Laurie A.
Zietlow, Christine M.
Zimmer Jr., Donald M.
Zimmermann, David S.

TEACHERS AND TEACHER LIBRARIANS
(Completing Six Semesters)

Agbaji, Erica N.
Ambrosh, Karen A.
Archer, Anne M.
Bagrowski, Julie B.
Bargo, Nora L.
Benson, Jeanie K.
Boettcher, Gregory
Burrows, Beth K.
Calarco, Dawn M.
Carr, Shannon L.
Carson, Kellie M.
Carter, Willie T.
Cuellar, Cynthia S.
DeShong, Karen L.
Enk, Rachelle L.
Evans, Ellen M.
Flynn, Carrie S.
Fuhrmann, Jennifer M.
Glander, Timothy M.
Gonzalez de Nunez, Maria C.
Green, Rex
Griffin, Laura M.
Hahn, Richard V.
Harrington, Cheri R.
Harris, Sharonda M.
Hauser, Christopher J.
Herrider, Karen E.
Janick, Julie M.
Johnson, Latricia C.
Jordan, Sandra K.
Kardell, Scott C.
Kirksey, Nicole C.
Klosterman, Neil S.
Konieczny-Heideman, Jean M.
Luckett-Roberson, Loula
Maxfield, Jeannette L.
Mester, Josef G.
Miller, Leela P.
Moeller, Jennifer H.
Moncrieffe, Joann
Murray, Shannon E.
Nash, David J.
Newman, Wilford L.
Newport, Heather J.
Ogunbowale, Gregory Y.
Ortiz, Migdalia N.
Pietruszka, Rebecca L.
Riemer, Julie M.
Robinson, Lee Ann
Roehr, Kristin R.
Rybka, Cheryl E.
Schwabe, Susan E.
Schwarz, Carol Kay
Silvernail, Barbara G.
Steevens, Patricia M.
Summers, John W.
Tome, Gary S.
Ulrich, Nancy C.
Ward-Jagodzinski, Ann M.
Ward, Jason
Watson, Ruth C.
Werner Shannon M.
Wisniewski, Tammy S.
Woida, John J.

Principals, Assistant Principals, and Support Staff

PRINCIPALS
(Completing One Semester)

Lonnie Anderson
Lorraine Applewhite
Ronald W. Brown
Clive G. Coke
Cynthia M. Ellwood
Timothy J. Howard
Troney Hutchins
Sharon L. McKinney
Cynthia Y. Miller
Milford F. Moffett Jr.
Melanie A. Moore Steen
Ada I. Rivera
Gail R. Sanders

PRINCIPALS
(Completing Two Semesters)

Jane K. Bogart
Murray A. Jackson
Mondell V. Mayfield
Patsy Parker Safford
Edward Szopinski

PRINCIPALS
(Completing Three Semesters)

Kathy A. Bonds
Cassandra A. Brown
Cheryl A. Clancy
Thyra M. Handford
Thomas P. Hanley
Yvette D. Martel
Anita K. Sparks
Mary L. Zimmermann

PRINCIPALS
(Completing Four Semesters)

Adell Fair
Ramelann Kalagian
Robert R. Meyer
Ronald E. Price
Deborah A. Thompson

PRINCIPALS
(Completing Five Semesters)

Phillip J. Dosmann
Sara Marquez

PRINCIPALS
(Completing Six Semesters)

Willie J. Fuller

ASSISTANT PRINCIPALS
(Completing One Semester)

Barry R. Applewhite
Beverly A. Bell
Jodeen A. Casetta
Aaron Clark
Cheryl D. Colbert
Kristi Y. Cole
Vaughn M. Cummings
Allen J. Gobert
Barbara G. Goss
Janine F. Graber
Erica A. Hendricks
Linda G. Hoganson
Mary J. Kohl
Betty J. Laws Blue
Janice G. Love
Barbara J. Luepke
Andrea C. McClinton
Terry D. McKissick
Mary Mitchell
Raymond G. Moore
Tammy L. Porter
Diane M. Price
Linda C. Robinson
Jeff S. Rosen
James B. Sayavong
Frederick E. Schroedl
Kathleen A. Schuh Ries
Charles R. Siebert Jr.
Lottie J. Smith
Christlyn A. Stanley
Susie M. Thompson
Grace A. Thomsen
Walter E. Washington
Diane L. White
Donald E. Wojczulis

ASSISTANT PRINCIPALS
(Completing Two Semesters)

Thomas Matthews
Maria Sanchez

ASSISTANT PRINCIPALS
(Completing ThreeSemesters)

Clark E. Addison
Celin A. Arce
Katrice M. Cotton
Tami J. Doss
Hughes B. George
Sheila L. Harris
Willie J. Hickman
William B. Johnson
Annie K. Jones
Hattie E. Knox
Paul J. Kroog
Jeffrey W. Krupar
Reginald L. Lawrence II
Ruth E. Maegli
Stanley W. McWilliams
David C. Merollo
Carolyn Tate McIntosh
Michele L. Pena
Darrell L. Williams

ASSISTANT PRINCIPALS
(Completing Four Semesters)

Alvin K. Baldwin
Milton L. Collins
Gardenia Farris
Billy R. Fisher

ASSISTANT PRINCIPALS
(Completing Five Semesters)

Carolyn A. Armour
Rosana Benishek
Edith M. Bivens
Lavina E. Doberstein
Anna M. Hooker
Sharon D. McDade
Mary B. Pitrof
Keith P. Posley

ASSISTANT PRINCIPALS
(Completing Six Semesters)

Cheryl D. Hunter
Patricia L. Joseph
Jeri Jayne W. Stillman

SUPPORT STAFF

(Completing One Semester)

None

(Completing Two Semesters)

JoAnn C. Buhr
Offie L. Hobbs

(Completing Three Semesters)

Stacy A. Herbst
Kevin L. Reed

(Completing Four Semesters)

Cecelia A. Edmond
Robert J. Gavronski
Monica A. Kaskey
Sandra K. Procopio
Virginia G. Stamper
Russell W. Thomas

(Completing Five Semesters)

Larry D. Beatty
Carmelo Cortes
Douglas A. Kloss
Michelle J. Lenski
James A. Miller
Timothy J. McElhatton
Anthony D. Weber

(Completing Six Semesters)

None

* * * * *

Director Small moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson and President Fisher—7.

Noes—Director Todd—1.

Temporarily absent—Director Sinicki—1.

(Item 4) Informational Report on Probationary Personnel not Recommended for Reappointment

Pursuant to the Rules of the Milwaukee Board of School Directors, the appointment of probationary employees initially requires the nomination of the Superintendent. In the event that a person already serving in a probationary position is not nominated by the Superintendent for reappointment, such act serves to terminate the probationary employee's employment in the district from his/her probationary position without further action required by the Board.

I am providing the Board, for informational purposes only, with the following name of a probationary employee I have not nominated for reappointment:

Name	Present Position
Annie Rheams	Assistant Principal

* * * * *

(Item 5) Action on Recommended Administrative Appointments and Promotions

Recommendation

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

2(r)	Tyrone Dumas	Coordinator Technical Education Initiative	Schedule IIIE, Range 12A $84,055
5(r)	Mary Lamping	Director Office of Research and Assessment	Schedule IIIE, Range 12A $65,052

5(r)	Jeffrey Krupar	Principal Doerfler Elementary School	Schedule III, Range 13Z $71,889
2(r)	Elisabeth Words	Principal Granville Elementary School	Schedule III, Range 13Z $71,889
5(r)	Marybeth Sandvig	Principal Manitoba Elementary School	Schedule III, Range 13Z $70,944
5(r)	Barbara Flores	Benefits Analyst Division of Insurance and Risk Management	Schedule III, Range 6A $48,000

* * * * *

Director Braun moved to approve the Superintendent's recommendations.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Sinicki, Small, Thompson and President Fisher—8.

Noes—None.

Temporarily absent—Director Todd—1.

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk presented the following reports of the Independent Hearing Panel of the Board of School Directors for the Board's consideration and determination:

2:00 P.M., Thursday, November 19, 1998
10:00 A.M., Monday, November 23, 1998
9:00 A.M., Tuesday, November 24, 1998
11:30 A.M., Monday, November 30, 1998
2:00 P.M., Monday, November 30, 1998
9:00 A.M., Tuesday, December 1, 1998
2:00 P.M., Tuesday, December 1, 1998
9:00 A.M., Wednesday, December 2, 1998
2:00 P.M., Wednesday, December 2, 1998
9:00 A.M., Thursday, December 3, 1998
11:30 A.M., Thursday, December 3, 1998
2:00 P.M., Thursday, December 3, 1998
9:00 A.M., Monday, December 7, 1998
9:00 A.M., Tuesday, December 8, 1998
2:00 P.M., Tuesday, December 8, 1998 (2)
2:30 P.M., Wednesday, December 9, 1998
9:00 A.M., Thursday, December 10, 1998
11:30 A.M., Thursday, December 10, 1998
11:30 A.M, Friday, December 11, 1998
11:30 A.M., Tuesday, December 15, 1998

* * * * *

Director Small moved to accept the reports.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, O'Neil, Sinicki, Small, Thompson and President Fisher—6.

Noes—Directors Hardin and Todd—2.

Temporarily absent—Director Gardner—1.

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communication:

(Item A) Resignation of Board Member Christine Sinicki

MILWAUKEE PUBLIC SCHOOLS

CHRISTINE M. SINICKI
Director, Board of School Directors
3132 South Indiana Avenue
Milwaukee, Wisconsin 53207
(414) 481-7667

December 1, 1998

Dear President Fisher,

This letter is to inform you of my resignation from the Milwaukee Board of School Directors effective December 31, 1998.

It has been an honor to serve the residents of the City of Milwaukee.

I look forward to working with you and other members of the board in my new position.

Sincerely,

Christine Sinicki

cc: MPS Board Members
Office of Board Governance
Superintendent Alan Brown

* * * * *

Received and ordered placed on file.

RESOLUTIONS

Resolution 9899R-101

By Director Thompson:

WHEREAS, The state revenue limit allows a significant, but temporary, spending increase in years in which Milwaukee Parental Choice Program enrollment increases; and

WHEREAS, If the Milwaukee Board of School Directors elects not to utilize the full revenue limit, future allowable revenue per student will decline to a level lower than that before the growth in Choice enrollment took place; and

WHEREAS, The Milwaukee Board of School Directors did elect not to utilize the full revenue limit, setting the stage for future budget shortfalls; and

WHEREAS, The state revenue formula similarly penalizes all school districts that choose not to utilize their full revenue limit by permanently restricting their ability to meet future financial challenges; and

WHEREAS, The incentive contained in the formula to "use it or lose it" is contrary to sound managerial and financial practice, now, therefore, be it

RESOLVED, That the Office of Board Governance and Administration develop a legislative proposal to base future revenue limits on past revenue limits rather than expenditures.

Referred to Legislation, Rules and Policies Committee.

Resolution 9899R-102

By Director Thompson:

WHEREAS, The state aid formula is based on three factors: the previous year's enrollment ("aid membership"), the previous year's expenditures ("shared cost for equalization"), and the equalized property value ("TIF-out school aid value"); and

WHEREAS, Enrollment in the Milwaukee Parental Choice Program is included in the aid membership; and

WHEREAS, Payments related to the Milwaukee Parental Choice Program are not counted in the shared cost for equalization; and

WHEREAS, By including Choice students in enrollment while excluding Choice payments from expenditures, the present formula gives a misleadingly low shared cost per member; and

WHEREAS, This low cost per member decreases the share of the MPS budget paid by the state, putting political pressure on the Board of School Directors to cut MPS budgets, while also decreasing payments for Choice students; now, therefore, be it

RESOLVED, That the Office of Board Governance and Administration develop a legislative proposal to include Choice payments in the total shared cost for the purposes of equalization aid.

Referred to Legislation, Rules and Policies Committee.

Resolution 9899R-103

By Director Thompson:

WHEREAS, State law mandates Wisconsin pay 70% of the cost of exceptional education; and

WHEREAS, Because aids have not increased with costs, the actual aid is closer to 30% of costs; and

WHEREAS, This shortfall has a negative impact on both exceptional education and regular education; and

WHEREAS, A 70% reimbursement formula is contrary to sound fiscal management in that it would reward districts with the least effective cost controls; and

WHEREAS, Use of Diagnostic Related Groups (DRG) is an alternative method that could restore equitable funding without creating artificial incentives for cost increases; now, therefore, be it

RESOLVED, That the Office of Board Governance and Administration develop a legislative proposal to base reimbursement for exceptional education on 70% of the DRG.

Referred to Legislation, Rules and Policies Committee.

Resolution 9899R-104

By Directors Thompson, Todd, O'Neil, Small, Gardner, Sinicki and President Fisher:

WHEREAS, All parents deserve notice in writing of Central Office discipline hearings, of suspensions, IEP meetings, Section 504 meetings, Collaborative Support Team meetings and letters about truancy; and

WHEREAS, All parents deserve written results of all Central Office discipline hearings, IEP meetings, Section 504 meetings and Collaborative Support Team meetings; and

WHEREAS, The U.S. Postal Service processes millions of pieces of mail with a very high accuracy rate but cannot be expected to reach 100% accuracy; and

WHEREAS, Using Registered Mail or Certified Mail may satisfy certain legal requirements but actually may delay getting the message to a parent, particularly when the parent is working and is not home to receive the mail; and

WHEREAS, Sometime a child may intercept correspondence from Milwaukee Public Schools to prevent the parent from receiving it; and

WHEREAS, Some parents who want help from a child advocate must photocopy notices and mail them to their advocate; now, therefore, be it

RESOLVED, That the Department of Parent and Student Services resume receiving signed requests by parents requesting that MPS send duplicate copies of formal correspondence to their child advocate; and be it

FURTHER RESOLVED, That MPS honor these signed parent requests.

Referred to Finance/Personnel Committee.

The Board adjourned at 8:13 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 6, 1999

Special meeting of the Board of School Directors called to order by President Fisher at 6:35 PM.

Present—Directors Braun, Gardner, O'Neil, Thompson and President Fisher—5.

Absent and excused—Directors Hardin, Small and Todd—3.

Vacancy on Board—1.

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

January 6, 1999

EMERGENCY NOTICE ISSUED UNDER THE PROVISIONS OF WISCONSIN STATUTES 19.84 (3)

To the Members of the Board of School Directors:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 6:30 PM (or immediately upon adjournment of the Board Committee Chairs Agenda Planning Meeting, scheduled to begin at 6:00 PM) on Wednesday, January 6, 1999, 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 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.

SUZANNE M. LUNDIN
Director/Board Clerk

Director Thompson moved that the Board retire to executive session for the purpose of formulating strategies concerning collective bargaining negotiations matters, pursuant to Wisconsin Statutes Section 19.85 (1) (e).

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, O'Neil, Thompson and President Fisher—5.

Noes—None.

The Board retired to executive session at 6:37 PM.

The Board adjourned from executive session at 7:45 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 13, 1999

Special meeting of the Board of School Directors called to order by President Fisher at 6:09 PM.

Present—Directors Braun, Gardner, Hardin, O'Neil, Small (6:11 PM), Thompson (6:11 PM), Todd (6:30 PM) and President Fisher—8.

Absent—None.

Vacancy on Board—1.

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

January 12, 1999

To the Members of the Board of School Directors:

Please be advised that the special meeting of the Board of School Directors, scheduled to be held at 6:00 PM on Tuesday, January 12, 1999, has been rescheduled to meet at 6:00 PM on Wednesday, January 13, 1999, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purposes of continuing the annual performance evaluation of the Superintendent and considering compensation for 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 evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may convene in executive session for the purposes stated above and may reconvene in open session to take action on matters considered in executive session.

SUZANNE M. LUNDIN
Board Clerk

Director Braun moved that the Board retire to executive session for the purpose of continuing the annual performance evaluation of the Superintendent and considering compensation for the Superintendent and the Director, Office of Board Governance/Board Clerk, pursuant to Wisconsin Statutes Section 19.85 (1) (c).

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil and President Fisher—5.

Noes—None.

The Board retired to executive session at 6:10 PM.

The Board adjourned from executive session at 7:00 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 13, 1999

Special meeting of the Board of School Directors called to order by President Fisher at 7:01 PM.

Present—Directors Braun, Gardner, Hardin (7:02 PM), O'Neil, Small, Thompson (7:02 PM), Todd (7:02 PM) and President Fisher—8.

Absent—None.

Vacancy on Board—1.

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

January 12, 1999

To the Members of the Board of School Directors:

Please be advised that the special meeting of the Board of School Directors, scheduled to be held at 6:25 PM on Tuesday, January 12, 1999, has been rescheduled to meet 6:25 PM on Wednesday, January 13, 1999, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of receiving, considering and taking action on various Reports of the Independent Hearing Panel of the Board of School Directors.

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

SUZANNE M. LUNDIN
Board Clerk

The Director, Office of Board Governance/Board Clerk presented 10 Reports of the Independent Hearing Panel of the Board of School Directors.

Director Braun moved to accept the reports of December 16, 1998, at 9:00 AM (2 hearings); December 17, 1998, at 2:00 PM; January 4, 1999, at 11:30 AM and 2:00 PM; January 5, 1999, at 9:00 AM and 11:30 AM; January 6, 1999, at 2:00 PM; and January 7, 1999, at 9:00 AM and 2:00 PM.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, O'Neil, Small, Thompson and President Fisher—6.

Noes—Directors Hardin and Todd—2.

The Board adjourned at 7:08 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 13, 1999

Special meeting of the Board of School Directors called to order by President Fisher at 7:09 PM.

Present—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Absent—None.

Vacancy on Board—1.

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

January 12, 1999

To the Members of the Board of School Directors:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 6:30 PM on Wednesday, January 13, 1999, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering litigation with respect to the Board's appeal from the Department of Public Instruction's decisions concerning pupil transfers under Section 118.51, the open enrollment statute, and with respect to the MTEA lawsuit involving charter schools.

The Board, pursuant to Wisconsin Statutes Section 19.85 (1) (g), which provides that a governmental body may convene in executive session for the purpose of "conferring with legal counsel for the governmental body which is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved," the Board may retire to executive session to confer with its legal counsel who is rendering legal advice concerning the Board's appeal from the Department of Public Instruction's decisions concerning pupil transfers under Section 118.51, the open enrollment statute and concerning the MTEA lawsuit involving charter schools

SUZANNE M. LUNDIN
Board Clerk

Director Thompson moved that the Board retire to executive session to confer with its legal counsel concerning the Board's appeal from the Department of Public Instruction's decisions concerning pupil transfers under Section 118.51, the open enrollment statute and concerning the MTEA lawsuit involving charter schools, pursuant to Wisconsin Statutes Section 19.85 (1) (g).

The motion prevailed, the vote being as follows:

Ayes— Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

The Board retired to executive session at 7:10 PM.

The Board adjourned from executive session at 7:43 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 20, 1999

Special meeting of the Board of School Directors called to order by President Fisher at 6:58 PM.

Present—Directors Braun, Gardner, Hardin, O'Neil (7:00 PM), Small, Thompson, Todd and President Fisher—8.

Absent—None.

Vacancy on Board—1.

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

January 19, 1999

To the Members of the Board of School Directors:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 6:45 PM (or immediately upon adjournment of the Legislation, Rules and Policies Committee Meeting, scheduled to begin at 6:00 PM) on Wednesday, January 20, 1999, 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 Local 1053.

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.

SUZANNE M. LUNDIN
Board Clerk

Director Thompson moved that the Board retire to executive session for the purpose of formulating strategies concerning collective bargaining negotiations matters, pursuant to Wisconsin Statutes Section 19.85 (1) (e).

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, Small, Thompson, Todd and President Fisher—7.

Noes—None.

The Board retired to executive session at 6:59 PM.

The Board adjourned from executive session at 7:45 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 27, 1999

Special meeting of the Board of School Directors called to order by President Fisher at 6:06 PM.

Present—Directors Braun, Gardner, Hardin (6:09 PM), O'Neil, Small, Thompson, Todd (6:09 PM) and President Fisher—8.

Absent—None.

Vacancy on Board—1.

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

January 25, 1999

To the Members of the Board of School Directors:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 6:00 PM on Wednesday, January 27, 1999, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering litigation with respect to the Board's appeal from the Department of Public Instruction's decisions concerning pupil transfers under Section 118.51, the open enrollment statute.

The Board, pursuant to Wisconsin Statutes Section 19.85 (1) (g), which provides that a governmental body may convene in executive session for the purpose of "conferring with legal counsel for the governmental body which is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved," the Board may retire to executive session to confer with its legal counsel who is rendering legal advice concerning the Board's appeal from the Department of Public Instruction's decisions concerning pupil transfers under Section 118.51, the open enrollment statute.

SUZANNE M. LUNDIN
Board Clerk

Director Small moved that the Board retire to executive session to confer with its legal counsel concerning the Board's appeal from the Department of Public Instruction's decisions concerning pupil transfers under Section 118.51, the open enrollment statute, pursuant to Wisconsin Statutes Section 19.85 (1) (g).

The motion prevailed, the vote being as follows:

Ayes— Directors Braun, Gardner, O'Neil, Small, Thompson and President Fisher—6.

Noes—None.

The Board retired to executive session at 6:08 PM.

The Board adjourned from executive session at 6:35 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 27, 1999

Regular meeting of the Board of School Directors called to order by President Fisher at 6:41 PM.

Present—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Absent—None.

Vacancy on Board—1.

President Fisher requested that a moment of silence be observed for Cassandra B. Turnage, a seventh-grader at the Milwaukee Education Center, who had been shot to death on January 1; LaFayette Clark, a ninth-grader at Custer High School, who had been shot to death on January 10; and Douglas Schmeckpeper, who had been accidentally shot to death.

AWARDS AND RECOGNITIONS

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:

Daniel V. Lotesto, Jr.
Mathematics Teacher, Riverside University High School

Mr. Daniel Lotesto was awarded the Siemens Foundation Award for Advanced Placement. This respected award is granted to educators based on their extraordinary efforts in the field of advanced placement instruction. Award winners were chosen from a group of approximately 22,000 nationwide by the recommendation of their peers, administrators, and the College Board.

Mr. Lotesto has been teaching mathematics to Milwaukee Public Schools' children for twelve years and currently teaches all levels of high school mathematics, including Advanced Placement Calculus, at Riverside University High School. He is well respected and valued by his students and peers. Principal Mary Ann Zapala has praised his work with students, calling him an exceptional teacher who makes challenging advanced math come to life and become relevant for his students.

Mr. Lotesto provides leadership in the development of the Advanced Placement Program for the district through his involvement with the College Board, Alverno College, and the University of Wisconsin-Milwaukee. Mr. Lotesto is admired by district staff from all disciplines and levels and represents MPS in the very best light as he shares information and experiences with people from other school districts.

The Milwaukee Board of School Directors and the entire school community recognize Mr. Daniel Lotesto for being an outstanding teacher who consistently demonstrates the highest level of professional commitment and competency in his work with students and colleagues.

Other Awards and Recognitions

Terry Scheulke, a senior at Hamilton High School, won a $500 scholarship for his three-dimensional model home design in the 1998 Bruce Horner Memorial Scholarship Award Home Design Contest. The Metropolitan Builders Association (MBA) awarded the awards during a special program at the Building Trades Career Fair on Friday, January 8, 1999. The MBA selected student architectural drawings and three-dimensional models from a field of over fifteen entries.

Elise Caceres, a sophomore at Rufus King High School, was featured in a Milwaukee Journal Sentinel article on December 31, 1998, for sharing the joy of her quincenera, a Hispanic celebration of her 15th birthday, by giving $300 of the money she received toward relief efforts in Central America. Elise donated the money through the local United Nations Children's Fund (UNICEF) to be used to help those in Honduras and the rest of Central America who suffered great losses as a result of hurricane Mitch.

Mickey Mahar, a third-grader at Lloyd Street Global Education School, and his brother, Brendan Shaw, a seventh-grader at Grand Avenue Middle School, were featured in a December 10th Milwaukee Journal Sentinel article for launching an innovative new newspaper in the Riverwest neighborhood. The publication, titled "Our Corner News-Mein-Ecke," is published monthly. The boys gathered the news stories by interviewing people who live and work in the Riverwest neighborhood. Jokes, recipes, move reviews, famous quotes, and word searches also are featured. The two boys share the responsibilities of reporting, writing, editing, designing, printing and delivering the publication.

Riverside University High School and Wisconsin Conservatory of Life Long Learning were selected for participation in the 1999-2002 Wisconsin Sister School — Sister State Program with the prefecture of Chiba in Japan. Schools were chosen for their commitment to the Japanese language program and interest in international opportunities for staff and students. Students will select one or more projects each year to exchange or show to their sister schools abroad. In the past, projects have included comparisons of river quality, school recycling projects, videos of "a day in the life of a student," art exhibitions, and band and orchestras that learn one another's school song and national anthem.

Tippecanoe School for the Arts and Humanities captured the national grand prize of $10,000 in the Kellogg's Rice Krispie Treats Sculpturing Contest. In addition to the monetary award, three Tippecanoe students had an opportunity to be guests on the "Donny and Marie Show," which aired Tuesday, December 29, 1998, on Fox Six. The students demonstrated how their winning sculpture was built, and they made miniature "Humanitrees" with Donny and Marie Osmond. The school's winning sculpture, the "Humanitree," is an eight-by-five-foot tree made entirely out of Kellogg's Rice Krispies. Tree ornaments, which are also made entirely out of the cereal, illustrate the school's various humanities topics, including ballet shoes for dance, a violin and clarinet for music, tragedy and comedy masks for drama, a book for literature and philosophy, and a color pallet for visual arts.

Artwork created by students from Elm Creative Arts School has been included in the 1999 WEAC Multicultural Calendar. The artwork will be highlighted for the months of January, February, June, and August. The calendar is printed and distributed throughout the state by the Wisconsin Education Association Council (WEAC). Teachers from throughout the state serve on the WEAC Human Relations Committee that is responsible for compiling the calendar.

Robin Brewer, Charles Gray, George Hayes, Natalie Olscheski, and Audrey Deweerdt, of Milwaukee School of Entrepreneurship, took first place in the statewide Stock Market Game by transforming a hypothetical $100,000 into $830,475 in their stock portfolio. The winning team and their teacher won an all-expense-paid trip to New York City, where they will visit the trading floors on the New York Stock Exchange and the American Stock Exchange. The Wisconsin Council on Economic Education sponsors the Stock Market Game Program. The team from Milwaukee School of Entrepreneurship, along with

winning MPS Regional teams from Milwaukee High School of the Arts, Madison University High School, and Fritsche Middle School, were honored at a recognition dinner on January 11, 1999, at the UWM Extension Conference Center.

Walker Middle School students Danelle Domenosky, Nancy Duong, Kimberly Gutierrez, Leivonnie Harris, and Jodi Swedowski, with the guidance of teachers Janice Keel and Tammy Wisniewski, won sixth place in the third annual national Cyber Surfari Hunt and became members of its 98 Internet Century Club by finding answers to 103 questions on the net. The project required students to check 13 different Web sites for clues that would send them off in a variety of directions for answers.

Thousands of Milwaukee Public Schools students participated in various competitions in the City of Milwaukee's 1998-99 Dr. Martin Luther King Jr. Contest. The winners were honored at the 16th annual Dr. Martin Luther King Jr. Birthday Celebration on Sunday, January 17, 1999, at the Marcus Center for the Performing Arts. Five MPS students — Darius Kennedy Dixon, Martin Luther King Jr. School; Chenequa Higgins, Lloyd Street School; Deshounda Jefferson, Sarah Scott Middle School; Frances Morgan, Juneau High School; and Stephanie Miles, Riverside University School — recited their winning speeches to an audience of several hundred.

The following MPS students were named winners in the competitions:

1998-99 Dr. Martin Luther King Jr. Academic Scholarship Awards

Ziniye Baralatei, Hamilton High School

Julie Desai, Hamilton High School

Regina R. Gutierrez, Bay View High School

Katherine Krepel, Milwaukee High School of the Arts

Talonda Lipsey, Vincent High School

Kenneth McCants, Juneau High School

Minerva S. Munoz, Hamilton High School

1998-99 Dr. Martin Luther King Jr. Leadership Scholarship Awards

Melissa Allen, Milwaukee School of Entrepreneurship

Mia Beans, Rufus King High School

Rachael Geyser, Vincent High School

Onyebuchi Obi Oraedu, Washington High School

Melanie E. Thompson, Washington High School

1998-99 Dr. Martin Luther King Jr. Youth Achievement Awards

Leadership Awards:	Pamela Kaye, Wisconsin Conservatory of Lifelong Learning LaQuisia King, Carleton School Jaleesa Moore, Garfield Avenue School Khaulah Nuruddin, Washington High School
Humanitarian Awards:	Robert Carr, Trowbridge Street School Latoya Kincaid, Riverside High School Tionna Mathis, Wisconsin Conservatory of Lifelong Learning
Peacemaker Awards:	Onyebuchi Obi Oraedu, Washington High School Jerri Lynn Parker, Hampton Avenue School Latrece Perkins, Fritsche Middle School

Scholastic Awards:	Adella Deacon, North Division High School Ernest Gibson, Madison High School Jared Muszytowski, Wisconsin Conservatory of Lifelong Learning Jacob Saxton, Wisconsin Conservatory of Lifelong Learning Selene Turner, Wisconsin Conservatory of Lifelong Learning Elise Wachowiak, Pulaski High School

1998-99 Dr. Martin Luther King Jr. Art Contest Winners

First Place:	Mary Brown, Kosciuszko Middle School Phanique M. Cray, LaFollette School Steven J. Westerhausen, Pulaski High School Carlton P. Young, Wisconsin Conservatory of Lifelong Learning
Second Place:	Rocky Esparza, Rufus King High School Jessica L. Faust, Wisconsin Conservatory of Lifelong Learning Brian M. Orta, Bell Middle School Tao Vang, Manitoba School
Third Place:	Cassandra A. Burton, Bell Middle School Natasha Nicholson, Franklin School Debra Wallace, principal, and Nicole Johnson, K5 teacher, for Stuart School class project
Honorable Mention::	Selina Hernandez, Pulaski High School Jermell K. Lewis, Samuel Clemens School

1998-99 Dr. Martin Luther King Jr. Essay Contest Winners

First Place:	Enrique Colon, Grade 2, Riley School Theresa R. Stefaniak, Grade 5, Elm Creative Arts School Nakisha K. Bowen, Grade 6, Lancaster School Shanise Whitlow, Grade 8, Andrew S. Douglas Middle School Fawn Siemsen, Grade 9, Rufus King High School Michelle Hickembottom, Grade 11, Marquette University Upward Bound/Washington High School
Second Place:	Shikita M. Lumpkins, Grade 3, Keefe Avenue School Myra A. Lam, Grade 4, Golda Meir School Laura E. Thompson, Grade 6, Roosevelt Middle School Rebecca S. Leichtling, Grade 7, Grand Avenue Middle School Ronata Pierce, Grade 10, Milwaukee High School of the Arts Charcora Palmer, Grade 11, Marquette University Upward Bound/Washington High School
Third Place:	Jerome J. Trammel, Grade 3, Trowbridge Street School Shanelle L. Gentry, Grade 5, Kluge School Amanda Peters, Grade 6, Roosevelt Middle School Chris Damico, Grade 9, Rufus King High School Shelly Rice, Grade 11, Marquette University Upward Bound/Marshall High School

1998-99 Dr. Martin Luther King Jr. Speech Contest Winners

First Place:	Darius Kennedy Dixon, Martin Luther King School
	Deshounda Jefferson, Sarah Scott Middle School
	Chenequa Higgins, Lloyd Street School
	Stephanie Miles, Riverside High School
	Frances L. Morgan, Juneau High School
Second Place:	Elizabeth E. Noth, Elm Creative Arts School
	Rupinder Kaur, Pulaski High School
	Owen Dyke Ruh, Riley School
Third Place:	Lorenzya C. Bohannon, Garfield Avenue School
	Loretta M. Drinkard, Hamilton High School
	Pamela J. Kaye, Wisconsin Conservatory of Lifelong Learning
	Brittney McKinley, Lancaster School

Nancy Pluta, a twenty-five-year-old Milwaukee High School of the Arts graduate, performed in the January 19-20, 1999, Bradley Center ice skating show, "Grease on Ice." She appeared as Patty, the head cheerleader, in the production. Nancy, who began her skating career at age four, has performed with ice-skating champions Nancy Kerrigan and Dorothy Hamill and other Olympic medalists.

Nineteen MPS teachers received awards for their involvement in the Milwaukee Telecommunications Project (MTP). The MTP is a collaborative effort between Milwaukee Public Schools, Milwaukee-area schools, and UW-Milwaukee's Center for Mathematics and Science Education Research to work with science, mathematics, and social studies teachers to develop their abilities to use telecommunications for professional development, curriculum development, and instruction in the classroom. The award, titled "Innovative Teaching Using Technology," was presented to science or mathematics teachers who participated in the first three years of the MTP project and demonstrated an exemplary collaborative internet-based science investigation. Teachers selected to receive awards are:

Karen Kahn, Andrew Douglas Middle School

Sandra Mayer, Garden Homes Elementary

Dennis Bodden, Garden Homes Elementary

Bernadette Halloran, Garfield Elementary

Erin Welsh, Grand Avenue Middle School

Paula Holman, Greenfield Montessori

Marva Bredendick, Riley Elementary

Melissa Ellis, Milwaukee Urban Systemic Initiative

Meg Gregorich, Milwaukee French Immersion

Virginia McFadden, Milwaukee French Immersion

Dan Solney, Pulaski High School

Abdalla Bendada, Riverside University High School

Marlys Cole, Stuart School

Eleanor Sellers, Stuart School

Edward Valent, Stuart School

Catherine Hnat, Milwaukee Village School

Gale Hendrychowski, U.S. Grant

Susan Nowak, U.S. Grant

Rachelle Folger, U.S. Grant

John Holmes, John Marshall High School teacher, was profiled in the December 1998 issue of a national magazine for teachers. Cable in the Classroom showcases the efforts of innovative educators using today's technologies to stimulate student achievement. The magazine article "Correspondence Course" reported on the formation of the CNN Student Bureau by Turner Learning and CNN. Student reporters from Mr. Holmes's classes will have the opportunity to have their news reports reviewed by a Turner Learning producer and considered for airing on CNN or presentation on the Turner Learning Web site.

Mary Widen and Mary Jakubiak, Tippecanoe Elementary School teachers, were highlighted in the January issue of Cable in the Classroom magazine. The magazine article "Catnappers and Stargaziers" reported on a forensic science project developed by Ms. Widen and Ms. Jakubiak for their third-grade students. The 10-week unit, "Who Has Whiskers? An Elementary Study in Forensic Science," won the 1998 Time Warner Cable National Teacher Award. The project used Cable in the Classroom programming to involve all students in an inclusive class with a handful of special-education students. The detectives were the kids, who built their reasoning and social skills as they had fun solving the mystery.

Christine Anderson, School Age Parents Program teacher, was selected as "Educator of the Year" from Wisconsin for 1998-99 by the National High School Association. Ms. Anderson was recognized for her outstanding contributions towards the education of high school students. She was presented with the award at the NHSA's 4th Annual Conference in Nashville, Tennessee, on January 16, 1999.

Willie Jude, North Division High School principal, will be presented with the Black Excellence Award for Education at the 14th annual Black Excellence Awards dinner on February 26, 1999. The Black Excellence Awards, sponsored by the Milwaukee Times, the Milwaukee Journal/Sentinel, WISN-TV, American Family Insurance, and Time Warner Cable, honors individuals who have made a difference in the city of Milwaukee.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of December 9, 10, and 16, 1998, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Recommendation to Disallow Claims

MILWAUKEE PUBLIC SCHOOLS

Milwaukee, Wisconsin

January 27, 1999

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 for Damages filed against the Milwaukee Public Schools by Mr. Robert A. Levine, attorney, on behalf of Omaar Balton, a minor, and Wendee and Kevin Balton, as parents, for damages resulting from an alleged injury sustained by Omaar Balton at MacDowell Montessori School on September 29, 1997.

   Claim is made in the sum of $50,000.00 for Omaar Balton, $8,782.25 for Kelvin Balton, and $5,000.00 for Wendee O. Balton.

2. Notice of Injury and Claim for Damages filed against the Milwaukee Public Schools by Mr. Patrick Cavanaugh Brennan, attorney, on behalf of Joel Miller, a minor, who allegedly sustained personal injuries at Riley Elementary School on May 1, 1998.

   Claim is made in the sum of $50,000.00 for Joel Miller.

Wausau Insurance Companies, the third party administrator that currently investigates the liability claims filed against the district, has requested that these claims be disallowed.

Therefore, I recommend that the Board disallow the above-mentioned claims and place them on file. Under the provisions of Section 119.68 and Section 893.80 of the Wisconsin Statutes, this disallowance will permit the claimants a period of six months in which to bring suit, if they so desire.

Respectfully submitted,

Alan S. Brown, Ed.D.
Superintendent of Schools

(above-mentioned documents attached)

On the motion of Director Small, the claims were denied, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

(Item B) Action on a Recommendation to Grant the Superintendent Authority to Waive the Mathematics and Writing Proficiency Exams for Tenth-Grade Students

To the Board of School Directors:

RE: Action on Recommendation to Grant the Superintendent Authority to Waive the Mathematics & Writing Proficiency Exams for Current Tenth-Grade Students

The educational philosophy of MPS is founded on the belief that all children can learn. Efforts to improve student achievement include mathematics and writing proficiency exams which students must pass to graduate from high school. I am proposing that the Board of School Directors grant the Superintendent the authority to waive the mathematics proficiency exam for current tenth-grade students who receive an advanced or proficient score on the math subtest and to waive the writing proficiency exam for current tenth-grade students who receive an advanced or proficient score on the language arts subtest of the Wisconsin Student Assessment System (WSAS). The WSAS will be administered to tenth-grade students during the February 16 - March 5, 1999, testing period.

The Wisconsin Student Assessment System (WSAS) is a rigorous assessment which includes math and language arts (including writing) as two of the five subtests. Students are required on the WSAS to complete multiple-choice, essay, and selected-short-answer responses. Test results are reported by the State of Wisconsin in the following four performance categories of achievement:

- Advanced
- Proficient
- Basic
- Minimal

If you concur with my proposal to increase the opportunities for the current tenth grade students to demonstrate proficiency, the assessment opportunities would be:

- WSAS Math and Language Arts Subtests (score advanced or proficient in grade 10)
- Math and Writing Proficiency Exams (given in grades 11 and 12)
- Math and Writing Portfolios (alternative assessment available in grade 12)

I believe the implementation of this proposal will provide an incentive to tenth-grade students to demonstrate their best performance on the 1999 WSAS tests.

Recommendation: That the Board grant the Superintendent the authority to waive the mathematics and/or writing proficiency exams for current tenth-grade students who receive an advanced or proficient score on the math and/or language arts subtests of the Wisconsin Student Assessment System.

Respectfully submitted,

ALAN S. BROWN, Ed.D.
Superintendent of Schools

* * * * *

Director Thompson moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

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

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

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 Wednesday of each month.

Under the provisions of this Rule, the March Board meeting is scheduled to be held on March 31; however, Passover begins at sunset on this day.

It is recommended that the Board suspend Board Rule 1.02 (1) and change the date of the meeting to Tuesday, March 30, 1999.

SUZANNE M. LUNDIN
Director/Board Clerk

* * * * *

Director Todd moved to suspend Board Rule 1.02 (1) and change the date of the meeting to Tuesday, March 30, 1999.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

REPORTS OF STANDING COMMITTEES

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Small 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 and Action on:

a. The Integration of All Aspects of Dr. Nash's Program, Continuation of Dr. Nash's Services, and DPI's Willingness to Accommodate Those in Its Budget for 1999

b. Resolution 9899R-076 by Director Thompson Regarding a Reading Center to Teach Pure Phonics

c. Resolution 9899R-052 by Director Todd to Dissolve the City-Wide Reading Council

Background

At the November 10, 1998, Innovation/School Reform Committee meeting, Director Thompson introduced the following redraft of Resolution 9899R-076. The Administration was directed to submit an analysis and recommendations on the revised resolution introduced at the December 1998 Innovation/School Reform Committee meeting.

WHEREAS, Increased reading achievement is a priority in the Milwaukee Public Schools; and

WHEREAS, The issue of illiteracy is being addressed on a daily basis by the Milwaukee Public Schools; and

WHEREAS, Research and MPS pilot projects have demonstrated that Dr. Nash's Pure Phonics effectively addresses students not reached by other reading methodologies; and

WHEREAS, Milwaukee Public Schools is in the process of using Pure Phonics and a variety of other methodologies to improve reading achievement; and

WHEREAS, A full range of reading initiatives and staff development opportunities and classroom support activities should be available in one central location; now, therefore, be it

RESOLVED, That a reading center be established for the Milwaukee Public Schools at a location and with remodeling cost approved by the Board of School Directors; and be it

FURTHER RESOLVED, That in addition, this reading center be staffed with the six MPS reading specialists and six MPS teachers; and be it

FURTHER RESOLVED, That all professional staff at the reading center be trained in Dr. Nash's Pure Phonics and in other reading methodologies with demonstrated effectiveness; and be it

FURTHER RESOLVED, That a written report be submitted to the Innovation/School Reform Committee for their approval, describing, comparing, and contrasting Pure Phonics and the other reading methodologies with demonstrated effectiveness in which professional staff are or will be trained by December 1; and be it

FURTHER RESOLVED, That this reading center will function as a training center to provide inservice for MPS classroom teachers and to provide supervisory support and assistance to teachers in the field; and be it

FURTHER RESOLVED, That proposed procedures to evaluate the effectiveness of the reading center's activities including pre- and post-test data each year will be submitted for revision and approval to the Innovation/School Reform Committee by March 1, 1999; and be it

FURTHER RESOLVED, That the City-wide Reading Council be dissolved and reconstituted to reflect the district's philosophy on the teaching of reading; and be it

FURTHER RESOLVED, That the maximum membership of the City-wide Reading Council be 17 members chosen as follows:

A. Each Board member may appoint one member

B. The principals of the five primary schools that score the highest on the Third Grade Reading Test may each appoint one member

C. The Superintendent of Schools may appoint two members; and be it

FURTHER RESOLVED, That the administration submit to the Finance and Personnel Committee for approval by the Board, by December 8, 1998, plans for the location of the center, all costs of remodeling and relocation to create office space, instructional space and secretarial support and the sources of the funds to accomplish this work.

At the Board’s monthly meeting on June 24, 1998, the following Resolution 9899-052 was introduced by Director Todd:

WHEREAS, Developing the skill of fluently reading and understanding written material must be a priority for all children in MPS; and

WHEREAS, Many children do not receive enough reading experience at home to successfully learn to read in MPS using the present methods of teaching utilized in most MPS schools; and

WHEREAS, A pilot project in five MPS schools to teach a complete phonics coding system was publicly dismissed by representatives of the MPS City-wide Reading Council as unnecessary because the present curriculum had all the phonics necessary; and

WHEREAS, Research shows that children who do not read fluently by the end of third grade have a very poor prognosis of reading fluently by the time they finish high school; and

WHEREAS, A much broader understanding of teaching reading and an understanding of the complete phonics coding system for all children is needed; now, therefore, be it

RESOLVED, That the City-wide Reading Council be dissolved; and be it

FURTHER RESOLVED, That a direct instruction reading curriculum be incorporated into all elementary schools.

Administration's Analysis

1. The Administration supports the establishment of a district reading center, the major purpose of which is to provide a more focused approach to implementing the mission of the MPS reading program — to develop strategic readers who are skillful, self-reliant and independent. Activities will include professional development, curriculum development and dissemination, textbook and materials adoption, related reading tutoring activities, as well as research and assessment of reading projects currently underway in the district. Through the establishment of a reading center, the district further addresses the priority of higher reading achievement.

2. The reading center will provide supervisory support and serve as a training center for teaching various reading methodologies, including Dr. Nash's "Pure Phonics" course. This course is being incorporated into the total reading program to give special emphasis on teaching phonics skills.

3. The reading center will also be used to implement a number of initiatives that are underway to support achievement in reading. Following are some examples of the activities that will occur through the reading center.

- Activities related to the Reading Guarantee will be coordinated through the reading center. Sub-committees are currently working to address a variety of issues pertaining to the guarantee.
- Training sessions to assist in implementing the adopted elementary reading program will continue during the current year and will be offered in the future at the reading center.
- Assessment of student progress will continue through the Jerry Johns Basic Reading Inventory, twice per year (January and May). These levels, which are recorded on the computer, are updated throughout the year. Various informal assessments provide vital information through which teachers monitor students' progress and plan for instruction.
- Implementation of the TargetTeach project is underway, and training for twenty-five targeted schools will be provided during the year.
- "Let's Read! Milwaukee," the district's initiative to improve reading achievement at all levels, is underway. A major component is the MPS After-School Volunteer Tutoring Project that was launched during October 1998, with service being provided to elementary and middle school students at 27 sites. Training sessions will be offered twice per month during the year. Tutoring activities will be coordinated through the reading center. The initiative will be developed as we continue to broaden community participation.

4. The City-wide Reading Council and current reading advisory committees and councils, consisting of teachers, parents, and administrators, will be reconstituted to support the reading center and the district's reading focus. The reconstituted reading council will include a broader representation of the continuum of philosophies and views of reading. The advisory group will meet throughout the year to support the implementation of the reading program by:

- reviewing educational literature
- developing and updating curriculum guides aligned to standardized assessment
- disseminating appropriate communications to schools
- assisting in staff development workshops

5. In response to the request for a comparison of Dr. Nash's "Pure Phonics" and other reading methodologies in which staff is being trained, the following key points are provided:

- Both the MPS Elementary Reading Staff Development model and the "Pure Phonics" course are based upon the alphabetic principle.
- Both focus on explicit, systematic phonics instruction with an emphasis upon sound/symbol correspondence.
- The MPS model, consistent with current educational research, further incorporates other elements of a balanced literacy program, such as phonological awareness and shared and guided reading, as well as writing instruction and an emphasis on reading authentic literature.
- A description of the "Pure Phonics" course indicates that it does not use traditional rules for reading and spelling; rather it emphasizes teaching learners to interpret the dictionary and its diacritical marks.
- The MPS model emphasizes developing phonemic awareness and concepts of print, developmentally appropriate skills, and reading behaviors which are taught and practiced within the context of real reading.

Strategic Plan Compatibility Statement

6. The recommendations support Board Goal 1, to improve academic achievement, and Board Goal 2, to provide parents and students with educational options.

Statute, Board Policy or Rule Statement

7. Board Policy 7.11 states, in part, that the district shall move towards an integration of reading, writing, thinking, speaking and listening skills, also emphasizing independent reading using a variety of reading materials.

Fiscal Impact Statement

8. Current reading staff is funded through Board and Title I funds. Five reading specialists are in place, with a sixth to be hired soon through the Division of Curriculum and Instruction.

9. Six classroom teachers will provide services outside the regular school day to support and expand Dr. Nash's training. Funding will be provided through the district's Eisenhower Professional Development Funds. Dr. Nash is scheduled to work in the district until December 1999, with his services funded through the Department of Public Instruction.

Implementation and Assessment Plan Statement

10. During the 1998-1999 school year, training in the district's reading models will continue.

11. Dr. Nash's "Pure Phonics" course will be offered through the Staff Development Catalog for the next three semesters, summer of 1999, and as requested by interested schools.

12. The "Pure Phonics" course is expected to be offered to interested parents through the Division of Community Recreation in spring 1999.

13. A facility plan for the reading center will be developed and implemented, with a completion date of April 1999.

14. A plan for assessing the reading center's activities will be cooperatively developed between the Office of Research and Assessment and the Division of Curriculum and Instruction.

Committee Recommendations

Your Committee recommends that the Board:

1. Authorize the Administration to proceed with plans to establish a reading center;

2. Approve the reconstitution of the City-wide Reading Council, consisting of twelve reading specialists and/or classroom teachers, three administrators and two parents, all chosen based upon strong knowledge and expertise in the reading process; and

3. Accept the Administration’s report and recommendations in response to Resolution 9899R-076 and Resolution 9899R-052.

* * * * *

(Item 2) Action on Resolution 9899R-081 by Director Hardin to Change the Educational Focus at Sarah Scott Middle School

Background

At its meeting on October 28, 1998, the Board referred the following Resolution 9899R-081 by Director Hardin to the Innovation and School Reform Committee:

WHEREAS, Sarah Scott Middle School is committed to establishing a permanent health sciences middle school; and

WHEREAS, Sarah Scott Middle School has developed a comprehensive health science curriculum which integrates the health sciences and technology into a traditional interdisciplinary curriculum; and

WHEREAS, This comprehensive curriculum has been developed over the past three and one-half years by parents and staff of Sarah Scott Middle School in collaboration with its business partners, including the University of Wisconsin Medical School, the Health Professions Partnership Initiative, the Robert Wood Johnson Foundation, Sinai Samaritan Hospital, Marquette Dental School and the Medical College of Wisconsin; and

WHEREAS, The purpose of the program would be to substantially improve the mastery of science by graduating students who equal or exceed the best in MPS; to familiarize students with the multiple career opportunities in health related occupations; to enhance the health of Sarah Scott families, students and staff, and the surrounding community; and to increase the number of underrepresented minorities in the health professions; and

WHEREAS, Sarah Scott Middle School, with the assistance of central services staff, is in the process of developing K-12 curricular links with one or more elementary schools and one or more high schools; and

WHEREAS, Sarah Scott Middle School can implement the program within existing Board and categorical budget allocations; now, therefore, be it

RESOLVED, That the Board designate Sarah Scott Middle School as a specialty school with a health science focus and that it be known as Sarah Scott Middle School for the Health Sciences.

Administration's Analysis

1. Sarah Scott Middle School opened in 1991 as a city-wide middle school with an individually guided education focus and a two-mile walk-zone priority. In 1995, the school entered into a partnership with the University of Wisconsin-Madison's Medical School and the Health Professions Partnership Initiative, a project of the Association of American Medical Colleges (AAMC). The specific strategy of this collaboration is to enhance proficiency in science and to provide a continuous mentoring and support system for students interested in pursuing careers in the health professions.

In February 1996, the AAMC selected this collaboration, along with eight others in the country, as a premiere model of a joint venture with a public school system and a state medical school. Sarah Scott was one of the middle schools selected nationwide.

2. During the 1996-97 and 1997-98 school years, a health science curriculum developed by Sarah Scott staff members, Health Professions Partnership Initiative representatives, and UW-Madison Medical School staff was taught to all grade-eight students and the majority of grade-seven students. The grade-eight curriculum offering contained six six-week units of study in the following areas: Anatomy/Physiology, Lab Technology, Bones and Teeth, Medical Careers, Sports Medicine/Fitness, and First Aid and Safety. The grade-seven curriculum offering consisted of a 12-week Careers/Health unit.

In January 1998, planning was begun to expand the health science curriculum to all three grade levels. During the summer of 1998, the expanded health sciences curriculum was written. For the 1998-99 school year, a health science teacher was added to each learning team in the school. Every student at Sarah Scott Middle School now takes two science classes per day.

3. The following seven strategies have been identified to achieve partnership goals:

- Increase the focus on science by doubling the curricular content and instructional time in science
- Enhance the quality of teaching through staff development and program innovation with assistance from Central Services staff, the Health Professions Partnership Initiative, and other educational partners
- Excite students about science through hands-on educational experiences, effective use of technology, and special experiences (field trips, speakers, shadowing, summer programs)
- Implement a full spectrum of experiences in health careers in cooperation with Sinai Samaritan Medical Center, the Health Professions Partnership Initiative, Marquette Dental School, Health Education Center, Medical College of Wisconsin, and other community organizations
- Implement and expand a science-based health curriculum for all students
- Enhance the existing substantial curricular focus on the fine arts to stress the importance of human creativity as it relates to the fields of science
- Develop appropriate health linkages for students, staff, family, and community through relationships with Sinai Samaritan Medical Center/Aurora Health Care

Strategic Plan Compatibility Statement

4. This program is compatible with the Board's Student Achievement and First Choice of Schools initiatives.

Statute, Board Policy or Rule Statement

5. This program will adhere to all relevant State of Wisconsin Statutes, Board policies, and rules.

Fiscal Impact Statement

6. Sarah Scott Middle School received $125,000 in specialty school funding during FY99. No additional specialty school funding will be needed to continue the health sciences program at Sarah Scott

Middle School. School funding allocations for 1999-2000 will be considered by the Board of School Directors during the development of the FY2000 budget. During the 1997-98 school year, Sarah Scott Middle School received grant funding from the Robert Wood Johnson Foundation and the UW-Madison Medical School. It is anticipated that continued grant funding will be received during the 1998-99 school year as the program continues to develop.

7. Because no change is requested in Sarah Scott Middle School's current status as a city-wide school with a two-mile walk-zone priority, no change in transportation costs is anticipated.

Implementation and Assessment Plan

8. The Milwaukee Public Schools accountability measures, including middle school proficiencies, will be used as assessment measures. A long-term goal is to increase the number of underrepresented minorities in the health professions. The Health Professions Partnership Initiative will assess progress toward this goal.

Committee Recommendation

Your Committee recommends that, in response to the resolution, the Board approve the health sciences educational focus at Sarah Scott Middle School for the Health Sciences.

* * * * *

(Item 3) Action on Resolution 9899R-071 by Directors Thompson and Gardner Regarding Middle School Admission Standards

Background

WHEREAS, Only one middle school has an admission process allowing the school to select those students who are likely to best benefit from the school's programs; and

WHEREAS, By ignoring academic effort and achievement, the lottery undermines the message from parents and from MPS itself that hard work and study will be rewarded; and

WHEREAS, The random selection process has increasingly turned against black students, such that last year the total waiting list for African-American students was 890, compared with a non-African American waiting list of 268; and

WHEREAS, Admissions procedures at the high school level have radically reduced waiting lists, decreased frustration and uncertainty among parents and students, and resulted in a better match of student and school; now, therefore, be it

RESOLVED, That

1. Middle schools be authorized to develop admission standards and procedures for Fall 2000 enrollment appropriate to each school's mission; and

2. In applying these standards, the middle school may not discriminate on race, gender, religion, or national origin, except to the extent such distinctions are needed for the school to meet the MPS standards for racially balanced schools.

Administration's Analysis

1. Middle school age is a time for students to be given the opportunity to explore a variety of educational options. The middle school experience is based on exposure to new subjects, development of new skills and interests, and development of a stable base from which to make future educational decisions. Few students at this age have achieved skill levels that are normally identified as entrance criteria. We may unknowingly deny access to a high-level program due to normal developmental delays. Entrance criteria at this age do not allow time for the intervention strategies to have an impact. The Administration believes that there is a real risk that a two-tier system will be established.

2. The Middle School Collaborative, comprising middle school principals working together on district-wide issues involving middle school students, was given the opportunity to provide input regarding middle school admission standards. The middle school principals recommend that the district analyze the impact of the high school admission standards on student demographics and their affect on high schools with and without admission standards before middle school admission standards are considered.

3. One middle school (Morse) currently has admission standards in place, while several have feeder elementary schools with similar academic programs. Where feeder relationships exist, the elementary student selects the appropriate middle school as a first choice, and the assignment is guaranteed. Open admission refers to one of the school selection periods when any eligible student can apply for a middle school seat. The following table lists the middle schools with feeder elementary schools, along with Morse, which has admission standards.

Middle School	**Entrance Process**
Grand Avenue Middle School	• Feeder Schools • Open Admission
Lincoln Middle School	• Feeder Schools • Open Admission
Milwaukee School of Languages	• Previous language experience • Feeder Schools • Limited Open Admission
Morse Middle School	• Admission Standards based on teacher recommendation and achievement • Feeder Schools
Robinson Middle School	• Feeder Schools • Open Admission
Roosevelt Middle School	• Feeder Schools • Open Admission
Sarah Scott Middle School	• Feeder Schools • Open Admission
Webster Middle School	• Feeder Schools • Open Admission

4. The Strategic Plan states that two "high-interest" programs will be established each year, beginning in fiscal year 2001. The leadership target for fiscal year 2001 is an additional 500 seats in "high-demand" programs.

Strategic Plan Compatibility Statement

5. The recommendation supports the Board goals of continuously improving achievement of all students to meet high standards and making Milwaukee Public Schools the first choice of a steadily increasing number of parents.

Statute, Board Policy or Rule Statement

6. The Administration’s recommendation does not require a change in Board policy. If the Board approves the resolution, Board policy would have to be amended to include middle school admission standards.

Fiscal Impact Statement

7. The Administration will request funding in fiscal years 2000-2003 budgets to establish additional "high-demand" programs.

The Superintendent recommended that the Board accept the Administration's response to the resolution, with the understanding that the Administration will continue to expand high-demand programs at the middle-school level in accordance with the district's strategic plan.

Committee Recommendation

Your Committee recommends that this item be sent back to the Administration for revision.

* * * * *

(Item 4) Report and Possible Action on the Development of a Comprehensive School Safety Plan, including:

a. Resolution 9899R-021 by Director Thompson to Develop a Comprehensive Plan to Deal with Disruptive Students

b. Resolution 9899R-015 by Director Hardin Regarding a Cost Analysis of Placing Safety Assistants on School Buses

c. Resolution 9899R-048 by Director Todd Regarding a Feasibility Study of Increase Safety and Security Around MPS Schools

d. Resolution 9899R-053 by Director Small Regarding School Safety Plans

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

Background

At its meeting on August 11, 1998, the Board's Innovation/School Reform (ISR) Committee directed the Administration to develop a comprehensive Safe Schools Plan for MPS. The Safe Schools Plan was to address the district's efforts regarding school safety, including responses to the following resolutions by Board members:

Resolution 9899R-021
By Director Thompson:

WHEREAS, Students, parents, and teachers identify disruptive students as interfering with the education of other students and driving out serious students from MPS, and

WHEREAS, Disruption is often a sign that the student is not benefiting from his or her school, with many of these students having been programmed to fail by not receiving the support and structure they need, and

WHEREAS, Too often the response to disruptive students meets neither their needs nor the needs of the other students; now therefore, be it

RESOLVED, That the Administration develop a comprehensive plan to handle students who would otherwise disrupt classes, including:

- A tabulation of the numbers and types of students with a history of disruption, including (but not limited to) students who are promoted socially, but are academically unprepared, and those reentering MPS from institutions such as Wales;
- An assessment of present and potential programs to meet the needs of these students, including summer school, various support services, charter schools, evening programs, contracts, alternative programs, etc.

Resolution 9899R-015
By Director Hardin:

WHEREAS, Milwaukee school bus drivers transport tens of thousands of Milwaukee Public Schools (MPS), private school and Chapter 220 students to and from school each day on a fixed schedule; and

WHEREAS, The bus drivers are often distracted by students who misbehave during the bus ride; and

WHEREAS, The distractions caused by students have led to accidents while the bus driver is attempting to maintain order and drive the bus at the same time; and

WHEREAS, The employment of MPS Safety Assistants to ride on the buses and to monitor student behavior would ensure the safety and discipline of students during the bus ride; now, therefore be it

RESOLVED, That the Board direct the Administration to do a fiscal impact analysis of the employment of one MPS Safety Assistant on each school bus throughout the district during the school day ; and be it

FURTHER RESOLVED, That the Administration report back to the Board the findings of this analysis.

Resolution 9899R-048
By Director Todd:

WHEREAS, There is a need for increased safety and security around MPS schools; and

WHEREAS, A number of MPS schools use surveillance cameras to maintain security within their buildings and to monitor outside areas, such as parking lots; and

WHEREAS, The cost of this technology has significantly decreased in recent years; and

WHEREAS, Improved safety and security around schools will help increase the stability of the neighborhoods around the schools; now, therefore, be it

RESOLVED, That the Administration explore the feasibility of increasing safety and security around MPS schools; and be it

FURTHER RESOLVED, That the results of this feasibility study be presented to the appropriate Committee of the Board no later than three months after the adoption of this resolution.

Resolution 9899R-053
By Director Small:

WHEREAS, Violence in our society at large, and especially in our schools, is becoming more prevalent; and

WHEREAS, Incidents of school shootings are escalating nationwide; and

WHEREAS, These acts of violence are no longer confined to urban areas, but now involve small rural communities as well, such as Pearl, Mississippi; Jonesboro, Arkansas; Fayetteville, Tennessee; and Springfield, Oregon, and have brought the tragic count to 13 dead and 42 wounded; and

WHEREAS, According to a recent study, more than half of all schools in the U.S. reported at least one serious violent crime during the school year; and

WHEREAS, Ten percent of all public schools have experienced crimes such as murder, rape, suicide, attacks with a weapon, or robbery; and

WHEREAS, Safety is an attainable goal that involves a committed student body, faculty and community, and it is imperative that MPS prevent serious incidents in its schools; now, therefore, be it

RESOLVED, That the Administration review its procedures to ensure the safety of students and staff in our schools and address the following issues:

1. Prevention efforts presently in place in schools to address the leading causes of death for students, i.e., accidents, homicides and suicides; and

2. Changes in curriculum to improve problem solving skills and anger management; and

3. District and individual school crisis plan reviews, including effective/ineffective methods of crisis management; and be it

FURTHER RESOLVED, That the Administration report to the Board any additional safety measures that need to be taken.

At that time, the Administration was also directed to provide a progress report in January 1999 and submit recommendations in March 1999.

In October 1998, the Administration submitted to the ISR Committee a report outlining the planning process and a timetable. The district's efforts to develop a comprehensive Safe Schools Plan have accelerated during November and December 1998. It is also one of the objectives in the district's Strategic Plan (Objective 1.7). The following report addresses new planning initiatives and the status of the comprehensive Safe Schools Plan.

Administration's Report

1. Planning Committee Membership

   - Additional potential committee members and membership groups were identified, including parent councils, PTOs, PTAs, student leadership councils, MTEA/ASC, law enforcement, community partners, city government, university professors, school staff, and principals.

   - Meetings held in December and scheduled for January continue to review district safety needs and begin formulation of a plan based on safety data.

2. Disruptive Students

   - Data are currently being collected from the Division of Student Services to be used to focus on strategies and determine possible policies.

   - Principals and Central Services staff will collaborate to formulate action strategies.

3. Bus Safety

   - Discussions with the Transportation Office and Department of Finance are being held to estimate the cost of placing safety assistants on buses.

   - The Planning Committee will review the data, costs, and district impact.

4. Security/Safety Around MPS Buildings

   - The Milwaukee Police Department and Division of School Safety and Security have scheduled joint meetings with school staff, community residents, and parents in each of the city's police districts. These meetings provide an opportunity for sharing of information and joint planning on a regional level to ensure safety around MPS buildings.

   - Technical security needs for each school will be reviewed in January and presented to the Planning Committee.

5. Local Schools' Safety Plans

   - Student leaders from all MPS high schools held city-wide meetings to identify safety concerns and solutions in December. Results will be compiled for distribution to all student councils and the Planning Committee.

- Regular monthly problem-solving sessions are being held with all high school principals, administrative leadership, support staff, and safety supervisors to ensure a timely response to the safety needs of high schools and to receive additional input to the plan.
- The acting safety director attends regular community-based strategy sessions held by neighborhood groups. These meetings provide an opportunity for additional input and a sounding board for proposed recommendations.
- A district-wide review of all school safety plans will be held to provide assistance and ensure uniform quality of plans.

6. Other

- Staff from the University of Wisconsin's Department of Criminal Justice and district staff are reviewing the current data collection system to upgrade the system's capacity to identify areas of success and areas in need of improvement relevant to safety efforts.
- City-wide elementary principals meetings are being held to identify resources to assist with safety plans at the school level and to review all current safety plans to ensure quality support during emergencies at each school site. This information will be forwarded to the Planning Committee for inclusion in final committee recommendations.

7. Final Comprehensive Plan

The Planning Committee will analyze the findings, strategies, and recommendations in each of the areas identified above. The Administration will submit a final report and recommendations to the Board in March of 1999.

* * * * *

(Item 5) Progress Report Regarding the 2003 Learning Proficiencies

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

Administration's Report

1. With Board approval, the district has established requirements relating to learning proficiencies, eighth-grade promotion, and high school graduation requirements. With the adoption of Wisconsin State Statute 118.30, the state has established high school graduation and fourth- and eighth-grade promotion requirements. For the district to implement its requirements and be in compliance with the state law, some current district requirements may require adjustment. Components in that consideration are the learning proficiencies, graduation requirements, promotion requirements, and academic standards.

2. The following information provides a brief summary of each of the relevant components:

MPS Learning Proficiencies

In August 1993, the Board mandated the development and implementation of new learning proficiency examinations to replace the former competency tests. This arose from concerns that the existing competency tests represented low expectations, did not reflect the principles and academic goals of the K-12 teaching and learning reform, and consigned significant numbers of students to a repetitive remedial curriculum.

The Board also mandated that proficiency examinations be performance assessments, representing real-life applications of higher-order skills, and were to reflect a twelfth-grade standard.

MPS 2004 Graduation Requirements

In February 1996, the Board adopted new graduation requirements for the class of 2004. The four areas to be assessed are Mathematical Reasoning, Scientific Reasoning, Communication, and Community Membership. Proficiency assessments in mathematics and writing are currently being administered.

2003 High School Graduation Requirements

State Statute 118.30 mandated that high school students graduating after September 1, 2002, must pass a high school graduation examination that measures pupil achievement in mathematics, science, reading, writing, geography, and history. District school boards have the option of adopting their own assessment processes.

Proficiency 2000, MPS Eighth-Grade Promotion Requirements

In June 1997, the Board approved middle-grade proficiencies in the areas of mathematics, science, and communication. The Board mandated that students who are in the eighth-grade class of 2000 (high school class of 2004) and those who come after must meet the middle-grade proficiency requirements in order to be promoted to the ninth grade.

2003 Fourth- and Eighth-Grade Promotion Requirements

State Statute 118.30 prohibits the automatic promotion of fourth- and eighth- grade pupils. Beginning July 1, 2002, in order to be promoted, students must pass a test, approved by the State Superintendent of Public Instruction or the local school board, that measures their attainment in reading, writing, mathematics, science, and social studies. District school boards have the option of adopting their own promotion requirements.

Wisconsin's Model Academic Standards

State Statute 118.30 also authorized the governor to adopt statewide graduation standards by executive order (Wisconsin's Model Academic Standards, published in 1998 by DPI). District school boards have the option of adopting their own academic standards.

MPS K-12 Academic Standards and Grade-Level Expectations

In November 1998, the Board accepted the document Milwaukee Public Schools K-12 Academic Standards and Grade Level Expectations for English Language Arts, Mathematics, Science, and Social Studies in fulfillment of the requirements set forth in State Statue 118.3 and Board Policy 7.37(5).

3. Current Status Of 2003 Learning Proficiencies

MPS 2004 Graduation Requirements

The Department of Educational Services continues to coordinate the work of the following two committees:

- The Learning Proficiency 2003 Planning Group has met three times since October. This group of teachers, guidance counselors, school administrators, and Central Service staff is reviewing the adjustments which may be necessary in the MPS requirements, proficiencies, standards, and assessments, and an assessment schedule to enable the alignment of district and state requirements. This group plans to meet in January and February of 1999 and forward a recommendation to the steering committee.
- The Learning Proficiency 2003 Steering Committee has met three times since October. This group from Central Services, the business community, post-secondary institutions, high school principals, and parents gives direction to the planning and implementation process of the 2003 learning proficiencies. They will be developing a recommendation to the Superintendent for an assessment process with multiple measures and multiple opportunities to met proficiency that is aligned with the MPS K-12 Academic Standards and Grade Level Expectations. This process will re-establish MPS graduation requirements and be in compliance with state requirements.

MPS Grade Promotion Requirements

- Proficiency 2000, for middle-grade students, is being implemented and includes multiple measures and multiple opportunities to meet proficiency, student supports, staff development, communications to parents and students, and the proficiency progress report card to monitor

student progress. Timely and relevant data are being used to adjust instructional strategies and develop site-specific support programs.

- The district has developed monitoring and reporting tools for data-driven decisions on eighth-grade promotion issues. The middle-grade proficiencies are a part of the 1998-99 accountability measures for middle-grade schools. A process is being developed to establish baseline data for the 1998-99 school year. The results will be helpful in refining the support systems in the middle-grade proficiency process.
- MPS fourth-grade promotion requirements are under development. It is anticipated that reading and math will be the central focus of the fourth-grade promotion requirements. The Target Teach initiative is aligning standards, instruction, and assessments.

Academic Standards

- In accordance with the requirements of State Statute 118.30, which allows school districts to develop academic standards in lieu of Wisconsin's Model Academic Standards, the Board adopted the MPS K-12 Academic Standards and Grade Level Expectations at its meeting on November 24, 1998.
- The MPS K-12 Academic Standards and Grade Level Expectations are being disseminated to schools. Staffs are aligning instruction with the MPS standards.

4. Key Issue Relating To Learning Proficiencies

The new state statute on fourth- and eighth-grade promotion and high school graduation requirements is not congruent with the MPS eighth-grade promotion requirements and the MPS high school graduation requirements previously adopted by the Board. There are differences in the timelines, standards, types of assessments, targeted population, and areas to be assessed. A detailed comparison of the differences in the requirements is attached.

5. Timeline Of Learning Proficiency 2003 Implementation

January 1999 The Learning Proficiency 2003 Steering Committee will be expanded to include representation from the middle and elementary grades.

March 1999 The Administration will submit to the Board a recommendation for MPS 2003 high school graduation requirements which include learning proficiencies, types of assessments, and an assessment process. These high school learning proficiencies will be in lieu of the state high school graduation requirements. The recommendation will be based on the MPS Strategic Plan, Objective #1.3: "Improve and/or develop and refine comprehensive district assessment strategies built on multiple measures, multiple opportunities, and aligned to the district standards."

May 1999 Distribute to eighth-grade students and parents preliminary information on the new MPS 2003 graduation requirements.

August 1999 Distribute to ninth-grade students and parents detailed information on the new MPS 2003 graduation requirements.

September 1999 A planning group representing elementary school sites will convene to discuss elementary learning proficiencies. This group will make recommendations to the Learning Proficiency 2003 Steering Committee.

November 1999 Distribute to elementary students and parents information regarding fourth-grade promotion guidelines.

Fall of 2000 The first opportunity for tenth-grade students to participate in learning proficiency assessments to meet the MPS 2003 graduation requirements.

* * * * *

(Item 6) Report on a Timeline Delineating the Completion of a K-8 Comprehensive Reading, Writing and Language Arts Curriculum

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

Administration's Report

In February 1998, the Board directed the Administration to design and implement a comprehensive reading, writing, and language arts curriculum that included curriculum guides, and a suggested scope and sequence curriculum with assessments aligned with instruction strategies and with specific grade-level expectations for students. The Administration presented progress reports regarding the design, implementation, and alignment with the approved district standards to the Board in June 1998 and November 1998.

At its meeting on November 10, 1998, the Innovation/School Reform Committee requested that the Administration provide the Board with a timeline for the completion of the comprehensive K-8 reading, writing, and language arts curriculum. The timeline follows.

December 1998	Identify curriculum-writing committees. Chairpersons will be appointed. Review current curriculum theories.
January 1999 – March 1999	Led by the reading specialist and the language arts specialist, committees will develop comprehensive curriculum in reading and language arts which addresses the MPS standards adopted by the Board.
March 30, 1999	Completion of K-5 curriculum writing.
April 1 – 30, 1999	Committees will complete integrated activities that will be represented as connections to other areas in the form of an appendix.
May 1999 – June 1999	Complete K-8 curriculum and develop staff development schedule.
July 1999 – August 1999	Staff development for teachers to prepare for September 1999 implementation.

* * * * *

Separate consideration having been requested of Items 1 and 3, on the motion of Director Thompson, the balance of the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

(Director Gardner indicated his vote did not apply to Item 2 of the report, due to its containing an arrangement with Sinai Samaritan Medical Center/Aurora Health Care.)

By unanimous consent, the Board next took up Report #1 of the Finance/Personnel Committee, after which it returned to consideration of the Report of the Innovation/School Reform Committee.

With respect to Item 1, resolutions regarding a reading center and the City-Wide Reading Council, Director Thompson moved to adopt Resolution 9899R-076 revised as follows:

1. Resolved, That a reading center be established for the Milwaukee Public Schools at a location and with remodeling cost approved by the Board of School Directors, with the location, cost ands source of funds to be approved by the Board of School Directors if the total cost for the remodeling, relocation, wiring and equipment exceeds $100,000.

2. Resolved, That in addition, this reading center be staffed with the six MPS reading specialists and six reading teachers.

3. Resolved, That all professional staff at the reading center by trained in Dr. Nash's Pure Phonics and in other reading methodologies with demonstrated effectiveness.

4. [The fourth Resolved was not moved.]

5. Resolved, That this reading center will function as a training center to provide inservice for MPS classroom teachers and to provide supervisory support and assistance to teachers in the field.

6. Resolved, That proposed procedures to evaluate the effectiveness of the reading center's activities, including pre- and post-test data, each year will be submitted for revision and approval to the Innovation/School Reform Committee by a date to be determined by the Administration.

7. Resolved, That the City-wide Reading Council be dissolved and reconstituted to reflect the district's philosophy on the teaching of reading.

8. Resolved, That the maximum membership of the City-wide Reading council be 17 members, chosen as follows:
   A. Each Board member may appoint one member.
   B. The principals of the five primary schools that score the highest on the third grade reading test may each appoint one member.
   C. The Superintendent of Schools may appoint three members.

9. [The ninth Resolved was not moved.]

Division of the question was requested. There being no objection, the Chair ordered a separate roll call on each of the Resolveds.

Director Hardin moved to postpone consideration of the entire matter until the February Board meeting.

The motion to postpone consideration failed of adoption on a tie vote:

Ayes—Directors Hardin, O'Neil, Small and President Fisher—4.

Noes—Directors Braun, Gardner, Thompson and Todd—4.

The question being on the first Resolved, by consensus it was amended to read as follows:

That a reading center be established for the Milwaukee Public Schools at a location and with remodeling cost approved by the Board of School Directors~~, with the location, cost ands source of funds to be approved by the Board of School Directors if the total cost for the remodeling, relocation, wiring and equipment exceeds $100,000~~.

The first Resolved was adopted as amended, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

The question being on the second Resolved, it was adopted, the vote being the same as that preceding:

Ayes—8; Noes—0.

The third Resolved was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, O'Neil, Small, Thompson, Todd and President Fisher—7.

Noes—None.

Abstaining from voting—Director Hardin—1.

The fifth Resolved was amended by consensus as follows:

Resolved, That this reading center will function as a training center to provide inservice for MPS classroom teachers and to provide ~~supervisory~~ support and assistance to teachers in the field.

The fifth Resolved was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

The sixth Resolved was adopted, the vote being the same as that preceding:

Ayes—8; Noes—0.

The seventh Resolved was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, O'Neil, Small, Thompson, Todd and President Fisher—7.

Noes—None.

Voting "present"—Director Hardin—1.

After discussion and by consensus, the eighth Resolved was amended as follows:

Resolved, That the maximum membership of the City-wide Reading council be 17 members, chosen as follows:

A. Each Board member may appoint one member.
B. The principals of ~~the~~ five primary schools ~~that score the highest on the third grade reading test~~ identified by the Superintendent as having demonstrated excellence in reading achievement may each appoint one member.
C. The Superintendent of Schools may appoint three members.
D. Council members will serve staggered terms.

The eighth Resolved was adopted as amended, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

With respect to Item 3, a resolution on middle school admission standards, Director Hardin moved to refer the item back to Committee, with the Administration to submit a report to the Committee at its March meeting.

The motion to refer prevailed on the following vote:

Ayes—Directors Braun, Hardin, Small and President Fisher—4.

Noes—Directors Gardner, Thompson and Todd—3.

Temporarily absent—Director O'Neil—1.

COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Hardin presented the following report for the Committee on Legislation, Rules and Policies:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Legislation, Rules and Policies presents the following report:

LEGISLATION, RULES & POLICIES COMMITTEE

(Item 1) Action on Recommendations Regarding the MPS Legislative Package for the 1999-2000 Legislative Session

The Administration has submitted the following additional items to the MPS Legislative Package for 1999. Your Committee reports that your Committee has requested the Administration to supply the Board with the complete Legislative Package by the January 27, 1999, Board meeting.

Committee Recommendation

Your Committee recommends that the Board approve the following items:

STRATEGIC GOAL 3: HIGH STANDARDS AND ACCOUNTABILITY

C. MPS Borrowing

Authorize MPS to incur and repay both short- and long-term debt. Under current law, MPS is the only school district in the state that does not have the authority to repay debt with an irrepealable tax levy.

D. Expulsion from Choice or Charter School

Allow MPS to honor the expulsion of a pupil from a private school participating in the Milwaukee Parental Choice Program or a school converted to a charter school by another entity. This provision would make the treatment of expelled students consistent with current law for public school pupils, as no school board is required to enroll a pupil during the term of their expulsion from another school district.

E. Definition of Parent

The definition of "parent" in Chapter 115, Subchapter V — Children with Disabilities, does not include foster parents. Amend the definition to add foster parents when the parent is not available. This addition will authorize foster parents to act on behalf of a student with disabilities.

Your Committee recommends that the following item not be adopted:

G. School Board Elections

Change the School Board election date to the municipal election in April 2000. Set the terms of Board members elected in 1997 and 1999 to expire on the 4th Monday in April 2000.

* * * * *

(Item 2) Action on Resolution 9899R-077 by Directors O'Neil, Fisher and Todd Regarding the School Calendar

Background

At its monthly meeting on October 28, 1998, the Board referred the following Resolution 9899R-077 by Directors O'Neil, Fisher and Todd to the Legislation, Rules and Policies Committee:

WHEREAS, The Milwaukee School Board believes that it is important to go on record as taking a position on potential legislation affecting the school district; and

WHEREAS, The school district calendar is very sensitive to the local conditions and characteristics of the community served by the school district; and

WHEREAS, The Milwaukee School Board strongly believes that setting the school calendar is a matter of educational policy that is best left up to locally elected school officials; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors calls upon the Assembly and the Senate of the State of Wisconsin to take the following actions on the school calendar:

1) Support and pass legislation that would clarify the current law to make bargaining the school calendar a permissive subject of bargaining; and

2) Oppose attempts to create a uniform, statewide starting date.

Administration's Analysis

1. MPS's past position has been to oppose legislative attempts to prohibit school districts from beginning the fall term prior to September 1. The Wisconsin Association of School Boards also opposes such legislation.

2. Currently, the school calendar is a mandatory subject of bargaining. Support of legislation to make the school calendar a permissive subject of bargaining is a policy matter for the Board to decide.

Strategic Plan Compatibility Statement

3. Adoption of the resolution would be compatible with the strategic plan.

Statutes, Mps Policy or Board Rule Implication Statement

4. Adoption of the resolution would be compatible with MPS policy and Board rules. A statutory change is proposed.

Fiscal Impact

5. There is no fiscal impact.

Committee Recommendations

Your Committee recommends that, in response to the resolution, the Board direct the Administration to:

- Oppose legislation to prohibit school districts from beginning the fall term prior to September 1
- Support legislation that would make the school calendar a permissive subject of bargaining

* * * * *

(Item 3) Action on Resolution 9899R-007 by Directors Small, Fisher, Hardin, O'Neil and Todd and former Director Sinicki to Request the Wisconsin Association of School Boards to Encourage Support of Elected School Boards

Background

At its meeting on May 4, 1998, the Board referred Resolution 9899R-007, which was introduced by Directors Small, Fisher, Hardin, Sinicki, and Todd, to the Legislation, Rules and Policies Committee:

WHEREAS, The Wisconsin Association of School Boards (WASB) is a state organization which acts as a resource, clearinghouse, and advocate for many Wisconsin school boards, including the Milwaukee Board of School Directors; and

WHEREAS, The Milwaukee Board of School Directors, as a dues-paying member, contributes more than $8,000 to the National School Board Association and an additional $10,000 to the WASB for these services; and

WHEREAS, Most of the school boards represented by the WASB are elected bodies to serve the interests of the students and staff in their respective geographical areas; and

WHEREAS, The Governor's latest proposal to improve Milwaukee Public Schools calls for the elimination of the elected board and its replacement by a three-member oversight panel; and

WHEREAS, A constitutional provision in Article X, Section 3, of the state statutes requires all school districts to be "nearly as uniform as practicable," and the court also has held that the principle of local control "is not merely a theoretical notion but rather is a constitutionally based and protected precept..."; and

WHEREAS, Local school boards could face losing local control in the future for unforeseen circumstances; and

WHEREAS, It is obvious that the proposed elimination of any elected school board flies in the face of the democratic process in which municipalities vote to select their school district leaders; now therefore be it

RESOLVED, That the Board forward a request to the WASB asking its officials to encourage its member districts to write their state legislators to support elected school boards and the processes by which they are elected in an effort to preserve the right of the community in selecting its school district leaders.

While WASB did follow up on this matter during last spring's legislative session, it is anticipated that attempts to erode local control will continue in the upcoming legislative session; consequently, the resolution is still timely.

Committee Recommendation

Your Committee recommends that the Board forward a request to the WASB asking its officials to encourage its member districts to write letters to their state legislators at the appropriate time to support elected school boards and the processes by which they are elected in an effort to preserve the right of the community in selecting its school district leaders.

* * * * *

(Item 4) Action on Resolution 9899R-010 by Director Hardin to Create a Purchasing and Transportation Committee of the Board

Resolution

At its meeting on May 4, 1998, the Board referred the following resolution, which was introduced by Director Hardin, to the Legislation, Rules and Policies Committee:

WHEREAS, The Milwaukee Board of School Directors spends approximately $56 million on transportation each fiscal year; and

WHEREAS, The Milwaukee Public Schools brings to the Board for approval in excess of $46.5 million in purchases each fiscal year; and

WHEREAS, These items are submitted to the Board's Finance/Personnel Committee for approval each month; and

WHEREAS, There are many policy issues related to the approval of transportation contracts and delivery systems and purchasing contracts; and

WHEREAS, The large number of items which come before the Finance/Personnel Committee each month may put constraints on time available for debate; and

WHEREAS, Some ideas may be overlooked or understated because of the sheer magnitude of the expenditures presented to the Board; now, therefore, be it

RESOLVED, That the Board amend Board Rule 2.01 to provide for six standing committees; and be it

FURTHER RESOLVED, That the Board establish the Purchasing/Transportation Committee to meet each month to handle purchasing and transportation transactions to be forwarded to the Board for action at its monthly meeting.

Analysis of Transportation Matters

The current Committee structure of the Board became effective in August 1997. On January 27, 1998, the Office of Board Governance submitted a preliminary analysis of the committee workload in response to Resolution 9798R-052 by Director Small, regarding a more equitable distribution of the workload among the various committees. The analysis indicated that the workload among the various committees could be better balanced if the Accountability/Audit committee were to consider more items and the Finance/Personnel Committee fewer items. Specifically, the Office of Board Governance recommended that all transportation and technology matters be transferred from the Finance/Personnel Committee to the Accountability/Audit Committee.

The Committee took no action on the recommendations and indicated it wanted to review the matter after the new committee structure had been in place for at least one year. The Office of Board Governance is in the process of updating the analysis for Committee consideration later this winter.

Analysis of Purchasing Matters

Since Director Hardin's resolution was introduced, the Finance/Personnel Committee has had extended consideration of two purchases: Enidlee and Efficacy Institute. A vendor has also contested a purchase of computer equipment before the Committee.

While considerable meeting time was devoted to these issues, it is a matter of Board judgment whether another Committee is needed to deal with similar issues which may arise in the future.

Committee Recommendation

Your Committee recommends that the Office of Board Governance, in conjunction with Resolution 9798R-052, review the Board's committee structure and workload and make recommendations to the Committee.

* * * * *

(Item 5) Action on Resolution 9899R-089 by Director Gardner Regarding Board Health Insurance

Background

At its meeting on October 28, 1998, the Board referred the following Resolution 9899R-089 by Director Gardner regarding Lifetime Health Insurance for Board Members to the Legislation and Rules Committee:

WHEREAS, The MPS Board Directors have voted themselves lifetime health insurance and have sustained that benefit in recent votes; and

WHEREAS, Unlike MPS employees, MPS Directors do not have to be over-twenty-hour-per-week employees; do not have to work a minimum of fifteen years; and do not have to qualify on the basis of accumulated sick days; and

WHEREAS, There is neither logic nor justice in this self-bestowed and costly privilege which tax-payers are asked to support; now, therefore, be it

RESOLVED, That no MPS Board Director shall receive lifetime health insurance without having served fifteen full years of service.

Administration's Analysis

1. At its meeting on February 26, 1986, the Board passed a resolution which provided that Board members who served a minimum of eight (8) full years on the Board would be eligible to continue in the Milwaukee Public Schools group health insurance program on a self-paid basis.

2. At its meeting on October 29, 1986, the Board expanded the eligibility criteria by approving the following:

(a) Board members who serve a minimum of eight (8) full years on the Board, commencing at age 55, be eligible to continue in the MPS group health insurance plan with the Board paying the premium at the rate in existence at the time of leaving the Board.

(b) In the event of the death of the Board member, the spouse shall be allowed to continue in the health insurance single plan, with the Board paying the premium.

3. The verbatim transcripts from the October 29, 1986, Board meeting show that Director Michalski stated, "In short, this resolution puts the School Board Members on a par with other elected officials as well as other MPS employees."

4. The provision that permits Board members to be able to continue in the MPS health plan on a self-paid basis until they reach age 55, at which time the Board-paid portion commences, is not a provision extended to MPS employees.

5. To be eligible for self-paid retiree health insurance in the MPS health plan, employees at the time of retirement must have been employed for at least fifteen years by the Board and must be either at least fifty-five years of age or qualify for a disability pension. If the employee also has seventy percent or more of the maximum allowable full-day accumulation of sick leave, the employee shall be allowed to continue in the health insurance plan, with the Board paying the full premium at the rate in existence for the health insurance plan at the time of retirement.

6. Should the Board wish to modify its benefits to be on par with MPS employees, effective with dates of retirement on and after July 1, 1999, it is recommended that:

1) The Board direct the Administration to modify the eligibility requirements for Board members to continue in the MPS health plan on a Board-paid basis as retirees. With the following modifications, Board eligibility requirements will be consistent with eligibility requirements for MPS employees:

   (a) Board members must serve a total of at least fifteen (15) full years on the Board, and

   (b) must be at least age 55 at time of retirement from the Board.

   (c) Such Board members shall be permitted to continue in the MPS health plan with the Board paying the full premium rate at the rate in effect at the time of their retirement.

2) Board members be covered by the policies governing retiree health that are applicable to cabinet members. These policies include. but are not limited to. the policies regarding continuous coverage, membership, application, premium contributions, enrollment in Medicare, and coverage of the surviving spouse of a retired Board member.

Fiscal Impact Statement

7. The cost of retiree health insurance is significant despite the fact that most retirees pay all future premium increases after the first year of retirement. The district's actuary estimates that, on average, the district's cost of offering retiree health insurance exceeds the premiums paid by retirees by $85,000 per retiree.

Strategic Plan Compatibility Statement

8. The recommendation is consistent with the goal of High Standards and Accountability.

Statute, Board Policy or Rule

9. Board Rule 1.27 pertaining to Board Member Health Insurance would need to be revised.

Committee Recommendation

Your Committee reports that a motion to adopt paragraph 6, 1) and 2) above, failed of adoption. Your Committee, therefore, recommends that the resolution not be adopted.

* * * * *

Separate consideration having been requested of Items 1 and 5, on the motion of Director Thompson the balance of the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

With respect to Item 1, the MPS legislative package, Director Thompson moved to adopt the Committee recommendation.

Director Gardner moved to amend by adding the following:

G. School Board Elections

Change the School Board election date to the municipal election in April 2000. Set the terms of Board members elected in 1997 and 1999 to expire on the 4th Monday in April 2000.

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

Ayes—Directors Braun, Gardner and Thompson—3.

Noes—Directors Hardin, O'Neil, Small, Todd and President Fisher—5.

The question being on adoption of the Committee report, it was adopted, the vote being as follows:

Ayes—Directors Braun, Hardin, Small, Thompson, Todd and President Fisher—6.

Noes—Directors Gardner and O'Neil—2.

With respect to Item 5, a resolution regarding Board health insurance, Director Gardner moved to adopt the resolution as originally proposed.

The resolution failed of adoption on a tie vote:

Ayes—Directors Braun, Gardner, O'Neil and Thompson—4.

Noes—Directors Hardin, Small, Todd and President Fisher—4.

COMMITTEE ON FINANCE/PERSONNEL

Director Braun presented the following reports for the Committee on Finance/Personnel:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following reports:

REPORT #1

(Item 1) Recommendation With Respect to Appeal of Disciplinary Action of the Superintendent under Part IV, Section H(1)(d)(2)(c) of the Contract Between the Board and the Administrators and Supervisors Council

Your Committee reports having given hearing in the matter of an appeal of disciplinary action of the Superintendent under Part IV, Section H(1)(d)(2)(c) of the contract between the Board and the Administrators and Supervisors Council.

Committee Recommendation

Your Committee finds that there existed cause to discipline Mr. Phil Haddix due to insubordination and recommends that the Board sustain the Superintendent's decision to suspend Mr. Phil Haddix for three work days without pay.

* * * * *

REPORT #2

(Item 1) Action on a Recommendation with Respect to the Mt. Vernon Baptist Church/Phillis Wheatley Community School Proposal

Administration's Analysis

1. The Administration had been working on a joint proposal between Mount Vernon Baptist Church and the Milwaukee Public Schools to construct a combined Early Childhood Center, daycare facility, and community center at 2345 North 18th Street. MPS, through Phillis Wheatley School, would operate two (2) classrooms, one half-day K4 and one all-day K5. Mount Vernon Baptist Church would operate a daycare center at that site. The church would also operate a community center at the site, providing easy access for parent meetings and conferences. As part of the Amani Clergy Coalition, other supportive services would be available.

2. The Administration first presented this proposal to the School Board's Special Committee on Available Facilities on March 25, 1998. The Special Committee on Available Facilities approved the proposal on a 4-0 vote. The Administration initially planned to bring the proposal to the Board for approval in June 1998. However, the June 1998 Wisconsin Supreme Court decision regarding the Milwaukee Parental School Choice program placed in doubt the need to expand early childhood classrooms. The Administration elected to wait until enrollment counts for FY99 could be determined.

3. Based on Third Friday, 1998, enrollment data, the demand for K4/K5 classroom space has not materialized in the area that would be serviced by the Phillis Wheatley-Mt Vernon project. There remain 12 K4 and 59 K5 seats available in surrounding neighborhood schools. Furthermore, district wide, there remain over 700 seats available at the K4 and K5 grades.

4. At the September 22, 1998, meeting of the Finance and Personnel Committee, the Administration recommended that the Phillis Wheatley/Mt. Vernon early childhood project be postponed. The Committee directed the Administration to discuss additional options with the Mt. Vernon community and to seek counsel from the Special Committee on Available Facilities.

5. The Administration conferred with the Special Committee on Available Facilities on September 23, 1998. The Special Committee directed the Administration to review various program options, not only facilities expansion. The Administration met with Mt. Vernon Baptist Church to discuss various proposals.

The Administration recommends that two Head Start classrooms currently at Phillis Wheatley School be moved to a new facility at Mt. Vernon Church. MPS would contribute $170,000 to the initial construction of the facility and $15,000 per year for the first five years of a ten-year lease agreement. MPS would not have a lease payment for years 6-10 of the lease. The church would provide day care services and other community support services.

6. The Administration supports this proposal in that K4 students would receive the benefits of all-day services, K4 in the morning, and Head Start in the afternoon. In addition, moving the Head Start classrooms to community locations would expand available space at Wheatley to reduce class size. This objective was included in the Superintendent's Strategic Plan.

Strategic Plan Compatibility Statement

7. The proposal addresses the Board's goal of MPS--Milwaukee's First Choice of Schools. The collaboration between MPS and Mt. Vernon Baptist Church would provide the services desired by the parents and students living in that community.

Statute, Board Policy or Rule Statement

8. No Board policy or rule would require modification.

Fiscal Impact Statement

9. Total first-year cost is projected at $185,000: $170,000 for construction and equipment, and $15,000 for the first-year lease costs. Construction costs will be paid from FY98 carryover funds. Starting in FY2000 through FY2004, $15,000 will have to be included in the district's operations budget. There will be no lease costs in FY2005-2009.

10. Amortized over a ten-year period, the annual square foot cost is $10. This is within the district's parameters for leasing of facilities.

Implementation and Assessment Plan

11. The facility would be expected to open Fall 1999.

Committee Recommendations

Your Committee recommends that the Board authorize:

- Two Head Start classrooms currently at Phillis Wheatley School to be moved to Mt. Vernon Baptist Church, starting FY2000.
- The Administration to fund up to $170,000 of the construction cost of the Mt. Vernon facility, using FY98 Construction Fund carryover.
- The Administration to enter into a ten-year lease agreement with Mt. Vernon Baptist Church.
- $15,000 for five years, beginning with the FY2000 budget, to pay lease costs for the Mt. Vernon facility.

* * * * *

(Item 2) 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; Acceptance of Donations; and Report on Administrative and School Fund Transfers

Award of Contracts

The following recommendation is made based on bids received on Tuesday, November 17, 1998:

Media Center/Parent Room & Air Conditioning

Vieau School

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

Low Bidder, Base Bid of $305,047.00, minus $31,505 for Mandatory Alternate Bid, 1 to delete all work for the new Main Closet, for a total contract of.....$273,542.00

Certified M/WBE	Required M/WBE Partici-pation	Proposed M/WBE Partici-pation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	Number of Subcon-tractors

No	15%	17% MBE 2% WBE	8	1	0	Corp	8

Total construction contract dollars awarded.....$273,542.00
Total dollars HUB participation.....$51,972.98
% of MBE participation 17.00%
% of WBE participation 2.00%
% of M/WBE participation..... 0.00%
% Minority employees within company..... 13.00%
% Women employees within company 0.00%

Authorization to Make Purchases

B-5236 1 Each Generator (Facilities and Maintenance Div.)

Recommend authorization to purchase one trailerized package genset generator totaling $84,850.00, net, from the low bidder, Power Technology Inc.

BIDDER	BID	TERMS
Power Technology Inc.	$ 84,850.00	Net
Engines Services Inc.	$ 88,542.00	Net
Cummins Great Lakes Inc.	$ 105,286.00	Net
S.W. Generator	$ 107,987.00	Net
Fabco Engine Systems	$ 109,900.00	Net
Charles Equipment Co.	$ 119,577.00	1% — 10 Days

Report of Revenues and Expenses and Monthly Expenditure Control Report

A. Statement of Revenues as of December 31, 1998:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Cur. Month. Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$749,149,223	$5,700,000	$754,849,223	$133,500,171	$211,528,744	$543,320,479	28%
Categorically Aided	76,608,417	24,918,510	101,526,927	6,614,502	28,837,702	72,689,225	28%
School Nutrition	26,821,658	0	26,821,658	1,092,870	8,057,997	18,763,661	30%
Construction	31,150,000	10,998,913	42,148,913	138,791	848,410	41,300,503	2%
Extension	7,120,371	-380	7,119,991	46,314	728,358	6,391,633	10%
Total All Funds	890,849,669	41,617,043	932,466,712	141,392,648	250,001,211	682,465,501	27%

B. Statement of Expenses as of December 31, 1998:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Cur. Month. Expenditures	Year-to-Date Exp.&Encumb.	Unexpended Balance	Percent Expended
School Operations	$749,149,223	$10,290,889	$759,440,112	$70,586,307	$336,786,220	$422,653,892	44%
Categorically Aided	76,608,417	26,346,907	102,955,324	12,179,666	43,261,495	59,693,829	42%
School Nutrition	26,821,658	39,984	26,861,642	2,765,283	11,962,198	14,899,444	45%
Construction	31,150,000	14,235,970	45,385,970	11,495,305	38,910,600	6,475,370	86%
Extension	7,120,371	52,035	7,172,406	574,169	3,939,601	3,232,805	55%
Total All Funds	890,849,669	50,965,785	941,815,454	97,600,730	434,860,114	506,955,340	46%

(1) Represents Board approved transfers during fiscal year 1999 and appropriations for purchases encumbered in fiscal year 1998.

The monthly report on expenditures has been attached to the minutes of your Committee's meeting of January 19, 1999.

Acceptance of Donations

SCHOOL	DONOR	VALUE	GIFT OR PURPOSE
Alcott	Preferred Cleaning Service	$100	Field trip fund
Audubon	Sargento Cheese	$500	$300 check, $200 check — Student activity rewards
Bell	Gloria Carney	$399	Accelerated Reader Books
Bell	Linnece Hitchcock	$406	Accelerated Reader custom disks
Clarke Street	Hope Melamed	$500	General fund
Craig Montessori	Ameritech	$1,000	Volunteerism Award
Curtin	Westphal Photography	$511	General school fund
Global Learning Center	Helen Bader Foundation, Inc.	$10,000	Technology
Grantosa	Barbara George	$50	Flower bulbs for Butterfly Garden
Hamilton	Competition Computer	$800	Carpeted risers - mobile stage
Hawley	Janet Endries	$65	General school
Hayes Bilingual	J. Perrigo/W. Perrigo	$100	Soccer equipment
Longfellow	South Community Organization, Inc.	$150	Participation Award
Longfellow	Badger Mutual Insurance	$250	Second grade holiday calendar
Lowell	Angie Dembinski	$217	Kindergarten field trips
MacDowell	PTA	$611	Summer garden project
McNair Academy	Omega PSI PHI Fraternity	$75	Holiday gift to students
McNair Academy	Midwest Express Airlines	$5,000	ACE Program - Aviation Program Support
Milwaukee School of Languages	Milwaukee Roof/Siding	$500	Basketball uniforms
Milwaukee Sign Language	William Eisner Family Foundation	$300	Donation
Milwaukee Tech	Susan Thompson	$2,304	1985 Toyota Corolla - Shop Class
Milwaukee Tech	Levi Strauss & Co.	$600	Educational exploration

Mitchell School	PTA	$58	Funds for library
MPS — Department of Human Resources	Myra Vachon	$891	Refrigerator, microwave
MPS — Department of Leadership Services	Stewart Financial Services	$1,500	High school attendance program
North Division	Midwest Express	$2,500	Student incentives
North Division	Northwestern Mutual	$1,000	Student incentives
Pierce	Ogden School District	$100	Educational supplies
Project STAY	Quintessence Society	$1,000	Wurlitzer organ
Sixty-eighth Street	Neena Petersen	$70	PRAKTICA 35 mm camera
Trowbridge	Golden & Associates	$270	Video phone camera & software
Twenty-first Street	Chris Crawley	$2,000	Five Macintosh 2 ci computers, keyboards, monitors
Washington	Gene and Ruth Posner	$100	Discretionary
WCLL	The Great Frame Up	$75	Frame matting - holiday project
Whittier	PTO	$1,300	Classroom supplies

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Board Policy 4.04 is attached to the minutes of your Committee's meeting.

Committee Recommendations

Your Committee recommends that the Board:

1. Authorize the award of contracts as listed above.
2. Authorize the purchases as listed above.
3. Accept the report of revenues and expenses as listed above.
4. Accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

* * * * *

(Item 3) 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

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Jose Aldrete Fac. & Main. Services	Steamfitter $25.86/hr.($51,720.00/yr.)	01-11-99
Michael Chapko Fac. & Main. Services	Sheet Metal Worker $24.16/hr.($48,320.00/yr.)	12-18-98
Larry Christian School Safety	School Safety Assistant $16,635.52/yr.	11-30-98
Eddie Cockfield School Safety	School Safety Assistant $16,635.52/yr.	11-30-98
Jeannette Eaton School Safety	School Safety Assistant $16,635.52/yr.	11-30-98

Jason Friske School Safety	School Safety Assistant $16,635.52/yr.	11-30-98
Lynne Gray School Nutrition	Food Service Manager Trainee $8.52/hr.($11,391.24/yr.)	10-19-98
Cheryl Hassan Dr. King Elementary	Clerk Typist I $14,480.00/yr.	12-14-98
Fortas Hazelwood School Safety	School Safety Assistant $16,635.52/yr.	11-30-98
Johonna Hill Technology	Programmer $33,357.74/yr.	01-04-99
Kimberly Hobson Alcott	Handicapped Children's Assistant $12,301.67/yr.	11-09-98
Debbie Jefferson Congress-South Campus	Clerk Typist I $15,348.80/yr.	11-16-98
Daisy Jones School Nutrition	Food Service Manager Trainee $8.52/hr.($11,391.24/yr.)	10-19-98
Chris Koller Technology	Programmer $33,357.74/yr.	12-07-98
Michael Kutz Fac. & Main. Services	Sheet Metal Worker $24.16/hr.($48,320.00/yr.)	12-18-98
Lea Kyle School Nutrition	Clerk Typist I $17,464.20/yr.	01-05-99
Debra Lukowski MIS	Clerk Typist I $17,464.20/yr.	12-07-98
Susan McDonough Milw. Sign. Lang. School	Clerk Typist I $14,480.00/yr.	11-09-98
Donna Meinerz Research & Assessment	Clerk Typist I $17,464.20/yr.	11-16-98
Debra Noyes School Nutrition	Food Service Manager Trainee $8.52/hr.($11,391.24/yr.)	11-06-98
Katherine Patton School Safety	School Safety Assistant $16,635.52/yr.	11-30-98
Carolyn Payne Palmer	Clerk Typist I $14,480.00/yr.	11-05-98
Mariella Peterson Burroughs	School Bookkeeper $23,419.78/yr.	12-14-98
Margaret Pierson Bates School Safety	School Safety Assistant $16,635.52/yr.	11-30-98
Eric Pittman Fac. & Main. Services	Sheet Metal Apprentice $8.46/hr.($16,920.00/yr.)	11-23-98
Alicia Reed School Safety	School Safety Assistant $16,635.52/yr.	11-30-98
John Schneider Fac. & Main. Services	Painter $20.37/hr.($40,740.00/yr.)	11-30-98
Curtis Schell Duplicating	Duplicating Equipment Operator I $22,360.00/yr.	11-02-98

Johnnie Simmons-Walker Hartford	Clerk Typist I $14,480.00/yr.	11-09-98
Rachel Stanton Lincoln Avenue	Clerk Typist I $14,480.00/yr.	12-07-98
Scott Steffan Technology	Programmer $33,357.74/yr.	01-04-99
Keith Terry Fac. & Main. Services	Electrician $23.52/hr.($47,040.00/yr.)	11-02-98
Miranda Wilder School Safety	School Safety Assistant $16,635.52/yr.	11-30-98

PROMOTIONS

James Davis Juneau	Building Service Helper II $21,896.42/yr.	11-01-98
Edward Hoffman Madison	Food Service Manager II $15,706.99/yr.	12-11-98
Cheryl Kavanagh Maple Tree	School Secretary I $16,562.89/yr.	01-08-99
Barbara Konz Marshall	Food Service Manager II $15,706.99/yr.	12-10-98
Timothy Laesch Burroughs	Boiler Attendant Trainee $24,333.40/yr.	11-02-98
John Lane Gaenslen	Boiler Attendant Trainee $28,679.56/yr.	12-14-98
Alan Phillips Fac. & Main. Services	School Engineer I $30,887.74/yr.	12-14-98
Darlene Pullom Marshall	Boiler Attendant Trainee $24,333.40/yr.	12-14-98
John Reed, Jr. Fac. & Main. Services	School Engineer I $33,580.82/yr.	12-14-98
Michelle Smart Lee	Food Service Manager III $15,838.36/yr.	11-18-98
Linda Robertson Div. of Special Services	School Secretary III $29,681.08/yr.	09-15-98
Robert Swanigan Milw. Trade & Tech.	Boiler Attendant Trainee $24,333.40/yr.	11-02-98
Josephine Taper McNair	Food Service Manager I $14,110.02/yr.	11-05-98
Jacqueline White Custer	Food Service Manager II $16,873.58/yr.	12-14-98

RETURNS FROM LEAVE

Teresa Echols Edison	School Secretary I $21,043.11/yr.	11-18-98
Arvis Williams Emerson	School Secretary I $17,240.22/yr.	11-30-98

REINSTATEMENTS

Pamela Moon Washington	School Secretary I $18,594.89/yr.	11-30-98

CHANGES IN STATUS

Awilda Acevedo Hawley	School Secretary I $21,043.11/yr.	01-22-99
Laura Bachmann Human Resources	Human Resource Assistant $27,405.30/yr.	12-07-98
Elizabeth Baren Whitman	School Secretary I $21,720.44/yr.	01-04-99
Juanita Barnes School Safety	School Safety Assistant $16,635.52/yr.	11-30-98
Terrill Blunt School Safety	School Safety Assistant $16,635.52/yr.	11-30-98
Chanda Carter Alcott	Handicapped Children's Assistant $12,301.67/yr.	11-04-98
Margaret Childs Div. of Special Services	School Secretary I $22,324.90/yr.	01-04-99
Margaret Colorez Fac. & Main. Services	School Secretary I $25,340.12/yr.	12-21-98
Audry Eley School Safety	School Safety Assistant $16,635.52/yr.	11-30-98
Letha Harris Marshall	Clerk Typist I $14,480.00/yr.	11-06-98
Terrilyn Johnson Pleasant View	Handicapped Children's Assistant $13,050.82/yr.	12-11-98
Patricia Lewis Finance	School Secretary I $25,340.12/yr.	12-14-98
Anthony Love Thoreau	Handicapped Children's Assistant $12,301.67/yr.	11-17-98
Felicia Lovings School Safety	School Safety Assistant $16,635.52/yr.	11-30-98
Carla Muszynski 78th	Handicapped Children's Assistant $13,050.82/yr.	11-30-98
Dante Phillips Whitman	Handicapped Children's Assistant $12,301.67/yr.	11-17-98
Steven Rauscher Vincent	Handicapped Children's Assistant $12,301.67/yr.	11-04-98
Henrietta Robinson-Avant Sherman	Clerk Typist I $14,480.00/yr.	11-16-98
Michele Singleton Community Recreation	School Secretary I $25,340.12/yr.	11-23-98
Reginald Tatum School Safety	School Safety Assistant $16,635.52/yr.	11-30-98

Lydia Toney II School Safety	School Safety Assistant $16,635.52/yr.	11-30-98
Raymond Torres School Safety	School Safety Assistant $19,986.56/yr.	11-30-98
Christopher Webb School Safety	School Safety Assistant $16,635.52/yr.	11-30-98
Angela Wells DSS Center	Handicapped Children's Assistant $13,050.82/yr.	12-11-98
Shannon Wilke Fairview	Handicapped Children's Assistant $13,050.82/yr.	11-30-98
Monique Williams Vincent	Handicapped Children's Assistant $13,050.82/yr.	11-30-98
Melaney Wyble School Safety	School Safety Assistant $16,635.52/yr.	11-30-98

Approval of Certificated Appointments — Teachers

Code	Teachers — Schedule 01	Division	Yrs/Exp. Salary	Credit	Start Date
r	Karen R. Austrup Art	B	$26,732	0	12/1/98
nr	Iris M. Aviles Kindergarten/Bilingual	B	$26,732	0	9/18/98
nr	Wendy L. Bear Upper Elementary/English	B	$26,732	0	10/19/98
r	Bettye C. Blacks L.D.	B	$27,365	1	9/10/98
nr	Alan P. Browne Social Studies 6-12	B	$31,160	4	8/25/98
r	Angela M. Capelle Guidance	B	$26,732	0	11/19/98
r	Patricia M. Czarnecki Music	B	$27,365	1	10/2/98
r	Maria D. DelValle C.D.	B	$26,732	0	11/3/98
nr	Lisa K. Drost Elementary	B	$26,732	0	11/23/98
nr	Kendalyn K. Ewing Music	B	$26,732	0	10/30/98
r	Paul C. Fredricks L.D.	B	$32,424	5	11/6/98
nr	Jane M. Fritz PreK-6	B	$26,732	0	11/23/98
nr	Lena Gauss Speech	B	$26,732	0	12/16/98
nr	Scott C. Hardesty Physical Education	B	$26,732	0	11/18/98

nr,b	Jill J. Hewitt L.D.	B	$36,219	9	10/9/98
r,a	Juliana M. Jaekels Elementary/Computer Science	C	$30,103	1	10/5/98
r	Rosanna G. Katsekes Music	B	$34,955	7	10/16/98
nr	Kristen M. Killips Elementary	B	$26,732	0	12/1/98
nr	Heather J. Koek PreK-3	B	$26,732	0	11/23/98
r	Sara L. Kolo Music	B	$26,732	0	11/5/98
r	Rhonda D. Larkin Elementary/Social Studies	B	$26,732	0	11/2/98
r	Jennie M. Lueck Upper Elementary	B	$26,732	0	11/16/98
nr	Dedee B. Minash Elementary Education	B	$26,732	0	11/23/98
r	Nancianne T. Nowlen K-8	B	$26,732	0	11/18/98
nr,a	Kimberly L. Pelzek EC:EEN/PreK-Kindergarten	B	$28,629	2	1/4/99
r	Jason R. Piontek E.D.	B	$26,732	0	9/30/98
r	Alice D. Pugh E.D.	B	$26,732	0	8/28/98
r	Amy C. Reid Health	B	$27,365	1	10/19/98
nr	Suzanne M. Rodahl Elementary	B	$26,732	0	11/2/98
r	Gladys Sandino Bilingual Exception Education	B	$26,732	0	10/5/98
r	Selestine Skipper C.D.	B	$26,732	0	8/25/98
r,b	Carolyn R. Stampley Upper Elementary	B	$41,895	16	11/4/98
nr	Vicki R. Swenson Upper Elementary	B	$26,732	0	11/10/98
r	Laura J. Taheri Grades 1-9	B	$26,732	0	11/2/98
r	Laurie A. Toman-Patrick Speech Pathologist	B	$26,732	0	10/26/98
nr	Bethany L. Voi Upper Elementary/Reading	B	$26,732	0	10/19/98
r	Amy L. Vuyk Speech	C	$30,103	0	12/16/98

nr	Karen M. Wesselink K-5	B	$26,732	0	12/9/98
nr	Laura J. Wiedenhoeft PreK-9	B	$26,732	0	12/1/98
r	Joseph L. Zuniga L.D	B	$26,732	0	10/19/98

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

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to January 22, 1999:		
Tim Goss	Fratney	November 17, 1998
Allen Maceo	Kosciuszko	October 23, 1998
Illness Leave, to June 14, 1999:		
Robert Simiele	MHSA	December 11, 1998
Maternity Leave, to January 22, 1999:		
Erin Witty	Walker	November 17, 1998
Maternity Leave, to June 14, 1999:		
Elaine Fansler Mazza	Engleburg	November 17, 1998
Personal Leave, to June 16, 1999:		
Patrick Morrissey	Edison	November 9, 1998
Sabbatical Leave, to June 14, 1999:		
Thomas Kreuser	Milw. Sch. of Languages	January 25, 1999
Sabbatical Leave, to June 16, 1999:		
Gayle Schmitz Zien	Brown	January 25, 1999
Sabbatical Leave, to January, 2000:		
Celestine Rogers	Siefert	January 25, 1999
Study Leave, to June 14, 1999:		
Linda Owens	Sabbatical	January 25, 1999
Extension of Sabbatical Leave, to June 14, 1999:		
JoAnne Williamson	Leave	January 25, 1999
Extension of Study Leave, to June 14, 1999:		
Charon Lohman	Leave	January 25, 1999

Report on Resignations

Name	Position	Effective Date
Beth Baumhardt-Frisch	Teacher	01-01-99
Erinne J. Behlendorf	Teacher	08-01-98
Kathleen A. Betz	Teacher	07-27-99
James Carrick Jr.	Teacher	11-02-98
Pamela A. Carroll	Teacher	12-09-98
Rebecca Dallam	Teacher	10-18-98
David H. Didier	Teacher	10-30-98
Gail M. Duncan	Teacher	11-30-98
Mary A. Edgar	Teacher	12-18-98
Myron N. Fry	Teacher	06-14-99
Kenneth J. Gawrysiak	Teacher	01-22-99
Diane D. Gerhard	Teacher	06-14-99
Rex Green	Teacher	11-13-98
David E. Hagen	Teacher	01-22-99
Magdalina Hernandez	Teacher	01-22-99
Rita H. Hren	Teacher	06-14-99
Judith Holmes	Teacher	01-06-99
James H. Huber	Teacher	07-12-99
Douglas M. Janzen	Teacher	06-14-99
Barbara A. Johnson	Asst. Princ.	12-31-98
Damon Key	Teacher	08-24-98
Willie D. Killins	Principal	11-30-98
Barbara Kopec	Teacher	08-24-98
Ronald S. Kritter	Teacher	06-14-99
Anne K. Kyriacou	Teacher	11-03-98
Mary Y. Magee	Teacher	01-25-99
Patricia J. McCracken	Teacher	01-25-99
John W. Meier	Teacher	01-22-99
Cheryl Meingast	Teacher	12-18-98
Denise Mitchell	Teacher	12-18-98
Susan M. Nirode	Teacher	06-14-98
Elcendia Nord	Principal	12-23-98
W. Eric Oliver	Teacher	02-03-99
Dorothy J. Placide	Supervisor	01-22-99
Michael R. Pliszka	Teacher	12-18-98
Davina Rosa	Teacher	12-15-98
Robert Rucker	Teacher	10-27-98
Theresa Rudolph	Teacher	01-22-99
Margaret R. Sadowski	Teacher	01-22-99
Susan C. Shefchik	Teacher	06-16-98
Marla D. Slade	Teacher	12-18-98
Jennifer Smith	Teacher	10-30-98
Ronald G. Stechcon	Teacher	06-14-99
Joanne F. Stemper	Teacher	01-22-99
Albert B. Taylor	Teacher	12-18-98

Ruth M. Turner	Teacher	10-30-98
Linda M.Vargas	Teacher	01-22-99
Heidi M. West	Teacher	08-24-98
Fe Whittaker	Teacher	11-18-98
Rachel Wiatrowski	Teacher	10-30-98
Mark Witter	Teacher	01-03-99
Janice Zepnick	Teacher	11-15-98

Affirmative Action Report

The Affirmative Action Report for the month of December is attached to the minutes of your Committee's meeting

Committee Recommendation

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

* * * * *

(Item 4) Action on Resolution 9899R-079 by Former Director Sinicki and Director Hardin Regarding Handicapped Parent Accessibility to Buildings

Background

At its meeting on October 28, 1998, the Board referred the following Resolution 9899R-079 by Directors Sinicki and Hardin to the Finance/Personnel Committee.

WHEREAS, Fifty of ninety-six attendance-area elementary schools, and fourteen out of twenty-five city-wide elementary schools are wheelchair-accessible; and

WHEREAS, Nine out of fourteen attendance-area middle schools are wheelchair-accessible, and five out of eight city-wide middle schools are wheelchair-accessible; and

WHEREAS, Eight out of ten attendance area high schools and five out of nine city-wide high schools are wheelchair-accessible; and

WHEREAS, The current student assignment policy does not address children of mobility-impaired parents; and

WHEREAS, Parent involvement is one of the key goals of MPS, and

WHEREAS, Mobility-impaired parents are often unable to attend school functions; now, therefore, be it

RESOLVED, That children of permanently mobility-impaired parents be given the same considerations in regard to student assignment as those students who are mobility-impaired.

Administration's Analysis

1. Effective with the 1999-2000 Three Choice Selection Process, mobility-impaired parents have the option of selecting a wheelchair-accessible school. The 1999-2000 edition of "Directions" will notify parents of this option and will instruct them to contact the Division of Parent/School Services to ensure that the school selection is processed properly. The Administration cannot guarantee a specific school assignment, but can ensure a placement in a school that is wheelchair-accessible.

2. School Board Policy 8.03(4) addresses the transfer of students through an appeal process. No changes to the policy are required. Section IV.A. of the district's Student Assignment Appeals Procedures addresses transfers for humanitarian reasons. The Administration will add mobility-impaired parents to the categories listed under humanitarian reasons for granting appeals.

Strategic Plan Compatibility Statement

3. The Administration's recommendation is consistent with the Board's Goal of MPS: Milwaukee's First Choice of Schools.

Statute, Board Policy and Rule Statement

4. Board Policy 8.03(4) includes a provision related to the school assignment appeal process. No changes have to be made to the policy. The Student Assignment Appeals Administrative Procedures will be revised to include mobility-impaired parents as a category for granting an appeal under humanitarian reasons.

Fiscal Impact Statement

5. None

Implementation And Assessment Plan Statement

6. The revision to the Student Assignment Appeals Administrative Procedures will go into effect immediately.

Committee Recommendation

Your Committee recommends that the Board accept the Administration's response to Resolution 9899R-079.

* * * * *

(Item 5) Progress Report and Possible Action on Resolution 9899R-056 by Director Hardin Regarding MPS Participation in the African American Chamber of Commerce Job Readiness Program

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

Background

At its meeting on July 29, 1998, the Board referred the following resolution by Director Hardin to the Finance/Personnel Committee.

WHEREAS, The Milwaukee Public School system sees the need to reach out to the African American Business Community as a partner; and

WHEREAS, The MPS student body is at least 70% African American, many coming from low income families; and

WHEREAS, MPS has encouraged the business community as a whole to establish relationships with MPS schools to improve the job readiness of our students; and

WHEREAS, The professional members of the African American Chamber of Commerce have come together to share their knowledge; and

WHEREAS, The African American Chamber of Commerce has designed a job readiness program to support and improve the job readiness of MPS students; now, therefore, be it

RESOLVED, That MPS participate in the job readiness program of the African American Chamber of Commerce; and be it

FURTHER RESOLVED, That MPS provide funding to ensure that a minimum of 200 students and 200 parents participate in the program and complete the courses, with certificates given to each.

Administration's Report

The Administration has been meeting since August 1998 with the African American Chamber of Commerce regarding its proposed job readiness program that targets at-risk students attending North Division High School. Following is a summary of progress to date.

August 1998 African American Chamber of Commerce (AACC) and Central Services representatives held an initial meeting. The African American Chamber of Commerce presented its program proposal. There was discussion regarding the feasibility and cost effectiveness of the proposed program.

The Administration shared the following suggestions with the AACC to strengthen the proposed program:

- identify what the curriculum would include and which students would be targeted;
- contact identified pre-college program providers for ideas on how to provide their programs at a reduced cost to the district.

At the end of the meeting, the AACC representatives agreed to take suggestions provided by the Administration back to its members for consideration and possible refinement of the proposed job readiness program. Members from the AACC also agreed to provide curriculum at a later date.

September 1998 A follow-up meeting was held at North Division High School. Representatives from the African American Chamber of Commerce, North Division H.S., Central Services, and the community were present. The Chamber representatives verbally shared their proposed job readiness program and requested feedback and additional suggestions.

At the end of the meeting, it was decided that the AACC representatives would work with a representative from the Department of Educational Services to further refine their proposed job readiness program.

October 1998 A written response from the administration regarding the revised proposed job readiness program was given to Mr. Dester Martin, African American Chamber of Commerce representative.

Further suggestions provided to strengthen the proposal included:

- define the population of students to be targeted more clearly
- identify clear goals/objectives
- establish an assessment process

November 1998 Mr. Robert Williams, African American Chamber of Commerce representative, and a representative from the Department of Educational Services met regarding the proposed program's curriculum focus.

The Administration, representatives from North Division High School, and the African American Chamber of Commerce will continue to meet in order to bring to the Board a comprehensive proposed job readiness program that is cost-effective and meets the needs of the students and the community's vocational/technical businesses. It is anticipated that a report will be presented to the Board in February 1999.

* * * * *

(Item 6) Progress Report and Possible Action with Respect to Resolution 9899R-016 by Director Hardin Regarding the Offering of a Free Breakfast Program to All Students Eligible for a Free or Reduced-Price Lunch

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

Background

At its November 25, 1997, meeting the Board referred the following resolution by Director Hardin to the Finance/Personnel Committee:

WHEREAS, The Milwaukee Public Schools (MPS) population reflects a high degree of children who live in poverty; and

WHEREAS, A strong connection has been made that good nutrition and student achievement go hand in hand; and

WHEREAS, The free and reduced lunch program is a federally funded program in which all MPS schools participate; and

WHEREAS, Only some of the schools in MPS participate in the reduced or free breakfast program; now, therefore be it

RESOLVED, That the Board direct the Administration to work with community consultants to develop a plan by which all MPS schools can offer students free or reduced breakfast during the school year; and be it

FURTHER RESOLVED, That the Administration report back to the Board the cost of such a program and possible funding sources.

At its February 25,1998, meeting, the Board accepted the Administrations' response to Resolution 9899R-016 and requested that the Board receive progress reports.

The Administration submitted a progress report at the August 19, 1998, Finance/Personnel meeting. At that time, the report was held in committee pending further information.

Administration's Report

1. Child development experts and nutritionists consider breakfast to be the most important meal of the day. Children require essential nutrients and sufficient energy to concentrate on and accomplish learning tasks. Breakfast provides these requirements while eliminating transient hunger symptoms such as headache, fatigue, sleepiness, and restlessness.

2. Since proper nutrition has lasting effects on the cognitive development of children, the Administration has established a goal of 100 percent availability of a breakfast program in schools by the start of FY2000.

3. All MPS elementary schools have breakfast available for their students prior to the beginning of the school day. Twenty-two of thirty-six secondary schools have the breakfast program available as well. Four schools added a breakfast program this school year. Approximately 13,000 students participate in the breakfast program on a daily basis.

4. All enrolled students are eligible to participate in the School Breakfast Program, regardless of their ability to pay for breakfast. As with the lunch program, students eligible for free meals do not pay. Currently, 99% of students eating breakfast at school are on a non-paying basis.

5. The school meal programs are funded primarily through federal dollars and are performance-based. Federal reimbursements are sufficient to cover the cost of breakfast, provided the participation levels are adequate.

6. The Division of School Nutrition Services continues to promote the School Breakfast Program in schools. Some of the promotional activities are:

- Notification of the availability of breakfast in the district-wide mailing of the free and reduced meals application form
- Promotion of National School Breakfast Week at all MPS schools
- Collaboration with the Hunger Task Force on additional outreach efforts
- Offering alternative breakfasts to schools where the traditional breakfast is not feasible

7. The Administration will report to the Board in September 1999 on its progress in meeting the goal of 100 percent availability of the Breakfast Program.

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(Item 7) Receipt of the Fiscal Year-End 1998 (FY98) Audit Reports: General Purpose Financial Statements, Early Retirement Supplement and Benefits Improvement Plan, and Supplemental Early Retirement Plan for Teachers; Federal and State Single Audit Report; and the Summary Report on the Status of the Prior Year's Commentary Report Recommendations

Background

1. On March 26, 1997, the Milwaukee Board of School Directors authorized the Office of Board Governance to retain the services of Deloitte & Touche to perform audit services for the years ending June 30, 1997, 1998, and 1999.

2. The contractor has completed its audit of the following records for the year ending June 30, 1998:

General purpose financial statements

Financial statements of the defined benefit pension plan

Schedules of Federal and state assistance

A. Receipt of the FY98 General Purpose Financial Statements, Early Retirement Supplement and Benefits Improvement Plan, Supplemental Early Retirement Plan for Teachers

1. State Statute 120.14 requires school boards to provide for the audit of school district accounts and certification of the audit.

2. 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.

B. Receipt of the FY98 Federal and State Single Audit Report

1. The district is required under P. L. 98-502, Single Audit Act of 1984, to have an audit of district programs funded with state and federal funds.

2. The objectives of the single audit are: (1) determining whether the schedules of federal and state financial assistance are presented fairly in relation to the financial statements taken as a whole; and (2) the reporting on the auditor's determination whether the internal control structure provides reasonable assurance of compliance with federal, state and other laws and regulations, and (3) the expression of an opinion on whether the organization complied with the specific terms and conditions of its major federal and state award programs.

3. The report includes, on page 30, the Superintendent's response to the single audit finding. This response has been reviewed by Deloitte & Touche and the Board audit staff to determine if the action plan identified in the response will resolve the noted observation. Implementation of the action plan contained in the Superintendent's response should result in the resolution of the audit observation.

C. Receipt of the FY98 Commentary Report and Action on District Administration's Response to the Comments

1. During the annual audit, Deloitte & Touche 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 entitled, "Comments and Responses on Accounting, Administrative and Operating Matters." The Commentary Report presents the auditor's observations on various district management and internal control issues and makes recommendations.

2. The district has submitted responses to the Deloitte & Touche Commentary Report's observations and recommendations. The responses, which are included in the Commentary Report, were reviewed by

Deloitte & Touche and the Board audit staff 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 result in the resolution of the audit observations and recommendations.

D. Receipt of the Y2K Commentary Letter

1. During the audit, Deloitte & Touche made limited inquires concerning the activities of MPS to address the Y2K issue. The Y2K Commentary Letter summarizes the observations resulting from the inquires of district administration. The letter also encourages management to continue its oversight of MPS's Y2K activities.

E. Receipt of the Summary Report on the Status Of FY97 Commentary Report Recommendations

1. On January 29, 1997, the Board adopted a motion that directed Audit Services to annually 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.

2. On January 15, 1999, the Chief Auditor received a report dated September 25, 1998 from Deloitte & Touche entitled, "Status of Year Ended June 30, 1997 Commentary Report Recommendations." A summary report, which shows the status of each prior year recommendation, is attached. The entire 22 page report which lists the FY97 observations, recommendations and management responses, as well as the FY98 MPS update and the Deloitte & Touch report on progress for each recommendation, is available upon request.

3. The prior year's Commentary Report contained 21 recommendations. Deloitte & Touche reported that management has adequately addressed eleven of the recommendations. The remaining ten recommendations were carried forward to the current year's Commentary Report.

3. The Deloitte & Touche audit reports and commentary letters have been transmitted to the Board under separate cover.

4. Representatives of Deloitte & Touche are present to answer any questions from Board members and/or provide the Committee with an overview.

Your Committee reports having held the Deloitte & Touche Commentary Report for the year ended June 30, 1998, and the Administration's response to it, and the Y2K letter in committee for future consideration.

Committee Recommendation

That the Board receive the following Deloitte & Touche fiscal year-end 1998 audit reports: General Purpose Financial Statements Audit Report, Early Retirement Supplement and Benefit Improvement Plan, Supplemental Early Retirement Plan for Teachers, Federal and State Single Audit Report; and the Summary Report on the Status of the Year Ended June 30, 1997, Commentary Report Recommendations.

* * * * *

(Item 8) Action on a Resolution to Amend the Board's Early Retirement Supplement and Benefit Improvement Plan (ASC)

Administration's Analysis

1. Recently the Administration sought advice from the City Attorney to confirm that the MBSD Early Retirement Supplement and Benefit Improvement Plan ("the Plan") requires amendment to clarify provisions of the collective bargaining agreement between the Board and the Administrators' and Supervisors' Council (ASC), which provides participants the right to continue in the Plan after layoff, reduction in rank, or return to a unit not covered by the Plan.

2. The Administration also recently sought advice from the City Attorney to confirm that the Plan requires amendment to be in compliance with the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA). USERRA is a federal law that addresses employment and re-employment rights of members of the Armed Forces. In general, with respect to pension plans, USERRA stipulates that

a person re-employed after military service is entitled to pension benefits that such person would have been entitled to if the employment had not been interrupted by military service. Governmental pension plans have until the first day of the Plan year 2000 to be amended to comply with the provisions of USERRA.

3. The City Attorney opined, and the Plan's Administrative Committee agreed, that the Plan should be amended to clarify participants' rights to continue in the Plan in accordance with the terms of the collective bargaining agreement with the ASC and to include a new section to be in compliance with USERRA.

Strategic Plan Compatibility Statement

4. Not applicable.

Statute, Board Policy or Rule Statement

5. The Board, in accordance with the Plan Document, must approve amendments to the Plan.

Fiscal Impact Statement

6. Implementation of these Plan amendments can ultimately present additional cost to the Plan, based on any benefits which accrue to Participants under the amended Plan provisions, which at this time cannot reasonably be projected or quantified.

Implementation and Assessment Plan

7. Implementation will involve minimal staff time and will be completed upon adoption of the resolution by the Board.

Committee Recommendation

Your Committee recommends that the Board adopt the following resolution amending the Plan in accordance with the City Attorney's opinions, and that the Board authorize the Superintendent or his designee to carry out the required administrative functions to amend the Plan.

A RESOLUTION AMENDING THE MILWAUKEE BOARD OF SCHOOL DIRECTORS' EARLY RETIREMENT SUPPLEMENT AND BENEFIT IMPROVEMENT PLAN TO CLARIFY PARTICIPANTS' CONTINUATION RIGHTS IN THE PLAN AFTER LAYOFF, REDUCTION IN RANK OR RETURN TO A UNIT NOT COVERED BY THE PLAN AND TO INCLUDE A NEW SECTION IN COMPLIANCE WITH USSERRA

WHEREAS, In order to clarify the applicability of the ASC labor contract provisions for continuing as a Participant in the Plan after a reduction in rank, layoff, or involuntary return to a noncovered unit, it is necessary to amend the Milwaukee Board of School Directors' Early Retirement Supplement and Benefit Improvement Plan;

WHEREAS, In order to comply with the Uniformed Services Employment and Reemployment Act of 1994, it is necessary to amend the Milwaukee Board of School Directors' Early Retirement Supplement and Benefit Improvement Plan; now, therefore, be it

RESOLVED, that the Plan Definition of "Participant" shall be, and hereby is, amended to add the following italicized language:

Covered Employee: An administrative, supervisory or professional staff employee of the Board who is in the collective bargaining unit represented by the ASC or who would have been represented by the ASC but for the fact that such employee is in an ASC-exempt designated position (as specified in the bargaining contract between the Board and the ASC), an employee of the Board who is appointed pursuant to Wis. Stats. Section 119.32(3) and any other employee who is identified as a Covered Employee by the Board through an employment contract between such employee and the Board.

Participant: Any Covered Employee participating in the Plan in accordance with Article III, and any Covered Employee who meets any of the following conditions set forth in an employment contract between such employee and the Board:

(1) A Covered Employee who ceases to meet the foregoing definition because of being reduced in rank may elect to continue, at his or her option, as a Participant in the Plan as if he/she were a Covered Employee;

(2) A Covered Employee who goes on layoff may elect to continue as a Participant in the Plan for a period not to exceed two years, provided, however, that no portion of such two years may be used for crediting as Years of Vesting Service; and

(3) A Covered Employee who is involuntarily returned to a unit not covered by this Plan may continue as a Participant in the Plan on a self-pay basis; in such a case, if a person elects to continue as a Participant, such person (and not the Board) shall be responsible for payment of both the Participant Contribution (as described in section 7.2 hereof) and the Board Contribution (as described in section 7.1 hereof) attributable to his or her continuing as a Participant after an involuntary return to a unit not covered by the Plan.

NOW, THEREFORE, BE IT FURTHER RESOLVED by the Board of School Directors that the Plan shall be, and hereby is, amended to add the following Section 10.4 USERRA Compliance:

Section 10.4 USERRA Compliance: Notwithstanding any provision of this Plan to the contrary, to the extent that the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) is applicable to the Plan, contributions, benefits and service credit with respect to qualified military service will be provided in accordance with Section 414 (u) of the Internal Revenue Code.

* * * * *

(Item 9) Action on a Request for a Contingent Fund Transfer to Restore Funding to Schools Which Suffered Losses Greater than 1% Per Pupil in the FY99 Budget

Background

At its meeting on November 24, 1998, the Board approved restoring funding to those schools which lost more than 1% per pupil due to the application of the new weighted per-pupil funding formula. At that time, the Board did not specify a source of funding.

Administrative Analysis

1. The schools and amounts of funding to be restored are as follows:

Milwaukee School of Languages	$69,659
Douglass	$886
Grand Avenue	$118,756
Malcolm X	$2,190
Craig	$16,601
Fratney Street	$13,127
Total	$221,219

2. The Contingent Fund contains a balance adequate to fund this transfer.

Fiscal Impact Statement

3. $221,219 will be added to school budgets; the Contingent Fund will be reduced by $221,219.

Committee Recommendation

Your Committee recommends that the Board approve the transfer of $221,219 from the School Operations Contingent Fund to the budgets of the schools identified above.

* * * * *

(Item 10) Approval of Interdistrict (Chapter 220) Transfer Agreements for Cudahy, Elmbrook, Fox Point, Germantown, New Berlin and Nicolet School Districts

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 March 1998, the Administration mailed to each suburban district the 1998-1999 Interdistrict Student Transfer Agreement with a request that the agreements be signed by the respective board presidents and returned to the Milwaukee Public Schools.

3. As of November 12, 1998, all 23 suburban districts have returned the 1998-1999 Interdistrict Student Transfer Agreement signed by their board presidents.

4. The Board approved agreements with 17 of the districts earlier this year. The Administration is submitting a recommendation for approval of agreements with the remaining six school districts.

5. The chart below highlights the number of seats made available by the school districts of Cudahy, Elmbrook, Foxpoint, Germantown, New Berlin, and Nicolet..

District	**1998-1999 Contracted**	**1998-1999 Actual Enrollment**
Cudahy	200	199
Elmbrook	358	328
Foxpoint	131	134
Germantown	41	40
New Berlin	116	113
Nicolet	133	127
TOTAL	979	941
Grand Total — All Suburban Districts	5430	5085

Strategic Plan Compatibility Statement

5. The recommendation is supportive of Board Goal #1 related to student achievement and Board Goal #2, MPS: Milwaukee's First Choice of Schools.

Statute, Board Policy or Rule Statement

6. The recommendation is consistent with Wisconsin State Statute 121.85(3) and previous Board action.

Fiscal Impact Statement

7. The Milwaukee Public Schools and suburban school districts receive state funding for each student participant.

Committee Recommendation

Your Committee recommends that the Board approve the 1998-1999 Interdistrict Student Transfer Agreements for the following school districts and authorize the Board President to execute the transfer agreements.

Cudahy	Germantown
Elmbrook	New Berlin
Foxpoint	Nicolet

* * * * *

(Item 11) Referral of the Following Resolutions to the Strategic Planning and Budget Committee: a) Resolution 9899R-078 by Former Director Sinicki Regarding a New Milwaukee Tech and b) Report of the August 25 Meeting of the Special Committee on Available Facilities

Background

1. At its meeting on October 28, 1998, the Board referred Resolution 9899R-078 by former Director Sinicki, regarding a New Milwaukee Tech, to the Finance/Personnel Committee. The Strategic Planning and Budget Committee is currently reviewing the long-range plan for vocational / technical programs in MPS. In keeping with the Board's intent to consolidate related resolutions, it would be appropriate to forward this resolution to the Strategic Planning and Budget Committee so that it can be considered in the context of the overall district plan.

2. The Special Committee on Available Facilities is required to report all of its recommendations to the Finance/Personnel Committee; therefore, the report of the August 25 meeting of the Special Committee regarding the percentage of CAFR funds for Congress Street School is before this Committee. Since the issue is related to the development of school funding and budgets, a referral to the Strategic Planning and Budget Committee would allow this matter to be considered as the Committee develops the FY 2000 budget.

Your Committee reports having referred Resolution 9899R-078 by former Director Sinicki, regarding a New Milwaukee Tech, and the report of the August 25 meeting of the Special Committee on Available Facilities regarding the percentage of CAFR funds for Congress Street School to the Strategic Planning and Budget Committee.

* * * * *

(Item 12) Annual Approval of Salary Schedules

Statute, Board Policy or Rule Statement

1. Wisconsin Statutes 119.40 provide as follows:

> 119.40 Salary Schedules. (1)(a) Annually, the board shall establish a schedule of salaries for all classroom teachers, not including principals and vice principals, in the schools of the city.
>
> b) Annually, the board may establish one or more schedules of salaries for all its employees not covered under par. (a).
>
> 2) All schedules of salaries annually fixed by the board shall be adopted for the same period and on the same year basis as the annual school budget is adopted by the board.

2. The following specific proposals are submitted by the Superintendent with the recommendation that they be adopted for the 1998-1999 budget year. Included are the salary schedules affected by the agreements with the employee organizations previously acted upon by the Board, and other per-hour, per-diem and per-session schedules for part-time personnel not included in bargaining agreements.

3. The following agreements expired June 30, 1997: Schedule A (Clerical, Office, and Technical), and Schedule B (Child Care Attendants and Hourly Rated Personnel).

4. The following agreements expired December 31, 1996: Schedule 4 (Supportive Personnel — Certificated and Classified): School Accountants / Bookkeepers.

Committee Recommendation

Your Committee recommends:

1. That the following salary schedules be reaffirmed (previously approved by the Board):

   A. Salary Schedules for Certificated, Administrative, and Supportive Personnel

      a. Schedules 1, 1B, 1F, and 1G — Teachers. Schedules 1C and 1D — Employment Training Specialists

      b. Schedule 2 — School Social Workers

      c. Schedule 3 — Administrative Personnel in Schools and Central Services

      d. Schedule 4 — Supportive Personnel — Certificated and Classified: Substitute Teachers, and Educational Assistants. Negotiations are in process with the School Accountants/Bookkeepers; 1998-99 rates will be submitted for approval upon settlement.

      e. Schedule 5 — School Psychologists

   B. Salary Schedules for Classified Personnel

      a. Classified Schedule A — Clerical, Office, and Technical. (Negotiations in process. 1998-99 rates will be submitted for approval upon settlement.)

      b. Classified Schedule B — Food Service Personnel, Child Care Attendants, and Hourly Rated Personnel.

      c. Classified Schedule C — Material Handlers and Truck Drivers

      d. Classified Schedule D — Architectural Designers and School Construction Inspectors

      e. Classified Schedule E — Plant Operations Personnel, Operating Engineers, Building Service Helpers, Service and Maintenance Custodians and Laborers

      f. Classified Schedule F — Miscellaneous Facilities and Maintenance Services Classifications

      g. Classified Schedule H — Data Processing and Related Personnel

      h. Classified Schedule I — Instructional Resource Personnel

      i. Recreation Schedule 9 — Playground Laborers

   C. Rate Schedule for Per-Diem, Per-Instructional-Hour, Per-Session Personnel

      a. Recreation Schedule 7 — Per Session Employees

      b. Recreation Schedule 8 — Municipal Recreation Athletic Officials

      c. Schedule M — Instrumental Music Teachers and Helpers

      d. Schedule O — Interscholastic Athletics

2. That the following customary salary resolution be adopted to comply with Section 2.32, Rules of the Board of School Directors, and Section 119.40, Wisconsin Statutes:

> RESOLVED, That all salary schedules and related provisions amended by Board Action this evening be, and hereby are, adopted for 1998-99 as amended; that all salary schedules, excepting those for prevailing wage rates, in effect for 1997-98, and which have not been amended be, and hereby are, readopted for 1998-99, or, in the case of schedules in negotiations, be, and hereby are, readopted pending final settlement of 1998-99 rates; and that all provisions and resolutions pertaining to any salary schedules, and in

effect for 1997-98, which are not inconsistent with the foregoing, be, and hereby are, readopted for 1998-99.

* * * * *

(Item 13) Report on Ethnic Diversity for the 1998-99 School Year

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

Background

1. As part of the compliance with the decree of the Federal Court for the Eastern District of Wisconsin 1976, the Milwaukee Public Schools was required to report annually to the courts the student ethnic diversity for the district.

2. The ethnic diversity calculation represents the percent of eligible students in an integrated educational setting.

3. The percent of students in an integrated setting is compared with the percent of students who should be in an integrated setting, based on a formula established by the courts.

4. Required reporting to the Federal Court ended with the 1983-1984 school year. After the 1983-1984 school year, the district continued to prepare the report for compliance with Board policy and for information and planning purposes.

5. The Administration is submitting to the Board an annual report on the district's ethnic diversity.

Administration's Report

6. For the 1998-1999 school year, 38.6% of eligible students attended an integrated school. The minimum requirement having been computed at 42.9%, the district is 4.3 percentage points below the minimum.

7. If Milwaukee resident students attending a suburban district are counted, the percentage in an integrated school would be placed at 42.0%, which equates to 0.9% below the minimum.

8. For the 1998-1999 school year, 79 schools have a student population over 70% African-American students, and 18 schools have a student population of less than 30% African-American.

9. The report highlights that the schools below the 30% for African-Americans are located on the south side. The schools above the 70% maximum are located on the north side.

10. The district is still able to place students in an integrated schools if requested in compliance with Board policy.

11. The Ethnic Diversity Report for the 1998-99 School Year is attached to your Committee's minutes.

* * * * *

(Item 14) Quarterly Report on the Activities of the Compensation Administration Committee

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

This report reflects the actions taken by the Compensation Administration Committee (CAC) for September through November 1998. The CAC met once, on November 4, 1998. The new position of Coordinator, Technical Education Initiative, was allocated to Schedule 3E, Range 12A, by means of a telephone poll taken on September 16, 1998.

Position	Old Salary	New Salary	Comments
Data Systems Supervisor	N/A	N/A	7A — New Position
Grants Specialist	N/A	N/A	Title Change from Grant Writer
Coordinator, Technical Education Initiative	N/A	N/A	12A — New Position (Approved on September 16, 1998)
Manager of Financial Planning	N/A	N/A	12A — Reestablishment of Former Position
Budget Planning Assistant	N/A	N/A	2A — Reestablishment of Former Position

* * * * *

(Item 15) Action on Recommended Administrative Appointments and Promotions

Committee Recommendation

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

Eric Coleman	Assistant Principal Edison Middle School	Schedule III, Range 11Z $52,947
Leea Power	Assistant Principal Muir Middle School	Schedule III, Range 11Z $47,389
Christine Pitroski	Assistant Principal Neeskara Elementary School	Schedule III, Range 10Z $64,664
Kristen Gurtner	Elementary Science Materials Inservice Center Supervisor Division of Curriculum and Instruction	Schedule III, Range 8B $56,823
Sherry Pearson	General Accounting Supervisor Department of Finance	Schedule III, Range 8A $63,131

The Director, Office of Board Governance/Board Clerk reported that, on September 23, 1998, the Board approved various organizational changes in the Office of Board Governance, including the creation of four positions of Information Specialist. These positions replaced the old Parent Service Center coordinators.

When the Office of Board Governance recommended the creation of the positions at level AE-03, it was under the impression that this level was the monetary equivalent of the old level 3-00A, the level of the Parent Service Center coordinators. This turns out not to be the case and will result in a decrease in compensation for the individuals involved. The equivalent level is actually AE-05.

Your Committee recommends that the four positions of Information Specialist in the Office of Board Governance be reclassified from level AE-03 to level AE-05, effective retroactively to October 1, 1998.

* * * * *

Separate consideration having been requested of Report #1 and Item 9 of Report #2, on the motion of Director Thompson the balance of the Report #2 was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

With respect to Report #1, a recommendation with respect to disciplinary action, Director Braun moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85 (1) (c).

The motion prevailed the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

The Board retired to executive session at 7:04 PM.

The Board reconvened in open session at 7:22 PM.

Director Thompson moved that the Board accept the report of the Committee.

The motion prevailed the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson and President Fisher—7.

Noes—Director Todd—1.

With respect to Item 9 of Report #2, a contingent fund transfer, Director Braun moved to adopt the Committee report.

The motion prevailed the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson and President Fisher—7.

Noes—Director Todd—1.

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 11 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Small moved to accept the reports of the Independent Hearing Panel of January 8, 1999, at 2:00 PM; January 12, 1999, at 2:00 PM; January 13, 1999, at 11:30 AM; January 14, 1999, at 2:30 PM; January 15, 1999, at 9:30 AM; January 19, 1999, at 9:00 AM; January 20, 1999, at 2:00 PM; January 21, 1999, at 10:00 AM and 2:00 PM; and January 25, 1999, at 11:30 AM and 2:00 PM.

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

Ayes—Directors Braun, Gardner, O'Neil, Small, Thompson and President Fisher—6.

Noes—Directors Hardin and Todd—2.

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communication:

(Item A) Communication 9899C-004 from the US Navy Officer Recruiting Station Regarding the Release of Senior High School Student Names and Addresses

Referred to the Finance/Personnel Committee.

* * * * *

RESOLUTIONS

Resolution 9899R-105

By Directors Braun, Fisher and Hardin and Thompson:

WHEREAS, The Neighborhood Improvement Development Corporation (NIDC), in conjunction with Milwaukee Public Schools and the Boys and Girls Club, is developing a new community facility between North 33rd and 35th Streets on North Avenue in the Metcalfe Park neighborhood; and

WHEREAS, This new facility will house a K-4 through Grade 8 Milwaukee Public School and a new Metcalfe Park Branch Boys & Girls Club; and

Whereas, MPS has allocated $5,030,000 to the project, and NIDC is seeking $4,000,000 from local foundations, corporations, individuals, and other units of government; and

WHEREAS, NIDC is constructing the entire facility, with the school being designed and built to MPS specifications; and

WHEREAS, The Todd Wehr Foundation has agreed to contribute $600,000 to the project; and

WHEREAS, The Todd Wehr Foundation has requested that the entire complex be named the Todd Wehr Community Metcalfe Park Center; and

WHEREAS, Ralph Metcalfe was a prominent African-American graduate of Marquette University who went on to win Gold, Silver, and Bronze medals at the 1932 and 1936 Olympics and was a member of Congress representing Illinois from 1971 until his death in 1978; and

WHEREAS, The Metcalfe Park Residents Association has endorsed naming the new facility the Todd Wehr Metcalfe Park Community Center and has requested that the school be named the Ralph H. Metcalfe Neighborhood School; now, therefore be it

RESOLVED, That the Milwaukee Board of School Directors support naming the facility the "Todd Wehr Metcalfe Park Community Center"; and be it

FURTHER RESOLVED, That Milwaukee Public Schools name the new school to be constructed as a part of this facility, the "Ralph H. Metcalfe Neighborhood School."

Referred to the Finance/Personnel Committee.

Resolution 9899R-106

By Director Todd:

WHEREAS, As a result of the recent blizzard, questions have arisen regarding the plowing of alleys under the jurisdiction of the Board of School Directors; and

WHEREAS, The City of Milwaukee has a written policy stating that it will not plow alleys; and

WHEREAS, The Board has followed the City policy, but has no written policy of its own; and

WHEREAS, Lack of a written policy may result in an increase in the Board's liability; now, therefore, be it

RESOLVED, That the Administration, with the involvement of the City Attorney and the Board's insurance carrier, develop a written policy on the plowing of alleys for the Board's consideration.

Referred to the Finance/Personnel Committee.

Resolution 9899R-107

By Director Todd:

WHEREAS, With the advent of W-2, job training has become a critical issue; and

WHEREAS, The MPS Recreation Division runs a full slate of evening programs in numerous schools around the city; and

WHEREAS, Some of these programs are useful for improving job skills and are being used by the community for this purpose; and

WHEREAS, The Recreation Division already has an administrative structure in place for its evening programs and could expand them with little or no additional overhead cost; and

WHEREAS, State W-2 funds may be available to provide for the expansion of job skills courses; now, therefore, be it

RESOLVED, That the Administration develop for Board consideration and approval a proposal to expand MPS evening offerings to provide for increased job training opportunities for Milwaukee citizens in accordance with the W-2 training needs; and be it

FURTHER RESOLVED, That the Administration research the needs of the State W-2 administration and negotiate a program proposal that would meet the State of Wisconsin manpower needs.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-108

By Director Todd:

WHEREAS, The Division of Labor Relations is currently a sub-unit of the Department of Human Resources, and

WHEREAS, The function of labor relations is of such critical importance to the district that it should be a separate unit reporting directly to the Board; and

WHEREAS, The district's labor relations function needs to be re-examined and redesigned to meet the changing needs of the district; now, therefore, be it

RESOLVED, That the current Department of Labor Relations be abolished and the funding for the Department be transferred to the budget of the Office of Board Governance; and be it

FURTHER RESOLVED, That the Director, Office of Board Governance/Board Clerk be directed to propose an appropriate structure and positions for a labor relations function reporting directly to the Board.

Referred to the Finance/Personnel Committee.

Resolution 9899R-109

By Directors Hardin, Fisher, O'Neil, Small and Todd:

WHEREAS, Over 100,000 students are currently enrolled in over 150 Milwaukee Public Schools; and

WHEREAS, A child's safety and well-being may be in jeopardy if he/she is not in school and his/her parents are not notified before the end of the school day; and

WHEREAS, State law holds parents responsible for student attendance and defines any unexcused absence as a truancy; and

WHEREAS, State law give a parents 48 hours after the child reports back to school to submit an excuse for the absence; and

WHEREAS, Student Attendance is an accountability measure for all MPS schools, with a goal of at least 95% student attendance for elementary students, 92% for middle school students, and 90%for high schools; and

WHEREAS, During the 1997-98 school year, the average student attendance at the elementary school level was 92.6%, 85.2% at the middle school level, and 76.4%at the high school level; and

WHEREAS, Parental notification and involvement are critical factors in increasing attendance rates; and

WHEREAS, Schools have parent contact information available to them; now, therefore, be it

RESOLVED, That the Administration review in detail the current procedure of parent notification and develop a timely and efficient parent notification system to inform parents when their children are not in school; and be it

FURTHER RESOLVED, That the Administration report back to the Board with recommendations for possible action in March 1999.

Referred to the Accountability/Audit Committee.

Resolution 9899R-110

By Directors Hardin, Fisher, O'Neil, Small and Todd:

WHEREAS, Lead has been proven to have a catastrophic impact on the lives of millions of urban dwellers nationwide, particularly children; and

WHEREAS, The Center for Disease Control cites lead poisoning as one of the most common pediatric health problems in the United States today, and that it is entirely preventable; and

WHEREAS, The national childhood lead incidence rate is 4.4%, while in 1997 the Milwaukee incidence rate was 22%, thus conservatively estimating one in five children in the City of Milwaukee to be lead-toxic; and

WHEREAS, Some neighborhoods are currently reported by the city to have 33% -34% of its children affected by lead, and a 1992 study of Metcalfe Park reported 83% of its children testing with blood levels above 200mcg/dL; and

WHEREAS, Severe lead exposure in children can cause coma, convulsions, and death, while lower levels are associated with loss of intelligence, hyperactivity, problems in school, delinquency, and possible criminal activity; and

WHEREAS, Multiple studies report that children with blood lead levels greater than 10mcg/dL and effect by 19 years of age:

- Are seven (7) times more likely to drop out of school
- Are six (6) times more likely to have reading disabilities
- Attain lowered high school rank
- Engage in increased absenteeism
- Achieve lower vocabulary scores
- Display longer reaction time and poorer hand-eye coordination; and

WHEREAS, Lead effects on intellectual functions have been further identified to effect IQ drop approximating 2-5 points for each 10mcg/dL; and

WHEREAS, Sixty-eight percent (68%) of all of Wisconsin's children who tested positive for lead in their blood at the action level of > 10mcg/dL in FY 1996/97 reside in Milwaukee County; and

WHEREAS, Because lead is permeates tissue and is stored in bones before release to the blood stream, current blood lead levels are understating the problem; and

WHEREAS, Lead affects children under 6 most acutely, as their tissue and bones are fragile and most vulnerable to absorption of lead from dust, soil, air, water, and paint chips; and

WHEREAS, Lead is most associated with children living or visiting rental properties with deferred maintenance and built before 1950; and

WHEREAS, Ingestion of lead dust from the environment brought in by adults working in lead-based environments can lead to hyperactivity, and research reports a strong dose-response relationship between hair lead-levels and teachers' negative assessment of classroom behavior; and

WHEREAS, The poverty of children in Milwaukee is among the worst in cities nationwide, with thirty-two percent (32%) of lead-toxic children living in distressed neighborhoods, compared with 5% in Wisconsin and 17% in the US cities on average; and

WHEREAS, Children of color have been reported to have been affected disproportionately and children of color are by far the majority in MPS; and

WHEREAS, The Milwaukee Journal Sentinel has cited a possible over-diagnosis of "attention deficit hyperactivity disorder" (ADHD) and questioned its cause — "It could be one of many things: depression, bi-polar disorder, a form of autism, post traumatic stress syndrome or even something as simple as lead poisoning or chronic ear infection" — while health professionals say, "Lead could be the cause," but, without screening all children for lead in their blood, tissue, and bones, no one really knows; and

WHEREAS, The school climate for learning extends beyond the classroom to the health of children and the facilities they occupy; and

WHEREAS, School nurses, with few exceptions, were eliminated from the MPS schools by the City; and

WHEREAS, MPS is committed to the development of the total child; now, therefore, be it

RESOLVED, That the Milwaukee Public Schools will do everything in its power to seek additional resources to eliminate the causes and effects of lead poisoning, including

- Expanding MPS preschool lead screening efforts to include every child
- Restoring school nurses to every MPS school
- Educating and mobilizing parents to initiate and monitor action on behalf of their children regarding lead exposure and poisoning
- Advocating publicly with health professionals and public officials throughout the city, county, and state
- Advocating with the Concerned Citizens to Eliminate Lead Poisoning of Milwaukee.

Referred to the Finance/Personnel Committee.

Resolution 9899R-111

By Directors Hardin, Fisher, O'Neil and Todd:

WHEREAS, In 1986, President Ronald Reagan declared the third Monday in January a federal legal holiday commemorating Dr. Martin Luther King's birthday; and

WHEREAS, Twenty-seven states, including the state of Wisconsin, have also declared a legal holiday in Dr. Martin Luther King's memory; and

WHEREAS, Federal employees observe the third Monday in January as a legal holiday; and

WHEREAS, State employees also observe the third Monday in January as a legal holiday; and

WHEREAS, City of Milwaukee employees also observe the third Monday in January as a legal holiday; and

WHEREAS, All students and teachers in MPS have off the third Monday in January to observe the holiday commemorating Dr. Martin Luther King; and

WHEREAS, Non-teaching MPS personnel are required to work the third Monday in January; and

WHEREAS, Many times when the Milwaukee Public School District adopts a policy, other districts are encouraged to follow suit; now, therefore, be it

RESOLVED, That, beginning in January 2000, all MPS students and employees will observe the third Monday in January as a legal holiday in commemoration of Dr. Martin Luther King's birthday.

Referred to the Legislation, Rules and Policies Committee.

Resolution 9899R-112

By Directors Small, Fisher and Hardin:

WHEREAS, All MPS schools educational programs must address the district and state goals and standards under section 118.01 of the Wisconsin statutes, as well as meet compliance with the MPS Strategic Plan; and

WHEREAS, All MPS schools are held accountable to district learning proficiencies and standards as well as to the Wisconsin Model Academic Standards; and

WHEREAS, All MPS schools are held responsible for all assessments and performance measures detailed in the MPS accountability plan, the MPS learning proficiencies, and the state assessments; and

WHEREAS, The number of these assessments, standards, and performance measures has greatly increased during the past several years; and

WHEREAS, The number of school days has not increased to accommodate these added assessments; now, therefore, be it

RESOLVED, That the Administration provide the Board with an annual report detailing the number of instructional hours/days per subject area and grade level needed for state and district assessments/measures; and be it

FURTHER RESOLVED, That this report include the effect these instruments will have on instructional time and the educational program in order to provide for the preparation and administration of these assessments.

Referred to the Accountability/Audit Committee.

Resolution 9899R-113

By Directors O'Neil, Fisher, Hardin, Small, and Todd:

WHEREAS, The Board of School Directors encouraged the Expanded Budget Committee to recommend weighted formulas to assist in developing budgets; and

WHEREAS, The expanded Budget Committee developed weighted formulas for School-Size Adjustment, Bilingual Adjustment, English as a Second Language, and School-Level Differential; and

WHEREAS, At the Middle School level, the FY 1999 School Allocations are based on a combination of a newly standardized per-pupil allocation, a Specialty Adjustment, and several other weighted formula adjustments; and

WHEREAS, The types of allocations and services provided have been changed from previous years; and

WHEREAS, It appears that, by using a combination of types of funding, there may be inequities in the middle school funding format; and

WHEREAS, This is the first year that this particular combination of funding has existed and no formal analysis of middle school funding and its impact has been initiated; now, therefore, be it

RESOLVED, That the Administration will do an analysis of middle school funding before finalizing the FY 2000 budget; and be it

FURTHER RESOLVED, That this analysis include suggestions for eliminating any inequities which may currently exist.

Referred to the Finance/Personnel Committee.

Resolution 9899R-114

By Directors O'Neil, Fisher, Hardin, Small and Todd:

WHEREAS, MPS is continually looking to expand our program offerings to meet the needs of the at-risk and chronically disruptive student populations; and

WHEREAS, Hamilton High School currently runs the Lighted Schoolhouse Academy, which is a school-within-a-school construct designed to address the needs of the at-risk and disruptive student; and

WHEREAS, The students at the Academy, as members of the comprehensive high school, are entitled to all supportive services and offerings; and

WHEREAS, An academic program is specifically designed to help each individual meet graduation requirements; and

WHEREAS, Accelerated learning, rigorous academic training, reduced class size, and increased student/teacher interactions characterize this intensive program; and

WHEREAS, Milwaukee Police Department school squad officers interact with students in the learning process and/or as athletic coaches; and

WHEREAS, The result has been a dramatic improvement in attendance, achievement, and attitude; and

WHEREAS, Attendance and achievement are accountability measures for all MPS schools; now, therefore, be it

RESOLVED, That the Administration develop a plan to replicate and institute this type of program at additional MPS schools; and be it

FURTHER RESOLVED, That the Administration bring this plan to the Board no later than May for the 1999-2000 school year.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-115

By Director Todd

WHEREAS, The approach of the year 2000 (Y2K) represents significant issues for computer systems; and

WHEREAS, Computer systems that are not Y2K compliant will not be able to interpret dates after December 31, 1999, which could have adverse effects on the operations of business and government; and

WHEREAS, As part of their 1998 audit, the Board's external auditors, Deloitte & Touche, have issued a Y2K commentary letter; and

WHEREAS, The Y2K commentary letter identifies issues that the district must deal with and encourages the district to continue its oversight of Y2K activities; and

WHEREAS, A bill is currently pending before the state legislature to grant immunity to state and local governments from lawsuits over damages and injuries caused by Y2K problems; now, therefore, be it

RESOLVED, That the Board direct the administration prepare a report to the appropriate Board Committee identifying Y2K areas of risk to the district, such as payroll, personnel, truancy and student attendance, accounting and budget, and facilities and equipment; and be it

FURTHER RESOLVED, That the report include a prioritized Y2K compliance plan with a timetable and a backup plan; and be it

FURTHER RESOLVED, That the Board direct the administration to report monthly on the progress of the compliance plan; and be it

FURTHER RESOLVED, That the Board direct the administration to investigate and report to the appropriate Committee of the Board any liability issues the district may face regarding Y2K.

Referred to the Accountability/Audit Committee.

Resolution 9899R-116

By Director Todd

WHEREAS, Churches and religious groups use MPS facilities from time to time; and

WHEREAS, The United States Constitution guarantees the right of religious expression; and

WHEREAS, Restrictions have been placed on the ability of churches and religious groups to take up collections at services held in MPS facilities; now, therefore, be it

RESOLVED, That the Board direct the administration to remove any restrictions have been placed on the ability of churches and religious groups to take up collections at services held in MPS facilities.

Referred to the Finance/Personnel Committee.

The Board adjourned at 8:38 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 15, 1999

Special meeting of the Board of School Directors called to order by President Fisher at 5:48 PM.

Present—Directors Braun, Hardin, O'Neil and President Fisher—4.

Absent and excused—Directors Gardner, Small, Thompson and Todd—4.

Vacancy on Board—1.

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

February 12, 1999

To the Members of the Board of School Directors:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held At 5:30 PM On Monday, February 15, 1999, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering litigation with respect to the MTEA lawsuit involving charter schools.

The Board, pursuant to Wisconsin Statutes Section 19.85 (1) (g), which provides that a governmental body may convene in executive session for the purpose of "conferring with legal counsel for the governmental body which is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved," the Board may retire to executive session to confer with its legal counsel who is rendering legal advice concerning the MTEA lawsuit involving charter schools

SUZANNE M. LUNDIN
Board Clerk

There being no quorum, the Board adjourned at 6:16 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 17, 1999

Special meeting of the Board of School Directors called to order by President Fisher at 6:12 PM.

Present—Directors Braun, Gardner (6:13 PM), Hardin (6:13 PM), O'Neil, Small, Thompson and President Fisher—7.

Absent and excused—Director Todd—1.

Vacancy on Board—1.

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

February 12, 1999

To the Members of the Board of School Directors:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held At 6:00 PM on Wednesday, February 17, 1999, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purposes of continuing the annual performance evaluation of the Superintendent and considering compensation for 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 evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may convene in executive session for the purposes stated above and may reconvene in open session to take action on matters considered in executive session.

SUZANNE M. LUNDIN
Board Clerk

Director Thompson moved that the Board retire to executive session pursuant to Wisconsin Statutes 19.85 (1) (c), for the purposes of continuing the annual performance evaluation of the Superintendent and considering compensation for the Superintendent and the Director, Office of Board Governance/Board Clerk.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, O'Neil, Small, Thompson and President Fisher—5.

Noes—None.

The Board retired to executive session at 6:13 PM.

The Board adjourned from executive session at 6:42 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 24, 1999

Special meeting of the Board of School Directors called to order by President Fisher at 6:06 PM.

Present—Directors Braun, Gardner (6:15 PM), Hardin (6:09 PM), O'Neil, Small, Thompson, Todd and President Fisher—8.

Absent—None.

Vacancy on Board—1.

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

February 23, 1999

To the Members of the Board of School Directors:

At the request of President Joseph Fisher, a special meeting of the Board Of School Directors will be held at 6:00 PM on Wednesday, February 24, 1999, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purposes of continuing the annual performance evaluation of the Superintendent and considering compensation for 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 evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may convene in executive session for the purposes stated above and may reconvene in open session to take action on matters considered in executive session.

SUZANNE M. LUNDIN
Board Clerk

Director Braun moved that the Board retire to executive session pursuant to Wisconsin Statutes 19.85 (1) (c), for the purposes of continuing the annual performance evaluation of the Superintendent and considering compensation for the Superintendent and the Director, Office of Board Governance/Board Clerk.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, O'Neil, Small, Thompson, Todd and President Fisher—6.

Noes—None.

The Board retired to executive session at 6:08 PM.

The Board reconvened in open session at 6:34 PM.

Director Braun moved that the Board award the Superintendent a 5% salary increase, effective July 1, 1998, with the Board to determine factors related to a possible bonus in May, 1999.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

Director Thompson moved that the Board award the Director, Office of Board Governance, a 5% salary increase, effective February 1, 1999, through February 1, 2000, with suitable language to be added to the Director's employment agreement.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

The Board adjourned at 6:36 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 24, 1999

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

Present—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Absent—None.

Vacancy on board—1.

The Board observed a moment of silence for Christopher J. Brantley, a student at North Division High School, who was shot to death on February 12.

AWARDS AND RECOGNITIONS

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:

Bay View High School Debate Team

The debate team from Bay View High School, with the guidance of debate and forensics coach Ray Lane, won first place in the 1999 state debate tournament of the Wisconsin High School Forensic Association held at the University of Wisconsin-Oshkosh in January. Bay View took the state title by capturing first place in the four-person division with a record of 12 wins and two losses. Special recognition was given to Robert Croston and Kimberly Malak as co-recipients of the traveling Grace Walsh Award for Best Affirmative Team. The affirmative speakers have an undefeated 7-0 record. The Bay View debate team also defended their first-place trophy in the City Championship. Debating for Bay View's winning team were:

- Robert Croston
- Kimberly Malak
- Corey Scott
- Benita Anderson

Additional members of the Bay View debate team are Daniel Brandt, Kenneth Dunbeck, Steven Finch, Matt Hickling, Leonard Wilson, Robert Woodliff, Winston Woods, and Ben Silver.

The Milwaukee Board of School of Directors and the entire school community recognize the Bay View High School Debate Team for its exemplary performance as the state debate champion.

Other Awards and Recognitions

The Milwaukee Public Schools celebrates Black History month in February. Thousands of students, parents, and staff members are experiencing a variety of engaging activities to commemorate the history

and experience of the African American culture, as well as to celebrate the many outstanding contributions of famous Black Americans. Following are highlights of the month's events:

- Bell Middle School presented an African American History Program on February 25 in the school's auditorium. The program, titled "Let Us Not Forget," included African American readings, music, song, and dance.
- Lincoln Center of the Arts showcased nationally recognized tap dancer Reggie "the Hoofer" McLaughlin at a performance for students on February 8. Mr. McLaughlin also performed with members of CAPITA Productions, one of nine Lincoln Center of the Arts' resident artist groups, in several public appearances of the school's sold-out performance of "We Are the Drum." A February 16 school performance of "We Are the Drum" enabled the students and staff to examine the rich cultural history of African Americans.
- Roosevelt Middle School of the Arts celebrated Black History month with two performances in February. A program entitled "A Celebration of African American Culture" featured poetry readings and vocal selections by individual students and performances by Roosevelt's Gospel Choir, Praise Dancers, Jazz Band, African Dancers and Drummers, and the Brothers of Kwanza Step Team.
- Congress Elementary School students shared community pride and spirit by drawing and painting portraits of famous African Americans on the windows of McDonald's restaurant at Capitol Drive and Appleton Ave. The portraits will remain on the windows during February to help promote Black History month.
- Forest Home Avenue School celebrated Black History month with a program including drama, poems, songs, and dance. Student performances focused on African Americans who have contributed to the arts. Not only did the students perform, but parents and staff joined the students in a choir performance, and a staff choir performed as well.
- Garden Homes Elementary School students participated in a month-long Martin Luther King read-in with guest readers, including Police Chief Arthur Jones, visiting throughout February. On February 16, a kick-off dinner for parents and students preceded a play featuring African-American author Faith Ringold's book Tar Beach. The play allowed students to pose as characters from the book taking the audience on a Black History journey. Students were also able to demonstrate the African dances they learned in physical education class, sing songs from the Civil Rights Movement, and display artwork they created for the play.
- Goodrich Elementary School provided a Black History Program on February 26 for fellow students, parents and community members.
- Grantosa Drive Elementary School engaged in a month-long focus on learning about the important contributions of Black Americans. Some of the activities included writing about their dreams, reading biographies of Black Americans and African-American folktales, writing speeches, and presenting oral and written reports about Black Americans. Students also participated in a contest called "Name that Famous Black American."
- Hopkins Street School students from all grades performed gospel songs, raps, and dances, and read poems by famous African Americans, such as Thurgood Marshall and Gwendolyn Brooks, at two performances in February.
- Mitchell Elementary students from seven classrooms celebrated the accomplishments of African Americans in two school-wide performances in February. The performances featured songs and speeches honoring African Americans.
- Urban Waldorf celebrated Black History every day during February. Students were given clues about famous Black Americans over the PA system each week. Those students who correctly identify the individuals were recognized at the school's weekly assembly. On Heritage Day, February 10, students dressed in black, green and red, and the colors of the African flag. Author

Beverly Ramsay was a special guest on Wednesday, February 17. Ms. Ramsay gave a hands-on demonstration to students of samples of her work derived from her book, The Art of Paper. Students also participated in skits about succeeding in school and read African-American poems.

The following Rufus King High School students were selected as 1999 National Merit Finalists and Commended Students:

1999 National Merit Scholarship Finalists

John D. Carian
James D. Glover
Allyson M. Modra

Commended Students in the 1999 Merit Program

Brian R. Kollenboich
Christopher Schmitt
Chad L. Schroedl

1999 Achievement Program Participant Commended to Colleges

Leota Thomas Breitfield

Tasha Nealey, Hamilton High School; Thomas Dinkins, Rufus King High School; Kenneth McCants, Juneau High School; and Ericka Haynes, Riverside University High School, will be honored at the 14th Annual Black Excellence Awards sponsored by the Milwaukee Times weekly newspaper on February 26, 1999.

Grand Avenue Middle School students captured the top prize in the Wisconsin Debate Coaches Association State Tournament of Champions for middle school students. Members of the Grand Avenue team are:

Brendan Shaw
Isabella Horning
Becky Leichtling
Nou Thao
Lindsay Adams

In the same tournament, Fritsche took third place. and Burroughs took fourth place. In addition to the team awards, middle school students won six of 10 individual awards in the best speaker category. These students were:

Maggie Shaw, first place, Fritsche
Monty Burks, second place, Burroughs
Kelsey Kazik, fourth place, Fritsche
Lindsay Adams, fifth place, Grand Avenue
Becky Leichtling, sixth place, Grand Avenue
Nou Thao, seventh place, Grand Avenue

Fourth- and fifth-grade students at Hawley Environmental School participated in a poster contest sponsored by the Milwaukee Metropolitan Sewerage District. After taking a field trip to the Menomonee River, students used their artistic talents to create posters that portray what they hope the Menomonee River will look like in the future. Hawley winners in the poster contest were:

Rachel Clarke, first place
Breanna Holmes, second place
Ashley McGee-Hennig, third place
Alyssa Konitzer, honorable mention
Ryan Mowles, honorable mention
Antoinette Ratzel, honorable mention

Students from Bay View High School's Vocational Industrial Club of America (VICA) are being honored for building toys to be given away to needy youngsters. Eleven students in grades 9 through 12 participate in the club. Recently, VICA donated hardwood tic-tac-toe boards to the U.S. Marine Corps Toys for Tots toy drive. This is the third year in a row members of VICA have participated in the annual toy drive. Currently, the students are raising money to make wooden easels and furniture to be donated to one of Bay View's kindergarten or first-grade classes.

Washington High School was chosen as the recipient of the Metropolitan Milwaukee Association of Commerce's Scholar Academic Excellence Award. Each year this award is 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 1997-98 school year. Washington will receive its award at the Scholar Banquet on March 25, 1999.

Pulaski High School was chosen, for the third year in a row, as the recipient of the Metropolitan Milwaukee Association of Commerce's Scholar Enrollment Award. Al Godshaw, guidance director, is commended for his part in making students aware of the MMAC scholarship program and encouraging them to participate. Pulaski will receive its award at the Celebration of Achievement Banquet on March 25, 1999.

The Milwaukee High School of the Arts Jazz Lab Combo, under the direction of jazz studies director Cliff Gribble, will be the first high school ensemble in the nation to perform at the prestigious JVC Jazz Festival in New York in June 1999. MHSA Jazz Lab Combo is one of only four ensembles selected to play an opening performance for a headline JVC Jazz Festival artist in this year's festival. The JVC Jazz Festival is a world-famous jazz event that attracts the top names in the jazz industry.

Riverside University High School, Milwaukee Education Center, Wisconsin Conservatory of Life Long Learning, and Lloyd Street Global Education School have been selected for participation in the 1999-2002 Wisconsin Sister School-Sister State Program with the prefecture of Chiba in Japan. The schools were selected for on their unique curricula, the quality of their proposals for exchange projects, and staff interest in creating more global opportunities for students. Students will select one or more projects each year to exchange or show to their sister schools abroad. Riverside was one of five high schools in the state selected to participate in the program, and Milwaukee Education Center one of five middle schools. Lloyd Street and Wisconsin Conservatory of Life Long Learning join eight other state schools selected for participation.

As part of the 1999-2002 Wisconsin Sister School-Sister State Program with the prefecture of Chiba in Japan, two MPS teachers, Phyllis Bankier. of the Lloyd Street Global Education School, and Steven Girman, of the Wisconsin Conservatory of Life Long Learning, were selected to travel to Japan this January for two weeks. While in Japan, the two teachers set up sister schools with their schools and shared information regarding educational technology and traditions.

Craig Auterman, a fourth-grade teacher at Riley Elementary School, won first place for the third consecutive year in the slalom course event and the giant slalom course event in the National Professional Ski Instructors Championships in Vail, Colorado. No previous participant has ever won this award three years in a row.

Frankie Johnson, Reading Curriculum Specialist, was presented with the Wisconsin State Reading Association's Outstanding Administrator Award. Mrs. Johnson was honored for her dedication and commitment to student achievement in the Milwaukee Public Schools at the February 4 WSRA Convention Awards Reception.

Mr. Phil Kasbeer is being honored by Lancaster School's students, parents, and staff for having volunteered his time at Lancaster for the last six years. Working with 6th-grade students in the field of career education, Mr. Kasbeer, a retired engineer from General Electric, has helped them set goals and look at the vast array of opportunities they will have as adults. To make the world of work more real for the students, Mr. Kasbeer has arranged for a variety of guest speakers to visit the school. Through Mr.

Kasbeer's efforts, Lancaster's 6th-graders have had the opportunity to "shadow" employees on the job at Stratagem, Lancaster School's business partner. He also set up a tutoring program in which employees from Stratagem come to Lancaster once a week to work with 3rd-grade students in reading.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of January 6, 13 20, and 27, 1999 were approved as corrected.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Recommendation to Ratify a Negotiated Labor Contract with the Milwaukee Teachers Education Association—Teachers

To the Board of School Directors:

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

Milwaukee Teachers' Education Association (Teachers) —
Two-year contract (July 1, 1999, through June 30, 2001)

It is the recommendation of the Superintendent that the Board approve and adopt the above contract as highlighted on the attached summary document.

Sincerely,

ALAN S. BROWN, Ed.D.
Superintendent of Schools

HIGHLIGHTS OF CONTRACT RESOLUTION BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS AND
THE MILWAUKEE TEACHERS' EDUCATION ASSOCIATION (TEACHERS)

JULY 1, 1999, THROUGH JUNE 30, 2001

1. Duration — Two (2) years: July 1, 1999-June 30, 2001
2. Modification to Integration Provision: Elimination of racial balance language
3. Expanded Authority for Reassignments Through School Interviews
4. Health Insurance: Increased prescription co-pays
5. Salary

   Effective July 1, 1999 — 2.25% across the board

   Effective July 1, 2000 — 2.25% across the board

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

* * * * *

Director Small moved to approve and adopt the contract.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

(Item B) Action on a Recommendation to Ratify a Negotiated Labor Contract with Local 1053.

To the Board of School Directors:

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

Local 1053 (Clerical-Technical) —
Three-year contract (July 1, 1997, through June 30, 2000)

It is the recommendation of the Superintendent that the Board approve and adopt the above contract as highlighted on the attached summary document.

It is also recommended that changes in salaries and benefits as reflected in the attached document be extended to clerical-technical personnel excluded from membership in Local 1053.

Sincerely,

ALAN S. BROWN, Ed.D.
Superintendent of Schools

HIGHLIGHTS OF CONTRACT RESOLUTION BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS AND
LOCAL 1053

JULY 1, 1997, THROUGH JUNE 30, 2000

1. Three- (3-) year contract (July 1, 1997, through June 30, 2000).
2. Salaries: 7/01/97 — 3.0%
   7/01/98 — 3.0%
   3/01/99 — Additional half increment at the maximum
   7/01/99 — 3.0%
3. Health Insurance: Increased prescription co-pays
4. Recruitment: Improvement in the beginning salary so as to make district more competitive.
5. Layoffs and Excessing: Codification of a layoff procedure and establishment of recall rights for excessed secretaries.
6. Modification of auto vandalism provision.

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

HIGHLIGHTS
CLERICAL — TECHNICAL PERSONNEL EXEMPT FROM LOCAL 1053

JULY 1, 1997, THROUGH JUNE 30, 2000

1. Salaries: 7/01/98 — 3.0%
   3/01/99 — Additional half increment at the maximum
   7/01/99 — 3.0%

2. Health Insurance: Increased prescription co-pays

3. Modification of auto vandalism provision.

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

* * * * *

Director Thompson moved to approve and adopt the contract with the changes in salaries and benefits extended to clerical-technical personnel excluded from membership in Local 1053.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

(Item C) Action on a Recommendation to Appoint a Representative to the Board of the Social Development Commission

To the Board of School Directors:

The Milwaukee Public Schools has a delegate serving on the board of the Social Development Commission. Ms. Janie Hatton has been serving in this capacity since February, 1998. Due to the press of district responsibilities, Ms. Hatton has asked that MPS designate a replacement delegate.

I am recommending that the Board confirm Ms. Cloria Wheeler, an employee in the Division of Parent and Student Services, as the Milwaukee Public Schools' representative to serve on the board of the Social Development Commission for 1999.

Respectfully submitted,

Alan S. Brown, Ed.D.
Superintendent of Schools

* * * * *

Director Braun moved that the Board confirm Ms. Cloria Wheeler, an employee in the Division of Parent and Student Services, as the Milwaukee Public Schools' representative to serve on the board of the Social Development Commission for 1999.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

(Item D) Action on a Recommendation to Disallow Various Claims

To the Board of School Directors:

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

1. Notice of Claim for Injury filed against the Milwaukee Public Schools by Peter M. Donohue, attorney, on behalf of Candace Bush, a minor, and her mother, Alisia Bush, for damages resulting from an alleged injury sustained by Candace Bush at Morse Middle School on December 12, 1996.

Claim is being made in the sum of $142,809.14.

2. Notice of Claim for Damages filed against Milwaukee Public Schools by Dave Ferry, attorney, on behalf of Patricia Kirby, claimant, as a result of an alleged injury sustained by Ms. Kirby at Hamilton High School on January 23, 1997.

Claim is being made in the sum of $50,000.

3. Notice of Claim for Damages filed against Milwaukee Public Schools by Jerry Wild, attorney, on behalf of Tawanda Mitchell, minor, and her mother, Vicki Mitchell, for injuries allegedly sustained by Tawanda Mitchell at Pulaski High School on or about February 18, 1997.

Claim is being made in the sum of $250,000.

4. Notice of Claim filed against Milwaukee Public Schools by Ms. Denise Nicgorski on behalf of Lisa Stys, her daughter, for alleged damages to her personal property while at Hamilton High School on November 23, 1998.

Claim is being made in the sum of $225.

5. Notice of Claim filed against Milwaukee Public Schools by I. B. Shapiro, attorney, on behalf of Ezekiel Torres, minor, and Maria Torres, his parent and natural guardian, for injuries allegedly sustained by Ezekiel Torres while on a Hayes Bilingual School field trip to the Milwaukee County Zoo on May 14, 1998.

Claim is being made in the sum of $152,344.03.

Wausau Insurance Companies, the third-party administrator that currently investigates the liability claims filed against the district, has requested that these claims be disallowed.

Therefore, I recommend that the Board disallow the above-mentioned claims and place them on file. Under the provisions of Section 119.68 and Section 893.80 of the Wisconsin Statutes, this disallowance will permit the claimants a period of six months in which to bring suit, if they so desire.

Respectfully submitted,

Alan S. Brown, Ed.D.
Superintendent of Schools

* * * * *

On the motion of Director Thompson, the claims were denied, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

REPORTS OF STANDING COMMITTEES

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Small 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 9899R-107 by Director Todd to Offer W2 Job Training Courses through the MPS Recreation Division

Background

At its January 27, 1999, meeting, the Board referred the following Resolution 9899R-107 by Director Todd to the Innovation/School Reform Committee:

WHEREAS, With the advent of W-2, job training has become a critical issue; and

WHEREAS, The MPS Recreation Division runs a full slate of evening programs in numerous schools around the city; and

WHEREAS, Some of these programs are useful for improving job skills and are being used by the community for this purpose; and

WHEREAS, The Recreation Division already has an administrative structure in place for its evening programs and could expand them with little or no additional overhead cost; and

WHEREAS, State W-2 funds may be available to provide for the expansion of job skills courses; now, therefore, be it

RESOLVED, That the Administration develop for Board consideration and approval, a proposal to expand MPS evening offerings to provide for increased job training opportunities for Milwaukee citizens in accordance with the W-2 training needs; and be it

FURTHER RESOLVED, That the Administration research the needs of the State W-2 administration and negotiate a program proposal that would meet the State of Wisconsin manpower needs.

At its February 3, 1999, agenda planning meeting, the Board requested that the Administration submit a report for possible action at the February 9, 1999, meeting of the Innovation/School Reform Committee.

Administration's analysis

1. A more thorough analysis of this resolution will be necessary. Information provided at this time is preliminary and may need to be re-analyzed for the final report to the Committee.

2. The following issues will need to be addressed:

   a. How many potential participants exist?

   b. Should a fee be charged? (Presently, the Recreation Division charges a fee for classes if a paid instructor is required.)

   c. What type of instructors are required?

   d. How many sites should offer job training opportunities?

   e. What resources are available in the community to assist in developing and presenting a program?

f. Agencies that need to be involved will need to be contacted.

g. When should the training opportunities be scheduled, i.e., daytime, evenings, weekends?

h. An evaluation and assessment plan must be developed and implemented to ensure that the program is effective in meeting the needs of participants.

i. A timeline will need to be established to ensure adequate promotion, registration, and training time.

j. Contact will be required with appropriate W-2 offices to determine how best they can assist us in accomplishing the program objectives and meeting specific needs.

3. Presently, the Recreation Division offers a variety of classes and programs that relate to W-2 training, including parenting, literacy, career skills, computer classes, consumer issues, and money management. These programs and others could be included as the foundation in planning expanded training opportunities.

Strategic plan compatibility statement

4. This resolution is in support of Goal #1, Student Achievement — Objectives 1.4 and 1.12.

Statute, board policy or rule statement

5. This resolution is in support of Administrative Policy 7.24 regarding adult enrichment programs.

Fiscal impact statement

6. This will be provided in the final report.

Implementation and assessment plan

7. This will be provided in the final report.

Committee Recommendation

Your Committee recommends that the Board refer the resolution back to the Administration for further analysis and direct the Administration to submit recommendations in May 1999.

* * * * *

(Item 2) Action on Resolution 9899R-039 by Director Todd to Provide a Computer for Every High School Student at Home

Background:

At its June 24, 1998, meeting the Board referred the following Resolution 9899R-039 by Director Todd to the Innovation/School Reform Committee:

WHEREAS, The time has come to put a computer in every student's home for access to the infobahn; and

WHEREAS, MPS has an obligation to level the playing field between the technological "haves" and the technological "have nots"; and

WHEREAS, MPS children of color represent the majority of students in the district who are technological "have nots"; and

WHEREAS, School To Work cannot succeed without fluent keyboard and computer literacy in the information economy; and

WHEREAS, It is technology skills, particularly keyboard and computer literacy skills which will most strongly affect student achievement and success in the information society; and

WHEREAS, The children of MPS Board members have access to computer technology to compose homework assignments, and Board members' children have become technological "haves"; and

WHEREAS, With computers at home for each student, parents can more effectively communicate with the schools; teachers can more effectively communicate with the parents; students can put their homework in the teachers' electronic folders; teachers can grade the assignments and put them back in the kids' electronic folders; kids can do research on the Internet; work groups can do assignments between schools, between districts, between countries (immersion schools); and parents can even contact teachers; and parents can leave absence notes for the school; and

WHEREAS, Work Groups and Group Ware are essential components of 'School To Work'; and

WHEREAS, If students graduate, they could get to keep the computer as an incentive to stay in school and as a tool for college work and a basis for 'School To Work' with a real tool for on-the-job work at home; and

WHEREAS, The School Without Walls and Distance Learning concepts, components of 'School To Work,' would be facilitated through hands-on technology learning; and

WHEREAS, Homebound instruction would be facilitated and conducted much more cost effectively; now, therefore, be it

RESOLVED, That MPS provide a computer for every high school student at home; and be it

FURTHER RESOLVED, That the Administration identify the resources and budget for implementing this concept for the 1998-1999 school year.

Administration's Analysis

1. Teaching and learning are evolving rapidly into new forms with expanded functionality. Technology and connectivity will bring worldwide resources directly to each workstation in MPS. This will enable development of sophisticated new styles for both teaching and learning. Engaged learning best describes the change for the learner. Evidence is mounting that more students will experience success given access to technology.

For purposes of this response, it is useful to identify new conditions under which teaching and learning will take place, learning which is:

Anytime: Teachers and learners will not be bound by time. Learning mechanisms like Lotus Notes Learning Space® are developing asynchronous frameworks which allow teachers and learners to interact virtually. Over 250 MPS middle school staff have had experiences with this format.

The Internet never sleeps — and neither do some people who use it.

Anywhere: Today, where there is a telephone jack, there is an opportunity to establish worldwide connectivity. Tomorrow, wireless technologies will extend the connectivity reach.

Anybody: The special responsibility of Milwaukee Public Schools is to create opportunities for access for children in our community. Their opportunity to compete is dependent upon their opportunity to bridge the digital divide.

Two additional major factors which must be considered when addressing this issue are productivity tools and connectivity. With access to productivity tools like word processing, presentation software, databases, and spreadsheets, students will be able to complete many tasks more efficiently and more effectively. When connectivity is included, however, problem-solving power multiplies dramatically, i.e., e-mail and Internet access are keys that open access to problem-solving strategies.

Director Todd's resolution addresses these conditions.

Technology deployment strategies in MPS have focused primarily upon services available within our schools. We have done some additional demonstration projects that provide "wrap around" access to technology for students.

Two programs which offer the most likely strategies for achieving the intent of Director Todd's resolution are:

- Learning With Laptops
- 21st Century Classrooms Act for Private Technology Investment

2. Learning With Laptops. This program has been developing for about 10 years (3 years in the United States). Students participate in a procurement program that is managed by the school district in conjunction with external vendors. Most often the program involves students' acquiring laptop computers for their personal use via a three-year lease purchase agreement. Students carry their laptops to school daily and from class to class. Abundant information demonstrates the success of implementing the Learning with Laptops program. Some of these programs have been implemented in communities like Milwaukee. Among the MPS schools investigating this program are Riverside, South, Bell and MEC.

The most common concerns expressed are safety/theft and breakage due to dropped laptops. It is interesting to note that these two obstacles have been addressed effectively and do not represent major program barriers.

The major advantages are that the student is using the same computer and becomes comfortable with its attributes and that the device sparks renewed family interest in that child's performance in school.

3. 21st Century Classrooms Act for Private Technology Investment. The 21st Century Classrooms Act provides businesses with an incentive to donate computers that are less than two years old for educational purposes in grades K-12. Businesses are able to receive a tax credit for their full procurement price.

District policies currently allow students to check out computer equipment for use at home. If this equipment is a desktop unit, transporting the device is somewhat more cumbersome, and therefore the equipment tends to be checked out for extended periods of time. Many schools employ this practice with MPS-owned equipment, including Hi Mount Community School.

The greatest concerns with this strategy for making computers available for students to use at home are transportability and the unsatisfied district-wide need for classroom workstations. Technical support is also more challenging with this solution.

A major advantage to this approach is the opportunity to link businesses and students through this program. Another is the opportunity for a rapid increase in the number of workstations available for student use in a short period of time.

4. Community Learning Centers, Libraries, Institutions of Higher Education, and Businesses. There are several programs in place which provide an intermediate solution for technology access short of placing workstations in students' homes. Access to technology is being provided in community learning centers located in MPS schools, churches, agencies like the Boys & Girls Club, and public housing like Green Tree/Teutonia and Windsor Court. The Milwaukee Public Library is making workstations and connectivity a priority on its agenda. Several institutions of higher education sponsor pre-college programs for MPS students and provide access to technology on their campuses. Some businesses are making technology available to students through programs like Explorers.

5. Current high school enrollment is approximately 24,000.

6. It is recommended that a minimum configuration to maximize benefit consist of a workstation with operating system software (minimum Windows 95 or MAC System 8.0), productivity software (minimum MS Office 97 or ClarisWorks 4.0), RAM (minimum 32 meg) and modem (minimum 33 kb).

Strategic Plan Compatibility Statement

7. This resolution is consistent with district initiatives Student Achievement and MPS: Milwaukee's First Choice of Schools.

Statutes, MPS Policy, or Board Rule Implication Statement

8. This resolution is consistent with MPS policy and Board rules.

Fiscal Impact Statement

9. Learning With Laptops.

Project management, year one ..... $50,000 (est.)

*Product procurement up to $750 (est.) per workstation

Example:
Beaufort County SC has used community donations to match family investment.

10. 21st Century Classrooms Act.

Project management, year one ..... $50,000 (est.)

*Product procurement up to $500 (est.) per workstation

Example:
The Detwiler Foundation coordinates the donations, refurbishment, and placement of technology workstations in California schools.

Implementation and Assessment Plan

11. The following is a proposed timeline for implementation and assessment:

February-March 1999

Review program options with high schools.

April 1999

Secure fiscal commitments required for implementation.

Communicate program intent with community.

May-June 1999

Communicate with vendors/foundations.

June-August 1999

Facilitate procurement commensurate with available funds.

July 1999

Develop assessment strategies to include:

Reporting evidence of increased student motivation.

Reporting evidence of students doing complex tasks.

Reporting evidence of students doing adult-like work.

Reporting evidence of more students being successful.

Fall 1999

Begin deployment.

Committee Recommendation

Your Committee recommends that the Board direct the Administration to coordinate procurement of student workstations, contingent upon the district's ability to designate funds for implementation.

* * * * *

(Item 3) Report and Possible Action on the Algebra Curriculum

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

Administration's Report

1. During the 1992-93 school year, the Milwaukee Board of School Directors approved a policy that required all ninth-grade students to enroll in algebra beginning with the 1993 fall semester. The decision was made because too many students were choosing to enroll in low-level, dead-end mathematics courses that were closing, rather than opening, doors to many career opportunities. According to the College Board, algebra was and still is considered to be the "gatekeeper" mathematics course. Successful completion of an algebra course is a prerequisite to further study of mathematics and other school subjects and to many jobs.

2. Prior to the 1992-93 school year, ninth-grade students could enroll in one of three mathematics courses: Algebra, Pre-Algebra, or Applied Mathematics. In June 1992, 53 percent of the students enrolled in a ninth-grade-level mathematics course were enrolled in algebra. The passing rate was 59 percent. This is equivalent to an algebra passing rate of 31 percent for all students enrolled in ninth-grade mathematics courses.

3. In 1993-94, the first year of required algebra for all ninth-graders, the algebra passing rate was 48 percent. In 1994-95, the passing rate was 51 percent. More students passed algebra than enrolled in algebra in 1992-93. The ninth-grade passing rate in algebra was 56 percent in 1997-98. While the 1997-98 algebra passing rate did not increase dramatically, there are positive implications in a continued improvement in the passing rate and an increase in enrollments in higher-level high school mathematics. Current data indicate that the passing rate continues to climb in 1998-99. The algebra passing rate at the end of the first semester (January 1999) was 68 percent, compared with 63 percent in January 1998.

4. MPS data indicate that when students attend class regularly, four out of five pass algebra. When students do not attend school on a regular basis, their learning is fragmented. Students who have poor attendance in middle school may enter high school with little preparation for algebra. Potentially, these students could become an algebra failure statistic. Considering all students who received a final semester grade in algebra in January 1999, students receiving a grade of A or B had an average daily attendance rate of 95 percent over the first semester. Students who failed the course had an average 65 percent daily attendance rate.

5. At a recent meeting of high school principals, algebra teachers, and Central Services administrators, participants reaffirmed their commitment to maintain the district's current policy regarding the algebra requirement. The staff also indicated that there are students entering high school not prepared for algebra. Some high schools have addressed this critical issue by designing special student support programs; however, there seems to be inconsistency from one school to another.

Several suggestions were discussed as to how this could be resolved on a districtwide basis. The suggestions were viewed in light of the mathematics graduation requirement for the Class of 2004. The mathematics graduation requirement requires demonstration of proficiency in algebra by the end of eighth grade and successful completion of three years of mathematics in high school.

6. The following suggestions were made by the discussion group to meet the needs of the students and to maintain our high standards initiatives:

- That an interim course for entering ninth-graders be instituted in all high schools in the fall of 1999 for those students who do not demonstrate readiness for algebra on an exam administered to all current eighth-graders. The course would not replace the algebra requirement, nor will it count for one of the two mathematics credits required for graduation. Enrollment will not exceed 20 percent of the school's ninth grade enrollment. A district committee will determine the course curriculum. The course would be titled Mathematical Investigations. This will have an impact on the budget since a standardized algebra aptitude test and additional materials for this course will need to be purchased.

- That extended-year opportunities be expanded and offered at each high school for algebra students who need more time to successfully complete algebra. The extended-year opportunities would occur pre- and post-ninth grade. The pre-ninth-grade experience would be a two-week orientation program that would be provided immediately before the start of school. The post-ninth-grade experience would occur immediately following the regular school year. Based on a pilot algebra course offered during the summer of 1998, in which students received support from an algebra teacher and an English/language arts teacher, 70 percent of the students who completed the six-week course passed algebra. This will have an impact on the summer school budget.
- That the current pilot of an integrated high school mathematics program, Core Plus Mathematics Project, be offered in more high schools. This would require funding for the purchase of materials, textbooks, and graphing calculators.
- That a study group be immediately formed to examine high school standards-based programs aligned with the MPS mathematics curriculum framework. This committee would review and recommend an integrated high school mathematics program for implementation beginning in the ninth grade in the fall of 2000. This program would complement the Board-adopted K-5 and 6-8 mathematics programs and provide a comprehensive K-12 mathematics curriculum for all students. The integrated high school program would allow students to meet the graduation requirement. This would require a change in the current textbook adoption cycle.
- That intensive staff development be provided for all high school mathematics teachers prior to the implementation of the recommended integrated high school mathematics program, with ongoing support for implementation. This would require additional funding for professional development.
- That an Algebra Guarantee similar to the Reading Guarantee be considered.

7. The Administration is reviewing the discussion group's suggested strategies for ensuring that students obtain the skills needed to successfully meet the algebra requirement. A report will be submitted to the Board in May 1999.

* * * * *

Separate consideration having been requested of Item 2, on the motion of Director Braun the balance of the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

With respect to Item 2, a resolution to provide a computer for every high school student at home, Director Gardner moved to refer the item back to committee for further discussion and development.

The motion to refer failed, the vote being as follows:

Ayes—Directors Gardner, O'Neil and Thompson—3.

Noes—Directors Braun, Hardin, Small, Todd and President Fisher—5.

Director Hardin moved to accept the recommendation of the Committee.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Hardin, Small, Todd and President Fisher—5.

Noes—Directors Gardner, O'Neil and Thompson—3.

COMMITTEE ON ACCOUNTABILITY/AUDIT

Director Todd presented the following report for the Committee on Accountability/Audit:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Accountability/Audit presents the following report:

(Item 1) Action on Resolution 9899R-018 by Director Small Regarding a Study of the Reporting of Dropouts: Action on Recommendations of the Design Team for the Development of Strategies to Decrease the Dropout Rate and Increase the Accuracy of Dropout Data

Background

At its regular monthly meeting on May 27, 1998, the Board referred the following resolution by Director Small to the Accountability/Audit Committee:

WHEREAS, A significant number of students drop out of MPS before they graduate; and

WHEREAS, The various dropout reports issued by MPS and other agencies, such as the Department of Public Instruction, do not always agree; and

WHEREAS, The disagreement is caused by the use of different methods of counting dropouts; and

WHEREAS, It is difficult for MPS to assess the dropout problem without accurate and consistent data; and

WHEREAS, The current method of reporting does not address the cause of dropping out nor provide any information as to what happened to the students who drop out, and

WHEREAS, This information is needed to develop strategies for reducing the dropout rate; and now therefore be it

RESOLVED, That the administration review the reporting of dropouts in order to provide more accurate data and consistent information; and be it

FURTHER RESOLVED, That the Administration develop information regarding the reasons students give for dropping out and their activities subsequent to dropping out.

To address the issues of why students drop out and the ways to provide more accurate data and consistent information, the Administration established a broadly based Design Team consisting of high school principals, assistant principals, community representatives, parents, and Central Services staff. An interim report on the development of the Design Team and its progress was presented to the Accountability/Audit Committee on March 11, 1998.

At its November 11, 1998, Accountability and Audit Committee meeting, the Administration submitted the final report of the Design Team. At that time, the Board directed the Administration to provide further details regarding the findings of the Design Team and report back. The report is available upon request.

Administration's Analysis

1. The final report of the broadly based Design Team consists of three parts:

   - Part One describes the activities which took place at the Dropout Prevention Institute (May 1-2, 1998) and provides the recommendations for reducing the dropout rate.
   - Part Two is a policy review of strategies aimed at dropout prevention.
   - Part Three, "Guidelines for Reporting Student Membership and Dropout Data," provides guidance for defining a dropout, instructions for recording students who leave school, explanation of the use of status and withdrawal codes, and suggestions for updating and finalizing student membership in schools.

   A summary of the Design Team's findings is attached to your Committee's minutes.

2. Strategies to reduce the dropout rate

Based on the work of the Design Team, the Administration has identified the following strategies to increase the number and percentage of students who remain enrolled in school and to reduce the dropout rate. Implementation of the strategies is moving forward.

- Work with schools to develop dropout action plans and incorporate those plans into their school educational plans. Focus on those schools with the highest dropout rates.
  - — The MPS schools with the highest individual dropout rates are Custer, Juneau, Madison, North Division, South Division, and Washington. Plans aimed at decreasing the dropout rate will be developed by these schools and put in place by September 1999.
  - — Data and information included in the Design Team's report will be shared with principals to develop dropout action plans. The data will also be shared with partnership school directors to strengthen their at-risk programs and to be considered in their planning.
- Expand effective programs for at-risk students, including replicating such programs in both public and private entities, in order to honor appropriate parent requests for placement in at-risk programs and to reduce the waiting list by the 1999-2000 school year. Effective programs are those with a history of success in meeting student performance standards.
  - — The cost of expanding partnership school programs for the 1999-2000 school year is estimated to be approximately $6,400 per student.
  - — If a partnership school program were duplicated at a new site, a 60-student program would cost approximately $384,000.
- Develop and implement mentoring programs that help prevent students from dropping out and provide specific attention to individual student needs for information, academic resources, and interpersonal relations.
  - — The TABS (Truancy Abatement Burglary Suppression) program, which has been in operation since November 1993, has involvement with all MPS schools. One focus of the TABS program is to assist the district in reducing the dropout rate by the immediate notification of school staff regarding habitual truants and other students who are brought into the TABS Center so that the school can do immediate follow-up and intervention. The program is working to improve communication with schools to reduce the time that students are not in school.
  - — Programs that have been developed to encourage students to stay in school are Jobs for America's Graduates (JAG), Automobile Dealers Association of Metropolitan Milwaukee (ADAMM), and National Academy Foundation (NAF).
    - √ September 1998 — JAG was implemented at Custer, North Division, South Division and Washington. A total of 180 students are participating.

√ January 1999 — ADAMM was implemented at Madison, Milwaukee Tech, North Division, Pulaski, South Division and Vincent High Schools. Enrollment numbers will be determined during Semester II, 1999.

√ September 1999 — NAF was implemented at South and Washington. Both schools have submitted applications to the national office. An enrollment of 200 students is anticipated.

√ On-going — JAG, ADAMM and NAF will be expanded into other sites as additional funding becomes available.

• Develop a budget recommendation for FY2000 to establish a Drop-in and Outreach Center to identify, recover, and assess students who have dropped out. The Administration will investigate the availability of dropout prevention/intervention grants to supplement the drop-in center cost. The Drop-in and Outreach Center will provide a central recovery, re-entry, and re-integration point for student dropouts. This will be accomplished by the implementation of the following activities:

— Recover/Outreach: Staff or contracted staff will actively go into the community to do dropout recovery and to make personal contact with students who have dropped out or are not attending school. The purpose of the contact/recovery is to re-engage the students with Milwaukee Public Schools.

— Evaluation: Access the educational level of students at the center to determine the most appropriate placement to ensure continued enrollment. Computer-based instruction and other educational programs could provide instruction to increase the educational level of students prior to their re-entry into regular attendance-area programs.

— Intervention: Staff would assist the parent/guardian/student in connecting with community agencies and organizations that could assist the students in addressing the social needs that may have contributed to the student's becoming a dropout.

— Reentry: Transition students to established educational programs and work closely with the students and schools to monitor enrollment.

The following is an estimate of the staffing and financial support that would be required to implement the center:

Counselors/Teachers (3 @ $57,333, including fringe benefits)	$ 172,000
Clerical Staff (1 @ $35,000, including fringe benefits)	35,000
Contracted Services (community outreach)	20,000
Educational Supplies/Equipment	20,000
Staff Development	1,000
Miscellaneous	500
TOTAL $	248,500

The center could be located in an existing Milwaukee Public Schools facility. The site administrator of the facility would be responsible for supervising the center's operations.

3. Modifications and Timeline for the Methods for Collecting, Calculating and Reporting Dropout Data

The Administration has recognized problems with the current methods for collecting, calculating, and reporting student dropout data. As a result, a technical committee was formed to develop revised procedures.

The following is a timeline of strategies by month related to the modification to the collection, calculating, and reporting of dropout data, as suggested by the technical committee and implemented by the Administration:

May 1998 and September 1998

Provided MPS high school principals and alternative and partnership high school directors with a list of students enrolled in their schools who were counted as dropouts. High school principals verified the dropout status of each student and ensured that each was recorded accurately for the 1997-1998 dropout report. This occurred in May and September 1998.

June 1998

Provided clear withdrawal instructions and inservice training for school staff regarding reporting student withdrawal and dropout data. The Division of Parent/Student Services conducted an inservice with high school staff on June 9, 1998. A manual, Guidelines for Reporting Student Withdrawals and Dropouts for the 1997-1998 school year, was distributed to high school staff explaining the new process for counting and calculating dropouts. The manual also provided information related to status and withdrawal codes. The student status codes will be reduced from 48 to a number that meets the reporting needs of the district. The student withdrawal codes have been reduced from 31 to 11. Three of the eleven status codes translate to a dropout status on the student's withdrawal screen.

Met with representatives from the Department of Public Instruction and the Legislative Audit Bureau on June 5,1998, to discuss and resolve issues associated with the current methods for calculating student dropouts. Written and verbal correspondence between MPS and DPI continue as a result of the meeting.

Counted only those students who were enrolled in the school district the previous school year, in accordance with the definition of a dropout. For the 1997-1998 dropout reporting period, 121 students were removed from the district's dropout list because the students were not with MPS the previous school year.

October 1998

Representatives from the Division of Parent/Student Services, Office of Research and Assessment, and the Office of Application Development reviewed the district's technical committee dropout data to ensure that the data reported represents the district's dropout rate accurately. The review occurred during the months of October and November 1998.

Established protocol that will be used consistently to identify school dropouts. The established protocol consists of the following steps:

1. School staff accurately enter into the computer system the codes that best represent the school's knowledge as to why the student is not attending school.
2. The computer program scans student records and identifies those records that contain dropout withdrawal and status codes.
3. The sum of students identified as dropouts divided by the district's Third Friday September enrollment equals the dropout percentage for the district.

November 1998

Delayed the reporting of the district's dropout rate by the Office of Research and Assessment until the end of November. The delay allowed schools to verify their dropout data.

As a result of the modifications to the methods for collecting, calculating, and reporting dropout data by the Administration and the schools, a verified dropout rate of 12.5% was reported as the district's dropout rate for the 1997-1998 school year.

February 1999

Conduct a follow-up mail survey to students who drop out of school to determine the validity of codes used by schools. A randomly selected sample will be used. All students coded as dropouts will receive a communication inviting them to return to school. The Division of Parent/Student Services will conduct the mailing during the month of February 1999.

February 1999, May 1999, September 1999

Provide MPS high school principals and partnership high school directors with a list of students counted as dropouts for the 1998-1999 school year for verification purposes. The verifications will occur in February, May, and September 1999.

Continue to support the involvement of the TABS (Truancy Abatement Burglary Suppression) program in MPS schools. It is anticipated that TABS notification to schools about truant students will enable staff to promptly communicate with parents about their child's absence and provide for more immediate intervention strategies for students in danger of becoming dropouts.

5. Characteristics of 1997-1998 Dropout

The Administration has completed a study of student characteristics of the 1997-1998 dropouts and compiled additional information that may suggest why students drop out of school. In addition, this information may provide an insight into the type of programs that can result in dropout prevention/reduction. The study, "Characteristics of the 1997-1998 Dropout," is attached to your Committee's minutes.

Strategic Plan Compatibility Statement

6. This resolution supports Board Goal 1, to continuously improve achievement of all students to meet high standards, and Board Goal 2, to make Milwaukee Public Schools the first choice of a steadily increasing number of parents.

MPS Policy or Board Policy Implication

7. The recommendations are consistent with Board Policy 7.16, which states that the Board of School Directors may approve alternatives to regular school programs in response to the wide range of student needs in MPS.

Fiscal Impact Statement

8. The Administration will submit funding recommendations on proposals to reduce the dropout rate in conjunction with the development of the FY 2000 budget.

Implementation and Assessment Plan Statement

9. Board Policy and Wisconsin Statute 118.153 currently prescribe quantitative and qualitative evaluation measures to determine the effectiveness of educational programs serving at-risk pupils.

The progress made in implementing the strategies identified to reduce the dropout rate will be reported in the district's annual progress report on MPS Strategic Plan to be developed at the end of the 1998-99 school year.

Committee Recommendation

Your Committee recommends that the Board receive this item as an interim progress report, to come back for further consideration in April.

* * * * *

(Item 2) Report Regarding the School To Work Study by the Wisconsin Policy Research Institute

For the past year, Professors Mark Schug and Richard Western from the School of Education at the University of Wisconsin-Milwaukee have been examining Wisconsin's School To Work programs. The

results of their study were published in January by the Wisconsin Policy Research Institute under the title School To Work in Wisconsin: Inflated Claims, Meager Results (Wisconsin Policy Research Institute Report, Vol. 12, No. 1, January 1999). The report has been sent to Board members under separate cover.

Since the Accountability/Audit Committee is charged with oversight of program effectiveness, the Chair had requested that a representative of the Wisconsin Policy Research Institute brief the Committee on the study. Professor Richard Western presented the study and responded to questions of Committee members.

* * * * *

(Item 3) Receipt of Performance and Financial Audit for Edison Middle School

Background

1. At its meeting on August 26, 1998, the Board adopted an annual audit plan that included school performance and financial audits. Thomas A. Edison Middle School was selected for an audit.

2. The report, provided under separate cover at the January 14, 1999, meeting of the Accountability/Audit Committee, includes the school administrator's response to the audit report and action plans that the school intends to implement to address the audit recommendations. These action plans, when implemented, will appropriately address all audit recommendations included in the report.

3. At its January 14, 1999, meeting, the Accountability/Audit Committee held the audit report over and requested that the Office of Board Governance work with district administration to obtain additional information about the school. Specifically, the Committee requested that a supplemental report be prepared to include these items:

- School mobility and its relationship to district averages and student performance measures;
- Types of reading programs offered by the school;
- Geography of students' residences and data on lead contamination in those geographical areas;
- ADD and ADHD students;
- Focus of the school's curriculum;
- EEN population of the school by categoary; and
- School staff turnover.

The supplemental information will be provided to the Committee under separate cover.

Committee Recommendation

Your Committee recommends that the Board receive Audit Report #815 – Thomas A. Edison Middle School Performance and Financial Review.

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(Item 4) Receipt of Performance and Financial Audit for Eighty-first Street Elementary School

Background

1. At its meeting on August 26, 1998, the Board adopted an annual audit plan that included school performance and financial audits. Eighty-First Street Elementary School was selected for an audit.

2. The report, provided under separate cover at the January 14, 1999, meeting of the Accountability/Audit Committee, includes the school administrator's response to the audit report and action plans that the school intends to implement to address the audit recommendations. These action plans, when implemented, will appropriately address all audit recommendations included in the report.

3. At its January 14, 1999, meeting, the Accountability/Audit Committee held the audit report over and requested that the Office of Board Governance work with district administration to obtain additional information about the school. Specifically, the Committee requested that a supplemental report be prepared to include these items:

- School mobility and its relationship to district averages and student performance measures;
- Types of reading programs offered by the school;
- Geography of students' residences and data on lead contamination in those geographical areas;
- ADD and ADHD students;
- Focus of the school's curriculum;
- EEN population of the school by category; and
- School staff turnover.

The supplemental information will be provided to the Committee under separate cover.

Committee Recommendation

Your Committee recommends that the Board receive Audit Report #816 – Eighty-First Street School Performance and Financial Review.

* * * * *

(Item 5) Receipt of the Performance and Financial Audit for MacDowell Elementary School

Background

1. At its meeting on August 26, 1998, the Board adopted an annual audit plan that included school performance and financial audits. Edward A. MacDowell Montessori School was selected for an audit.

2. The overall objectives of the school performance and financial audits are to determine (1) compliance with the district's performance, fiscal and administrative criteria, guidelines, policy, and procedures; (2) that the school's expenditures, surpluses and deficits reported in the school financial reports fairly present, in all material respects, the financial activities of the school; (3) that adequate internal financial controls exist to protect district resources; (4) whether differences exist in the school's level of student participation in district-wide tests; (5) that reported student performance measures are reliable and accurate; (6) the extent to which the school's Educational Plan addresses the needs of the school and includes quantifiable school-based measures and action plans designed to improve student performance; (7) the relationship between school expenditures and the Educational Plan; and (8) the structure and role of the local school governance body.

3. The Office of Board Governance – Audit Services conducted the audit of Edward A. MacDowell Montessori School. The audit team worked closely with the school administrator and the school staff, as well as with Central Services personnel, to complete the audit fieldwork. The audit report findings and recommendations have been reviewed with the school administrator.

4. The report, provided under separate cover, includes the school administrator's response to the audit report and action plans that the school intends to implement to address the audit recommendations. These action plans, when implemented, will appropriately address all audit recommendations included in the report.

5. At its meeting on January 14, 1999, the Accountability/Audit Committee requested the Office of Board Governance work with district administration to report additional information for each school audited. Specifically, it was requested that a supplemental report be prepared reporting on these items:

- School mobility and its relationship to district averages and student performance measures;
- Types of reading programs offered by the school;
- Geography of students' residence and lead contamination of geographical areas;
- ADD and ADHD students;
- School curriculum focus;
- School EEN population by category;
- School staff turnover.

The supplemental information has been obtained and a report will be provided to the Board under separate cover.

Committee Recommendation

Your Committee recommends that the Board receive Audit Report #901 — Edward A. MacDowell Montessori School Performance and Financial Review.

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(Item 6) Receipt of the Performance and Financial Audit for Samuel Clemens Elementary School

Background

1. At its meeting on August 26, 1998, the Board adopted an annual audit plan that included school performance and financial audits. Samuel Clemens Elementary School was selected for an audit.

2. The overall objectives of the school performance and financial audits are to determine (1) compliance with the district's performance, fiscal and administrative criteria, guidelines, policy, and procedures; (2) that the school's expenditures, surpluses and deficits reported in the school financial reports fairly present, in all material respects, the financial activities of the school; (3) that adequate internal financial controls exist to protect district resources; (4) whether differences exist in the school's level of student participation in district-wide tests; (5) that reported student performance measures are reliable and accurate; (6) the extent to which the school's Educational Plan addresses the needs of the school and includes quantifiable school-based measures and action plans designed to improve student performance; (7) the relationship between school expenditures and the Educational Plan; and (8) the structure and role of the local school governance body.

3. The Office of Board Governance – Audit Services conducted the audit of Samuel Clemens Elementary School. The audit team worked closely with the school administrator and the school staff, as well as with Central Services personnel, to complete the audit fieldwork. The audit report findings and recommendations have been reviewed with the school administrator.

4. The report, provided under separate cover, includes the school administrator's response to the audit report and action plans that the school intends to implement to address the audit recommendations. These action plans, when implemented, will appropriately address all audit recommendations included in the report.

5. At its meeting on January 14, 1999, the Accountability/Audit Committee requested the Office of Board Governance work with district administration to report additional information for each school audited. Specifically, it was requested that a supplemental report be prepared reporting on these items:

- School mobility and its relationship to district averages and student performance measures;
- Types of reading programs offered by the school;
- Geography of students' residence and lead contamination of geographical areas;
- ADD and ADHD students;

- School curriculum focus;
- School EEN population by category;
- School staff turnover.

The supplemental information has been obtained and a report will be provided to the Board under separate cover.

Committee Recommendation

Your Committee recommends that the Board receive Audit Report #902 – Samuel Clemens Elementary School Performance and Financial Review.

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(Item 7) Receipt of the Performance and Financial Audit for Hartford Avenue Elementary School

Background

1. At its meeting on August 26, 1998, the Board adopted an annual audit plan that included school performance and financial audits. Hartford Avenue School was selected for an audit.

2. The overall objectives of the school performance and financial audits are to determine (1) compliance with the district's performance, fiscal and administrative criteria, guidelines, policy, and procedures; (2) that the school's expenditures, surpluses and deficits reported in the school financial reports fairly present, in all material respects, the financial activities of the school; (3) that adequate internal financial controls exist to protect district resources; (4) whether differences exist in the school's level of student participation in district-wide tests; (5) that reported student performance measures are reliable and accurate; (6) the extent to which the school's Educational Plan addresses the needs of the school and includes quantifiable school-based measures and action plans designed to improve student performance; (7) the relationship between school expenditures and the Educational Plan; and (8) the structure and role of the local school governance body.

3. AuditForce, Inc. conducted the audit of Hartford Avenue School under the guidance of the Office of Board Governance – Audit Services. The audit team worked closely with the school administrator and the school staff, as well as with Central Services personnel, to complete the audit fieldwork. The audit report findings and recommendations have been reviewed with the school administrator.

4. The report, provided under separate cover, includes the school administrator's response to the audit report and action plans that the school intends to implement to address the audit recommendations. These action plans, when implemented, will appropriately address all audit recommendations included in the report.

5. At its meeting on January 14, 1999, the Accountability/Audit Committee requested the Office of Board Governance work with district administration to report additional information for each school audited. Specifically, it was requested that a supplemental report be prepared reporting on these items:

- School mobility and its relationship to district averages and student performance measures;
- Types of reading programs offered by the school;
- Geography of students' residence and lead contamination of geographical areas;
- ADD and ADHD students;
- School curriculum focus;
- School EEN population by category;
- School staff turnover.

The supplemental information has been obtained and a report will be provided to the Board under separate cover.

Committee Recommendation

Your Committee recommends that the Board receive Audit Report #903 — Hartford Avenue School Performance and Financial Review.

* * * * *

On the motion of Director Braun the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Director Thompson 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 Resolution 9899R-082 by Director Todd Regarding Administration Recommendations which Affect the District's Transportation Policy

Background

At its meeting on October 28, 1998, the Board referred the following Resolution 9899R-082 by Director Todd to the Strategic Planning and Budget Committee.

WHEREAS, The Administration for five years has held the philosophical belief that stability is not an issue for children; and

WHEREAS, The Administration has now come forward and admitted that stability is an important factor in student achievement and does make a difference in the education of children; and

WHEREAS, Mobility rates in the Milwaukee Public schools of 70%, 80% and 90% are severely impacting on the educational opportunities that we provide to our children; and

WHEREAS, The Board is being asked to provide stability to some schools, without regard to other schools, as evidenced in the recent hearing on Hartford Avenue School; and

WHEREAS, The MPS Strategic Plan includes under "Goal I-- STUDENT ACHIEVEMENT" an objective (1.4) which states: "Improve and/or develop and refine support systems to increase student achievement and address student mobility; and

WHEREAS, The Board has also been asked to approve budget initiatives aimed at reducing the costs of bussing which will contribute to the destabilization of some schools and impact on the educational opportunities for children; and

WHEREAS, These initiatives appear to be confusing and contradictory in nature and whereby it may be necessary for the Board to reverse previous policy decisions with respect to student transportation; now, therefore, be it

RESOLVED, That the MPS Administration bring to the Board of School Directors a comprehensive analysis of the current district policy on transportation for each MPS school; and be it

FURTHER RESOLVED, That the Administration inform the Board in the "Pertinent Facts" portion of the administration's analysis, when recommendations impact on existing Board policies; and be it

FURTHER RESOLVED, That the Administration be required to include any and all required changes in Board policy as a part of the recommendations which come before the Board.

Administration's analysis

1. Board policies governing pupil transportation can be found in Section 4.04 of the Milwaukee Board of School Directors' Board Rules and Governance Policies. A brief summary is provided below:

Transportation Eligibility

Transportation for City of Milwaukee resident pupils is provided to and from all public and some private schools as follows:

Grades	Residence	Transport
K thru 8	Two or more miles from the attendance-area school*	School Bus
K thru 8	More than one mile from the assigned school other than the attendance-area school	School Bus
Middle School	More than two miles from the assigned school	School Bus
9 thru 12	Two or more miles from the assigned school and more than one mile from public transportation	School Bus
9 thru 12	Two or more miles from the assigned school, other than attendance-area school. High School students assigned to their attendance area schools do not receive transportation.	Bus Pass/ School bus
* Students who reside in designated areas of unusual hazard may be eligible for transportation to their attendance-area schools.		

Stop Locations

Pick-up and drop-off sites for regular riders are at corner stops. Buses must arrive and depart corner stops and schools at the scheduled times per the school route display list. Riders are to be advised to be at their corner stops at least 5 to 10 minutes prior to scheduled pickup time.

Walk-to-Stop Distance

KINDERGARTEN: K3-K5 riders will be assigned to the safe corner locations closest to their residences in the morning and will be dropped off at the safe corner locations closest to their residences in the afternoon. Pick-up or drop-off at the mid-day will be at a designated address.

GRADES 1-6: Elementary school riders in grades 1-6 may be required to walk 1/4-mile to the corner stop.

MIDDLE SCHOOLS: Middle School riders may be required to walk up to 1/2-mile to a bus stop.

HIGH SCHOOLS: High School riders may be required to walk 1 mile to a bus stop or to their nearest elementary schools.

Special Services Students (EEN)

Transportation for EEN pupils is determined by the appropriate special services supervisor.

Kindergarten Service

Pick up and Drop-off Service

Mid-day pick-up and drop-off service for half-day pupils is provided to an address. A.M. pick-up and P.M. drop-off service is provided on regular routes at corner stops.

Absence of Responsible Person

Kindergarten, Early Childhood, and Autistic riders must be received by a responsible person when they leave the school bus at the end of their day. For afternoon students, if there is not a responsible person to receive the child, the bus company will attempt to contact the parent or guardian; if unsuccessful, the company will transport the child to the MPS Administration Building — Head Start Center. The Head Start Center is open from 3:45 P.M. to 7:00 P.M. The phone number for the Head Start Center is 475-8462. The parent will pick-up the child from that location.

If a parent receives three (3) "Absence of Responsible Person" notices in a year, bus service for that child may be canceled. In addition, a $25.00 reinstatement fee will be charged.

2. Transportation policies are applied to each school in accordance with Section 4.04 of the Board's policies. The primary purpose of the Office of Pupil Transportation Services (PTS) is to provide safe, adequate, efficient, and economical transportation services for all eligible students. The district currently contracts with sixteen different bus companies. Variations to Board policies are approved by the Transportation Appeals Committee, as described in Section 4.04(17).

3. Two recent reports were presented to the Board analyzing Pupil Transportation: Audit 704: Review of Transportation Services (April 1997) and Report to the Board on Pupil Transportation (November 1997). Major findings of the reports are:

- Sixty-three percent (63%) of MPS students receive transportation services. Of those students transported, 49% are transported to accommodate school choice, 8% because of overcrowding, and 6% are EEN students requiring special services.
- For FY97, transportation consumed 7.6% of the district's total budget. For FY98, transportation is projected to consume 7.4% of the total district budget. or $55 million. Since FY94, transportation's percentage of the district's operating budget has remained approximately 7.5%.
- Since FY92, the number of students transported has increased by 5,282, or 8%, or 1.6% per year. The primary reasons for the increase are the expansion of citywide programs in the 1993-94 to 1994-95 school years, and a 10.5% increase in EEN students requiring special services.
- Transportation costs for citywide schools are 57% higher than attendance-area schools. Since FY95, the number of students transported to citywide schools has increase by 21%.
- Since FY92, the cost of transportation has increased by $7,492,782, or 16.8%, or 3.38% a year. Since FY92, inflation has averaged 3.2%. Audit #704: Review of Transportation Services determined that 50% of the increase was due to increase numbers of students transported.
- By FY2001, the cost of transportation services is projected to increase by $10,209,745, or 19.6%. Transportation costs will increase at a greater rate than district revenues, forcing the district to allocate funds from educational programs.

4. The Administration concurs with the resolution. It is recommended that the Administration prepare a comprehensive analysis of the district policy on transportation. The analysis will focus on the role which pupil transportation plays in meeting the district's vision, goals, and objectives as described in

the MPS Strategic Plan. The Administration would welcome additional topics or areas suggested by the Board for review. The Administration requests that topics be forwarded to the Office of Board Governance so that the request is documented. Should the Board concur, the Administration would be prepared to submit a report in May 1999.

Statute, Board Policy or Rule Statement

5. At this time, there is no impact on statutes or Board policy. Any recommended modifications to Board policies will be included in the Administration's May 1999 report.

Fiscal Impact Statement

6. It is projected that the fiscal impact of this resolution would be negligible.

Implementation and Assessment Plan

7. The Administration will prepare a comprehensive analysis of the district's policy on transportation and submit a report to the Board in May 1999.

Committee Recommendation

Your Committee recommends that the Board direct the Administration to prepare a comprehensive analysis of the current district policy on transportation and submit a report to the Board in May 1999.

* * * * *

(Item 2) Report on Average Daily Attendance

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

Administration's Report

At its April 28, 1998, Strategic Planning and Budget Committee meeting, the Board considered an amendment to the FY99 budget to base future payments to schools on average daily attendance. This amendment was revised to base payments to schools on previous month's average daily attendance in a manner to be analyzed and reported back to the Board for further consideration and final adoption. The intent behind the amendment is for the district to seek ways to improve attendance.

A committee of principals and Central Services staff was established to discuss the possibility of basing school allocations on attendance issues and improving student attendance. (A list of the committee members is attached.) The committee has met a number of times since January 1998.

The Attendance Committee submitted a report to the Superintendent covering the issues discussed and the recommendations developed. To keep the Board informed, the Administration is providing the Board with the Attendance Committee's report.

The Superintendent is in the process of reviewing the Attendance Committee's report and recommendations for improving attendance and will be submitting recommendations to the Board on this issue along with the FY 2000 proposed budget.

The Attendance Committee's report follows.

Attendance Committee's Report on Improving Attendance

The Attendance Committee discussed many issues that influence student attendance. It was the consensus of the committee that schools do not exist in a vacuum: Societal actions or inactions outside of a school's control greatly affect schools. Following is a list of issues having a possible impact on student attendance that were discussed by the committee.

1. Image of MPS

   - Attendance is critical to achieving a good education. The student and his/her family must have a positive feeling about the quality of his/her school. The community, family, and

parental attitudes toward education have an impact, either positive or negative, on a student's perception of whether education is important.

- Nationally, MPS is highly recognized as a leading urban school district. Locally, perceptions about MPS vary. These perceptions have an impact on student enrollment and attendance.

2. Impact of poverty — Changes due to W-2

   - The lack of appropriate available child care for limited-income parents sometimes requires parents to keep older students home to care for younger siblings.
   - Because of various family situations, some students are able to attend for only part of the school day. These students are generally in need of additional academic support to prevent the student from becoming a dropout.
   - A good percentage of high school students work evening- or night-shift jobs after attending school all day. For many, attending school after a long night shift becomes difficult.

3. Transportation problems

   - For schools having a large number of students bused, non-attendance is sometimes due to busing problems, e.g., substitute bus driver unfamiliar with the route misses pickups.
   - Some students who are not transported may not attend because they fear walking to school through a particular area of the city.
   - Some students who use public transportation may not attend because of the unsafe nature of areas where bus transfers occur.
   - The transportation cost savings of reducing the number of yellow busses for high school students has led to a reduction in attendance due to safety issues.

4. High school attendance hours

   - Research shows that high school students attend more regularly and do better in school when they attend schools with a later start time.
   - Some students transitioning from middle schools that have later start times find it difficult to adjust to the earlier high school start time.

5. Lack of student preparation at various grade levels

   - Students get frustrated, lack motivation, give up, and don't attend when they are not performing at grade level.
   - The policy of retaining seats for non-attending kindergartners encourages absences.
   - When a student doesn't attend school regularly during the early grades, the student often will become a non-attender in later grades.
   - Students need initial grade-level readiness. If a child hasn't been prepared at home for kindergarten-level work and then is first enrolled in grade one, the child is already behind and will more likely become a non-attender.

6. Consequences for truancy other than school failure

   - The City of Milwaukee does not consistently enforce existing statutes on truancy. Parents can be fined, but this seldom occurs. Other municipalities have consequences for truancy, such as removal of driver's licenses.
   - State statutes are weak in regard to truancy.

7. Eighteen-year-old school state attendance law

Wisconsin is one of the few states in the nation that have an 18-year-old mandatory school attendance law. 17- and 18-year-olds who do not attend regularly have a strong impact on a school's attendance rate.

8. The attendance system is antiquated

High school attendance information is maintained on a weekly basis before processing and updating is done to attendance screens. This creates a lag between when the office is aware of an absence and when contact is made with the parent/guardian.

9. How attendance is calculated and reported

- The criteria for defining attendance have to be specific and easily understood. There are excused absences versus unexcused absences. Examples of excused absences are illness, court appointments, doctor/dental appointments, lack of immunizations, weather, etc. Unexcused absences are truancy, vacations, mobility, deer hunting, etc.
- The mobility of many MPS families affects school attendance. Many times, new addresses and phone numbers are not immediately reported to the school, and students are reported as unexcused when home contact cannot be made. In some instances, students have left the district without informing the school. It takes time for school personnel to track the non-attending students' whereabouts, and by the time information is gathered, a school's attendance rate has been adversely affected.
- Absences due to extended illness, lack of immunizations, weather situations, and mobility have an impact on daily attendance rates.
- Various school structures, such as block scheduling, may create unique attendance reporting situations and affect funding based on attendance.

10. Board policies and/or goals may be in conflict

- High standards may cause some students to drop out or attend erratically because they feel they cannot meet the standards.
- Removing disruptive students from a school would initially reduce attendance and reflect on a school's funding, but it would improve a school's safety, climate, and, eventually, the attendance rate.
- Dropout rates may increase as schools increase the attendance rate by letting poorly attending students drop out.

11. What should be the beginning basis on which to compare attendance?

- Students that are attending a school with a low attendance rate may be hurt if funds are taken away. The school may need to reduce its program offerings, thereby reducing educational opportunities for students that are attending.
- Taking resources away from a school with a low attendance rate will reduce the school's ability to provide support to non-attenders. Many of these students are at-risk, bilingual, have exceptional education needs, or have long-term illnesses.
- Due to high school entrance requirements, some high schools begin the year with a student body that has a history of 90% attendance, whereas other high schools may have incoming students who average 70% attendance.
- City-wide schools have the ability to select students from the school's wait list. Since a student's attendance may be considered in the selection, this could influence the attendance rate at the school the student is leaving.

- MPS's movement toward establishing more K-8 and neighborhood schools and new schools requires the establishment of base attendance data.

12. Average daily attendance allocation formula

- Should the formula be punitive or incentive-based? Incentive-based would be more proactive and allow for minor changes. Accountability should be paralleled with any incentives. Some small punitive measures should be built-in to acknowledge the importance of attendance.
- A system based on monthly adjustments makes long-term planning by individual schools difficult. Schools and their councils might focus on what needs to be done next month, not on what to do to improve the school for the long-term future.
- Will funding for the levels (high school, elementary, etc.) remain constant, or will there be a shift of funds between levels?

13. Since FY97, school funds are adjusted on a yearly basis for shifts in attendance that occur during the year.

Before FY97, the pupil count used for funding was the previous year's September third-Friday count. Currently, school pupil counts are based on the average of the projected third Fridays in September and January pupil counts. The projections for January are based on a three-year history of third Fridays in September and January. This change in the pupil count basis already gives schools an incentive to keep students in school after the third Friday in September and to try to bring in more students during the year.

14. Impact on revenues

Introducing attendance as a funding factor at the local level may lead the state to recommend funding in such a manner for all school districts. This type of funding mechanism would affect state aid to MPS.

15. Administration of an average daily attendance allocation formula

- Administration of a system based on monthly changes in attendance would require a great deal of administrative time. There would be a need to a create position(s) to oversee attendance reports and to coordinate, modify, and manage all the possible monthly changes in personnel, programming, and fund transfers between schools. Funds would have to be calculated and transferred each month to and from schools.
- Problems in continuity of programs and staffing would arise. Program offerings at schools would have to be evaluated and possibly changed month by month, depending on the magnitude of the change in attendance. System-wide seniority would have to be considered if a staff position was eliminated at any month.

A Dropout Survey was given to MPS students on the inter-high [sic] in May of 1998. Three of the questions on the survey related directly to the attendance issue. The students suggested parental involvement, community support, follow-up by schools, and school incentives as ways to improve attendance. The results of the survey are attached.

A questionnaire was sent to the Council of Great City Schools requesting information on how other school districts allocate funds to their schools. Responses were received from the following school systems: Boston, Buffalo, Chicago, Columbus, Fresno, Houston, Miami-Dade, Minneapolis, Nashville, Norfolk, Omaha, Portland, Providence, San Antonio, San Diego, San Francisco, and Seattle. All the districts responding indicated that average daily attendance is not the basis for funding in their districts. The basis for funding is usually enrollment as of a specific date. When attendance is used as part of an allocation formula, it is as of a certain date or combination of dates, and allocations are not changed on a monthly basis. Results of the Council of Great City Schools survey are attached.

Attendance Committee's Recommendations

Taking into consideration the results of the student Dropout Survey, the information from the Great City Schools questionnaire, all the Attendance Committee discussion issues, and the fact that each issue affects each school differently, the committee suggests that funding for schools not be based on average daily attendance. The current allocation method (based on the third Friday in September and January average student counts) gives schools an incentive to keep students attending after the third Friday in September and to try to bring in more students during the year.

Following are the Attendance Committee's recommendations to improve attendance:

Increase public awareness

- Have community representatives promote attendance and discipline.
- Conduct an all-out promotional campaign about the importance of being in school throughout the school year. Banners should be posted, even in grocery stores.
- Gauge parental involvement by having teachers grade parents on attendance, completion of homework, and support of respectful classroom behavior. This would impress upon the community the seriousness of being a partner with MPS in providing a good education for each student.
- Promote the positives of what MPS offers.

Provide alternative school scheduling

- Initiate a start time later than 7:30 a.m. for high schools.
- Reinstitute the GED classes in high schools.
- Increase the use of vocational programs.
- Provide for some later start times for students with attendance problems.
- Provide for evening/night schools.
- Provide a mentoring program for targeted students in the school.
- Work more closely with MATC for students transitioning from high school to work.

Provide additional social work aides to locate all absent students

- Add one social work aide FTE per high school, and 0.50 social work aide FTE per middle/K-8 school beyond current school allocations.
- Provide information to teachers regarding chronically absent students and how to help students transition back into school.

Policy and law changes

- Lobby to strengthen of state statutes regarding truancy.
- Request a change in state statutes to eliminate mandatory attendance up to 18-years-old.
- Eliminate maintaining seats for kindergarten non-attendees.
- Change Board Administrative Policy 7.33, Grade Changes, Middle and High Schools, as follows (underline indicates additions):

  Grade Changes — Middle and High Schools

  Each middle and high school will establish a procedure on grade changes within the following guidelines:

  - No grade may be changed by anyone other than the teachers who issued the grade, except under extraordinary circumstances;

- Appeals may be made to the principal for a grade change. The principal shall have authority to change the grade;
- Any transcript changes should be made through the school in which the original grade was issued;
- The following documents should be retained within the respective school for a minimum of five years:

  Teachers' grade books
  Report card copies
  Six-week reports

Other considerations

- Provide positive incentives to schools that increase attendance.
- Continue existing and institute additional programs in schools to reward students for good attendance. The programs would be similar to athletics programs that offer trophies, letters, and letter jackets for accomplishments.
- Implement the new Student Management System as soon as possible, so schools have immediate feedback on absences.
- Do not issue work permits for students if their attendance is less than 80%.
- Retract work permits for students if their attendance is less than 80%.
- Request the City to provide an adequate number of public health nurses for schools to provide immunizations and general illness determinations.
- Assign mentors to students with attendance problems.
- Increase the number of yellow buses for high school students.
- Send hard-core truants to a secure residential facility.
- Create a committee to review the relationship between attendance and the grading system. For example, if a student has unexcused absences in excess of six days within a mark period, the student would not be allowed to receive an A or B grade.
- Review system of record keeping for consistency and compliance with Board policy and State statutes.
- Provide waiver opportunities for students who request them.

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(Item 3) Worksession on FY2000 Budget Development

Your Committee reports having conducted a worksession on the development of the FY2000 budget.

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Separate consideration having been requested of Item 2, on the motion of Director Braun the balance of the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

Item 2, a report on average daily attendance, was an informational report and no further action was required.

COMMITTEE ON FINANCE/PERSONNEL

Director Braun 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; Acceptance of Donations; and Report on Administrative and School Fund Transfers

Award of Contracts

The following recommendation is made based on bids received on Thursday, January 7, 1999:

WINDOW REPLACEMENT

Division 1 — Bay View High School

Prime Contractor
B & D Contractors, Inc.
2385 South 179th Street
New Berlin, Wisconsin 53146

Low Bidder, Base Bid of $798,000.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
Yes	0%	100%	30	6	1	Corp	1

Division 2 — Wisconsin Avenue School

Prime Contractor
B & D Contractors, Inc.
2385 South 179th Street
New Berlin, Wisconsin 53146

Low Bidder, Base Bid of $460,000, plus $28,000 for Mandatory Alternate Bid 1, to replace exterior doors, frames, and hardware, for a total contract of.....$488,000.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
Yes	0%	100% MBE	30	6	1	Corp	1

The following recommendation is made based on bids received on Thursday, January 21, 1999:

BUILDING ADDITIONS AND RENOVATIONS

Milwaukee School of Languages

Prime Contractor
Guenther-Wagner-Johnson
1828 South 76th Street
West Allis, Wisconsin 53214

Low Bidder, Base Bid of $1,718,894, plus $79,480 for Mandatory Alternate Bid 1, to install four tennis courts and two basketball courts, plus $7,131 for Mandatory Alternate Bid 2 to upgrade main switchboard, for a total contract of $1,805,505.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontractors
Yes	15%	100% MBE	48	7	2	Corp	12

Total construction contract dollars awarded.....$3,091,505.00
Total dollars HUB participation $3,091,505.00
% of MBE participation.....100.00%
% of WBE participation 0.00%
% of M/WBE participation.....0.00%
% Minority employees within company.....17.08%
% Women employees within company 3.58%

Authorization to Make Purchases

B-5238 **958 Locks and 220 Exit Devices (F & M Division for Various)**

a) Recommend authorization to purchase 958 Schlage lock bodies totaling $83,147.88, less 1-1/4% 10 days, from the low bidder, M-D Wholesale Hardware.

b) Recommend authorization to purchase 220 Precision exit devices totaling $65,062.80, less 1% 10 days, from the low bidder, American Millwork & Hardware, Inc.

Bidder	Bid for 958 Schlage lock bodies only	Bid for 220 Precision Exit devices only	Terms
M-D Wholesale Hardware	$83,147.88	$65,378.60	1-1/4%-10
LaForce Inc.	$85,108.50	$66,319.00	1%-30
Amer. Millwork & Hardware	$85,132.62	$65,062.00	1%-10
Builders Hardware & Hollow Metal	$91,374.30	$70,840.00	1%-10
AAA Acme Lock Co. Inc.	$90,735.60	$74,980.40	Net
Bonafide Safe & Lock	$97,826.26	$68,866.60	1%-10
American Security Dist.	$102,512.50	$78,518.00	2%-30
Aetna Hardware	N.B.	$72,487.80	1%-10

B-5239 2 Offset Printing Presses (Milw. Trade & Tech. High School)

Recommend authorization to purchase two Ryobi printing presses totaling $73,600 from the second-lowest bidder, Guaranteed Service & Supplies. The price reflects the trade-in of two obsolete machines.

Recommend authorization to reject the low bid because the specifications indicated that alternates would not be considered.

	Bidder	Bid	Terms
(Alt)	Best Graphics Inc.	$60,280.00	Less 1% 10 days
	Guaranteed Service & Supplies	$73,600.00	Net

RFP: 264 Food Service Cafeteria Design Consulting Service

Recommend authorization to enter into a contract with Stewart Design Associates, Inc., for an amount not to exceed $146,590 to provide design and consulting services in the area of cafeteria design, layout, and operational strategies. The firm will survey all schools, create a database of furniture and equipment (including life cycle and replacement costs), provide prototypes of elementary, middle, and high school cafeteria designs, and prepare recommendations for a five- (5-) year capital plan for School Nutrition Services.

SS-473 64 Toshiba Notebook Computers (School Technology Support Department)

A purchase order totaling $72,000 was issued to the second-lowest bidder, Omni Tech Corporation, in order to meet the requested delivery date of February 13. The low bidder stated that they were unable to deliver the entire quantity in time. Quotes were requested from firms holding the State of Wisconsin or University of Wisconsin contracts for Toshiba computers:

Bidder	Bid	Terms
KCC	**$70,592.00**	Net
Omni Tech Corporation	**$72,000.00**	Net
AE Business Solutions	**$74,688.00**	Net

SS-475 30 Mac G3 Laptop Computers (Div. of Special Services)

Recommend authorization to purchase 30 Apple Macintosh laptop computers totaling $112,020. Their primary use will be to demonstrate assistive technology applications to teachers.

SS-476 30 Compaq Computers (Hamilton)

A purchase order totaling an estimated $50,600 is being issued for 30 additional Compaq computers. Buying this model while it is still available will enable staff to install the same configuration of software as on the computers bought for the SMS project last year. (Reference SS-414, approved at April 29, 1998, Board meeting).

Report of Revenues and Expenses and Monthly Expenditure Control Report

A. Statement of Revenues as of January 31, 1999:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Cur. Month. Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$749,149,223	$5,700,000	$754,849,223	$173,811,513	$385,340,256	$369,508,967	51%
Categorically Aided	76,608,417	29,289,539	105,897,956	12,969,700	41,807,405	64,090,551	39%
School Nutrition	26,821,658	0	26,821,658	4,790,337	12,848,282	13,973,376	48%
Construction	31,150,000	10,998,913	42,148,913	10,478,140	11,326,550	30,822,363	27%
Extension	7,120,371	-380	7,119,991	5,790,351	6,518,708	601,283	92%
Total All Funds	890,849,669	45,988,072	936,837,741	207,840,041	457,841,201	478,996,540	49%

B. Statement of Expenses as of January 31, 1999:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Cur. Month. Expenditures	Year-to-Date Exp.&Encumb.	Unexpended Balance	Percent Expended
School Operations	$749,149,223	$10,290,889	$759,440,112	$67,384,050	$406,860,672	$352,579,440	54%
Categorically Aided	76,608,417	30,717,936	107,326,353	7,990,162	50,895,132	56,431,221	47%
School Nutrition	26,821,658	39,984	26,861,642	2,080,190	14,010,437	12,851,205	52%
Construction	31,150,000	14,235,970	45,385,970	606,388	39,301,390	6,084,580	87%
Extension	7,120,371	52,035	7,172,406	369,285	4,319,008	2,853,398	60%
Total All Funds	890,849,669	55,336,814	946,186,483	78,430,075	515,386,639	430,799,844	54%

(1) Represents Board approved transfers during fiscal year 1999 and appropriations for purchases encumbered in fiscal year 1998.

The monthly report on expenditures has been attached to the minutes of your Committee's meeting of February 17, 1999.

Acceptance of Donations

SCHOOL	DONOR	VALUE	GIFT OR PURPOSE
Allen-Field	Ameritech	$500	Science lab
Browning	Rose Mary Muller	$169	College scholarship fund
Burbank	PTO	$2,050	Copier
Burbank	PTO	$100	Child welfare fund
Burbank	PTO	$3,400	Educational supplies and materials
Burbank	PTO	$2,350	Athletic programs/equipment
Burbank	PTO	$200	Peer mediation program
Burbank	PTO	$200	35mm camera
Burbank	PTO	$500	Cordless microphone
Burbank	PTO	$65	Young authors
Burbank	PTO	$400	Student incentives
Burbank	PTO	$7,840	Field trips
Clarke Street	Master Lock Co.	$1,700	Programs
Clarke Street	Daniel & Nancy Kaye	$500	School funds

SCHOOL	DONOR	VALUE	GIFT OR PURPOSE
Clarke Street	Richard Hirschboeck	$3,000	$1,000 — Room 29 $2,000 — General School
Forest Home Avenue	ATO Findley	$1,000	RIF Program
Garden Homes	Journal/Sentinel	Undetermined	Mittens, scarves, gloves, hats, headbands, socks — cadets
Garden Homes	New Hope Baptist Church	Undetermined	Winter wear for children in need
Garden Homes	SDC — Food Service Department	Undetermined	Five cases apples, four cases oranges — perfect attendance
Garden Homes	SDC — Food Service Department	Undetermined	300 mini graham bear cookies
Hamilton	Brady Corporation	$3,419	Screen Technology Program
Honey Creek	Santa Consiglio	$500	Library Media Center
Lincoln Avenue	Herb Kohl Foundation	$1,000	Recognition of a teacher
Manitoba	Colders	$125	Microwave oven
MEC	J. Scott Woodin	$30	Field trip for special education students
MEC	Gregory Wesley, Jr.	$15	Field Trip for special education students
Meir	Potowatomi Bingo	$32,144	School committee to decide
Meir	Thekla Brumder Trust	$100	Life skills support
Milwaukee School of Languages	Functional Design	$210	Science materials/incentives
MPS - Music Education Department	Milwaukee Boys & Girls Club	$391,997	2,752 Pocahontas song books 1,105 Aladdin song books 778 Hunchback song books
Ninety-fifth Street	Quad/Graphics	$150	Student incentives
Ninety-fifth Street	Kaiser Family	$800	Kiln - art projects
Pulaski	American Legion – Unit 18	$1,500	$1,000 check — scholarship $500 check — scholarship
Sherman	Bethel-Bethany Church	$90	$50 check for equipment $40 check for equipment
Urban Waldorf	Steiner Foundation	$5,000	Parent involvement activities
WCLL	Milwaukee Mustangs	$56	Four complimentary tickets
Zablocki	Wisconsin Energy Corp.	$625	Fourth grade camping

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Board Policy 4.04 is attached to your Committee's minutes. This is an informational report, and no action is required.

Committee Recommendations

Your Committee recommends that the Board:

1. Authorize the award of contracts as listed above.
2. Authorize the purchases as listed above.
3. Accept the report of revenues and expenses.
4. Accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

* * * * *

(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

Approval of Classified Personnel Transactions

Name/Assignment	Position/Salary	Date
Beth Bertram-Stuck Burroughs	Clerk Typist I $14,480.00/yr.	01-11-99
Catherine Bono Ins. & Risk Mgmt.	Account Clerk II $26,000.00/yr.	02-01-99
Caritisha Brooks School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Earlene Grant School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Lisa Gross School Nutrition	Food Service Manager Trainee $9.04/hr.($12,086.48/yr.)	01-06-99
Kimberly Lacy 38th	Clerk Typist I $14,480.00/yr.	01-11-99
Jacqueline McFadden School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Regina Nash School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Adina Santiago Starms Disc. Lrng. Ctr.	Clerk Typist I $14,480.00/yr.	02-01-99
Lavenia Shorter School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Audrey Stephens-Armstrong School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Althea Thompson Hawthorne	Clerk Typist I $14,480.00/yr.	01-19-99
Theofilos Tselentis School Nutrition	Food Service Manager Trainee $9.04/hr.($12,086.48/yr.)	01-06-99
Lawrence Whitehurst School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Ladonna Wright School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99

PROMOTIONS

Suzanne Andrysczyk Bell	Food Service Manager V $24,042.29/yr.	01-04-99
Raymond Benner Technology	Resource Specialist $55,167.84/yr.	01-11-99

Paula Chartier 37th	Food Service Manager I $14,969.31/yr.	02-01-99
Michael Cooper Ins. & Risk Mgmt.	Secretary 3 $28,059.00/yr.	01-11-99
Kim Fahringer 81st	Food Service Manager I $15,854.70/yr.	01-08-99
Javier Figueroa Technology	Programmer/Analyst $39,827.06/yr.	11-30-98
Cheryl Fuhrman MacDowell	Food Service Manager II $16,597.90/yr.	01-06-99
Mary Gabelbauer Lloyd	Food Service Manager II $15,706.99/yr.	01-12-99
Carolyn Munkwitz Stuart	Food Service Manager I $15,304.62/yr.	01-22-99
Deanna Scholz 37th	Food Service Manager I $15,304.62/yr.	01-22-99
Rita Wade School Nutrition	Food Service Manager Trainee $9.57/hr.($12,795.09/yr.)	01-06-99

CHANGES IN STATUS

Liana Anderson Community Recreation	School Secretary I $25,340.12/yr.	02-08-99
Ray Brown School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Angela Clayton School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Maria DeLuna School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Linda Drickhamer Pulaski	Food Service Manager IV $22,703.53/yr.	01-12-99
Leyda Feria School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Eileen Hersch Small Comm. Schools	School Secretary I $25,340.12/yr.	02-01-99
Jason Lamberton Marshall	Handicapped Children's Assistant $13,050.82/yr.	01-07-99
Lashaun Mosby School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Edward Peterson School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Tyrone Ward School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99

Approval of Certificated Appointments — Teachers

Code	Teachers — Schedule 01	Division	Salary	Yrs/Exp. Credit	Start Date
nr	Robert P. Beckmann Elementary Education	B	$28,629	2	1/19/99
r	Michelle A. Corrigan K-9	B	$26,732	0	1/25/99
r,a	Susan E. Crocker L.D.	C	$30,818	1	1/4/99
r,a	Lisa M. D'alessio-Lenczner PreK-3	BB	$30,021	2	1/5/99
nr	Tanya N. Downing L.D.	B	$26,732	0	11/2/98
nr	Mary K. Duncan Speech Pathologist	B	$26,732	0	1/4/99
r	Kimberly J. Dunn Upper Elementary	B	$26,732	0	1/22/99
nr	Sarah L. Fahl Elementary Education	B	$26,732	0	1/25/99
r	Michael D. Gaatz Gr 1-9	B	$26,732	0	1/25/99
nr	Malisa G. Garlieb Upper Elementary	B	$26,732	0	1/25/99
nr	Elizabeth G. Gauger L.D./E.D.	C	$30,103	0	1/25/99
r	Ricki J. Graettinger C.D.	B	$27,365	1	1/4/99
r	Cher N. Gunderson Speech Pathologist	B	$26,732	0	1/6/99
r	Lynn J. Gutchewsky Elementary Education	B	$26,732	0	1/25/99
r	Heather E. Haffner Upper Elementary	B	$26,732	0	1/25/99
r	Cheryll A. Handley-Beck E.D./L.D.	B	$26,732	0	1/4/99
r	Sharon L. Heffelfinger PreK-3	B	$26,732	0	1/25/99
nr	Gregory A. Hendricks Tech Ed	B	$26,732	0	1/25/99
r	Tricia L. Jahn PreK-8	B	$26,732	0	1/4/99
r	Sandra L. James E.D.	B	26,732	0	1/15/99

nr	Theresa A. Kamenick Speech Pathologist	C	$30,103	0	1/20/99
nr	Karen L. Krieger PreK-3	B	26,732	0	1/25/99
r,b	Elizabeth A. Lama C.D.	BB	44,021	23	1/25/99
r	Sarah E. Lipek Upper Elementary	B	$26,732	0	1/19/99
r	Sarah J. Moen Upper Elementary	B	$26,732	0	1/19/99
r	Jacquelyn Moga Upper Elementary	B	$26,732	0	1/25/99
r	JoAnn E. Ninham Indian History	B	$26,732	0	1/25/99
nr	Kwaku Oppong PreK-6	B	$26,732	0	1/20/99
r	Brenda L. Peters Gr 1-9/Spanish	B	$26,732	0	1/25/99
r	Justina E. Petrovic Elementary Education	B	$26,732	0	1/25/99
r	Cynthia A. Purdy Upper Elementary	B	$26,732	0	1/25/99
r	Susan Radomski C.D.	B	$26,732	0	11/4/98
r	Jill A. Sauer ESL	B	$26,732	0	1/4/99
r	Brian J. Seegers Biology	B	$26,732	0	1/25/99
r	Alysia A. Stewart Upper Elementary	B	$26,732	0	1/4/99
r	Laura A. Thom PreK-6	B	$26,732	0	1/11/99
r	Dorothy M. Walker Speech Pathologist	C	$30,103	0	1/20/99
r	Kelli M. Wiest Art	B	$26,732	0	1/22/99
r	Victoria E. Wortham Grades 1-9	B	$26,732	0	1/25/99
r	Carrie A. Yanko ESL	B	$26,732	0	1/19/99
nr	Heidi L. Zaner PreK-3/EC:EEN	B	$26,732	0	1/25/99

Code	School Psychologists — Schedule 05	Salary	Yrs/Exp. Credit	Start Date
nr	Stephen L. B. Sinclair	48,519	7	1/4/99

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

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to January 22, 1999:		
Richard Falk	Marshall	September 18, 1998
Judithann LaMarre	Emerson/Victory	January 4, 1999
Maureen Lipton	Lincoln Avenue	January 15, 1999
Faye Ellen Thom	Forest Home	September 25, 1998
Illness Leave, to June 14, 1999:		
Roselyn Clipps	Special Services Center	October 22, 1998
John Derdzinski	Hamilton	January 21, 1999
Conroy Hobson	Engleburg	January 4, 1999
Cynthia Jones	Congress	June 21, 1998
Kathleen Kaufman	Technology	May 18, 1998
James Martel	Washington	January 25, 1999
Wilbur Parry	Madison	August 25, 1998
Andreja Stevens	Granville	August 25, 1998
Thomas Taylor, Jr.	Granville	January 25, 1999
Maternity Leave, to June 14, 1999:		
Rebecca Davidson	Custer	April 14, 1999
Andrea Davis	Pierce	December 15, 1998
Tammie Feiner	Kluge	February 10, 1999
Patricia Karpfinger	Muir	May 4, 1999
Karen Martens	Riley	March 31, 1999
Beth Neustifter	Sholes	January 11, 1999
Personal Leave, to June 14, 1999:		
Patricia Doherty	Clemens	March 15, 1999
Julie Slightam	Milw. German Immersion	April 12, 1999
Crystal Thompson	Day-to-Day	August 25, 1998
Cynthia Zuknik	Audubon	January 25, 1999
Extension of Illness Leave, to June 14, 1999:		
Lauren Aiello	Leave	January 25, 1999
Maceo Allen	Leave	January 25, 1999
Tim Goss	Leave	January 25, 1999

Alice Jorgensen	Leave	January 25, 1999
Thomas Scharnek	Leave	January 25, 1999
Norman Skurnick	Leave	January 25, 1999
Faye Ellen Thom	Leave	January 25, 1999

Extension of Maternity Leave, to June 14, 1999:

Victoria Sanchez	Leave	January 25, 1999

Extension of Study Leave, to June 14, 1999:

Karen Vande Hey	Leave	January 25, 1999

CURTAILMENT OF LEAVE:

Doretha Asantewaah	Rescinded her sabbatical leave that was granted from August 25, 1998, through June 14, 1999.
Marilyn Meyerhofer	Rescinded her personal leave that was granted from August 25, 1998, through June 14, 1999.
Tracy Paulson	Rescinded her child-rearing leave that was granted from August 25, 1998, through June 14, 1999.
Lesley Scheibach	Rescinded her personal leave that was granted from August 25, 1998, through June 14, 1999.
Crystal Thompson	Rescinded her personal leave that was granted from August 25, 1998, through June 14, 1999.

Report on Resignations

Name	Position	Effective Date
Karen A. Allen-Topel	Teacher	01-22-99
Eric R. Anderson	Teacher	06-14-99
Tracy Anderson	Teacher	12-18-98
James R. Belland	Teacher	08-28-99
Charlotte S. Blumenfeld	Teacher	01-22-99
Jodi Brown	Teacher	01-22-99
Cora O. Coleman	Supervisor	01-04-99
Jeanette E. Coleman	Teacher	06-14-99
Voncile P. Crowe	Teacher	06-14-99
Austin T. Dumas	Teacher	06-14-99
Virginia R. Grishaber	Teacher	06-14-99
Jill Hatch	Teacher	01-07-99
Robert E. Heup	Teacher	06-14-99
Margie J. Hill	Teacher	01-22-99
Bill Jones	Teacher	01-22-99
Stephanie Kasper	Teacher	06-14-99
Robert E. Kreilkamp	Principal	02-06-99
Edna M. Lewis	Counselor	06-14-99
Sally A. Lindner	Teacher	01-24-99
Manulita G. McClellan	Teacher	01-29-99

Robin L. Nehring-Brodie	Teacher	01-25-99
Sandra M. Pelikan	Teacher	01-25-99
Amy Peterson	Teacher	01-08-99
Michael W. Rodee	Teacher	06-14-99
Terrance E. Ronsman	Teacher	06-14-99
Kenton W. Schmidt	Teacher	06-14-99
Andrea Sheridan	Teacher	01-22-99
Andreja F. Stevens	Teacher	12-07-98
Jane E. Thoma	Teacher	06-14-99
Jerome Turman	Teacher	01-11-99

Affirmative Action Report

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

Committee Recommendations

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

* * * * *

(Item 3) Consideration and Possible Action with Respect to the Deloitte & Touche Year-end 1998 Audit Report: Y2K Letter and on a Report from the Administration Regarding Preparedness for Y2K

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

Administration's Report

1. At its meeting on January 19, 1999, the Finance and Personnel Committee requested that the Administration provide a report on the Year 2000 issues and the impact on Milwaukee Public Schools. The Administration's report follows.

2. Attention to Y2K issues has accelerated and intensified as the millennium nears. Millions and millions of both dollars and hours have been invested worldwide to avoid anticipated calamities. Responses range from denial and avoidance to prophecies of doom, all of which are fueling litigation opportunities.

3. Reports, books, and conferences addressing Y2K abound. Among the reference documents being used by MPS are:

- Squashing the Millennium Bug: A Year 2000 Compliance Guide for Elementary/Secondary Schools and School Districts, U.S. Department of Education and Council of Great City Schools, (January, 1999); and
- Countdown 2000: A Handbook for Local Governments and Schools in Wisconsin, State of Wisconsin Department of Administration, (December, 1998).

The Milwaukee Public Schools district administration has been systematically addressing the resolution of potential problems created by Y2K since late 1995. While the Administration is concerned about the potential for problems, it believes the problems resulting will be nominal and manageable. Therefore, steady and reasoned responses are emerging and minimizing MPS's risk. Federal, state, and local governments, agencies, businesses, utilities, and individuals are actively engaged in efforts to minimize adverse situations that may occur and affect their respective areas of responsibility. The universal nature of the dilemma has resulted in no clear agenda to address all the possible problems that may result.

4. Our approach is to consider the following major categories:

   - Major external systems. Examples include utilities (electric, gas, water, communication systems), banks, state and federal agencies, etc.
   - Communication System for Community Leaders. Creating an independent communication system for community leaders (county, city, school district senior staff, etc.) to communicate with each other in the event of disruptions to service from major external systems.
   - District systems. Examples include technology-based management systems (personnel, student, etc.), technology-based mechanical systems (heating, security, access control, etc.), district networks (voice, video and data), and links to external entities (food service providers, transportation providers, IRS, Social Security, etc.)
   - School-based systems. Examples include emergency preparedness to serve Milwaukee citizens, technology-based instructional management systems, etc.

5. Major External Systems

If there is a failure of major external systems, it will create significant pressure on the entire community. One action being taken is a possible modification of the winter recess, which is being considered as part of the 1999-2000 school calendar negotiations. Shifting the date on which school resumes to later in the week could minimize or eliminate any potential problems. Another is to have senior staff and other designated personnel on duty during the millennium transition.

Additionally, many of our schools may become shelters for community residents. Designated staff will be able to focus upon meeting immediate needs and restoration of services.

It is more likely that major external systems will not fail. Concentrated efforts by officials at all levels are directed toward continuation of services. If there are disruptions to service, they are likely to be short-lived.

6. Communication System for Community Leaders

MPS staff will continue working with other community agencies and organizations to put contingency plans in place. The most critical system that will be addressed with added investment is communication. Community leaders must have the ability to interact using failsafe communication systems. This will enable the mobilization of intervention strategies in a coordinated manner, if needed.

A summary description for this system will be provided to Board members during late summer. This system and related planning will be useful for Milwaukee beyond the Y2K situation: Services have been disrupted due to major storms. While such disruptions tend to be short-lived and localized, schools have provided emergency service for the community during times of need.

7. District Systems

   - Technology-based management systems.

     The district has participated in systematic efforts to identify Y2K issues in computer management systems that are used throughout the district. This was one factor which motivated investiment in the replacement of the Human Resources' Payroll Management System, for example. Steady progress has been made developing the new system, with district-wide implementation scheduled for fall 1999.

     The new School Management System will be piloted in many schools this spring. Full implementation across the district will not be achieved before January 1, 2000; therefore, extra effort is being invested in making only the necessary functional components of the existing system compliant.

Transportation scheduling software is being replaced to avoid Y2K compliance problems.

The existing system used to manage records for special education students is obsolete and should be replaced. It is not Y2K-compliant, and extra effort is being invested in making the existing system compliant. Planning to replace the existing system before 2002 is underway.

Essential financial management systems are being reviewed and will be compliant before January 1, 2000. Some systems are scheduled for replacement within the next two to three years.

- Technology-based mechanical systems.

  Mechanical systems throughout the district have been reviewed for Y2K compliance. Some cost will be incurred to create a failsafe communication system for district leadership. Some access control systems which are not Y2K-compliant are scheduled for timely replacement.

  Many other systems have manual overrides that will be used in the event of a technology failure. Review of procedures with appropriate staff will take place on a scheduled basis prior to December 1999.

  Purchase orders for new emergency power generators are being prepared. Testing and operation of existing emergency power generators are also scheduled to be completed prior to December 1999.

- District networks.

  Recent investments in network systems have begun to minimize district exposure to Y2K problems. Major system servers and mainframe systems are already compliant. Deployment of new network systems will also reduce district problems with compliance. All secondary schools and some elementary schools will have complete Y2K-compliant network systems before January 1, 2000. Final contract negotiations regarding scheduling of work with network installation contractors will enable us to identify which schools may need alternate communication back-up systems to avert Y2K problems.

  Existing telephone systems are also scheduled for replacement. Final contract negotiations regarding scheduling of work with telephone switch installation contractors will enable us to identify which schools may need alternate communication back-up systems to avert Y2K problems.

- Links to external entities.

  Ensuring that bus drivers for school buses will be available if school resumes on Monday, January 3, 2000, is expected to be problematic. Shifting the first student attendance day to later in the week is expected to minimize or eliminate this potential disruption to service.

  Perishable commodities carried over the winter recess will be minimal. Extra days available for restocking will help ensure a normal resumption of service for students.

  MPS is making provisions to store transactions that are normally transmitted to external groups (IRS, Social Security Administration, Department of Public Instruction, etc.) in the event that the external group is unable to receive records from MPS.

  Y2K readiness has been solicited from businesses with major MPS connections as a part of our due diligence effort.

8. School-Based Systems

   - District Operations/Emergency shelters.

     Several schools have been designated as emergency shelter locations for the community. The Department of School and Community Services will coordinate communication with

designated schools so that, if there is a need to open their doors to the community as emergency shelters, their response plans will be current, and our responses will be organized and effective. This plan will also include other district-wide needs related to emergencies.

- Locally developed/selected software applications.

  A myriad of applications has been developed within many individual schools. Some of these applications will be Y2K-compliant, while many will not. District resources have had to target major systems. Additionally, many schools have purchased application software over the years, some of which is known not to be Y2K-compliant. We will try to help schools recognize and resolve individual software problems, but most problems of this nature will have to be addressed by the individual(s) and/or companies that were part of the initial design or implementation.

- Workstations and operating systems.

  Guides to assist schools with testing their computers for Y2K compliance will be provided to schools. We will also develop teams of trained MPS students and college students to assist individual schools with conducting Y2K compliance testing. An inventory will be taken in conjunction with this process.

* * * * *

(Item 4) Action on Resolution 9899R-105 by Directors Braun, Fisher, Hardin and Thompson Regarding the Naming of the New Metcalfe Park Community Center

Background

At its meeting of January 27, 1999, the Board referred the following Resolution 9899R-105 by Directors Braun, Fisher, Hardin, and Thompson to the Finance/Personnel Committee:

WHEREAS, The Neighborhood Improvement Development Corporation (NIDC), in conjunction with Milwaukee Public Schools and the Boys and Girls Club, is developing a new community facility between North 33rd and 35th Streets on North Avenue in the Metcalfe Park neighborhood; and

WHEREAS, This new facility will house a K-4 through Grade 8 Milwaukee Public School and a new Metcalfe Park Branch Boys & Girls Club; and

WHEREAS, MPS has allocated $5,030,000 to the project and NIDC is seeking $4,000,000 from local foundations, corporations, individuals, and other units of government; and

WHEREAS, NIDC is constructing the entire facility with the school being designed and built to MPS specifications; and

WHEREAS, The Todd Wehr Foundation has agreed to contribute $600,000 to the project; and

WHEREAS, The Todd Wehr Foundation has requested that the entire complex be named the Todd Wehr Community Metcalfe Park Center; and

WHEREAS, Ralph Metcalfe was a prominent African-American graduate of Marquette University who went on to win Gold, Silver, and Bronze medals at the 1932 and 1936 Olympics and was a member of Congress representing Illinois from 1971 until his death in 1978; and

WHEREAS, The Metcalfe Park Residents Association has endorsed naming the new facility the Todd Wehr Metcalfe Community Center and has requested that the school be named the Ralph H. Metcalfe Neighborhood School; now, therefore be it

RESOLVED, That the Milwaukee Board of School Directors support naming the facility the "Todd Wehr Metcalfe Community Center"; and be it

FURTHER RESOLVED, That Milwaukee Public Schools name the new school to be constructed as a part of this facility, the "Ralph H. Metcalfe Neighborhood School."

Administration's analysis

1. At its meeting of May 27, 1998, the Board approved in concept the development of a joint-use school/community center with the Boys and Girls Clubs, to be located between 33rd and 35th Streets and North Avenue, adjacent to Metcalfe Park; and

The Board also authorized the Administration to proceed with the planning of the project and negotiations required to develop an Intergovernmental Cooperation Agreement for consideration by the Board, with the understanding that the funding required to implement this project is to come from sources other than those presently identified for the implementation of the current capital plan.

2. At its meeting of September 23, 1998, the Board authorized a number of changes in elementary attendance areas. Included were changes to create a new attendance area for the new school at this complex.

3. During the past several months, the Administration has continued with the planning and design of the facility with the City and the Boys and Girls Clubs. In addition, discussions relative to the operating and construction agreements have progressed to the level that the City Attorney will be drafting the appropriate documents. Naming of the school and community center is appropriate at this time.

4. The Administration has reviewed the request and would concur in naming the school after Ralph H. Metcalfe.

Strategic plan compatibility statement

5. The recommendation is consistent with Board Goal 2, MPS — Milwaukee's First Choice of Schools, Objective (2.3) to increase the number of children choosing neighborhood schools.

Statute, board policy or rule statement

6. The recommendation is consistent with Board Policy 5.01 (6) relative to naming of school facilities. The name complies with all of the requirements contained in the policy.

Fiscal impact statement

7. The recommendation will have no fiscal impact since this facility is new.

Implementation and assessment plan

8. The new facility is scheduled to be completed by September 2000.

Committee RecommendationS

Your Committee recommends that the Board:

- Endorse and support the naming of the new community center as the Todd Wehr Metcalfe Park Community Center.
- Approve the naming of the new school, which will be part of the new community center facility, as the Ralph H. Metcalfe School.

* * * * *

(Item 5) Report Regarding the Compensation of Parent Coordinators

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

Background

At its January 19, 1999, meeting, the Finance/Personnel Committee requested that the administration prepare a report relative to the parent coordinator position. Specific information requested included:

- Job Responsibilities
- Job category of parent coordinators

- Bargaining unit representing parent coordinators
- Salary schedule and salary paid to parent coordinators
- Benefits provided to parent coordinators
- Number of hours worked by parent coordinators
- Funding sources used to pay parent coordinators
- An explanation of how a parent coordinator can represent to make less than $10,000 and at the same time make the comment that he/she is making $7.90 per hour.

Administration's Report

1. The Department of Educational Services is in the process of responding to Resolution 9899R-012 by Director Hardin regarding parent coordinator funding. A committee was established to review job descriptions, compensation, and funding. The committee surveyed schools relative to tasks which are assigned to parent coordinators, as well as level of compensation. On April 20, 1998, the Administration presented a preliminary analysis at the Innovation/School Reform Committee meeting and is preparing a response to Director Hardin's amended resolution.

2. Analysis of the school surveys revealed that parent coordinator functions are performed by parent assistants who are employed through the Greater Milwaukee Education Trust's Empowerment Program and by parent coordinators who are employed as educational assistants by the school district.

3. In order to best meet the needs of their students and school programs, schools have exercised flexibility and discretion when assigning duties to parent coordinators.

4. Information relative to the Greater Milwaukee Education Trust's Empowerment Program parent assistants is provided below:

Job Responsibilities:

- — Call parents regarding student attendance (help with attendance)
- — Visit homes of incoming students
- — Recruit parent volunteers
- — General office duties
- — Match volunteers with teacher requests, e.g., classroom tutors, home projects, library helper, field trips
- — Oversee and update volunteers' schedules as needed
- — Compile volunteer data (monthly volunteer hours)
- — Help organize parent activities, educational programs, etc
- — Help to establish parent groups
- — Help to train volunteers
- — Work in conjunction with school social worker on attendance referrals
- — Help with the implementation and design of an incentive program based on student improvement of attendance, attitude, and achievement
- — Promote volunteer involvement through PTA/PTSA, Title I, school committees, open houses, orientation events, family nights, etc
- — Attend and arrange for volunteer training through the Greater Milwaukee Education Trust
- — Lunch room duties

— Call students' homes regarding habitual tardiness and truancies

— Other duties as assigned by the Empowerment Program coordinators, school principal or his/her designee.

Additional Information:

The Greater Milwaukee Education Trust's Empowerment Program parent assistants are not listed on a salary schedule. Parent assistants receive $7.70 per hour, but no benefits. They are not represented by a bargaining unit. The number of hours per day vary from school to school, depending upon the needs of the school. Board funds, Title I funds, and/or P-5 funds are used to pay these salaries.

5. Information relative to Milwaukee Public Schools' educational assistants parent coordinators is provided below:

Job Responsibilities:

— Meet with principals, teachers, and other school personnel to discuss strategies for improving school-family partnerships

— Develop a plan to involve parents in the school

— Under the direction of the principal or designee, send out communications to families informing them of events and inviting them to meetings/activities

— Under the direction of the principal or designee, plan and hold ongoing activities that attract parents/families to the school

— Develop and conduct training for parents/families that will enable them to work more effectively with their children in order to raise achievement

— Read literature that broadens self-awareness on effective strategies for working with parents. Use strategies for training and dissemination to parents/families

— Read administrators' bulletins to keep abreast of upcoming events and district activities to present to parents

— Keep a log of all parent/family activities that take place in the school, including meetings and activities initiated by PTA/PTO and other groups

— Work with school authorities to ensure that adequate space and other resources are available to create a comfortable environment for parents/families

— Collect children's clothes, toys, and other items that children and parents may need (as appropriate)

— Develop and maintain a database of all parents/families in the school

— Call parents to personally invite them to participate in their children's schooling

— Work with parents to maintain high attendance

— Other duties as assigned by school principal.

Additional Information:

Staff members who are educational assistants (either general or paraprofessional) perform the functions of the Milwaukee Public Schools' parent coordinators / parent group leaders are performed by Educational assistants appear on Salary Schedule 04. With the recently negotiated contract, general educational assistants receive a salary ranging from $8.63 to $9.89, and paraprofessionals receive a salary ranging from $12.24 to $13.57 per hour.

Based on these hourly rates, an MPS general educational assistant working 35 hours per week receives a yearly salary of $11,297 to $12,946, and an MPS paraprofessional receives a yearly

salary of $16,022 to $17,763. These salary rates are negotiated through collective bargaining with the Milwaukee Teachers' Education Association (MTEA). Hours worked in addition to the 7-hour day are compensated according to the negotiated contract. In addition, educational assistants who work twenty (20) hours or more receive a full benefits package that includes Board paid health, dental, vision, and life insurance, sick leave, and city pension. Board funds, Title I funds, and/or P-5 funds are used to pay these salaries.

6. In response to the question raised at the January 19, 1999, committee meeting, calculations explaining how a thirty-five (35) hour educational assistant/parent coordinator earning $7.90 per hour (under the previous contract) can receive an annual salary less than $10,000 are provided below:

Under the previous contract with the MTEA, an MPS general educational assistant working 7 hours per day/35 hours per week/187 days per year at the beginning hourly salary rate of $7.90 would have a gross annual salary of $10,341. In addition, the educational assistant would receive an average of $9,369 per year in health and dental insurance benefits and be entitled to compensation for hours worked over seven.

If the general educational assistant worked full-time for 12 months, he/she would receive $16,432 gross salary, plus fringe benefits averaging $9,369.

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(Item 6) Action on a Recommendation to Establish a District-wide Committee for Developing a Code of Student Conduct for Classroom Behavior, in Compliance with Wis. Stats. 120.13 (1) (a)

Administration's Analysis

1. A new state law was enacted on July 1, 1998, pertaining to a code of conduct for classroom behavior. The new law, contained in Wisconsin State Statute 120.13(1)(a), indicates that, prior to the 1999-2000 school year, the Board of School Directors must adopt a code of classroom conduct subject to federal law procedural safeguards for children with disabilities. Currently, the district's student behavior expectations, as published in the Parent/Student Handbook on Rights, Responsibilities, and Discipline, serve as the base for developing a code of classroom conduct.

2. The newly enacted law calls for the following:

   a. The code shall be developed in consultation with a committee of school district residents that consists of:

      - Parents
      - Pupils
      - Members of the School Board
      - School Administrators
      - Teachers
      - Pupil Services Professionals
      - Other residents appointed by the Board

   b. The code of student conduct for classroom behavior may provide different standards of conduct for different schools and may provide for additional student placement options for the principal or designee.

   c. The code shall also include all of the following:

      - A specification of what constitutes dangerous, disruptive, or unruly behavior or behavior that interferes with the ability of the teacher to teach effectively under the removal law.
      - Any grounds in addition to those above for removal of a student from the classroom.

- The procedures for determining the appropriate educational placement of a student who has been removed from the classroom and assigned a different placement by the principal or designee.
- A procedure for notifying the parent or guardian of a minor student who has been removed from class under this law.

d. Beginning August 1, 1999, a teacher may remove a student from the teacher's classroom if the student violates the code of student conduct for classroom behavior adopted by the Board.

e. The principal has the following options regarding the disposition of students sent to the principal or designee:

- An alternative education program as defined by law
- Another classroom in the school or another appropriate placement in the school, as determined by the principal or designee
- Another instructional setting
- The classroom from which the student was removed, if — after weighing the interests of the removed student, the other students in the classroom, and the teacher — the principal or designee determines that re-admission to the classroom is the best or only alternative.

3. The code of student conduct for classroom behavior and the work of the district-wide Committee for Safe Schools should be incorporated in the district-wide School Safety Plan currently being developed by the Administration.

4. Timeline for Implementation:

- February 1999 .....Committee Established
- March-April 1999 .....Committee Meetings
- May 1999 .....Board Adopts Code
- June-July 1999 .....Code included in the Parent/Student Handbook on Rights, Responsibilities, and Discipline
- August 1999 .....Implementation

Strategic Plan Compatibility Statement

5. The establishment of a district-wide Discipline Committee to develop a code of student conduct for classroom behavior is compatible with the MPS Strategic Plan's Board Goal 1, Objective (1.7), to ensure a safe and orderly academic environment conducive to learning.

Statute, Board Policy or Rule Statement

6. The establishment of a Discipline Committee for the purpose of developing a code of student conduct for classroom behavior is in accordance with Wisconsin State Statute 120.13(1)(a). Revisions to Board Policy 8.28 on student discipline will be necessary. Revised policy language will be submitted to the Board in May 1999.

Fiscal Impact Statement

7. A fiscal impact statement, if needed, will be presented as part of the Discipline Committee's report to the Board in May 1999.

Implementation and Assessment Plan

8. An assessment plan will be developed by the Discipline Committee.

Revised policy language will be submitted to the Board for review and approval in May 1999.

The approved policy will be included in the Parent/Student Handbook on Rights, Responsibilities, and Discipline for implementation in the 1999-2000 school year.

Committee Recommendation

Your Committee recommends that the Board authorize the Superintendent to establish a Discipline Committee per Wisconsin State Statute 120.13(1)(a) to recommend revisions to Board Policy 8.28 on student discipline to include a code of student conduct for classroom behavior.

* * * * *

(Item 7) Action on a Request for Authorization to Dispose of Property for the Widening of Forty-third Street

Administration's Analysis

1. Milwaukee County has informed the Administration that it has approved a project for the reconstruction of North 43rd Street from West Mill Road to West Good Hope Road. This project will widen North 43rd Street to four lanes (two per direction) separated by a 14-foot-wide grass median, with a new sidewalk on both sides of the street between West Green Tree Road and West Good Hope Road and new curbs and gutters. The project is scheduled to begin in the spring of 1999.

2. The playground area at Nathaniel Hawthorne Elementary School, located at 6945 N. 41st Street, abuts the proposed project at the west end of the school site. The playground is currently separated from North 43rd Street by a fence, a continuous row of trees, and approximately 72 feet of grass from the fence line to the existing shoulder of the road. There is no sidewalk in this area and one pedestrian walkway from North 43rd Street to the playground. There is no direct vehicular access to the school site from North 43rd Street.

3. In order to construct the proposed improvements, the County needs to acquire twelve feet of MPS property along a portion of North 43rd Street, as shown on the attached plan. In addition, it will need a five-foot temporary limited easement along our entire property in this same area during the construction process.

4. An appraisal for this strip of land has been received and reviewed by the Department of City Development's Real Estate Agent, as well as the Ogden Company that is on retainer by the district. After negotiations, a final price of $7,300 has been arrived at for the 12-foot strip of land and the five-foot temporary limited easement.

5. The current usage of our site will not be affected by the acquisition. The project will provide for better drainage with the new curb and gutter, allow for better pedestrian access to our site by the installation of the sidewalk, and provide for a safer street with the addition of the median.

Strategic Plan Compatibility Statement

6. The proposal is consistent with the Board Goal 2, Objective 2.6, to maintain, update, and improve MPS buildings and facilities to implement goals and objectives.

Statute, Board Policy or Rule Statement

7. The Administration's recommendations are consistent with Board Policy 5.01 regarding the disposition of surplus school property and Wisconsin State Statutes 119.16(1M) and 119.16(3).

Fiscal Impact Statement

8. The sale of this portion of property, along with the granting of the temporary limited easement, will result in $7,300 of unanticipated revenue, which will be placed into the Construction Fund and utilized to accomplish additional facility needs.

Implementation and Assessment

9. Upon approval by the Board, the City Real Estate Agent will prepare and execute the appropriate documents, and the funds received will be placed into the Construction Fund.

Committee Recommendations

Your Committee recommends that the Board:

- Authorize the sale of a twelve-foot strip of property adjacent to the Nathaniel Hawthorne School at a cost of $7,300;
- Grant a five-foot temporary limited easement associated with the construction of this street project;
- Authorize the City Real Estate Agent to take whatever actions are necessary to execute the appropriate documents.

* * * * *

(Item 8) Action on Recommended Administrative Appointments and Promotions

Committee Recommendation

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

2(r)	Stephanie Zollicoffer	Assistant Principal Malcolm X Academy	Schedule III, Range 11Z $47,227
5(r)	Erica Jasna	Assistant Recreation Supervisor Sports for the Challenged/MPS Special Olympics, Department of School/Community Services	Schedule III, Range 4A $37,213
2(r)	Nancy Moore	Board Information Officer Office of Board Governance	Schedule III, Range 10A $75,972
5(r)	Lynne A. Sobczak	Board Staff Assistant Office of Board Governance	Schedule III, Range 8A $69,572

* * * * *

On the motion of Director Braun the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

REPORTS OF SPECIAL COMMITTEES

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

Director Small moved to accept the reports of the Independent Hearing Panel of January 26, January 28, January 29, February 1, February 2, February 3, February 4, February 5, February 9, February 10, February 11, February 12, and February 18, 1999.

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

Ayes—Directors Braun, Gardner, O'Neil, Small, Thompson and President Fisher—6.

Noes—Directors Hardin and Todd—2.

* * * * *

RESOLUTIONS

Resolution 9899R-117

By Director Small:

WHEREAS, Success in elementary school is critical to providing a sound foundation for learning in middle and high school; and

WHEREAS, MPS has a number of top-performing elementary schools which consistently show above-average gains in student achievement from year to year; and

WHEREAS, Many of these top-performing schools deal with students who face the same social and economic hardships as students at other less well performing schools; and

WHEREAS, Many of these top-performing schools achieve their gains in student achievement without unique or unusual programs and with the same funding as the less well performing schools; and

WHEREAS, A recent article in the *Milwaukee Journal Sentinel* attempted to identify some of the characteristics of these top-performing schools, including stable, strong teaching staffs; a strong team spirit among staff members; strong leadership; consistency and focus; strong parental involvement; frequent monitoring of student performance; good staff development; and good classroom work; and

WHEREAS, Schools identified as top-performing by the *Journal Sentinel*, Board members and the district's Accountability Report include Auer Avenue, Brown Street, Clarke Street, Samuel Clemens, Garden Homes, Hawley Environmental, Kagel, Byron Kilbourn, Dr. Martin Luther King, Jr., Lee, Golda Meir, Neeskara, Parkview, Pierce, Siefert, West Side Academy, Twenty-first Street, Thirty-eighth Street, Kluge, Keefe Avenue, Maryland Avenue, Bruce, Longfellow, Granville, Garfield Avenue, Green Bay Avenue and Wheatley Elementary Schools; and

WHEREAS, In addition to MPS schools, there are many private schools, such as Marva Collins, successfully serving the same population as MPS schools; and

WHEREAS, MPS can build on success and improve student learning by providing for the replication of the characteristics of top-performing schools across the district; now, therefore, be it

RESOLVED, That the Board direct the Superintendent to identify the characteristics of top-performing elementary schools; and be it

FURTHER RESOLVED, That the Board direct the Superintendent to prepare a plan to disseminate and replicate these characteristics among all schools in the district; and be it

FURTHER RESOLVED, That this study and plan be presented to the Innovation/School Reform Committee of the Board no later than four months after the adoption of this resolution.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-118

By Director Todd:

WHEREAS, MPS has a policy regarding criminal background checks for new employees; and

WHEREAS, Part-time employees must re-apply up to three times a year for seasonal recreational jobs for the summer, fall, and winter seasons; and

WHEREAS, Each re-application requires the returning person to again fill out a new criminal background investigation; and

WHEREAS, These repeated checks represent an unnecessary and prohibitive cost to the district; and

WHEREAS, This puts the returning people at a disadvantage over other employees already in the system and denies them equal protection and rights; and

WHEREAS, The State of Wisconsin, the Milwaukee Police Department, and the District Attorney provide up-to-date arrest and conviction information to all school systems on any current employees; now, therefore, be it

RESOLVED, That this practice of conducting criminal background checks beyond the scope of a new employee's initial employment cease; and be it

FURTHER RESOLVED, That the section of administrative policy 6.12 on background checks be eliminated for returning individuals; and be it

FURTHER RESOLVED, That, if a person comes back every year, he or she is and will be considered beyond the scope of initial employment relative to criminal background checks.

Referred to the Finance/Personnel Committee.

Resolution 9899R-119

By Director Todd:

WHEREAS, The MPS Board of School Directors is dismayed by the disturbing inequity in funding for middle schools; and

WHEREAS, One middle school, with a projected enrollment of 498 students, receives a total net allocation of $3,268,378 (or approximately $6563 per student), while a second middle school, with a projected enrollment of 537, receives $3,064,488 (or $5707 per student); and

WHEREAS, This funding fiasco exists because of the existing combination of methods used to fund middle schools, in that while there is finally a standardized per-pupil allotment, several other weighted formulas are added to this, resulting in a bias in funding; and

WHEREAS, Using the current school-size adjustment formula, one middle school, with a projected enrollment of 100 students, receives a total net allocation of $ 426,833, or $4,269 per pupil, while a second middle school, with a projected enrollment of 189, students receives $1,084,092, or approximately $5,476 per child; and

WHEREAS, This current system of funding favoritism only serves to promote the message that some MPS children are worth more than others; and

WHEREAS, One middle school, with a projected enrollment of 896 students, gets a school-size adjustment of $10,084 while another school, with 899 students (only three more pupils), receives only $2521, a difference of $7563, or $2521 per pupil; and

WHEREAS, This inequity of funding has, over time, turned MPS into a dual system of schools with those schools that have and those schools that have not; and

WHEREAS, Under the current allocation system, several of our middle schools that have specialty programs receive $0 for their programs, while other middle school specialty programs receive adjustments up to $180,000; and

WHEREAS, In trying to gradually correct these inequities, MPS has perpetuated this cycle of preferential treatment; and

WHEREAS, Due to woefully inadequate funding procedures, several MPS middle schools must rely on Title I funds to help run their schools, even though Title I categorical funds are intended to be supplemental funds; and

WHEREAS, In addition to losing a measure of their Title I funds, all of these impecunious middle schools have had to set aside a portion of their Title I funds for summer school programs; and

WHEREAS, A number of these middle schools that are miserably under-funded are also currently running with more than their allocated share of students and no additional funds; and

WHEREAS, There has been an apparent lack of concern regarding this issue, as evidenced by the conspicuous failure to do an analysis of the new middle school funding formulas and procedures; now, therefore, be it

RESOLVED, That The Administration develop a schema for equitably funding middle schools, to be included in the FY2000 budget; and be it

FURTHER RESOLVED, That this new budget address the distress factors listed above by providing, in chart form, the methods which will be employed to remedy the inequitable formulas, the over-enrollment of students, and the under-allotment of dollars for these needy middle schools.

Referred to the Strategic Planning and Budget Committee.

Resolution 9899R-120

By Director Todd:

WHEREAS, State Statute 66.293 requires local government units to pay the prevailing wage rate for single trade public works projects in excess of $30,000 and multiple trade public works projects in excess of $150,000; and

WHEREAS, Ordinance 309-25 of the City of Milwaukee establishes minimum wage provisions applicable to City contractors; and

WHEREAS, This City ordinance applies to all projects, not just those in excess of $30,000 or $150,000; and

WHEREAS, MPS policy requires the payment of prevailing wage rates for skilled tradespeople employed by the district, and the prevailing wage is paid by the Division of Facilities and Maintenance on public works projects; and

WHEREAS, MPS policy contains no provision similar to the City ordinance, with the result that prevailing wage rates are not required to be paid on public works contracts entered into by MPS entities other than the Division of Facilities and Maintenance; now, therefore, be it

RESOLVED, That MPS policy be amended to require the payment of prevailing wage rates on all MPS public works contracts.

Referred to the Finance/Personnel Committee.

Resolution 9899R-121

By Director Todd:

WHEREAS, Current law requires a multidisciplinary team to evaluate a child if there is reasonable cause to believe that the child has special educational needs; and

WHEREAS, In 1997, State Senator Alberta Darling and sixteen other legislators sponsored a bill to have the multidisciplinary team evaluate all children determined to have a learning disability as to each child's phonemic awareness and whether the child's lack of phonemic awareness contributed to the child's learning disability; and

WHEREAS, This bill was referred to the Wisconsin State Assembly: Committee on Education and a public hearing was held, but the legislative session ended without action; and

WHEREAS, State Senator Darling is expected to reintroduce this bill; and

WHEREAS, Phonics instruction is recognized as a key element in the teaching of reading as is evidenced by the new DPI requirements that all primary teachers of reading must prove that they have had instructional methods coursework including phonics instruction; now, therefore, be it

RESOLVED, That if a multidisciplinary team finds that a child has a learning disability, it must also evaluate that child's phonemic awareness and whether the child's lack of phonemic awareness has contributed to the child's learning disability; and be it

FURTHER RESOLVED, That Dr. Nash will develop an instrument for use by multidisciplinary teams to evaluate phonemic awareness and to determine whether a lack of phonemic awareness has contributed to the child's learning disability.

Referred to the Innovation/school Reform Committee.

Resolution 9899R-122

By Director Gardner

WHEREAS, The MPS Board should lead by example; now therefore be it

RESOLVED, That all MPS Board members take, no later than March 28, 1999, the MPS high school writing and mathematics proficiency exams required to graduate from MPS; and be it

FURTHER RESOLVED, That the original examinations and corrections and grades of Board members' exams be posted for public display in the front lobby of the Central Services administration building at 5225 W. Vliet Street no later than 5:00 PM, April 2, 1999.

Referred to the Accountability/Audit Committee.

Resolution 9899R-123

By Director Todd:

WHEREAS, Current law requires a multidisciplinary team to evaluate a child if there is reasonable cause to believe that the child has special educational needs; and

WHEREAS, The Center for Disease Control cites lead poisoning as one of the most common pediatric health problems in the United States today; and

WHEREAS, Conservative estimates suggest that one in five children in the City of Milwaukee may be lead-toxic; and

WHEREAS, Multiple studies report that children with blood-lead levels greater than 10mcg/dL are likely to have increased drop-out rates, greater reading difficulties, increased absenteeism, lower test scores, longer reaction time, poor hand-eye coordination, loss of intelligence, and hyperactivity; and

WHEREAS, The *Milwaukee Journal Sentinel* has cited a possible over-diagnosis of "attention deficit hyperactivity disorder" (ADHD) and questioned its cause, but, while health officials have said, "Lead could be the cause," without screening children for lead in their blood, tissue, and bones, no one really knows; now, therefore, be it,

RESOLVED, That the Administration determine the feasibility of adding lead screening/evaluation to the multidisciplinary team process; and be it

FURTHER RESOLVED, That the Administration seek an instrument for use by multidisciplinary teams to evaluate whether lead toxicity has contributed to a child's disability.

Referred to the Innovation/School Reform Committee.

Resolution 9899R-124

By Director Todd:

WHEREAS, In 1998, Milwaukee Public Schools (MPS) was awarded a grant of $1.45 million per year for three years, to support Community Learning Centers; and

WHEREAS, MPS has created 11 Community Learning Centers (CLCs) in city schools to provide MPS children with after-school educational support and enrichment services; and

WHEREAS, The enrichment programs at these CLCs are to address protective factors that will help children compensate for educational distress factors, thereby allowing them to better attend and learn; and

WHEREAS, These CLCs were designed to be a collaborative effort between parents, students, school, and community organizations; and

WHEREAS, These 11 CLCs are to serve as models out of which "effective practices" could be identified and integrated into other CLCs; and

WHEREAS, Each of the 11 CLCs receives up to $122,000 per year from this grant and is required to be open to the community during non-school hours at least a minimum of five days per week, three hours per day, on a year-round basis; and

WHEREAS, The CLC governance structure is one of "participatory management" that involves collaborative decision making among major stakeholders in the CLCs, including the school, families, and the community; and

WHEREAS, Several other funding resources for CLCs have been identified, including 21st Century CLC Funding; Safe and Sound, Inc. Funding; Community Development Block Grant Funding; and Fighting Back, Inc. Funding; and

WHEREAS, The process for bidding, evaluating, and awarding contracts needs to be clear to potential vendors; and

WHEREAS, Questions have arisen regarding the oversight and evaluation of these CLCs; and

WHEREAS, Contracts for CLCs run from September 1st through August 31st and must be evaluated annually; now, therefore, be it

RESOLVED, That the Office of Board Governance – Audit Services be directed to perform an audit to examine and report on the extent to which existing programs have met CLC program objectives; and be it

FURTHER RESOLVED, That the audit examine and report on the CLC program funding (sources and uses) and the process used to solicit and award CLC contracts.

Referred to the Accountability/Audit Committee.

The Board adjourned at 7:40 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 23, 1999

Special meeting of the Board of School Directors called to order by President Fisher at 6:33 PM.

Present—Directors Braun, Small, Thompson, Todd and President Fisher—5.

Absent and excused—Directors Gardner, Hardin and O'Neil—3.

Vacancy on Board—1.

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

March 19, 1999

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 6:20 PM on Tuesday, March 23, 1999, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of receiving, considering and taking action on various Reports of the Independent Hearing Panel of the Board of School Directors.

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

SUZANNE M. LUNDIN
Board Clerk

The Director, Office of Board Governance/Board Clerk presented 4 Reports of the Independent Hearing Panel of the Board of School Directors.

Director Braun moved to accept the reports of February 22, February 23, February 25 and February 26, 1999.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Small, Thompson, Todd and President Fisher—5.

Noes—None.

The Board adjourned at 6:35 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 30, 1999

Regular meeting of the Board of School Directors called to order by President Fisher at 6:32 PM.

Present—Directors Braun, Gardner (6:50 PM), Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Absent—None.

Vacancy on Board—1.

The Board observed a moment of silence for Mr. Joseph Winston, who was the Executive Director of the Northcott Neighborhood House for 25 years, and Mr. Thomas A. Linton, who served as the Board's Secretary-Business Manager for 20 years, from 1961 to 1981. Mr. Winston died on March 6; Mr. Linton died on March 11.

Students of Palmer Elementary School honored the Board with a musical presentation. Ms. Deborah Bent is their principal.

AWARDS AND RECOGNITIONS

Special Commendations

Commendation to the
Bay View High School Boys' Basketball Team

WHEREAS, The Bay View High School boys' basketball team competed in the Wisconsin Interscholastic Athletic Association Division 1 state boys' basketball championship in Madison; and

WHEREAS, This was the first time in Bay View High School's history that a team from the school competed in the WIAA Division 1 state boys' basketball championship; and

WHEREAS, The Bay View team finished the season with a 25-2 record; and

WHEREAS, In tournament games, Bay View defeated Manitowoc in the quarterfinals by a score of 62-47, and Waukesha South in the semifinals by 54-47; and

WHEREAS, Larry House was named by the Wisconsin Basketball Coaches Association – Milwaukee Journal/Sentinel to the 1999 all-state basketball team, First Team; Deonte Moses was named by the Wisconsin Basketball Coaches Association — Milwaukee Journal/Sentinel to the 1999 all-state basketball team, Second Team; and Matthew Jones was given Honorable Mention; and

WHEREAS, The team displayed tremendous teamwork, perseverance, and hard work; now therefore, be it

RESOLVED, That the Milwaukee Board of School Directors and the entire school community recognize the Bay View High School boys' basketball team for their leadership, sportsmanship, and outstanding achievements.

Commendation to the
Vincent High School Boys' Basketball Team

WHEREAS, The Vincent High School boys' basketball team competed in the Wisconsin Interscholastic Athletic Association Division 1 state boys' basketball tournament in Madison; and

WHEREAS, Vincent is the first Division 1 boys' basketball team to have won three consecutive state basketball titles in 30 years, winning the state championship in 1998, 1997, and 1996; and

WHEREAS, The Vincent team finished the season with a 22-3 record; and

WHEREAS, In this year's tournament games, Vincent defeated Madison West in the quarterfinals by a score of 54-27 and advanced to the semifinals; and

WHEREAS, Marshall Williams was named "Mr. Basketball" by the Wisconsin Basketball Coaches Association — Milwaukee Journal/Sentinel and elected to the 1999 all-state basketball team, First Team; and James Wright and Terry Sanders were given Honorable Mention; and

WHEREAS, The team displayed tremendous teamwork, perseverance, and hard work; now therefore, be it

RESOLVED, That the Milwaukee Board of School Directors and the entire school community recognize the Vincent High School boys' basketball team for their leadership, sportsmanship, and outstanding achievements.

The resolutions were adopted by consensus.

Other Awards and Recognitions

Allyson Modra, a senior at Rufus King High School, has been named one of approximately 2,600 candidates in the 1999 Presidential Scholars Program. The Presidential Scholars Program is one of the highest honors bestowed upon graduating high school seniors. From more than 2.7 million students expected to graduate from U.S. high schools in 1999, candidates were selected on the basis of superior academic and artistic achievements, leadership qualities, strong character, and involvement in community and school activities. The 2,600 candidates were selected for their exceptional performance on either the College Board SAT or the ACT Assessment. Further consideration is based on students' essays, self-assessments, descriptions of activities, school recommendations, and school transcripts. The White House Commission on Presidential Scholars will make its final selection of the scholars in late March and announce its choices in May.

Neftali Torres, South Division High School, is one of 100 high school students from across the country named as National Merit finalists in the second Imation Computer Arts Scholarship Program. The Imation scholarship program is designed to recognize students who create original works of computer-generated art, support the use of technology in arts education, and encourage creativity and innovation among the nation's high school students. Approximately 1,050 students entered this year's scholarship program. Neftali is now eligible to win a $1,000 scholarship, which will be awarded to the top 25 entrants at an awards ceremony in Minneapolis/St. Paul in April.

A team of students from Rufus King High School, coached by Dr. James Kroll, guidance director, has won the state LifeSmarts competition for the third year in a row. The King team will represent Wisconsin in the national contest in New York City in April 1999. LifeSmarts, sponsored by the National Coalition for Consumer Education, is a game-show-style competition that tests knowledge in such areas as personal finance, health and safety, environment, technology, and consumer rights and responsibilities. Team members are:

Allyson Modra
Christopher Schmitt
Erin Modra
Margaret Pendzich
Curtis Marshall

Jodi Gasak and Laura Mueller, Rufus King; Thairath Khanthavong, Washington; Colin Kloecker, Milwaukee High School of the Arts; and Tiffany Martin, Milwaukee Tech, were honored for their work at the fifth Youth Photography Showcase. Students received $100 awards of merit. The students' photographs, taken to reflect the theme "Life in My City," were on display at the Milwaukee City Hall Rotunda from March 11-18. The photographs are currently on display at the MPS Central Services building.

Natquie Ratliff, Marvin Childs and Will Stallworth, North Division High School, were first-place winners in the statewide Scholastic Art Contest. Their artwork was exhibited at the Milwaukee Art Museum during the month of February. It will be sent to New York to compete with winners from 49 other states in the annual National Scholastic Contest.

Marshall Williams, Vincent High School, and Larry House, Bay View High School, were named by the Wisconsin Basketball Coaches Association — Milwaukee Journal/Sentinel to the 1999 all-state basketball team, first team; Deonte Moses, Bay View High School, was named to the 1999 all-state basketball team, second team, and the following players were awarded honorable mention:

James Wright, Vincent High School
James Hall, Hamilton High School
Terrence McGee, Rufus King High School
Kolombo Kadima, Rufus King High School
Rodney Jones, Milwaukee Tech.
Brian Evans, Hamilton High School

Milwaukee Area Technical College held its annual high school Skill Olympics contest on February 19, 1999. Three hundred students from 22 public and private high schools competed in 20 categories. Skill contests included areas of technical education, such as auto mechanics, drafting, bridge building, woodworking, welding and electronics. Andrew Langfeldt, Milwaukee Trade and Technical High School, was one of six $1,000 scholarship winners. Andrew received the Electrical Wiring Scholarship award. In addition, the following MPS students won first-place awards consisting of equipment, tools and gift certificates:

Llana Hernandez, Milwaukee Tech..... Commercial Art
Pierre Rogers, Milwaukee Tech. ..... Commercial Art
Craig Hamer, Milwaukee Tech. ..... Drafting (architectural)
Jeff Butterfield, Madison University H.S..... Electronics
Richard McMillan, Jr., Hamilton H.S. ..... Foundry
Matthew Breed, Hamilton H.S. ..... Printing

Tierra Moore, Alexandra Cimperman and Alice Huber, Roosevelt Middle School, took the top prize in the seventh annual Word Series, a fierce competition among sixth-, seventh-, and eighth-grade students in the Milwaukee Public Schools. Twenty-three teams, each consisting of three middle school students, participated. Students who made the finals competed in a spelling bee and edited paragraphs, quickly looking for errors. The winning Roosevelt team received a four-day trip to Washington, D.C., provided by Midwest Express, computer software for their school, and individual trophies. Second place went to the team from Grand Avenue; third place went to Burroughs Middle School, and fourth place went to Fritsche Middle School.

Fifteen seventh- and eighth-grade students from Milwaukee School of Languages participated in the Dominican Academic Challenge on February 10, 1999. MSL was the only Milwaukee public school to attend. Each student participated in one category: math, English, science, social studies, or art. Then, as a group, students were involved in the "Silly Olympics." Although the MSL team did not place, they are commended for their hard work and excellent representation of Milwaukee Public Schools.

Toua Her and Rebecca Lauer, Neeskara Elementary School, were highlighted in a news article appearing in the Veteran Affairs Medical Center publication on Friday, February 12, 1999. The article featured a photograph of Toua and Rebecca singing "You're a Grand Old Flag." Under the direction of Neeskara music teacher Shelia Kerley, the two students, along with their third-grade classmates, participated in a musical salute remembering hospitalized veterans at the Veteran Affairs Medical Center.

Celeste Castaneda, Joshua Matias, and Elizabeth Sandoval, Vieau Elementary School team leaders, received an Exemplary Model award in the Future City 1999 competition at the Midwest Express Center on February 15, 1999. The competition, sponsored by the Engineers and Scientists of Milwaukee, is held in conjunction with National Engineers Week to increase public awareness and appreciation of the engineering profession. Over 35 entrants participated. All the students in Dawn Bigalk's eighth-grade class worked on the project. The team's winning display, titled "Mega City," is on display at the UW-Milwaukee Union.

The art work of six Elm Creative Arts' students was selected to be on display through March 26, 1999, in the state capitol rotunda as part of an exhibit sponsored by the Wisconsin Art Education Association's celebration of Youth Art Month. The artwork created by students from kindergarten to twelfth grade uses media of paint, metal, crayons, and pencils. Elm students who will have their artwork displayed are:

Myisha Boyd
Crystal Green
Maxwell Parker
Maya Hlavacek
Isaia Roman-Roche
Derek Grady

Artwork created by 48 students from 16 MPS schools will be on display at UWM's Celebration of Art. This event, which is sponsored by the UWM School of Education and the Alumni Constituent Association, focuses on the importance of visual art in every child's education. MPS students chosen as finalists for the Celebration of Art exhibit received invitations to be guests of honor at this event.

Sixty-seven student groups at MPS schools have been awarded Alcohol and Other Drug Abuse (AODA) prevention grants. The $1,000 grants, distributed by MPS and Wisconsin's 12 Cooperative Educational Service Agencies, are written by students for students. State Superintendent John Benson commended the Milwaukee student groups by saying "evaluators read many very strong grant proposals that show real thought and commitment on the part of MPS students."

Erica Peethumnongsin, a former MPS student, scored a perfect 1600 on the Scholastic Aptitude Test (SAT) administered by the College Board. Erica, who now attends Spring High School in Houston, Texas, was quoted in a recent Houston Chronicle article as crediting her former schools, Lloyd Street Elementary and Grand Avenue Middle School, for her success. Erica stated that the emphasis on cooperative learning and the positive learning environment at both schools "made her want to learn." Erica expects to find out if she has been selected as a National Merit Scholarship Finalist in April and plans to determine what university she will attend at that time.

John Marshall High School has achieved full affiliation of the International Baccalaureate (IB) organization. Schools must first be approved and accredited by the 23-year-old IB organization, based in Geneva, Switzerland, before offering the IB course of study. IB affiliation means Marshall will now offer its students rigorous, college-level courses that are accepted at universities worldwide. Courses focus on world literature, math, sciences, history, economics, philosophy, and psychology. Students also must become fluent in a foreign language, perform community service, and take electives that include art, music, and computing. Studies culminate in a 4,000-word essay based on independent research and internationally accredited examinations. Marshall joins only three other Wisconsin high schools — MPS's Rufus King, Racine Case, and Wausau East — to offer students a full International Baccalaureate Diploma and Certificate program. The diplomas will be granted to qualified students beginning in the year 2002.

Hamilton High School, Washington High School, Clemens Elementary, and 78th Street School have been awarded Department of Public Instruction Comprehensive School Reform grants. Each school will receive $75,000 per year for a total of three years. Schools are awarded grants based on individual school reform efforts and commitment to improving student achievement through a comprehensive plan involving all aspects of school operations.

Cass Street Elementary School is the recipient of a number of awards for its cutting-edge website. In February 1999, Cass received the EduNet Choice Site Award. Editors from EduNet, an agency that searches for exemplary school websites, indicated that Cass Street's website "provides a valuable service to the educational community because of the usefulness of its content." MidLink Magazine's Cool School Award has included Cass Street on its list of school sites that use the web for interactive teaching as well as learning. The Cass Street website was featured on the Discovery Channel's school website for the entire week of September 7, 1998, and was awarded The School Spotlight Award. The Star Search School of the Month Award was presented to Cass Street by CEARCH – Cisco Education Archives. CEARCH officials chose Cass Street for two reasons: "it is straightforward in consistency and ease of use and has an incredible high level of student-produced content." Cass Street's website was designed and is maintained through a school-wide team of teachers and students under the direction of Alice Ring, literacy lab instructor.

Elm Creative Arts has been recognized on television and in the newspaper several times during the past few weeks. Elm second-grade teacher Sue Snyder and third-grade teacher Earlee Dove were featured on Channel 10/36's "Black Nouveau." Elm students were shown working on a Valentine project with Ms. Snyder and Ms. Dove. Channel 4's "Positively Milwaukee" spotlighted Kathy Kalfas, violin teacher, and Elm violinists who performed during the Arts Open House and Science Fair to collect money for the Pechstein-Georger family, who lost their home in a tragic fire. Channel 4 highlighted Robert Hirschi, second-grade teacher, along with the 214 Jump Rope for Heart students from Elm who collected over $6,700 for the American Heart Association. Jean Kahn, harp instructor, and her students were photographed for an article in the Milwaukee Journal/Sentinel on the MPS harp program. The MPS program is the largest in the United States, with 200 students, fifteen of whom are Elm students. In a March 4, 1999, Milwaukee Journal/Sentinel article, First Lady Hillary Clinton mentioned MPS and Elm Creative Arts as an exemplary school district and school that integrate the arts in school.

Tippecanoe School for the Arts and Humanities received the Wisconsin Alliance for the Arts Education's 1999 WAAE School Arts Program Award for the second consecutive year. This award is presented annually to a school that demonstrates a strong discipline base as well as an integrated approach to learning in the arts and community involvement with the school. The award was presented to Tippecanoe at the annual Summit XIII, "Learning, Emotion, and the Brain," on February 25, 1999, at UW-Madison.

Milwaukee Public Schools is one of eight school districts in the nation featured as case studies in a national report released by the President's Committee on the Arts and the Humanities on successful and strong districtwide arts education programs. The report was released in New York on March 3 by First Lady Hillary Rodham Clinton. Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education is the first national study to examine the success strategies of school districts in building and sustaining strong districtwide arts education. The two-year study identifies interrelating factors that contribute to the creation of a strong arts education throughout a district. The MPS case study examines how a large urban district with more than 100,000 students and all the challenging social issues associated with major American cities has built and sustained "incredibly vibrant" art programs. "No matter which kind of school this study's researchers visited in Milwaukee, they found the arts strong and hard at work," the study reports.

Congratulations are extended to the MPS staff members who provided the hard work and expertise that enabled MPS to recently be honored with two very substantial technology grants. The district received $5.8 million through the state Technology for Education Achievement (TEACH) program. The award will enable the district to pay for computer hardware, software and Internet access. In addition, the district was awarded a $23.4 million in federal E-rate funding for discounted telecommunications services. The education E-rate program will permit MPS to benefit from telecommunications services for instructional purposes. MPS qualified for an average of 84 percent in telecommunication discounts. MPS schools will use the proceeds to wire antiquated facilities, link to the Internet, and leverage other technology investments. Staff members in the Technology Department are commended for their leadership, along with the departments of Finance, Parent and Student Services and School and Community Services who contributed invaluable support.

Jeannette Van Dorn, artistic director of Milwaukee High School of the Arts, is the recipient of the Wisconsin Alliance for the Arts Education's 1999 WAAE Distinguished Arts Service Award (Within the Profession). Ms. Van Dorn is the only educator in the state to be honored by the WAAE. Her career in art education spans more than 30 years. She has served at MHSA as dance department chair, arts facilitator, and classroom instructor for 12 years. She also serves as the MHSA School-to-Careers implementer. Ms. Van Dorn received her award at the annual WAAE Summit XIII on February 25, 1999.

Isabel Maria Piana and Michelle Ring, Thoreau Elementary School, have been selected to attend the First Annual Wisconsin Teacher Forum to be held June 17-19, 1999, in Madison, Wisconsin. The forum will provide participants with an event that celebrates teaching, identifies teacher leadership opportunities beyond the classroom, and provides for interaction with state policymakers. State policymakers including legislators, Department of Public Instruction representatives, post-secondary education and teacher preservice program representatives, professional organization representatives, and others will participate in this historic event.

Janie Hatton, Deputy Superintendent; Janis Doleschal, Commissioner, Interscholastic Athletics/Academics; Pam Kruse, physical education teacher at Washington High School; and retired Director of Bilingual Education, Olga Valcourt Schwartz, will be honored for their outstanding contributions in the field of education by the United States Postal Service — Milwaukee Office at a luncheon celebrating Women's History Month on March 30, 1999.

Jocklyn Smith, Director of Curriculum and Instruction, was honored as a 1999 Women of Color at the Black Women's Network 19th annual Women of Color Recognition Dinner on February 5, 1999.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of February 15, 17, and 24, 1999, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Recommendation to Disallow Various Claims

TO THE BOARD OF SCHOOL DIRECTORS:

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

1. Notice of Claim and Claim for Damages filed against the Milwaukee Public Schools by Michael D. Leffler, attorney, on behalf of Shelly Young, for damages resulting from an injury allegedly sustained by her. The alleged injuries are the result of an automobile accident that occurred at the intersection of West Keefe Avenue and N. 53rd Street on March 5, 1998.

   Claim is being made in the sum of $6,500.

2. Notice of Claim and Claim for Damages filed against Milwaukee Public Schools by Michael D. Leffler, attorney, on behalf of Romero Nelson, for damages resulting from an injury and property damage, allegedly sustained by him. The alleged injuries and property damage are the result of an automobile accident that occurred at the intersection of West Keefe Avenue and N. 53rd Street on March 5, 1998.

   Claim is being made in the sum of $18,000.

3. Notice of Claim and Claim for Damages filed against Milwaukee Public Schools by Robert C. Menard, attorney, on behalf of Lynda Doka-Slack, minor, and her mother, Antoinette Slack, for injuries allegedly sustained by Lynda Doka-Slack at Ninety-fifth Street School on February 12, 1997.

   Claim is being made in the sum of $50,000.

4. Notice of Claim and Claim for Damages filed against Milwaukee Public Schools by Rolando J. Romero for reimbursement of his attorney's fees that were incurred as a result of his son's arrest (Alen Romero) at Morse Middle School on March 6, 1998.

   Claim is being made in the sum of $1,120.50.

Wausau Insurance Companies, the third-party administrator that currently investigates the liability claims filed against the district, has requested that these claims be disallowed; Therefore, I recommend that the Board disallow the above-mentioned claims and place them on file. Under the provisions of Section 119.68 and Section 893.80 of the Wisconsin Statutes, this disallowance will permit the claimants a period of six months in which to bring suit, if they so desire.

Respectfully submitted,

Alan S. Brown, Ed.D.
Superintendent of Schools

On the motion of Director Small, the claims were denied, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Small 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 and Possible Action with Respect to Resolution 9899R-071 by Directors Thompson and Gardner Regarding Middle School Admission Standards

Background

At the regular monthly Board meeting on September 23, 1998, the following resolution was introduced by Directors Thompson and Gardner:

WHEREAS, Only one middle school has an admission process allowing the school to select those students who are likely to best benefit from the school's programs; and

WHEREAS, By ignoring academic effort and achievement, the lottery undermines the message from parents and from MPS itself that hard work and study will be rewarded; and

WHEREAS, The random selection process has increasingly turned against black students, such that last year the total waiting list for African American students was 890, compared with a non-African American waiting list of 268; and

WHEREAS, Admissions procedures at the high school level have radically reduced waiting lists, decreased frustration and uncertainty among parents and students, and resulted in a better match of student and school; now, therefore, be it

RESOLVED, That

1. Middle schools be authorized to develop admission standards and procedures for Fall 2000 enrollment appropriate to each school's mission; and

2. In applying these standards, the middle school may not discriminate on race, gender, religion or national origin, except to the extent such distinctions are needed for the school to meet the MPS standards for racially balanced schools.

The Administration provided a response to the resolution at the January 12, 1999, meeting of the Innovation/School Reform Committee. At its meeting on January 27, 1999, the Board of School Directors referred the item back to the Administration for a revision that would involve middle schools' developing curriculum focuses.

Administration's Report

1. The educational plan is the vehicle schools use for documenting implementation of the MPS Strategic Plan. The 1999-2000 Educational Plan template has been developed and is aligned with the MPS Strategic Plan. During the month of March, inservice sessions for principals, staff, and school council members will be held regarding the development of the 1999-2000 Educational Plan. Training will focus on developing a powerful educational plan that will result in improved student achievement.

2. Middle schools will be asked to identify their curriculum focuses (e.g., the arts, technology, environmental education) and reflect those focuses throughout their educational plans. The attached School Curriculum Focus Worksheet will be provided to schools to assist in the design of their curriculum focuses. The questions and responses will guide staff, parents, and community in making an initial assessment and in determining the priorities of their schools. The data collection will also direct schools toward a curriculum focus. *The K-12 Academic Standards and Grade Level Expectati*ons as reflected in the Middle Grades Learning Proficiencies will serve as the common framework for teaching and learning to support the curriculum focus. The Department of Educational Services and the Department of Leadership Services will provide technical assistance. The Middle School Principals Collaborative will provide peer support.

3. Each school will be expected to align its FY2000 budget with its educational plan. The curriculum focus of a middle school will need to be supported within available fiscal resources. Staff development in the curriculum focus area may be needed. It is not the intention of the Administration to support the creation of additional specialty schools requiring increased funding.

4. The 1999-2000 Educational Plans are due May 14, 1999. The Superintendent will designate a senior-level administrative team to review the educational plans with regard to curriculum focus.

5. The Administration will report to the Board of School Directors in September 1999 those middle schools that have sufficiently developed curriculum focuses to participate in an admission process. The Office of the City Attorney will review middle school early admission process. At this time, it is anticipated that the middle school early admission process will include:

a. Priority assignment to be given to students who have 90% or better attendance;

b. An orientation session to be attended by students and parents. If the parents are unable to attend, they have the option of sending another adult (e.g., an uncle, aunt, adult friend) with the student to represent them; and

c. Complete a questionnaire/application based on the school's focus. Representatives from School Councils, principals, Leadership Services, and Student Services will design this instrument.

6. One middle school (Morse) currently has admission standards in place, while several have feeder elementary schools with similar academic programs. The admission process for Morse Middle School will not be changed. Where feeder relationships exist, the elementary student selects the appropriate middle school as a first choice, and the assignment is guaranteed. The feeder patterns will be reviewed prior to September 1999 for their compatibility with each middle school curriculum focus.

Strategic Plan Compatibility Statement

7. This report supports the MPS Strategic Plan goals of Student Achievement (to continuously improve achievement of all students to meet high standards) and MPS — Milwaukee's First Choice of Schools (to make Milwaukee Public Schools the first choice of a steadily increasing number of parents).

Statute, Board Policy or Rule Statement

8. There is nothing in the current Board policies that prohibits the Board from authorizing admission standards for middle schools.

Fiscal Impact Statement

9. The cost of implementing this plan will be covered within current school and department budgets.

Implementation and Assessment Plan

10. The Administration will provide a report and recommendations to the Board of School Directors in September 1999.

Committee Recommendation

Your Committee recommends that the Board accept the Administration's report regarding Resolution 9899R-071, with recommendations to be submitted in September 1999.

* * * * *

(Item 2) Action on Recommended New 2003 High School Graduation Requirements

Administration's Analysis

1. In February 1996, the Board adopted new graduation requirements for the class of 2004. The four areas to be assessed are:

> Mathematical Reasoning: Students will demonstrate mastery of mathematical proficiency equivalent to three years of study beyond Algebra One. Students will be expected to show proficiency in first-year algebra by the end of the eighth grade.
>
> Scientific Reasoning: Students will demonstrate a high level of proficiency in science, equivalent to three years of high school study to include the physical, biological and chemical sciences. Students will demonstrate an understanding of scientific inquiry and its application to real-life situations.
>
> Communications: Students will demonstrate mastery of written and spoken expression by writing, presenting, and defending a clearly reasoned, persuasively argued research paper.
>
> Community Membership: Through participation in a group project which benefits the community, students will demonstrate the capacity to analyze a social issue from multiple points of view and to interact as constructive members of a team.

2. State Statute 118.30 mandated that high school students graduating after September 1, 2002, must pass a high school graduation examination that measures pupil achievement in mathematics, science, reading, writing, geography, and history. District school boards have the option of adopting their own assessment processes.

Currently, the proficiency assessments in mathematics and writing are required for graduation in MPS. As per the schedule adopted by the Board in August 1993, the class of 1996 was the first required to demonstrate proficiency in both writing and mathematics in order to graduate.

3. State Statute 118.30 also authorized the governor to adopt statewide graduation standards by executive order (*Wisconsin's Model Academic Standards*, published in 1998 by DPI). District school boards have the option of adopting their own academic standards.

In accordance with the requirements of State Statute 118.30, which allows school districts to develop academic standards in lieu of *Wisconsin's Model Academic Standards*, the Board adopted the *MPS K-12 Academic Standards and Grade Level Expectations* at its meeting on November 24, 1998.

4. At its meetings of September 23, 1998, and January 27, 1999, the Board received progress reports outlining the differences in the 1996 Board-adopted MPS graduation requirements and the changes in State Statute 118.30 as it relates to high school graduation requirements. Differences existed in timelines, standards, types of assessments, targeted population, and areas to be assessed. (A chart comparing state and MPS graduation assessment requirements is attached.)

5. For the district to implement its requirements and be in compliance with the state law, some current district requirements need to be adjusted and changes to Board policy need to be made.

Since August 1998, several planning groups representing teachers, guidance counselors, school administrators, principals, Central Services staff, post-secondary institutions, the business community, and parents have met. Based on the recommendations of the planning groups, the Administration is recommending the following refinements to the MPS graduation requirements:

a. That the Milwaukee Public Schools adopt its own assessment process for high school graduation in lieu of the state-mandated exam.

b. That the MPS 2004 timeline be changed so it is congruent with the state timeline of 2003. In effect, the 2003 graduation requirements would apply to the high school class who are currently 8th-grade students and those high school classes thereafter.

c. Current Administrative Policy 7.37(3) would need to be revised to include the following changes.

Proposed Changes to Administrative Policy 7.37(3)

3. High School Graduation Requirements

The following higher graduation requirements will be implemented for the Milwaukee Public Schools high school graduation class of ~~2004~~ 2003.

a. Mathematical Reasoning. Students will demonstrate mathematical proficiency equivalent to three years of study beyond Algebra 1. Students will be expected to show proficiency in the first-year algebra by the end of the eighth grade.

b. Scientific Reasoning. Students will demonstrate a high level of proficiency in science, equivalent to three years of high school study including the physical, biological and chemical sciences. Students will demonstrate an understanding of scientific inquiry and its application to real-life situations.

c. Communications. Students will demonstrate mastery of written and spoken expressions by writing, presenting, and defending a clearly reasoned, persuasively argued research paper. Students will be expected to demonstrate an understanding and use of technology resources in the research and presentation of the paper.

~~d. Community Membership. Through participation in a group project which benefits the community, students will demonstrate the capacity to analyze a social issue from multiple points of view and to interact as constructive members of a team.~~

d. Social Studies. Through the study of high school disciplines — government, economics, geography, and history — students will 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.

6. For the MPS graduation requirements to be congruent with the graduation requirements in State Statute 118.30, a Social Studies requirement is necessary. The *MPS K-12 Academic Standards and Grade Level Expectations*, adopted by the Board on November 24, 1998, have four content areas, one of which is Social Studies. The concept of community membership described in the MPS 2004 graduation requirements has become part of the Social Studies standard.

7. The Administration is continuing to review the Mathematical Reasoning graduation requirement.

8. *MPS Methods of Assessing Proficiency.* In accordance with State Statute 118.30, the MPS district will adopt an assessment process in lieu of the state-mandated exam. The MPS-adopted assessment

process will be in the areas of Mathematical Reasoning, Scientific Reasoning, Communications, and Social Studies. In each content area, a student will be required to meet proficiency on assessments which are scored using measures that have external and internal validation.

- Internal validation measures use district rubrics (a scoring guide) and are scored by staff at the school site.
- External validation measures use district, state, or other criteria and are not scored at the school site.

Following is an explanation of the validation measures used for each assessment area.

Mathematical Reasoning Assessments

- Internal Validation: Multiple math projects that are part of the math course curriculum and use district rubrics for scoring.
- External Validation: District performance assessment in mathematical reasoning —OR— attainment of established minimum score on SAT, ACT, state assessment, or other measures.

Scientific Reasoning Assessments

- Internal Validation: Multiple science projects that are part of the science course curriculum and use district rubrics for scoring.
- External Validation: District performance assessment in physical, biological, and chemical sciences —OR— attainment of established minimum score on SAT, ACT, state assessment, or other measures.

Communication Assessments

- Internal Validation: Writing, presenting, and defending of the research paper is part of the English/language arts course curriculum and uses district rubrics for scoring. The paper can focus on math, science, or social studies and be used as a dual fulfillment, thus meeting a required assessment in one of the other three areas as well as Communications.
- External Validation: District performance assessment in writing —OR— attainment of established minimum score on SAT, ACT, state assessment, or other measures.

Social Studies Assessments

- Internal multiple measures and some external measures are under consideration. The Administration will bring a recommendation to the Board in June 1999.

9. Students who do not meet proficiency will have an opportunity to appeal the assessment process.

10. Every high school will establish a Learning Proficiency Leadership Team (LPLT) with members representing the areas of math, science, English/language arts, social studies, guidance, and school administration.

The Learning Proficiency Leadership Team will lead the school effort in the alignment of the *MPS Academic Standards and Grade Level Expectations* with staff development, teaching and learning, assessments, student supports, and the graduation requirements.

Strategic Plan Compatibility Statement

11. Adoption of the revision to Policy 7.37(3) is compatible with the MPS Strategic Plan Goal 1, to continuously improve achievement of all students to meet high standards.

Statute, Board Policy or Rule Statement

12. A revision to Board Policy 7.37 (3) is necessary. Adoption of the revision to Policy 7.37(3) will bring the district into compliance with Wisconsin State Statute 118.30.

Fiscal Impact Statement

13. Implementation of the MPS 2003 graduation requirements would be funded through the FY1999 and FY 2000 budget.

Implementation and Assessment

14. The following is a timeline for the implementation of the new 2003 MPS graduation requirements.

March 1999-June 1999	Consider internal and external assessments for social studies.
March 1999-June 1999	Review language of February 1996 Mathematical Reasoning graduation requirement.
April 1999-August 1999	Teacher teams, coordinated by Central Services staff, develop the guidelines and rubrics for the multiple math projects, multiple science projects, and the research paper.
May 1999	Distribute preliminary information to 8th-grade students and parents about MPS 2003 graduation assessment requirements.
May 1999	Learning Proficiency Leadership Teams are established in each high school.
May 1999 - August 1999	Conduct staff development sessions for members of the Learning Proficiency Leaderships Teams.
June 1999	Administration will make recommendations to the Board regarding the assessments for social studies.
August 1999-March 2000	Conduct staff development sessions for high school teachers of math, English language arts, science, and social studies.
August 1999	Distribute information to 9th-grade students and parents about MPS 2003 graduation assessment requirements.
Fall of 1999	Informational Q&A sessions held at various high schools for students and parents.
February 2000	Review implementation process and give progress report to the Board.
2000-2001	First opportunity for 10th-grade students to take performance assessments for MPS 2003 graduation requirements.

15. The MPS assessment process that is adopted in lieu of the state-mandated exam will be guided by eight basic principles which will be used to help evaluate the implementation of the assessment process:

- Students shall be offered multiple measures and multiple opportunities to demonstrate proficiency.
- The primary purpose of the assessment process shall be to improve teaching and learning.
- Whenever possible, assessments shall be embedded in the curriculum, with a direct connection to the course class work.
- Assessments shall be scheduled to meet the assessment needs of the students and school sites.
- External validation (not scored at school site) and internal validation (scored at the school site) of assessments shall reflect the high standards of the district.
- The assessment process shall ensure a common MPS diploma within a decentralized system by maintaining a balance between the curriculum needs of the district and the school sites.
- Staff development and professional collaboration shall support the assessment process.
- The assessment process shall be regularly reviewed and improved.

Committee Recommendations

Your Committee recommends that the Board:

- Adopt the Milwaukee Public Schools' assessment process for high school graduation in lieu of the state-mandated exam.
- Approve the following changes to Administrative Policy 7.37, Graduation Requirements and Grade Level Expectations:

3. High School Graduation Requirements

The following higher graduation requirements will be implemented for the Milwaukee Public Schools high school graduation class of ~~2004~~ 2003.

a. Mathematical Reasoning. Students will demonstrate mathematical proficiency equivalent to three years of study beyond Algebra 1. Students will be expected to show proficiency in the first-year algebra by the end of the eighth grade.

b. Scientific Reasoning. Students will demonstrate a high level of proficiency in science, equivalent to three years of high school study including the physical, biological and chemical sciences. Students will demonstrate an understanding of scientific inquiry and its application to real-life situations.

c. Communications. Students will demonstrate mastery of written and spoken expressions by writing, presenting, and defending a clearly reasoned, persuasively argued research paper. Students will be expected to demonstrate an understanding and use of technology resources in the research and presentation of the paper.

~~d. Community Membership. Through participation in a group project which benefits the community, students will demonstrate the capacity to analyze a social issue from multiple points of view and to interact as constructive members of a team.~~

d. Social Studies. Through the study of high school disciplines — government, economics, geography, and history — students will 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.

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(Item 3) Report on Resolution 9899R-012 by Director Hardin Regarding Parent Coordinator Funding

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

Background

At its monthly meeting on March 25, 1998, the Board referred the following Resolution 9899R-012 by Director Hardin to the Innovation/School Reform Committee:

WHEREAS, Parental involvement is a crucial ingredient in helping elevate student achievement for Milwaukee Public Schools (MPS); and

WHEREAS, The role of Parent Coordinators should be uniform and consistent throughout the district: and

WHEREAS, The role of Parent Coordinators should be expanded to closely address the issues of achievement, dropout prevention and attendance; and

WHEREAS, Funding for Parent Coordinator positions are determined through Title I funding; now, therefore, be it

RESOLVED, That all Parent Coordinator funding be coordinated through a centrally located account effective July 1, 1998; and be it

FURTHER RESOLVED, That the Administration present a quarterly report of activities in the account to the Board.

At the April 20, 1998, Innovation/School Reform Committee meeting, the Administration presented a preliminary analysis of this item. The Innovation/School Reform Committee held the item for further analysis by the Administration and requested that the Administration report back in June regarding the types of parent coordinators working in MPS and the responsibilities of each.

At its June 24, 1998, meeting, the Board amended the resolution and directed the Administration to include additional information regarding job descriptions and salary schedules for parent coordinators and report back to the Innovation/School Reform Committee in August 1998.

At its August 11, 1998, meeting, the Innovation/School Reform Committee granted the Administration an extension to November 1998.

At its November 10, 1998, meeting, the Innovation/School Reform Committee referred the item to the Administration for further study and analysis.

Administration's Report

1. Schools have varying needs relative to tasks which are assigned to parent coordinators. In order to best meet the needs of their students and school programs, schools need to have flexibility to exercise discretion when assigning duties to parent coordinators. An analysis of the Greater Milwaukee Education Trust's Empowerment Program parent assistant and the Milwaukee Public Schools parent coordinator job descriptions, compensation, and funding has revealed the following:

Greater Milwaukee Education Trust's Empowerment Program Parent Assistant

- Call parents regarding student attendance (help with attendance)
- Visit homes of incoming students
- Recruit parent volunteers
- General office duties
- Match volunteers with teacher requests, e.g. classroom tutors, home projects, library helper, field trips
- Oversee and update volunteers' schedules as needed
- Compile volunteer data (monthly volunteer hours)
- Help organize parent activities, educational programs, etc
- Help to establish parent groups
- Help to train volunteers
- Work in conjunction with school social worker on attendance referrals
- Help with the implementation and design of an incentive program based on student improvement of attendance, attitude, and achievement
- Promote volunteer involvement through PTA/PTSA, Title I, school committees, open houses, orientation events, family nights, etc
- Attend and arrange for volunteer training through the Greater Milwaukee Education Trust
- Perform lunch room duties
- Call students homes regarding habitual tardiness or truancies
- Perform other duties as assigned by the Empowerment Program coordinators, school principal or his/her designee

The Greater Milwaukee Education Trust's Empowerment Program parent assistants, who are not listed on a salary schedule, receive $7.70 per hour, but no benefits. They are not represented by a bargaining unit. The number of hours per day vary from school to school, depending upon the needs of the school. Board funds, Title I funds, and/or P-5 funds are used to pay these salaries.

Milwaukee Public Schools Parent Coordinators

- Meet with principals, teachers, and other school personnel to discuss strategies for improving school-family partnerships
- Develop a plan to involve parents in the school
- Under the direction of the principal or designee, send out communications to families informing them of events and inviting them to meetings/activities
- Under the direction of the principal or designees, plan and hold ongoing activities that attract parents/families to the school
- Develop and conduct training for parents/families that will enable them to work more effectively with their children in order to raise achievement
- Read literature that broadens self-awareness on effective strategies for working with parents; use strategies for training and dissemination to parents/families
- Read administrators' bulletin to keep abreast of upcoming events and district activities to present to parents
- Keep a log of all parent/family activities that take place in the school, including meetings and activities initiated by PTA/PTO and other groups
- Work with school authorities to ensure that adequate space and other resources are available to create a comfortable environment for parents/families
- Collect children's clothes, toys, and other items that children and parents may need (as appropriate)
- Develop and maintain a database of all parents/families in the school
- Call parents and personally invite them to participate in their children's schooling
- Work with parents to maintain high attendance.
- Perform other duties as assigned by school principal

The functions of the Milwaukee Public Schools' parent coordinators/parent group leaders are performed by staff members who are educational assistants (either general or paraprofessional). Educational assistants appear on Salary Schedule 04. With the recently negotiated contract, general educational assistants receive a salary ranging from $8.63 to $9.89, and paraprofessionals receive a salary ranging from $12.24 to $13.57 per hour. Based on these hourly rates, an MPS general educational assistant working 35 hours per week receives a yearly salary of $11,297 to $12,946, and an MPS paraprofessional receives a yearly salary of $16,022 to $17,763. These salary rates are negotiated through collective bargaining with the Milwaukee Teachers' Education Association (MTEA). Hours worked in addition to the 7-hour day are compensated according to the negotiated contract. In addition, educational assistants who work twenty (20) hours or more receive a full benefits package that includes Board-paid health, dental, vision, and life insurance, sick leave, and city pension. Board funds, Title I funds, and/or P-5 funds are used to pay these salaries and benefits.

2. The Administration is in the process of reviewing the job responsibilities and duties of the parent coordinator positions, as well as discussing a system to monitor the compensation of parent coordinators from a centralized account. A report and recommendations will be submitted to the Innovation/School Reform Committee at its April 1999 meeting.

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(Item 4) Report on the Development of a Comprehensive School Safety Plan:

a. Resolution 9899R-021 by Director Thompson to Develop a Comprehensive Plan to Deal with Disruptive Students and Resolution 9899R-053 by Director Small Regarding School Safety plans

b. Resolution 9899R-015 by Director Hardin Regarding a Cost Analysis of Placing Safety Assistants on School Buses

c. Resolution 9899R-048 by Director Todd Regarding a Feasibility Study of Increase Safety and Security Around MPS Schools

d. Resolution 9899R-053 by Director Small Regarding School Safety Plans

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

Background

At its meeting on August 11, 1998, the Board's Innovation/School Reform (ISR) Committee directed the Administration to develop a comprehensive Safe Schools Plan for MPS. The Safe Schools Plan was to address the district's efforts regarding school safety, including responses to the following resolutions by Board members:

Resolution 9899R-021

By Director Thompson:

WHEREAS, Students, parents, and teachers identify disruptive students as interfering with the education of other students and driving out serious students from MPS, and

WHEREAS, Disruption is often a sign that the student is not benefiting from his or her school, with many of these students having been programmed to fail by not receiving the support and structure they need, and

WHEREAS, Too often the response to disruptive students meets neither their needs nor the needs of the other students; now therefore, be it

RESOLVED, That the administration develop a comprehensive plan to handle students who would otherwise disrupt classes, including:

- A tabulation of the numbers and types of students with a history of disruption, including (but not limited to) students who are promoted socially, but are academically unprepared, and those reentering MPS from institutions such as Wales;
- An assessment of present and potential programs to meet the needs of these students, including summer school, various support services, charter schools, evening programs, contracts, alternative programs, etc.

Resolution 9899R-015

By Director Hardin:

WHEREAS, Milwaukee school bus drivers transport tens of thousands of Milwaukee Public Schools (MPS), private school and Chapter 220 students to and from school each day on a fixed schedule; and

WHEREAS, The bus drivers are often distracted by students who misbehave during the bus ride; and

WHEREAS, The distractions caused by students have led to accidents while the bus driver is attempting to maintain order and drive the bus at the same time; and

WHEREAS, The employment of MPS Safety Assistants to ride on the buses and to monitor student behavior would ensure the safety and discipline of students during the bus ride; now, therefore be it

RESOLVED, That the Board direct the administration to do a fiscal impact analysis of the employment of one MPS Safety Assistant on each school bus throughout the district during the school day; and be it

FURTHER RESOLVED, That the administration report back to the Board the findings of this analysis.

Resolution 9899R-048

By Director Todd:

WHEREAS, There is a need for increased safety and security around MPS schools; and

WHEREAS, A number of MPS schools use surveillance cameras to maintain security within their buildings and to monitor outside areas, such as parking lots; and

WHEREAS, The cost of this technology has significantly decreased in recent years; and

WHEREAS, Improved safety and security around schools will help increase the stability of the neighborhoods around the schools; now, therefore, be it

RESOLVED, That the administration explore the feasibility of increasing safety and security around MPS schools; and be it

FURTHER RESOLVED, That the results of this feasibility study be presented to the appropriate Committee of the Board no later than three months after the adoption of this resolution.

Resolution 9899R-053

By Director Small:

WHEREAS, Violence in our society at large, and especially in our schools, is becoming more prevalent; and

WHEREAS, Incidents of school shootings are escalating nationwide; and

WHEREAS, These acts of violence are no longer confined to urban areas, but now involve small rural communities as well, such as Pearl, Mississippi; Jonesboro, Arkansas; Fayetteville, Tennessee; and Springfield, Oregon, and have brought the tragic count to 13 dead and 42 wounded; and

WHEREAS, According to a recent study, more than half of all schools in the U.S. reported at least one serious violent crime during the school year; and

WHEREAS, Ten percent of all public schools have experienced crimes such as murder, rape, suicide, attacks with a weapon, or robbery; and

WHEREAS, Safety is an attainable goal that involved a committed student body, faculty and community, and it is imperative that MPS prevent serious incidents in its schools; now, therefore, be it

RESOLVED, That the Administration review its procedures to ensure the safety of students and staff in our schools and address the following issues:

1. Prevention efforts presently in place in schools to address the leading causes of death for students, i.e., accidents, homicides and suicides; and

2. Changes in curriculum to improve problem solving skills and anger management; and

3. District and individual school crisis plan reviews, including effective/ineffective methods of crisis management; and be it

FURTHER RESOLVED, That the Administration report to the Board any additional safety measures that need to be taken.

At that time, the Committee also instructed the Administration to provide a progress report in January 1999 and to submit recommendations in March 1999.

In October 1998, the Administration submitted to the ISR Committee a report outlining the planning process and a timetable. The district accelerated its efforts to develop a comprehensive Safe Schools Plan during November and December 1998. It is also one of the objectives in the district's Strategic Plan (Objective 1.7).

In January 1999, the Administration brought a progress report to the Board, outlining several components of the plan.

Administration's Analysis

1. The Administration charged the Milwaukee Public Schools Safety and Security Planning Committee with the task of creating a Five-Year Safety and Security Plan. The committee was convened by the acting director of school safety and security and included parents, students, teachers, support staff, administrators, law enforcement, and community representatives.

2. In December 1998, the committee met to identify critical areas of safety and security and to assess the current level of need in the district. In meetings during February 1999, the committee reviewed data reflecting safety issues and trends and discussed violence prevention efforts in schools and throughout the community. The committee met in late February to develop strategies to address short- and long-term school safety issues, including disruptive students, bus safety, building and campus security, and violence prevention/crisis planning and intervention.

3. The committee developed a plan incorporating a series of recommendations and strategies to address these four critical areas. The recommendations are designed to improve the capacity of the schools, Central Services, law enforcement, and the community to mobilize resources, information, and action to reduce the number of safety and security incidents in and around schools. Reduction of incidents will create a safe climate in schools to support and promote greater student achievement.

4. The Administration will pursue various federal and state grants and consider internal reallocation of existing revenue to finance the strategies in the five-year plan.

5. The proposed plan has been provided to the Board under separate cover. The Administration will prepare specific recommendations outlining which strategies are already beginning to be implemented in FY99 and which ones can be implemented in FY00, and FY01. These recommendations will be submitted to the Board in May 1999.

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(Item 5) Report on Preliminary Summer School Plans for 1999

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

Administration's Report

The Administration is providing preliminary information to the Board regarding the 1999 Summer School Program. Central Services staff, parents, elementary, middle, high and alternative school principals and teachers have been involved in the planning of the 1999 Summer School Program. In addition, information from the evaluation data collected from the 1998 Summer School Program was used in developing this plan. Funds are included in the proposed FY2000 budget to cover the cost of the 1999 Summer School Program.

The primary focus of the 1999 Summer School Program will be to improve student achievement and provide additional instructional time for students performing below grade level. Schools will actively encourage students who are behind grade level to attend summer school. Students who enroll in a summer school program and are not below grade level can participate in summer enrichment activities, such as art, music and driver education. It is anticipated that approximately 18,000 K-12 students will enroll in thirty-one (31) city-wide programs and fifty-nine (59) extended-year programs operated by the local schools.

Projected Enrollment for 1999 Summer School		
Elementary Schools	Local School Programs	City-wide Programs
	29 sites 4005 students	25 sites 5000 students
Middle Schools	Local School Programs	City-wide Programs
	20 sites 4392 students	3 sites 600 students
High Schools	Local School Programs	City-wide Programs
	4 sites 482 students	3 sites 1800 students
Satellite Grade 9 Programs	Local School Programs	
	10 sites 500 students	
Alternative and Small Community Sites	4 sites 120 students	

Locations of Summer School Programs

Elementary Schools

Allen Field (Bil)	Garland (SEN)	Pierce (Bil)
Carleton	Goodrich	River Trail
Clarke	Granville	Sixty-fifth (SEN)
Clemens	Kagel	38th
Doerfler	Keefe	Westside I
Dover (ESL)	Kluge	Wheatley
Forest Home	LaFollette	Wisconsin Avenue (ESL)
Gaenslen (SEN)	Lee	
Garden Homes	Palmer	

Middle Schools

Fernwood	Westside II	South Division (Bil, ESL, SEN)

High Schools

Riverside	South Division (Bil, ESL, SEN)	Washington

City-wide Special Education

Elementary	**Middle**	**High**
Gaenslen (EC-5)	South Division	South Division
Garland		
65th Street School		

Special education students with IEP-mandated extended-school-year needs may be served in a variety of summer school locations. Students needing more specialized care will be assigned to one of the above sites.

City-wide ESL Sites		
Elementary	Middle	High
Dover	South Division	South Division
Wisconsin Avenue		
City-wide Bilingual Sites		
Elementary	Middle	High
Allen Field	South Division	South Division
Pierce		

Local or Title 1 Extended-Year Programs				
Elementary	**Elementary**	**Middle**	**Middle**	**High**
27th	Hopkins	Audubon	Roosevelt	King
35th	Keefe	Bell	Scott	Juneau
Auer	Kilbourn	Burroughs	Sholes	Marshall
Barton	Longfellow	Douglas	Steuben	Milw. Tech
Brown St.	Maryland	Edison	Walker	
Cass	McNair	Fritsche	Webster	
Clement	Mitchell (@Walker)	Global Learning		
Cooper	Siefert	Grand		
Doerfler	Starms	Lincoln		
Dover	Story	Malcolm X		
Franklin	Thoreau	MEC		
Garden Homes	Urban Waldorf	MSL(@Morse)		
Hampton	Victory	Muir		
Hi-Mount	Wisconsin Ave.	Robinson(@Morse)		

Title I Non-Public Schools Summer Program	
Elementary	Middle
Cass	Milwaukee High School of the Arts
Manitoba	

High School Extended-Year Sites			
Bay View	Madison	Pulaski	Washington
Custer	Marshall	Riverside	
Hamilton	MHSA	Vincent	

SCHOOL OPERATIONAL HOURS

All city-wide summer school programs will be offered for six weeks. The hours for the local programs vary according to the program designed by the local school.

Elementary School

The elementary summer academic program will begin at 8:30 a.m. and end at 12:30 p.m. Breakfast and lunch will be served to all students. All students will attend a recreation program from 12:30 p.m. to 4:00 p.m. Buses will depart summer sites at 4:00 p.m. Optional extended care wrap-around services will be offered from 7:00 a.m. to 8:30 a.m. and 4:00 p.m. to 6:00 p.m.

Middle School

The middle school summer program will begin at 8:30 a.m. and end at 12:30 p.m. Breakfast and lunch will be served to all students. Recreation services in the Summer Stars Teen Program will be offered Monday - Thursday and Saturday evenings from 6:00 p.m. - 10:00 p.m.

High School

The high school summer program will begin at 8:00 a.m. and end at 12:00 noon. Recreation services in the Summer Stars Teen Program will be offered Monday-Thursday and Saturday evenings from 6:00 p.m. to 10:00 p.m.

SUMMER SCHOOL PROGRAMS

Kindergarten Program

Descriptor: In the five-year-old kindergarten program, students will have an opportunity to strengthen and enrich their reading comprehension, vocabulary, fluency, and writing skills. The mathematics and science component will allow the students to explore the core concepts. This program is designed for all students who have completed five-year-old kindergarten.

Evaluation: Students will be given a pre- and post-assessment in order to measure reading achievement.

Elementary Program

Descriptor: In the reading/language arts block, students will have an opportunity to improve reading comprehension, vocabulary, phonics skills, fluency, and writing skills. The integrated science/mathematics program will target Earth and Space Science and prepare the students to meet the mathematics and science standards and grade level expectations. One hour of art and one hour of music will be infused into the curriculum. The hands-on program will have activities suitable for outdoor learning.

Evaluation: Pre- and post-tests and assessments that are part of daily instruction will be used to measure student progress.

Middle Grade Program

Descriptor: The middle grade summer program (Grades 6-8) will focus on helping students develop their academic skills in order to successfully meet the communications, mathematics, and science proficiencies. Reading instruction will concentrate on increasing good reader behaviors and implementing strategies, which will lead toward improved comprehension in the content areas of science, social studies, and mathematics. Writing instruction will emphasize the imaginative and persuasive forms of writing. Instruction in the integrated mathematics and science will focus on helping students develop the mathematics and science skills needed to meet the proficiencies. Students will be actively involved in acquiring research skills for the purpose of developing a project that integrates requirements in several of the proficiency areas. Art and music will also be offered.

Evaluation: The number of students who successfully complete the summer program will be reported. Pre- and post-assessments will be used to determine student progress.

High School Program

Descriptor: A broad array of courses will be offered to meet graduation requirements. Students will enroll in classes they have failed or are behind their age peers in earned credits. Courses will be offered in the areas of communication, mathematics, science, social studies, art, music and driver education. Elective courses have been added to help attract and retain students in summer school.

Evaluation: Students will meet course expectations as reflected in teacher developed tests. The number of students failing the courses will be compared to the number of students successfully completing the courses.

Small Community Schools Programs

Descriptor: All of the students enrolled (Grades 9-12) will be court adjudicated and ordered to attend school by a judge from Children's Court. The course offerings will provide students with the opportunity to earn credits in English and mathematics and to engage in enrichment activities.

Following is the number of students who are projected to enroll during the Summer School session:

Lad Lake Ultra.....30
Project Excel.....30
St. Charles 30
Southwest Key.....30

Evaluation: The number of students attending the Small Community Schools' programs and the number of students who successfully complete coursework during the summer session will be reported.

English As A Second Language (Esl) — (Grades K5 -12)

Descriptor: The ESL summer program will provide opportunities for students at the beginning through intermediate levels of English to increase their English proficiency in all skill areas (understanding, speaking, reading, and writing). The ESL summer program will integrate to the extent possible, especially at the intermediate levels, language and content instruction.

Goal: Provide reading/language arts instruction to ESL students in LES levels 1-3 that will result in greater proficiency in English-based aural/lingual reading and writing assessments.

- Improve student performance in all areas of assessment (aural/lingual, reading and writing)
- Successfully complete summer course work at their level as demonstrated by a portfolio of the student's work and a passing grade.

Evaluation: Pre- and post-tests will be administered by ESL teachers with the Dolch Word lists, Story Mapping, and Written Summary, and the David Test at the secondary level.

Title 1 Non-Public Middle School Summer Program

Descriptor: Through the Improving America's Schools Act, Title 1 receives funds to provide supplemental services to children living in the city of Milwaukee who may not be achieving up to their full potential. These funds are meant to also benefit children enrolled in non-public schools. Therefore the Milwaukee Public Schools and non-public schools are planning special summer programs for eligible pupils enrolled in non-public schools. It is anticipated that these programs will be held at the Milwaukee High School of the Arts, Cass and Manitoba.

The Title 1 Non-Public Middle School Summer Programs will provide integrated, hands-on curriculum of reading/language, mathematics, science, German and technology. Afternoon classes of art, physical education, computer, and music/drama will reinforce the morning experiences to ensure students an in-depth learning experience.

Goal: Increase student achievement in reading, mathematics, science and other subject areas through hands-on materials and interactive activities.

Evaluation: The number of students who successfully complete the program will be compared to the number of students who enroll in the program. Students will keep daily journals and subject portfolios to record progress.

Bilingual Program

Descriptor: The Bilingual Program considers the student's linguistic and cultural needs, and gives them the opportunity to increase their achievement and better prepare them to function in our society.

Goal: The Bilingual Program will follow the same goals and objectives as the regular Summer School Program.

Evaluation: Assessment will be provided to limited English proficient (LEP) students in Spanish. At the secondary level, students will be assessed in Reading/Language arts with a portfolio of their work and a passing grade. Non-LEP students will follow the same guidelines for evaluation as monolingual students.

The pre- and post-tests will be used to evaluate the students' progress. The skills tested will be: reading comprehension, study skills, listening, constructing meaning, decoding phonics and writing. The skills assessed will vary according to the students' reading and/or grade level.

Special Services Programs

Descriptor: Students with special education needs will be enrolled in the general education Summer School Program or in extended school year (ESY) services as mandated by the Individualized Education Plan (IEP).

Goal: The Special Services Programs follows the same goals and objectives as the regular Summer School Program. In addition, students with IEP mandated ESY services will have instruction in the areas outlined in the IEP.

Evaluation: A report will be given regarding the number of students with disabilities that receive services as a result of needs determined by their IEP team and the number of students with disabilities who participate in the general summer program.

School Library Media Services

Descriptor: Library media specialists will staff the library media centers at the three high schools and three middle schools. Students will be able to develop and utilize information access and retrieval skills supported by both content specialists (classroom teachers) and information specialists (teacher librarians.)

Evaluation: Usage tallies will identify the number of students served and the type of services rendered.

1999 Summer Wrap-Around Recreation Program

Descriptor: The Wrap-Around Recreation Program is designed to support the 1999 MPS Summer School Program and will operate June 21 - July 30, 1999, at forty-one (41) Milwaukee public elementary schools. Approximately 8,500 children will attend the Wrap-Around Recreation Program. Forty-one (41) locations either programmed by the Milwaukee Public Schools Division of Community Recreation or by the following Milwaukee area youth serving agencies: Social Development Commission, Boys & Girls Clubs, Milwaukee Christian Center, YMCA, Silver Spring Neighborhood Center, Northcott Neighborhood House, Journey House, United Community Center, Rosalie Manor, Community Faith Alliance, and Neighborhood House.

Goal: To support the district's efforts to increase academic achievement, parents' need for before and after school child care services, and children's need for social interaction and positive youth development.

Evaluation: The number of students who complete the six-week Wrap Around Program will be compared to the number of students who enroll in the Wrap Around Program. Results of surveys from parents, students, administrators, staff and community agencies will also be reported regarding interaction with the Wrap Around Program.

EXAMPLES OF 1998 SUMMER SCHOOL PROGRAM SUCCESSES

The following highlight some of the successes of the 1998 Summer School Program.

- In a study of elementary reading outcomes, 77 percent of the grades 1-3 program sites increased their sight word vocabulary; 89 percent of the grades 1-3 program sites increased their comprehension as measured by story mapping.
- In a comparison of reading performance on the Wisconsin Reading Comprehension Test (WCRT) for 37 students entering fourth grade, 88 percent of the students who went to summer school scored at or above the "basic" level as compared to 76 percent of the students who did not go to summer school.
- Eighty-nine percent of the grades 4-6 summer school program sites increased their comprehension as measured by written summaries.
- Ninety-two percent of the middle school math students pre- and post-tested made progress.
- Eighteen summer school programs were developed by local school staff and funded with their Title I funds.

- Fifty-two high school students graduated from high school as a result of either completing coursework or passing the proficiency test in summer.
- One hundred and seventy-eight (178) grade 8 students were promoted to high school.
- Ninety-two percent of the elementary limited English proficient (LEP) students enrolled in the bilingual summer school program showed gains in reading and language arts performance.

* * * * *

(Item 6) Report Regarding the New Milwaukee Tech Curriculum

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

Administration's Report

The MPS Strategic Plan includes an objective under Goal 1, Student Achievement, related to the expansion of trade and technical education programs. Objective 1.2 reads as follows: Design a district vocational education program to prepare students for career opportunities in business, industry, and the skilled trades.

A progress report is being provided relative to the implementation of this objective. It includes information on the implementation of the following strategies:

1. Guide and lead the process to plan, develop, and implement a technical high school model curriculum for MPS.
2. Develop and implement a systemwide / seamless trade and technical curriculum mode.
3. Develop a middle/K-8 school feeder program that revolves around familiarization, exploration, and some hands-on opportunities to experience the career choices associated with trade and technical education.
4. Create staff enrichment, recruitment, and development for trade and technical education initiative.

1. Guide and lead the process to plan, develop, and implement a technical high school model curriculum for MPS.

Plans for the Proposed Lynde and Harry Bradley School of Technology and Trades

In 1998, a committee was formed to further the effort to plan, design and build a new MPS Technical and Trade High School. A partnership was proposed that would include MPS, MATC, UWM, the Greater Milwaukee Committee, and labor representatives to take this concept from paper to reality.

To further enable the success of this project, Ms. Jane Pettit pledged up to $25 million to assure that this project had a solid foundation to build on. Over the past six months, the district has moved steadily towards a successful conclusion.

The vision to build a flagship school for trade and technology education is born from the need for trade craftspeople and skilled technical professionals prepared to enter the labor market at a variety of levels. These same individuals will become tomorrow's community leaders and help shape Milwaukee's future. Through the collaborative efforts of labor groups, management, secondary educators, post-secondary two- and four-year institutions, and adult apprenticeship program providers, the vision of a new school will soon become a reality. This collaborative effort is not without precedent. In 1906, a similar group of community leaders joined forces to develop the educational delivery system now known as Milwaukee Trade and Technical High School.

The Lynde and Harry Bradley School of Technology and Trades will support an enrollment of approximately 2,000 students. These students will be grouped into one of four families or technical academies, each consisting of about 500 students in grades 9-12 placing heavy emphasis on maximum services to each pupil. School staff will work closely with a relatively small number of students, getting to know them and providing assistance with small issues and problems before they become larger issues and problems. The objective is to assure that each student identifies and participates in a program that has personal appeal and an appropriate career pathway plan to use as a guide in career and life decision making.

Students will be asked to follow through with their commitment to a chosen program by successfully completing all requirements. To that end, school staff, parents, and the community at large will support students by developing a team approach to the delivery of instruction and support activities. A student-mentor relationship will be established between and among students and staff. Administrative support will also be linked to this family structure with programmatic decision-making coming from staff members directly involved in the support of students enrolled in the technical academy.

2. Develop and implement of a system-wide/seamless trade and technical curriculum mode.

The curriculum consists of four major program areas:

a. Communications

b. Construction

c. Manufacturing

d. Transportation

For each program area, a four-year curriculum has been developed. Charts A-F outline the program model as drafted to date.

Charts G and H provide additional detail about the academic and elective program model and the connection to academic standards. These charts are attached to the minutes of your Committee's meeting of March 16, 1999.

The new technical high school and its associated curriculum will support the education of the whole child and will offer a full array of academic courses, specialty programs, electives and extra curricular activities. Whenever possible, the focus of these programs will be directed to complement the technology and trade programs offered in MPS without compromising the standards or content of the subject. This linkage is best accomplished through a rich assortment of project-based activities at each grade level.

Program content is based on academic, employability and technical standards. It will provide students with a solid learning foundation which will enable them to transition into higher level education, including adult apprenticeships, technical colleges and universities. The option to enter the military or to pursue high-skilled, high-wage employment will also be possible. In addition, the program standards will be used as a benchmark to measure a student's preparedness to matriculate to a broad set of career pathways after graduation.

Technical and trade programs offer students the opportunity to explore technology in a way that supports their educational needs and interests. Students participate in developmentally appropriate activities designed to stretch the student as they explore and prepare for a variety of technical and trade careers. Students will have an opportunity to customize their four-year educational experience while in high school. The educational program they build for themselves will ensure that a stakeholder support network is there to assist them in their decision making process and provide support to them in their transition to a variety of post-secondary career pathways.

Community and Stakeholders

The attached Chart I shows how the stakeholders, resources, and support structure form a circular delivery system so that the educational system of the new technical high school will provide a successful educational experience for all students.

3. Develop a middle/K-8 school feeder program that revolves around familiarization, exploration, and some hands-on opportunities to experience the career choices associated with trade and technical education.

The attached Chart J illustrates a simulated seamless high school, middle school, K-8 system of technical and trade education in MPS. Some of the challenges to accomplishing this include:

- Finding instructors/teachers qualified to teach in K-8 shops/trade and technical curriculum.
- Developing K-8 curriculum offerings that revolve around awareness, exploration and hands-on exploration of various technical and trade careers.
- Opening closed existing middle school shops.
- Creating a feeder system that gives kids choices in our high school offerings, in regard to 9-12 tech and trade curriculums.

4. Create staff enrichment, recruitment, and development for trade and technical education initiative.

Teaching for Success

a. Staffing is seen as central to the success of the new technical high school restructuring effort and ultimately to the success of students enrolled in the program. While curriculum, school culture, administrative leadership, facilities, and equipment create the opportunity for students to learn about and prepare for trade and technical careers, it is the instructional staff that engage and support students in the daily process of teaching and learning. Milwaukee Tech will establish itself as a leader in education and school reform across the district, and indeed the nation, by securing the most qualified instructional staff and by maintaining their skills, knowledge and training at the highest professional levels possible.

b. All teachers and administrators new to the school will have to meet special requirements.

c. There will be requirements of all teachers and administrators in order to maintain their assignment in the school.

Grow-Your-Own-Teacher Core Program

d. A tech core program would be established to facilitate the development of future teachers for the school.

Other issues to be considered when establishing recommendations for staffing openings.

e. Salary or other compensation may need to be restructured to attract the best instructors.

f. Staff members will receive tuition reimbursement for classes that prepare them to support special education needs students or cross certification through a masters degree in education.

Summary

MPS is putting in place a technical and trade educational system across our high, middle, and K-8 schools. This will create many opportunities for students to explore careers and have hands-on experiences in a variety of fields. Students will graduate from MPS with life skills that will provide them with career choices and prepare them for higher level educational opportunities.

* * * * *

(Item 7) Referral of Resolution 9899R-123 by Director Todd Regarding Evaluation of Exceptional Education Students for Lead Poisoning to the Finance/Personnel Committee

Your Committee reports that it has referred Resolution 9899R-123 to the Finance/Personnel Committee.

* * * * *

On the motion of Director Braun, the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Director Thompson 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) Recommendation to Adopt a Proposed FY2000 Budget for the School Operations, Construction and Extension Funds (for consideration by the Board during the month of April)

Your Committee reports having received the proposed FY2000 Budget for the School Operations, Construction and Extension Funds from the Superintendent on March 1, 1999. Your Committee held worksessions and public hearings on the proposed budget on March 3, 10, and 24, 1999.

Amendments

Your Committee reports having amended the proposed School Operations Fund budget as follows:

1. Direct the Superintendent to develop outside revenue sources, with a minimum of $175,000, to support additional innovative schools, including the addition of a line item in the budget for innovative schools.
2. Direct the Administration to study the provision of technology support staff members for every school. For example, a staff member could be provided for every five elementary schools, thus providing one day of service per week per school. The study, along with funding recommendations, should be completed and reported to the Board in time for implementation in September 1999.
3. Restore one shade shop mechanic, Field and Shop Operations, page 334, line 05600, in the amount of $52,374, including fringe benefits.
4. Provide summer training for 100 kindergarten through high school teachers in the use of Dr. Nash's Pure Phonics by way of a simultaneous multi-sensory instructional procedure in the amount of $160,000.
5. Add 21 paraprofessionals to the FY2000 budget to support students with disabilities participating in the regular education curriculum, as required by IDEA-97, with funding in the amount of $304,302 to come from Medicaid funds.
6. Reduce the School Operations Contingent Fund by $212,374 to fund amendments #3 and #4 above.

Your Committee reports the following amendment out of Committee without recommendation, pending receipt of additional information from the Administration:

> Provide relief for middle schools that have below-average funding by providing additional funds to bring them up to the middle school average.

Committee Recommendation

Your Committee recommends that the Board adopt the FY2000 proposed School Operations, Construction and Extension Fund Budgets as amended above.

* * * * *

Ordered held over for consideration during the month of April.

COMMITTEE ON FINANCE/PERSONNEL

Director Braun 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; Acceptance of Donations; and Report on Administrative and School Fund Transfers

Award of Contracts

The following recommendation is made based on bids received on Thursday, February 25, 1999:

LAN TECHNOLOGY UPGRADE

Division 1 — Philipp School

Prime Contractor
Town & Country Electric Inc.
3720 North 124th Street Suite P
Wauwatosa, Wisconsin 53222

Second Low Bidder, Base Bid of $92,555, plus $22,547 for Mandatory Alternate Bid 1 to provide new electrical feeds, all electrical work associated with the MC, modifications related to the existing conditions for new electrical installation work and electrical service revision work; plus $9,550 for Mandatory Alternate Bid 2 to provide all new work indicated in non-instructional areas; plus $12,140 for Mandatory Alternate Bid 3 to provide all new CC hubs; plus $6,885 for Mandatory Alternate Bid 4 to provide all electrical conduit/raceway and telecommunications work related to the PBX, building entrance, SONET, and ITFS, for a total contract of $143,677.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontrac-tors
No	10%	10% MBE	666	87	62	Corp	1

Note: Low Bidder did not meet the HUB requirement and contained an error of omission.

Division 2 — Happy Hill School

Prime Contractor
Town & Country Electric Inc.
3720 North 124th Street Suite P
Wauwatosa, Wisconsin 53222

Third Low Bidder, Base Bid of $79,501, plus $72,867 for Mandatory Alternate Bid 1 to provide new electrical feeds, all electrical work associated with the MC, modifications related to the existing conditions for new electrical installation work and electrical service revision work; plus $29,217 for Mandatory Alternate Bid 2 to provide all new work indicated in non-instructional areas; plus $12,838 for Mandatory Alternate Bid 3 to provide all new CC hubs, plus $5,156 for Mandatory Alternate Bid 4 to provide all electrical conduit/raceway and telecommunications work related to the PBX, building entrance, SONET, and ITFS, for a total contract of $199,579.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontrac-tors
No	10%	10% MBE	666	87	62	Corp	1

Note: Low Bidder did not meet the HUB requirement and contained an error of omission. Second Low Bidder contained an error of omission.

The following recommendation is made based on bids received on Tuesday, March 2, 1999:

BOILER REPLACEMENT

Browning School

Prime Contractor
S. J. Mechanical, Inc.
510 North 27th Street
Milwaukee, Wisconsin 53208

Second Low Bidder, Base Bid of $175,900.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontrac-tors
Yes	10%	100% MBE	46	12	5	Corp	4

Note: Low Bidder did not meet the HUB requirement.

ASBESTOS ABATEMENT

Story School

Prime Contractor
Insulation Removal, Ltd.
12100 West Silver Spring Road
Milwaukee, Wisconsin 53225

Second Low Bidder, Base Bid of $53,856.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontrac-tors
No	0%	0%	42	15	6	Corp	0

Note: Low Bidder contained an error of omission.

The following recommendation is made based on bids received on Thursday, March 4, 1999:

BOILER REPLACEMENT

Congress School

Prime Contractor
Grunau Company, Inc.
1100 West Anderson Court
Oak Creek, Wisconsin 53154

Low Bidder, Base Bid of $108,800, plus $7,400 for Mandatory Alternate Bid 1 to provide construction and fabrication of the proposed new steel stairs, for a total contract of.....$116,200.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontrac-tors
No	10%	18% MBE 14% WBE	250	5	11	Corp	**5**

ROOF REPLACEMENT

Lancaster School

Prime Contractor
Specialty Associates, Inc.
11122 West Rogers Street
West Allis, Wisconsin 53227

Low Bidder, Base Bid of.....$238,777.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontrac-tors
No	0%	0%	160	5	4	Corp	0

Palmer School

Prime Contractor
Walsdorf Roofing Company, Inc.
W 325 Hwy 149
Kiel, Wisconsin 53042

Low Bidder, Base Bid of.....$156,830.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Emps in Company	# of Minority Emps	# of Women Emps	Type of Business	# of Subcontrac-tors
No	0%	0%	50	2	4	Corp	0

Total construction contract dollars awarded.....$1,084,819.00
Total dollars HUB participation $247,409.60
% of MBE participation..... 21.31%
% of WBE participation 1.50%
% of M/WBE participation..... 0.00%
% Minority employees within company..... 11.57%
% Women employees within company 7.57%

Authorization to Make Purchases

RFP-276 Office Copying Equipment (Various)

Recommend authorization to purchase various models of office copying equipment as needed through June 11, 1999, with an option to renew for an additional six months. The estimated value of the initial contract period is $80,000.

Item 1: Digital Copiers, Ricoh Aficio

Recommend authorization to purchase from the low bidder in the aggregate, Savin Corporation, on the Ricoh Aficio model series. Unit Prices are indicated.

Bidders:	Savin Corporation	IKON Office Solutions	F.J. Kubichek
Terms:	Less 1% 15 days	Net	Net
Printing Speed			
35 cpm	$ 3,850	$ 3,790	No Bid
40 cpm	$ 7,195	$ 7,230	No Bid
55 cpm	$ 8,835	No Bid	$10,644
65 cpm	$ 9,375	$ 9,995	$11,644

Item 2: Digital Copiers, Konica 7000 Series

Recommend authorization to purchase from the low bidder in the aggregate, F.J. Kubichek. Unit Prices are indicated.

Bidders:	F.J. Kubichek	Central Office Systems
Terms:	Net	Net
Printing Speed		
40 cpm	$6,590	$7,350
60 cpm	$11,997	$11,965

Item 3: Color Copiers

Recommend authorization to purchase from the low bidder, Savin Corporation. Unit prices are indicated.

Bidders:	Savin Corporation	IKON Office Solutions
Terms:	Less 1% 15 days	Net
Printing Speed		
3 cpm	$7,340	$8,760

Item 4: Digital Copy Printers, Ricoh

Recommend authorization to purchase from the sole bidder, Savin Corporation. Unit prices are indicated.

Bidders:	Savin Corporation
Terms:	Less 1% 15 days

Printing Speed	
120 cpm, 300 dpi	$2,620
120 cpm, 400 dpi	$5,890
120 cpm, 400 dpi	$4,450
120 cpm, 600 dpi	$9,290

Item 5: Digital Duplicators, Risograph

Recommend authorization to purchase from the low bidder, Printing & Business Solutions of Wisconsin, Inc. Unit prices are listed.

Bidders:	PBS	IKON Office Systems
Terms:	Net 30 days	Net
Printing Speed		
130 cpm, heavy duty	$5,450	$5,965
130 cpm, light duty	$4,225	$5,300

Item 6: Analog Copiers

Recommend authorization to purchase from the low bidder, IKON Office Solutions. Unit prices are listed.

Bidders:	IKON Office Solutions	F.J. Kubichek	Copy Plus
Terms:	Net	Net	Net
Printing Speed			
51 cpm	$ 5,605	$ 6,224	$ 7,153.83
60 cpm	$ 7,645	$ 8,941	No bid
70 cpm	$ 8,865	$10,368	No bid

The TAC (Technology Advisory Committee) has reviewed these projects and recommends the following:

SS-477 **60 Apple iMac Computers (Cass)**

Recommend authorization to purchase 60 iMac computers, 2 file servers, 2 laser printers, and related items, totaling an estimated $83,000. These will replace older computers. FY99 funds will be used.

SS-478 **65 Apple Mac G3 Laptop Computers (Div. Of Special Services)**

Recommend authorization to purchase 65 Apple Mac G3 laptop computers, totaling an estimated $180,000, for use by team members in doing IEP-Team reports. FY99 Federal IDEA grant technology funds will be used.

SS-479 **CCC Software Licenses (Title 1)**

Recommend authorization to purchase classroom curriculum software licenses and related items, totaling an estimated $51,000 from Computer Curriculum Corporation for use at Medgar Evers Academy and Ceria M. Travis Academy. FY99 Title 1 funds will be used.

SS-480 **30 Apple iMac and 35 Apple G3 Computers (Warehouse Stock)**

Purchase orders totaling $99,435 have been issued to Apple Computer for computers for warehouse stock, to be ordered by schools as needed. If stock runs out before the end of this school year, this same sole-source authorization will be used to replenish the stock.

SS-450 **Authorization to Increase the Contract Amount with Stratagem, Inc., for Project Management Services Associated with the District's HR/Payroll Project.**

The Administration is requesting authorization to increase the contract amount with Stratagem, Inc., from $200,000 to an amount not to exceed $400,000.

At its January 28, 1998, meeting, the Board granted authorization to enter into a contract with Stratagem, Inc., to provide services associated with the district's HR/Payroll Project. Stratagem, Inc., has been very instrumental in ensuring the project will be implemented in accordance with the approved schedule.

SS-464 **Authorization to Increase the Contract Amount with MIS LABS, Inc., for Design Engineer Services Associated with the District's Application for E-Rate Funds**

The Administration is requesting authorization to increase the contract amount with MIS Labs, Inc., from $390,894 to an amount not to exceed $500,000.

At its February 25, 1998, meeting, the Board granted authorization to enter into a contract with MIS Labs, Inc., to provide services associated with the district's Enterprise Wide-Area Network. The initial contract was estimated at $250,000. At the November 24, 1998, Board meeting, the Board granted authorization to increase the contract amount to $390,894. Specifically, MIS Labs, Inc., was to design and prepare bid documents for various technology projects eligible for the E-Rate discount. Over $24 million in technology projects were submitted for E-Rate funding. The Administration is utilizing the services of MIS labs, Inc., to prepare design and bid documents for an additional $10 million in E-Rate discounts.

The contract was on a time-and-materials basis. MIS Labs, Inc., costs are eligible for TEACH funds reimbursement.

Pursuant to Board Policy 3.09 (3), Purchasing & Bidding Requirements, the Administration has prepared the FY99 2nd Quarter of purchases between $25,000 & $50,000 approved by the Superintendent.

Month	Bid #	Description	School/Dept	Supplier	Project Total
10.98	AS-457	32 Apple iMac Computers	Burdick	Apple Computer	$39,268
10.98	AS-459	Video Editing System	Marshall HS	Roscor Wisconsin	$46,000
10.98	AS-465	1 School Bus	Head Start	Atlas Bus Sales Inc	$29,980
10.98	AS-468	Software: "Breakthrough to Literacy"	Lloyd	The Wright Group	$34,000
10.98	B-5228	1 Truck	F&M Div	Lynch Truck Center	$34,471
10.98	RFP-263	Broadcast Equipment	Fritsche MS	Video Image	$41,306
12.98	AS-471	8 Toshiba Laptop Computers & Printers	MacDowell	To Be Determined	$29,000
12.98	B-5234	Pipe Insulation, 1 Year Contract	Stock to F&M Div	Bay Insulation of Milw	$30,000
12.98	B-5235	Polycarbonate Glazing Sheets, 1 Year Contract	Stock to F&M Div	Cope Plastics	$43,048
12.98	B-5237	Welding Supplies	Milw Tech HS	Allied Welding Supply	$45,403
				Total	$372,476

(H) = Historically Underutilized Business

Report of Revenues and Expenses and Monthly Expenditure Control Report

A. Statement of Revenues as of February 28, 1999:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Cur. Month. Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$749,149,223	$5,700,000	$754,849,223	$9,726,944	$395,067,199	$359,782,024	52%
Categorically Aided	76,608,417	33,094,303	109,702,720	7,126,757	48,934,152	60,768,568	45%
School Nutrition	26,821,658	0	26,821,658	2,337,899	15,186,154	11,635,504	57%
Construction	31,150,000	10,998,913	42,148,913	1,122	11,327,672	30,821,241	27%
Extension	7,120,371	-380	7,119,991	29,354	6,548,063	571,928	92%
Total All Funds	890,849,669	49,792,836	940,642,505	19,222,076	477,063,240	463,579,265	51%

B. Statement of Expenses as of February 28, 1999:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Cur. Month. Expenditures	Year-to-Date Exp.&Encumb.	Unexpended Balance	Percent Expended
School Operations	$749,149,223	$10,290,889	$759,440,112	$71,610,111	$476,105,000	$283,335,112	63%
Categorically Aided	76,608,417	34,522,700	111,131,117	8,461,687	60,303,401	50,827,716	54%
School Nutrition	26,821,658	39,984	26,861,642	2,493,706	16,481,956	10,379,686	61%
Construction	31,150,000	14,235,970	45,385,970	1,050,037	40,488,046	4,897,924	89%
Extension	7,120,371	52,035	7,172,406	540,184	4,843,290	2,329,116	68%
Total All Funds	890,849,669	59,141,578	949,991,247	84,155,725	598,221,693	351,769,554	63%

(1) Represents Board approved transfers during fiscal year 1999 and appropriations for purchases encumbered in fiscal year 1998.

The monthly report on expenditures has been attached to the minutes of your Committee's meeting of March 23, 1999.

Acceptance of Donations

SCHOOL	DONOR	VALUE	GIFT OR PURPOSE
Allen-Field	Ameritech	$4,000	Science lab
Allen-Field	U.S. Dept. of Interior/Land Mgmt	$900	180 "Learning From the Land" 6 teacher edition books
Allen-Field	Proact Incorp.	$1,500	Reading Is Fundamental
Bell	Ameritech	$4,000	Partnership School Program
Bell	Ameritech	$500	Student Opportunities Project
Browning	Funds Raised By School	$1,349	College Scholarship Fund
Burbank	PTO	$3,330	Special Events
Clarke Street	Winter Family Foundation	$100	Math program
Dover	Barbara Cechal-Hall	$100	Memorial — Jack Drobnik
Edison	Target	$10	Take Charge Program
Franklin	Everen Securities	$4,140	Student supplies, office supplies, parent center

SCHOOL	DONOR	VALUE	GIFT OR PURPOSE
Garden Homes	Milwaukee Journal Sentinel	$225	Three trophies for attendance
Garden Homes	New Hope Baptist Church	$750	Fifty coats for attendance
Garden Homes	Pepsi-Cola Co.	$30	Five cases Pepsi — Black History Dinner
Garden Homes	Brown Deer United Methodist Church	$400	45 Choir robes
Garden Homes	Faith Lutheran Church	UND*	Hats, mittens, scarves
Garfield	Helen Jupka Trust	$960	Three students to Washington, D.C.
Garfield	Helen Jupka Trust	$100	Sponsor winter camp
Garfield	Helen Jupka Trust	$850	African instruments — cultural awareness
Garfield	Anonymous	$45	Madison field trip
Garfield	Helen Jupka Trust	$900	Office Furniture
Garfield	Debra Jupka	$50	Audio/Stereo
Garfield	Thomas Kubiak	$25	Technology
Grantosa	PTA	$1,000	STAR Program
Lowell	PTO	$100	RIF books
Lowell	MacDonald's	$100	RIF books
Malcolm X	Rockwell Automation	$4,000	Library automation
Malcolm X	Ameritech	$500	Honor roll recognition
Malcolm X	Ameritech	$4,000	Library automation upgrade
Malcolm X	Edet Udoeyup	$300	Student awards
Milwaukee High School of the Arts	Sharie Garcia	$300	Pioneer laser disc player
Milwaukee High School of the Arts	Erwin Schelbengraber	$2,000	1983 Chevrolet Cavalier - Student training
MPS — Safe Place Community Learning Centers	Kiwanis Club	$200	After Schools Programs
Silver Spring	United Methodist Church of Whitefish Bay	$8,000	New Cannon copier
WCLL	Rene Majia	$150	20 Basketball Jerseys

Report on Administrative and School Fund Transfers

5. The listing of administrative and school transfers required by Board Policy 4.04 is attached to the minutes of your Committee's meeting of March 23, 1999. This is an informational report, and no action is required.

Committee Recommendations

Your Committee recommends that the Board:

1. Authorize the award of contracts as listed above.
2. Authorize the purchases as listed above.
3. Accept the report of revenues and expenses.
4. Accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

* * * * *

(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

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Celeste Allen School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Elsa Alverio School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Gregory Boivin Fac. & Main. Services	Carpenter $21.77/hr.($43,540.00/yr.)	02-01-99
Sharon Chaney Granville	Clerk Typist I $14,480.00/yr.	02-18-99
Felicia Crawford School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Sharon Daniels School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Melody Dixon School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Jon Gilbertson Fac. & Main. Services	Clerk Typist I $17,464.20/yr.	02-22-99
Yasmo Hemphill School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Deborah Jennerjohn Bay View	School Secretary I $20,320.04/yr.	03-15-99
Carlone Joseph, Sr. School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Linda Krueger Madison	Clerk Typist I $14,480.00/yr.	02-24-99
Malinda May School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Barbara Mullaly School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Eloina Olivas Allen-Field	Clerk Typist I $14,480.00/yr.	03-08-99
Frank Owens School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Robert Rauth School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Herman Redd School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Lisa Washington School Safety	School Safety Assistant $11.45/hr.($17,129.20/yr.)	02-08-99
Patricia Woods Grant	School Secretary I $16,853.11/yr.	03-15-99

PROMOTIONS

Josephine Carter Special Services Center	School Secretary II $30,868.50/yr.	12-28-98
Debra Costello Technology	Clerical Mentor Trainer $31,508.36/yr.	03-08-99
Teresa Harris Insurance & Risk Mgmt.	Human Resource Assistant $26,138.58/yr.	03-29-99
Gretta Hicks Lincoln Middle	School Secretary II $25,654.72/yr.	04-12-99
Lenouliah Jiles Ed. Services	Secretary 2 $27,010.62/yr.	03-01-99
Antoinette Junemann Grand Avenue	School Secretary II $26,519.74/yr.	03-01-99
Dwayne Mann Kosciuszko	Building Service Helper II $23,229.96/yr.	02-08-99
Tammy Nemoir Technology	Clerical Mentor Trainer $31,508.36/yr.	03-15-99
Linda Ramos Custer	School Secretary III $28,450.76/yr.	03-08-99

RETURNS FROM LEAVE

Diane Burgos Walker	School Secretary I $20,626.00/yr.	02-08-99

CHANGES IN STATUS

Tracy Borowski Green Bay Avenue	School Secretary I $16,562.89/yr.	02-22-99
Thelma Burton Granville	Handicapped Children's Assistant $13,050.82/yr.	02-17-99
Betty Koonce Special Services Ctr.	Handicapped Children's Assistant $13,050.82/yr.	02-03-99
Linda Kunz Clement	School Secretary I $16,562.89/yr.	02-19-99
Charletta Medley Philipp	Handicapped Children's Assistant $13,050.82/yr.	02-03-99
Jean Navarro Zablocki	Handicapped Children's Assistant $13,050.82/yr.	02-03-99
Rachel Taylor Special Services – MIS	School Secretary I $24,022.96/yr.	03-08-99
Khayyana Winfrey 27th	School Secretary I $16,853.11/yr.	03-01-99

Approval of Certificated Appointments

Code	Teachers - Schedule 01	Division	Salary	Yrs/Exp. Credit	Start Date
r	Amalia Abundis Gr 1-6/Bilingual	B	$26,732	0	2/3/99
r	Lori L. Balkovec Upper Elementary	B	$26,732	0	1/4/99
nr	Jennifer L. Bergholz PreK-3	B	$26,732	0	1/25/99
r	Shelley S. Brown Elementary Education	B	$26,732	0	2/1/99
r	Mary J. Burks PreK-6	B	$26,732	0	1/26/99
r	Lauri A. Cardoza EC:EEN	B	$26,732	0	1/21/99
r	Nancy S. Conner PreK-6	B	$28,971	0	1/22/99
nr	Lisa M. Daley Upper Elementary/Spanish	B	$26,732	0	2/12/99
r	Carol A. Dorau PreK-3/Montessori	B	$26,732	0	1/28/99
r	Jeffrey J. Halsey Upper Elementary	B	$26,732	0	2/2/99
r	Rozalia P. Harris Elementary Education	B	$26,732	0	2/2/99
r	Delores Johnson Upper Elementary	B	$27,365	1	1/25/99
r	Matthew J. Kellner Elementary Education	B	$26,732	0	2/17/99
nr	Scott K. Kelly Science	B	$26,732	0	1/25/99
nr	Alana K. Larsen Elementary Education	B	$26,732	0	1/25/99
r	Heather M. LeFevre Art	B	$26,732	0	2/8/99
r	Jennifer M. Lorbeck Art	B	$26,732	0	1/26/99
r	Thomas G. Luthy Jr. Elementary Education	B	$26,732	0	2/23/99
r	Andrea J. Maass Art	B	$26,732	0	1/25/99
r	Diana R. McMenemy Orientation Mobility	B	$26,732	0	2/8/99
r	Cassandra D. McWilliams K4-Gr5	B	$26,732	0	2/10/99
nr,b	Ronald P. Meier Alternative Education	C	$48,744	18.8	1/25/99

r	Colleen H. Moore PreK-3	B	$26,732	0	2/22/99
r	Kimberly E. Otey Gr 3	B	$26,732	0	1/19/99
nr	Julie A. Pluta PreK-3	B	$26,732	0	2/9/99
nr	Gordana Rajak Math	B	$26,732	0	1/25/99
r	Rebecca T. Reitman-Katzer C.D.	B	$26,732	0	1/25/99
r,b	Derrick D. Rogers Upper Elementary	BB	$36,662	8	2/16/99
r	Tiffany T. Sims Upper Elementary	B	$26,732	0	2/22/99
r	Susan M. Starck Elementary Education	B	$26,732	0	2/9/99
r	Kerry L. Steinberg Art	B	$26,732	0	2/1/99
r	Anthony J. Strancke C.D.	B	$26,732	0	2/1/99
nr	Margaret M. Szper C.D.	B	$26,732	0	2/8/99
r	Heather L. Thompson Art	B	$26,732	0	1/25/99
r	Erin S. Urness Art	B	$26,732	0	1/25/99
r	Takisha Q. Weatherall Elementary Education	B	$26,732	0	1/28/99
r	George S. Weinman Elementary Education	B	$26,732	0	2/22/99
nr	Cynthia J. West Elementary Education	B	$26,732	0	1/25/99
nr	Lisa M. Winter PreK-3	B	$26,732	0	2/9/99

APPROVAL OF CERTIFICATED APPOINTMENTS — SCHOOL SOCIAL WORKERS

Code	School Social Workers — Schedule 01	Salary	Yrs/Exp. Credit	Start Date
nr	Sally C. Hochstein	$39,465		

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

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 14, 1999:		
Dolores Melin	Muir	February 8, 1999
Maternity Leave, to June 14, 1999:		
Robin Eberhardt	Happy Hill	February 10, 1999
Jill Rummel	Burbank	April 28, 1999
Michelle Russell	Day-to-Day	February 1, 1999
Susan Wetrich	Wheatley	February 24, 1999
Personal Leave, to June 14, 1999:		
Jean Broadwater	Hartford	April 28, 1999
Ami Heindel	Clemens	February 19, 1999
Gail Northway	78th Street	February 17, 1999
Personal Leave, to June, 2000:		
Connie Craig	Lee	August, 1999
Lori Fote	Grantosa	August, 1999
Sabbatical Leave, to June, 2000:		
Kierstin Cira	MUSI	August, 1999
Jean Fleet	Riverside	August, 1999
Phyllis Mathews	Cass	August, 1999
Jesus Santos	Fratney	August, 1999
Extension of Personal Leave, to June, 2000:		
Jan Kramschuster	Leave	August, 1999
Miodrag Rajkovic	Leave	August, 1999

CURTAILMENT OF LEAVE:

Lynne Carlstein	Rescinded personal leave that was granted from August 25, 1998, through June 14, 1999.
Charon Lohman	Rescinded study leave that was granted for the second semester of the 1998-99 school year.

Report on Resignations

Name	Position	Effective Date
Roger A. Anderson	Teacher	04-22-99
Anne M. Archer	Teacher	01-22-99
Ellen P. Arthley	Teacher	06-14-99
Barbara A. Bayles	Teacher	06-14-99
Shirley A. Behrendt	Teacher	06-14-99
Lois J. Bernard	Teacher	06-14-99
Shirley Bowders	Teacher	01-22-99
Charles P. Boyer	Teacher	06-14-99
Janet L. Cavett	Teacher	06-14-99
Nicole Corley	Teacher	01-29-99

Amy J. Daun	Teacher	02-19-99
Emma J. Fenceroy	Teacher	02-22-99
Melissa Ford	Teacher	02-15-99
Mary A. Foskett	Teacher	06-14-99
Mary J. Friedel	Teacher	06-14-99
Dennis E. Fuchs	Teacher	02-05-99
Mary J. Gebert	Teacher	06-14-99
Garrick Gehrke	Teacher	01-29-99
Peter A. Goemans	Teacher	06-14-99
Jerome L. Golembiewski	Teacher	03-31-99
Wendy Hahm	Teacher	02-08-99
Marie G. Heiss	Teacher	06-14-99
Conroy Hobson Jr.	Teacher	03-16-99
Laura L. Jackson	Teacher	06-14-99
Benjamin Johnson	Teacher	02-26-99
Daniel Kampschroer	Teacher	02-26-99
Thomas U. Kelnhofer	Teacher	06-14-99
Carol Ann Konkel	Teacher	06-14-99
Nicola Leather	Teacher	03-10-99
Mark W. Loomis	Teacher	06-14-99
Susan A. Markert	Teacher	02-19-99
Dennis L. Mattson	Teacher	01-29-99
Jeannette L. Maxfield	Teacher	12-31-98
Dennis F. McLaughlin	Teacher	06-18-99
Robert L. Nowicki	Teacher	06-14-99
Jacalyn J. Oliva	Teacher	02-02-99
Mary T. Paulsen	Teacher	02-19-99
Brenda L. Peters	Teacher	03-01-99
Doris A. Ridder	Teacher	06-14-99
Lisa M. Ringeisen	Teacher	02-25-99
Marcia J. Roth	Teacher	06-14-99
Percy A. Ruesink	Teacher	06-14-99
Alice L. Schulteis	Teacher	06-14-99
Thomas L. Tanty	Teacher	06-22-99
Myra K. Vachon	Director	11-21-99
Shelley R. Vigars	Teacher	06-14-99
Lynn I. Volkman	Teacher	06-14-99
Nancy A. Vose	Teacher	06-14-99
Andrew S. Ward	Teacher	06-14-99
Kami J. Warren	Teacher	02-08-99
Veronica M. Wielebski	Teacher	03-31-99
Joan C. Zak	Teacher	06-14-99
Patricia M. Zbichorski	Teacher	03-05-99
Elizabeth V. Zinda	Teacher	06-14-99

Affirmative Action Report

5. The Affirmative Action Report for the month of February is attached to the minutes of your Committee's meeting of March 23, 1999. This is an informational report, and no action is required.

Committee recommendations

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

* * * * *

(Item 3) Action on a Request to Approve an Intergovernmental Cooperation Agreement for the Development and Operation of the Lynde and Harry Bradley Technology and Trade School

Administration's analysis

1. In May of 1998, a series of meetings began to determine what improvements a budget of $15 million, to be included in city-funded projects, could make in curriculum and the current Milwaukee Tech facility.

2. MPS staff, community members, union officials, alumni, governmental officials, parents, students, and business owners participated in these meetings.

3. Staff from Milwaukee Tech and MATC began developing a vision for a new curriculum. At the same time, staff from the Division of Facilities and Maintenance Services began work on remodeling plans based upon the curriculum needs and a budget of $15 million.

4. In mid summer of 1998, the Greater Milwaukee Committee notified the Superintendent that they were interested in securing additional funds to provide a new Milwaukee Tech and were establishing a small planning group. They invited the Superintendent to become part of this group.

5. The planning group included representatives of the business community, the Building Trades Council, the Milwaukee County Labor Council, the Milwaukee Teachers' Education Association, the Milwaukee Area Technical College, University of Wisconsin-Milwaukee, and Milwaukee Public Schools' staff.

6. This planning committee requested the Superintendent to do the following:

   a. Create a comprehensive trade and technical program that MPS would deliver in a new technical high school;

   b. Assist in determining an appropriate location for a new school;

   c. Work with the President of MATC and the Chancellor of UW-Milwaukee to create a partnership for the management and operation of a new Milwaukee Tech.

7. The Superintendent agreed to begin work on the above items with members of the planning committee. In September of 1998, the Superintendent was notified that the Greater Milwaukee Committee had received private funding of $25 million, with $20 million being pledged by one donor. The donor's stipulation was that the funds would not flow directly to MPS and should be used in conjunction with other public and private dollars. In addition, the donors requested naming rights for the new school.

8. This $25 million commitment, plus $15 million from city funds, moved the project rapidly toward the $55-$60 million estimated cost. Working with the Department of Public Instruction, MPS was able to receive $4.7 million in 1998 through a federally sponsored loan program. The Administration anticipates between $2 million and $4 million from the same source in 1999. Members of the Greater Milwaukee Committee's planning group have been in contact with state offices in an attempt to secure an additional $10 million. If the $10 million can be secured from state or other sources, the project will be fully funded.

9. In December of 1998, at their 50th anniversary celebration, the Greater Milwaukee Committee made the formal announcement that Mrs. Jane Pettit would donate $20 million, and other private donors $5 million. The requested name of the school is Lynde and Harry Bradley Technology and Trade School.

10. Since this announcement, planning meetings have continued and the vision and curriculum for the new technical school has been fully developed.

11. A report to the Board on the proposed curriculum at the new technical school was submitted to the Innovation/School Reform Committee at its March 16, 1999, meeting.

12. The Planning Committee utilized the Hi-Mount Community School agreement as a model.

13. The proposed agreement was forwarded to the Board under separate cover. The agreement before the Board tonight is the culmination of many months of work by the Planning Committee. It was drafted by the City Attorney and the legal counsels for MATC and UW-Milwaukee.

14. Governing authorities for MATC and UW-Milwaukee will also be requested to approve the agreement.

Strategic Plan Compatibility Statement

15. This agreement is compatible with the following areas of the MPS Strategic Plan:

Goal 1: Student Achievement, to continuously improve achievement of all students to meet high standards.

Objective 1.1	Improve and refine curriculum
Objective 1.2	Design a district vocational education program
Objective 1.8	Use technology to support higher order learning
Objective 1.13	Establish partnerships to help students achieve high standards

Goal 2: MPS – Milwaukee's First Choice of Schools, to make Milwaukee Public Schools the first choice of a steadily increasing number of parents.

Objective 2.6	Maintain, update and improve MPS buildings

Statute, Board Policy or Rule Statement

16. The recommendation supports Administrative Policy 2.13, Relations with Other Schools and School Districts: "The Board shall cooperate with other schools, agencies, and organizations in the solution of educational problems of common concern."

Fiscal Impact Statement

17. The funding level for the new technical school will be the per-pupil cost of the FY 2000 base amount, adjusted annually in an amount equal to the average increase or reduction of other district high schools.

Implementation and Assessment Plan

18. Upon approval of the recommendations by the Board, the Administration will work with all appropriate parties to execute the agreement.

Committee Recommendation

Your Committee recommends that the Board approve the Intergovernmental Cooperation Agreement between MPS, MATC, and UW-Milwaukee dated March 23, 1999, that establishes a commission for the governance of the new Lynde and Harry Bradley Technology and Trade High School.

* * * * *

(Item 4) Action on Resolution 9899R-110 by Directors Hardin, Fisher, O'Neil, Small and Todd, Regarding Elimination of the Causes and Effects of Lead Poisoning, and on Resolution 9899R-123 by Director Todd, Regarding the Evaluation of Exceptional Education Students for Lead Poisoning

Background

At its meeting on January 27, 1999, the Board referred the following Resolution 9899R-110by Directors Hardin, Fisher, O'Neil, Small and Todd to the Finance and Personnel Committee.

WHEREAS, Lead has been proven to have a catastrophic impact on the lives of millions of urban dwellers nationwide, particularly children; and

WHEREAS, The Centers for Disease Control cites lead poisoning as one of the most common pediatric health problems in the united States today, and that it is entirely preventable; and

WHEREAS, The national; childhood lead incidence rate is 4.4%, while in 1997 the Milwaukee incidence rate was 22%, thus conservatively estimating one in five children in the City of Milwaukee to be lead toxic; and

WHEREAS, Some neighborhoods are currently reported by the city to have 33%-64% of its children affected by lead, and a 1992 study of Metcalfe Park reported 83% of its children testing with blood levels above 20 mcg/dL; and

WHEREAS, Severe lead exposure in children can cause coma, convulsions, and death, while *lower levels are associated with loss of intelligence, hyperactivity, problems in school, delinquency, and possible criminal activity*; and

WHEREAS, Multiple studies report that children with blood lead levels greater than 10mcg/dL and effect by 19 years of age:

- Are seven (7) times more likely to dropout of school
- Attain lowered high school rank
- Engage in increased absenteeism
- Achieve lower vocabulary scores
- Display longer reaction time and poorer hand-eye coordination; and

WHEREAS, Lead effects on intellectual functions have been further identified to effect IQ drop approximating 2-5 points for each 10mcg/dL (iv); and

WHEREAS, Sixty-eight (68%) of all of Wisconsin's children who tested positive for lead in their blood at the action level of $\geq$ 10mcg/dL in FY 1996/97 reside in Milwaukee County; and

WHEREAS, Because lead permeates tissue and is stored in bones before release to the blood stream, current blood lead levels are underestimating the problem; and

WHEREAS, Lead affects children under 6 most acutely, as their tissue and bone are fragile and most vulnerable to absorption of lead from dust, soil, air, water, and paint chips; and

WHEREAS, Lead is most associated with children living in or visiting rental properties with deferred maintenance and built before 1950; and

WHEREAS, Ingestion of lead dust from the environment brought in by adults working in lead-based environments can lead to hyperactivity, and research reports a strong dose-response relationship between hair lead-levels and teachers'' negative assessment of classroom behavior; and

WHEREAS, The poverty of children in Milwaukee is among the worst in cities, nationwide with thirty-two percent (32%) of lead-toxic children living in distressed neighborhoods, compared with 5% in Wisconsin and 17% in the US cities on average; and

WHEREAS, Children of color have been reported to have been affected disproportionately and children of color are by far the majority in MPS; and

WHEREAS, The Milwaukee Journal Sentinel has cited a possible over-diagnosis of "attention deficit hyperactivity disorder" (ADHD) and questioned its cause -- "It could be one of many things: depression, bi-polar disorder, a form of autism, post traumatic stress syndrome or even

something as simple as lead poisoning or chronic ear infection" -- while health professionals say, "Lead could be the cause," but, without screening all children for lead in their blood, tissue, and bones, no one really knows; and

WHEREAS, The school climate for learning extends beyond the classroom to the health of children and the facilities they occupy; and

WHEREAS, School nurses, with few exceptions, were eliminated from the MPS schools by the City; and

WHEREAS, MPS is committed to the development of the total child; now therefore, be it

RESOLVED, That the Milwaukee Public Schools will do everything in its power to expose this epidemic and to seek additional resources to eliminate the causes and effects of lead poisoning, including

- Expanding MPS preschool lead screening efforts to include every child
- Restoring school nurses to every MPS school
- Educating and mobilizing parents to initiate and monitor action on behalf of their children regarding lead exposure and poisoning
- Advocating publicly with health professionals and public officials throughout the city, county, and state
- Advocating with the Concerned Citizens to Eliminate Lead Poisoning of Milwaukee.

At its February 24, 1999 meeting, the Board referred the following Resolution 9899R-123 to the Innovation/School Reform Committee. At its March 16, 1999, meeting the Innovation/School Reform Committee referred the resolution to the Finance/Personnel Committee to be addressed along with Resolution 9899R-110.

WHEREAS, Current law requires a multidisciplinary team to evaluate a child if there is reasonable cause to believe that the child has special educational needs; and

WHEREAS, The Center for Disease Control cites lead poisoning as one of the most common pediatric health problems in the United States today; and

WHEREAS, Conservative estimates suggest that one in five children in the City of Milwaukee may be lead-toxic; and

WHEREAS, Multiple studies report that children with blood-lead levels greater than 10mcg/dL are likely to have increased drop-out rates, greater reading difficulties, increased absenteeism, lower test scores, longer reaction time, poor hand-eye coordination, loss of intelligence, and hyperactivity; and

WHEREAS, The *Milwaukee Journal Sentinel* has cited a possible over-diagnosis of "attention deficit hyperactivity disorder" (ADHD) and questioned its cause, but, while health officials have said, "Lead could be the cause," without screening children for lead in their blood, tissue, and bones, no one really knows; now, therefore, be it,

RESOLVED, That the Administration determine the feasibility of adding lead screening/evaluation to the multidisciplinary team process; and be it

FURTHER RESOLVED, That the Administration seek an instrument for use by multidisciplinary teams to evaluate whether lead toxicity has contributed to a child's disability.

Administration's Analysis

1. Blood-Lead Levels

   - Regardless of the cause (water, soil, paint) of lead poisoning, the effects are significant. Constant exposure to low lead levels can lead to hyperactivity, attention deficit, hearing loss,

slowed growth, and headaches. Severe lead poisoning can lead to a range of permanent cognitive disability to death.

- The problem is the greatest for young children under the age of six who live in the Milwaukee zip codes 04, 05, 06, 08, 10, and 12. The results of testing 26,000 children in Milwaukee in March 1998 revealed that 7,670 had levels of 10 micro grams per deciliter (10ug/dL), which is the minimum blood lead level the Centers for Disease Control considers hazardous.
- Blood lead levels are declining. In Milwaukee the percent of children with levels greater than or equal to 10ug/dL has dropped from 73 percent in 1992 to 22 percent in 1997. A large number of children, however, still requires comprehensive health and environmental services to reduce their current level of exposure.

2. Screening for Lead Poisoning in Children

- Screening for children through age six is necessary to ensure that children with high blood lead levels are identified. Screening should be used for early detection for heightened secondary prevention activity such as reducing exposure to lead once high lead levels have been found in the home. In addition, screening can provide assurance that efforts in primary prevention — keeping children from ever becoming exposed — are effective.
- Lead screening is required by Medicaid for children under six years old. Medicaid children are three times more likely to have lead levels above 10ug/dL than children not covered by Medicaid, yet a recent Government Accounting Office (GAO) report indicates Medicaid vastly under-screens. An astounding 81 percent of Medicaid children are not being screened as required. All insurance Health Check and HMO plans pay for lead screening. Last year, in Milwaukee, approximately 25 percent of one- and two-year-olds were screened.
- When a screening reveals that a child has a lead level over 19ug/dL, a report goes to the Milwaukee Health Department. A Public Health Nurse provides treatment follow-up, case management, and in-home education. There are indications that this early intervention, including education and source reduction, may have an impact on reducing a child's lead level and subsequently reducing the likelihood of poor outcomes.
- The Milwaukee Health Department (MHD) maintains a database of all lead test results conducted on children residing in the City of Milwaukee. Statistical information is available regarding the scope of the lead poisoning problem in the city. The MHD, with a signed consent for disclosure of confidential information, will provide results of student-specific lead testing to Milwaukee Public Schools.

3. Treatment

- The Centers for Disease Control recommends that children with blood-lead levels of 45 ug/dL or greater should be referred immediately for appropriate chelation therapy , a treatment which involves injecting into the blood a substance which attracts and binds lead and carries it from the body. Only minimal data exist for treatment of children with levels below 45ug/dL.
- It is not sufficient to provide only treatment, however. The patient and lead source must be permanently separated. In fact, chelation is a danger if the child is still exposed to lead. The creation of lead-safe environments for all people, and especially children, is an integral part of treatment.

4. Exceptional Education Needs of Children with Lead Poisoning

- The addition of lead screening/evaluation to the Milwaukee Public Schools (MPS) Individualized Education Program (IEP) team process, formerly referred to as the Multidisciplinary Team (M-Team), appears to be a duplication of services already provided by the MHD. IEP teams currently employ the practice of obtaining medical information from

private physicians and clinics in order to fully evaluate child-specific medical history that may have a direct impact on special educational needs. The IEP team may obtain the results of lead testing from the MHD with consent for disclosure of confidential information signed by the parent or legal guardian. Qualified staff of the MHD can provide assistance with medical information to assess whether lead toxicity has contributed to a child's disability.

- The eligibility determination portion of the IEP focuses on historical and current information from all IEP team members, including parents. Examples of such information are formal and informal assessments, observations, interventions, interviews, and medical information. The IEP team then determines if the student has a disability and a need for special education. Special education encompasses students from ages 3 to 21 years. If a student is at risk for lead poisoning or is displaying signs and symptoms characteristic of lead poisoning and has not been tested, a referral should be made to the MHD or private physician for screening.

- A risk assessment tool to determine lead exposure could be developed for use by diagnostic teachers involved in the IEP process. This tool could be used selectively for students based upon risk behavior. Formal staff development training by the MHD Childhood Lead Poisoning Prevention Program (CLPPP) provided directly to diagnostic and classroom teachers involved in evaluating students should be strongly considered. The Milwaukee Health Department Childhood Lead Poisoning Prevention Program has offered to partner with MPS to address this issue.

5. Prevention

- Prevention of lead poisoning is critical. Lead poisoning must be eradicated.

- The City of Milwaukee has developed the Childhood Lead Poisoning Prevention Program (CLPPP), a comprehensive and coordinated effort to address childhood lead poisoning. Within the CLPPP, three major areas are addressed: primary prevention initiatives, including community and housing based prevention measures; secondary interventions, including services to lead-poisoned children; and an aggressive research/program evaluation agenda.

- MPS can advocate for the eradication of lead poisoning. Partnerships with health providers, the Milwaukee Health Department CLPPP, Lead Stops Here Coalition, Concerned Citizens to Eliminate Lead Poisoning of Milwaukee, and state health officials would provide access to materials, outreach educators, and community organizers that would benefit students, parents and teachers. In addition, funding sources to support education and eradication efforts can be explored.

- MPS can also be an advocate for early screening of children and lead cleanup in rental units built before 1950.

6. Next Steps

The Administration will convene a planning team to develop a comprehensive plan for the prevention and eradication of lead poisoning. The team will address partnerships with city, state, and community organizations; the coordination of efforts with the Health Resource Center; development of a screening plan for children; and implementation of the Comprehensive Plan. A report regarding the recommendations of the planning team will be submitted to the Board in August 1999.

Strategic Plan Compatibility Statement

7. The recommendation supports the MPS Strategic Plan Goal 1, Student Achievement, to continuously improve achievement of all students to meet high standards — specifically, Objective 1.4, to improve and/or develop and refine support systems to increase student achievement and address student mobility. Strategies that have been identified are to expand health services through health collaborations and to support the development of comprehensive school health teams. Targets are to increase the number of schools receiving health services and to increase the number of schools having comprehensive school health teams.

Statute, Board Policy or Rule Statement

8. The recommendation is compatible with Wisconsin State Statues on Environmental Health Chapter 254 and city ordinances regarding lead poisoning prevention and control. The most recent city ordinance was approved on March 2, 1999, establishing a three-year pilot project to control lead-based paint hazards in rental residential properties built before 1950 in two areas of the city.

Implementation and Assessment Plan

9. The timeline for developing a comprehensive plan follows:

Task:	Create an MPS planning team to develop a comprehensive plan for MPS that includes neighborhood initiatives, strong advocacy and community organizations.
Expected Outcome:	A plan with standards and benchmarks for implementation at the district and school levels which includes educating and mobilizing parents.
Timeline:	Begin April 1999; Present plan to the Board in August 1999.
Task:	Develop a plan for screening children that is consistent with the CDC recommendations that all children be screened at 12 months and 24 months. Between the ages of 3 and 6, children should be screened if there is no evidence of a previous test. Children living in housing built before 1978 should be tested each year to the age of 6. Also determine the feasibility of screening students who participate in the IEP Team process.
Expected Outcome:	Health Providers and public health resources will be in place to support the implementation of a screening program.
Timeline:	Begin April 1999
Task:	Identify partners, including CLPPP, who are interested in seeking funding to support a comprehensive plan for prevention of lead poisoning.
Expected Outcome:	Funding streams to implement a comprehensive plan for prevention of lead poisoning.
Timeline:	Begin May 1999
Task:	Establish relationships as a partner with CLPPP, Concerned Citizens to Eliminate Lead Poisoning in Milwaukee, and the Lead Stops Here Coalition.
Expected Outcome:	Identify community resources and outreach education specialists that will support school programming and screening. Also identify educational materials endorsed by these groups, the EPA, and CDC that can be used in the classroom and with parents and community members.
Timeline:	On-going
Task:	Take the Lead Poisoning issue to the Health Resource Center
Expected Outcome:	Identify support organizations and resources that can be utilized in screening for, intervention in , and eradication of lead poisoning.
Timeline:	On-going

Fiscal Impact Statement

10. Costs of implementing the Comprehensive Plan for the Prevention of Lead Poisoning will be included in the August 1999 report to the Board.

Your Committee reports having amended the Superintendent's recommendations as follows:

1. That the Board accept the Administration's response to the resolutions, with the understanding that the Administration will:

   - Work with city and state officials and community organizations to develop a comprehensive plan
   - Submit a report and recommendations to the Board in August 1999.

2. Beginning in Fall 1999, MPS shall initiate a start-up program to screen elementary school students for blood lead levels.

3. Beginning in Fall 1999, MPS shall initiate the routine screening of all special education students, as well as all students being evaluated by MPS M-teams, for blood lead levels.

Committee Recommendation

A motion to approve having failed on a tie vote, your Committee reports this item, as amended, to the Board without recommendation.

* * * * *

(Item 5) Report Regarding the Fratney Street School Facility — Follow-up to Resolution 9899R-069 by Former Director Sinicki Regarding the Fratney Street School Facility

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

Background

At its meeting of November 24, 1999, the Board approved a number of recommendations relative to planning for new or renovated facilities at Fratney School. Included in these recommendations was that "…the Administration report back to the Board of School Directors… by its February 1999 meeting with possible options, estimated costs, and recommendations …"

Administration's Report

1. The Administration has met several times with the Fratney community to discuss various aspects of the proposal and to further define/refine the needs of the programs. These meetings have been very productive in enabling the group to focus on various issues.

2. In addition to the formal meetings, the school has solicited additional information and input from students and staff. The Fratney Student Council, which consists of students in Grades 3,4 and 5, conducted a survey of all students. The survey was done on a group basis by the early childhood students with the help of a teacher, and on an individual basis by the older students. This level of student participation in capital planning is the greatest of any recent project.

During the month of January, all staff members completed surveys to determine their concerns, based on additional questions raised during the earlier meetings in November and December.

3. The information obtained from the surveys has been incorporated with that contained in the earlier document, and priorities on space required to meet the program needs have been determined. The additional information will now permit feasibility studies and education specifications to be completed. These studies and the educational specifications will be completed prior to the start of the FY2000 school year and will permit the project to be considered as part of the updated facilities master plan scheduled for completion in February 2000.

* * * * *

(Item 6) Action on Communication 9899C-004 from the US Navy Officer Recruiting Station Regarding the Release of Senior High School Student Names and Addresses

Administration's analysis

1. At its January 27, 1999, meeting the Board referred Communication 9899C-004 from the U.S. Navy Officer Recruiting Station, regarding the release of names and addresses of senior high school students, to the Finance / Personnel Committee. A copy of Communication 9899C-004 is attached.

2. On November 6, 1998, representatives from the Administration met with Mr. Tom Stevenson, Education Specialist, United States Navy Officer Recruiting Station to respond to Mr. Stevenson's request that the school district provide to his office the names and addresses of senior students with the Milwaukee Public Schools. The Administration explained to Mr. Stevenson that student records are confidential and that the names and addresses are not a part of the district's directory data. Mr. Stevenson was given some alternative ways that the district will be able to assist him in making materials available to senior students.

3. On January 27, 1999, the Administration responded to a formal communication from Mr. Stevenson. Again, the Administration highlighted the district's policy regarding the confidentiality of student records, responded to questions presented, and suggested ways that the district and the U.S. Navy Recruiting Station could collaborate in meeting his request while maintaining the confidentiality of student records.

4. Wisconsin State Statute 118.125 on pupil records provides statutory policy related to "Directory Data" and release of students records, and Administrative Policy 8.42, related to student records, provides specific procedures regarding the release of student records. Pertinent excerpts from the statutes and district policy follow:

> Wisconsin State Statute 118.125(1)(b)
>
> "Directory Data means those pupil records which include the pupil's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received and the name of the school most recently previously attended by the pupil."
>
> Wisconsin State Statute 118.125(3)
>
> "If a school has notified the parent, legal guardian or guardian ad litem of the information that it has designated as directory data with respect to any pupil, has informed the parent, legal guardian or guardian ad litem of the pupil that he or she has 14 days to inform the school that such information may not be released without the prior consent of the parent, legal guardian or guardian ad litem."
>
> Administrative Policy 8.42(2) — Policy on Release of Student Names and Addresses
>
> "Neither the names nor the addresses of students shall be furnished to any person for any purpose whatever, except to the superintendent's office, without the consent of the parent or guardian in the case of minor students and without the student's consent in the case of students 18 years of age or older."
>
> Administrative Policy 8.42(3)(a)(3) — Directory Data
>
> "Directory data means those pupil records which include the pupil's name, participation in officially recognized activities and sports, weight and height of athletic teams, degrees and awards received and the name of the school most recently previously attended by the pupil. It does not include address, telephone listing, date/place of birth, dates of attendance or photograph."

Administrative Policy 8.42(7)(d) — Release of Directory Data

"The Milwaukee Public Schools will release the following personally identifiable information contained in a student's education record as "directory data" unless specifically directed not to by the student's parent, legal guardian or guardian ad litem:

- student's name
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- degrees and awards received
- name of the school most recently previously attended by the student."

5. Parents are notified of this policy via the *Student/Parent Handbook on Rights and Responsibilities* distributed in the fall.

6. This policy regarding release of student records applies to all military recruiters, college admission representatives, athletic directors, etc. Many college recruiters go to schools and hold informational sessions regarding their particular institutions. Military recruiters also visit schools to meet with and recruit students. The Administration offers to make materials available to each high school and the high school staff see to it that the seniors receive the information. Many guidance offices and school career centers have sections that contain brochures provided by branches of the military.

7. In addition, the following process has been set up to assure recruiters that information can be provided through mailings while keeping students' addresses confidential. The process involves the following steps:

- Recruiting agency identifies the targeted group to receive the mailing
- MPS generates address labels and advises the agency of the total number of pieces to be mailed
- The agency brings to the Central Services building the stuffed, stamped, and sealed envelopes with a sample copy for the district's files.
- The district places the labels on the envelopes and takes the mailing to the post office.

Statute, Board Policy or Rule Statement

8. The Administration's recommendation supports Wisconsin State Statute 118.125, Pupil Records, and Administrative Policy 8.42, Student Records.

Committee Report

Your Committee reports having given hearing to Mr. Tom Stevenson.

* * * * *

(Item 7) Action on a Request to Enter into a Contract with the African American Chamber of Commerce for a Youth Empowerment Project (Follow Up to Resolution 9899r-056 by Director Hardin)

Background

At its meeting on July 29, 1998, the Board referred the following resolution by Director Hardin to the Finance/Personnel Committee.

WHEREAS, The Milwaukee Public School system sees the need to reach out to the African American Business Community as a partner; and

WHEREAS, The MPS student body is at least 70% African American, many coming from low-income families; and

WHEREAS, MPS has encouraged the business community as a whole to establish relationships with MPS schools to improve the job readiness of our students; and

WHEREAS, The professional members of the African American Chamber of Commerce have come together to share their knowledge; and

WHEREAS, The African American Chamber has designed a job readiness program to support and improve the job readiness of MPS students; now, therefore, be it

RESOLVED, That MPS provide funding to ensure that a minimum of 200 students and 200 parents participate in the program and complete the courses, with certificates to be given to each.

The Administration submitted a progress report at the January 19, 1999, Finance/Personnel Committee meeting regarding the discussions with the African American Chamber of Commerce about its job readiness program proposal that targets at-risk students attending North Division High School and the North Division community.

Administration's Analysis

1. The Administration's analysis for this Board item reflects information contained in the African American Chamber of Commerce's (AACC) North Division High School – Youth Empowerment Project proposal forwarded to Board members under separate cover.

2. African American Chamber of Commerce (AACC)

   a. The African American Chamber of Commerce is a 501(c)3 not-for-profit organization that consists of business and business-minded people. The AACC has a membership consisting of 180 African American businesses and 21 corporate members. Since its incorporation on May 13, 1993, the AACC has pledged its primary efforts to the creation and maintenance of a business climate that fosters growth and expansion of the African American business community. The AACC serves as an advocate for African American businesses.

   b. The AACC believes that, despite its past efforts and those of other agencies, there is still a great need to meet the demand for adequately trained and qualified manpower. This is especially true in Milwaukee's central city. Simply put, there are not enough African Americans qualified to readily enter the workplace or prepared well enough to become successful entrepreneurs.

   c. The AACC further believes that resources used for the positive nurturing of young people should result not only in academic success but also in a qualified pool of employable adults. Appropriately trained individuals would not only be employable, but would provide the basis for new start-up businesses that employ others and contribute to the economic development of the community.

3. Youth Empowerment Project (YEP)

   a. The AACC is proposing the Youth Empowerment Project (YEP) to meet the needs of young people and to help stimulate economic development of the community. This project will help the participants obtain work skills and attitudes that will enable them to become economically independent. As they become active employees or employers, they will add value to the social, political, economic, and educational aspects of our community.

   b. The AACC, with the cooperation of the North Division High School staff, will create the Youth Empowerment Project instructional program for at-risk students either attending North Division or residing in the North Division area.

   c. The Youth Empowerment Project's goals are to:

      - Lower the dropout rate in MPS
      - Fortify each student's ability to graduate from high school

- Facilitate gainful employment for participating students
- Provide an opportunity for students to experience various professional career paths
- Strengthen the basic skills of students through hands-on experience utilizing computers and various computer software
- Create a partnership between students and parents by directly involving parents in each training session.

d. The objectives of the Youth Empowerment Project are to:

- Assist, aid, and augment the current educational system for at least 60-75 students and their parents per trimester, or up to 200 students and their parents per year
- Provide employment for all students participating in the project
- Establish an alliance that will cultivate the student's interest in pursuing higher education by realizing college as a potential personal goal.

e. The Youth Empowerment Project's instructional program will be housed at North Division High School. The benefits of utilizing this site are: transportation accessibility, a comfortable atmosphere for students and parents, availability of technology labs and classrooms, the progressive attitude to innovation of North Division staff, and the school is a focal point of community involvement.

f. Youth Empowerment Project classes will be held on Tuesday and Thursday evenings from 6:00 to 8:30 p.m. Classes will be scheduled on a 12-week trimester basis and students who successfully complete the Youth Empowerment Project program will receive a 0.5 unit toward graduation and a certification of completion.

g. The Youth Empowerment Project will feature instruction in the areas of architecture/engineering, computer science, and economics. There will be three classes per evening of 20-25 students and their parents.

h. The Youth Empowerment Project staff will consist of a program coordinator, assistant coordinator, curriculum specialist/instructor, two instructors, and professional consultants.

The primary job responsibilities of the staff will be:

- Program coordinator: staffing, recruitment and attendance of students and parents, allocation of funding resources, job placement, assessment of program, and maintenance of records
- Assistant coordinator: support functions of the program coordinator
- Curriculum specialist/instructor: plan and coordinate curriculum and assessment of students, student instruction, and support administrative aspects of program
- Instructor: student instruction as per curriculum
- Professional consultants: Advise students and parents of professional expectations for architects/engineers, computer specialists, and business executives/entrepreneurs.

4. The total projected cost for the 1999-2000 school year contract would not exceed $130,000, with the per-pupil cost not to exceed $650. A proposed budget based on 200 students per year is attached.

5. The Administration is continuing to work with the AACC in the development of contract language to ensure that requirements related to insurance and risk management can be met.

Strategic Plan Compatibility Statement

6. The recommendation supports the MPS Strategic Plan Goal 1, Student Achievement, to continuously improve the achievement of all students to meet high standards; Goal 2, MPS – Milwaukee's First Choice of Schools, to make Milwaukee Public Schools the first choice of a steadily increasing number of parents.

Statue, Board Policy or Rules Statement

7. The recommendation is compatible with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

8. The projected cost of the African American Chamber of Commerce Youth Empowerment Project contract is not to exceed $130,000. Funding for this project is currently not budgeted. Costs would need be covered within the FY2000 budget.

Implementation and Assessment Plan

9. The Youth Empowerment Project proposal will utilize an assessment process that reflects the objectives of the proposal. The evaluation component, under the direction of Nathanial Clark of Ecodata Management Services, will assess four objectives:

Objective #1:	At the end of the program period, at least 80% of enrollees will have been retained through completion.
Evaluation:	Enrollment will be determined by signature of the students, parent/guardian and program director on a standard enrollment form. Completion will be determined by the program director's certification on the cover sheet of the student's training record.
Objective #2:	The school attendance of those students completing the program will increase by an average of at least 10% for the school trimester following completion of the program.
Evaluation:	The given student's attendance record for the trimester following successful completion will be compared to that for the trimester prior to program enrollment.
Objective #3:	For those students entering the program with a cumulative GPA below 2.0 and successfully completing the program, EACH student's GPA will increase to at least 2.0 for the trimester immediately following program completion.
Evaluation:	Each program enrollee's pre-program cumulative GPA will be annotated on the student's program record; this will be compared with each enrollee's trimester GPA for the trimester immediately following successful completion of the program.
Objective #4:	100% of enrollees successfully completing the program will be placed in gainful employment.
Evaluation:	The post-program employment status of each enrollee will be documented. "Gainful employment" will be defined as that which lasts for at least six months after completion of the program.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract with the African American Chamber of Commerce for up to $130,000 to implement the Youth Empowerment Project at North Division High School for the 1999-2000 school year, contingent upon AACC's meeting provisions in the contract related to insurance and risk management.

* * * * *

(Item 8) Action on Resolution 9899R-0072 by Director Thompson and Gardner to Amend the Board's Open Enrollment Policy

Background

At its September 23, 1998, meeting, the Board referred the following resolution by Directors Thompson and Gardner to the Finance/Personnel Committee.

WHEREAS, Wisconsin recently implemented an Open Enrollment Program, allowing students to transfer between school systems; and

WHEREAS, DPI recently ruled that participation could not be limited on the student's race; and

WHEREAS, Policies and programs that discriminate on race bear a heavy burden of proof that they actively contribute to societal goals such as promoting integration; and

WHEREAS, Disallowing the participation of white Milwaukee residents in the Open Enrollment Program, including those who have attended suburban schools for years through tuition, will promote regional segregation by encouraging them to move out of Milwaukee; and

WHEREAS, Many other strategies exist to encourage parents to send their children to MPS schools; and

WHEREAS, One of MPS's three goals is to make Milwaukee Public Schools the first choice of a steadily increasing number of parents; now therefore, be it

RESOLVED, That Board Policy 8.45 be amended by striking the following language:

"1. Beginning in the 1998-99 school year, and to the extent consistent with state law and Board policy, a Milwaukee Public Schools resident student may apply to attend a public school in another school district, and a student residing in another school district may apply to attend a public school in the Milwaukee Public Schools ("Full-Time Open Enrollment applications").

"a. So long as the Milwaukee Public Schools are eligible to receive state aid under the Chapter 220 Program (Chapter 121, subchapter VI, Wisconsin Statutes Annotated):

"1) All applications under the Chapter 220 Program shall be acted on before any Full-Time Open Enrollment application is accepted.

"2) Any Full-Time Open Enrollment application for transfer into or out of the Milwaukee Public Schools that would increase racial imbalance in the Milwaukee Public Schools shall be rejected, in accordance with administrative guidleines."

Administration's analysis

1. The current Board policy is designed to meet the requirement for Board resolutions to be adopted under the Public School Open Enrollment Law, 1997 Wisconsin Act 27. (s.s. 118.51). Since the law is very specific as to the content of the Board resolutions to be adopted, the current policy largely tracks the statutory language. The full text of s.s. 118.52 is found in the attachments.

Section 118.52 (7) (a) states: *"The school board of a school district that is ineligible for aid under subch. VI of ch. 121 (Chapter 220) shall reject any application for transfer into or out of the school district made under this section if the transfer would increase the racial imbalance in the school district."*

2. In January 1998, the Board adopted Administrative Policy 8.45, Public School Open Enrollment, that limited transfers under the Open Enrollment statute to minority students only. Applications for transfer by non-minority parents were summarily rejected by the district. The applications were rejected in accordance with of s.s. 118.52 (7)(a). Parents of 63 non-minority pupils appealed to the Department of Public Instruction (DPI). The DPI ruled in favor of the appeals. The district challenged the DPI decision in Circuit Court (Case No.98-CV-006675).

3. Upon further consultation with the City Attorney's Office, the district revised its administrative guidelines to address the issues raised by the DPI. Specifically, that transfers should be allowed provided that the transfers do not *increase the racial imbalance of the school district.* The administration presented the revised administrative guidelines to the Board at a special meeting held in executive session on January 20, 1999. The administration requested approval and received authorization to settle the court case. A Stipulated Settlement was reached on February 5, 1999. A copy of the Stipulated Settlement is included in the attachments.

4. A copy of the district's Administrative Guidelines for Racial Imbalance Under the Open Enrollment Law is attached. The Superintendent administratively defines the term "increase racial balance" and established the guidelines to ensure that the racial balance of MPS' pupil population is not increased by transfers under the Open Enrollment Law. (see s.s. 118.52 (7) (a)). In an effort to accommodate the spirit of the Open Enrollment Law, the district will not deny transfers due to racial imbalance in MPS where there is an increase no greater than .04% in the percentage of minority population of MPS as a result of such transfers. This figure was chosen because a modest increase in the minority student population in MPS will allow some flexibility to non-minority and minority students being able to transfer between school districts.

5. Current policy and guidelines are consistent with the Open Enrollment Law. The administration recommends that the current Administrative Guidelines for Racial Imbalance Under the Open Enrollment Law be retained.

6. In order to align Administrative Policy 8.45 with the Stipulated Settlement and procedures established by DPI during the past year, the city Attorney's office developed a revised Administrative Policy 8.45: Public School Open Enrollment. A copy of the old Administrative Policy is attached with the language crossed out throughout the document. The revised policy was reformatted and includes changes outlined in this Board item and is, therefore, being recommended as a substitute to the current policy language.

The administration is recommending approval of the revised Administrative Policy 8.45 as outlined in the recommendation section.

7. A report regarding the number of transfers into and out of MPS will be submitted to the Board in September 1999.

Strategic Plan Compatibility Statement

8. The recommendation supports the MPS Strategic Plan Goal 2: MPS-Milwaukee's First Choice of Schools; specifically, Objective 2.2: Identify factors and conditions that influence parent and student choice and make those conditions available in all schools.

Statute, Board Policy or Rule Statement

9. The revised Administrative Policy 8.45: Public School Open Enrollment is being submitted for approval. The City Attorney's Office has prepared the revised policy.

Fiscal Impact Statement

10. The administration estimates that adoption of the policy will have minimal fiscal impact on the district.

Implementation and Assessment Plan

11. The administration will include as part of its annual report to the Board on school selection the number of students transferred into and out of the Milwaukee Public Schools under the Public School Open Enrollment Law.

Committee Recommendation

Your Committee recommends that the Board approve the revised Administrative Policy 8.45: Public School Open Enrollment:

Milwaukee Public Schools
Administrative Policy 8.45: Public School Open Enrollment

Pursuant to sec. 118.51 (Wisconsin Full-Time Public School Open Enrollment Law) and sec. 118.52, Stats., (Wisconsin Part-Time Public School Open Enrollment Law), the Board directs that:

I. SECTION 118.51, STATS., FULL-TIME OPEN ENROLLMENT

A. Nonresident Pupils Applying For Transfer Into The Milwaukee Public School District.

Beginning in the 1998-99 school year, and to the extent consistent with state laws, board policies, and MPS administrative guidelines, a nonresident pupil (one who resides outside the City of Milwaukee) may apply to attend an MPS school under the following procedures, terms and conditions:

1. Applications shall be received by MPS not earlier than the first Monday in February and not later than the third Friday in February of the school year immediately preceding the school year in which the nonresident pupil wishes to attend MPS. An application may include a request to attend a specific school or program, but preference in assignment at a school, program, class, or grade shall be given to residents of the City of Milwaukee.

2. MPS shall send a copy of each application received by MPS to the resident school district of the pupil applying for transfer into MPS and to the Wisconsin Department of Public Instruction (DPI) on the 4th Monday in February.

3. MPS shall not accept or reject any applications for transfer into MPS until after the third Friday in February. If MPS receives more applications for a grade or program than there are spaces available, MPS shall determine which nonresident pupils to accept on a random basis.

4. On or before the first Friday following the first Monday in April following receipt of the application, MPS shall notify the applicant, in writing, whether it has accepted or rejected the application. If the application is rejected, MPS shall include in the notice the reason for the rejection.

5. If MPS accepts an application on or before the 2nd Friday following the first Monday in May following receipt of the application, MPS shall notify the applicant, in writing, of the specific school of or program that the pupil may attend the following school year.

6. If MPS accepts an application on or before the first Friday following the first Monday in June following receipt of a notice of application, the nonresident pupil's parent shall notify MPS of the pupil's intent to attend MPS the following school year.

7. If MPS accepts applications for transfer into MPS by nonresident pupils, MPS shall notify the appropriate resident school boards of the names of the pupils who will be attending MPS during the following school year by June 30th of each year.

8. MPS shall not provide transportation for any nonresident pupil who attends an MPS school under this section. If the nonresident pupil is a child with a disability and transportation is required in the pupil's individualized education program or is required under sec. 121.54(3), Stats., the nonresident district shall provide such transportation.

9. An application shall be accepted only where space is available in the school, program, class, or grade within MPS, including any class size limits, pupil-teacher ratios, pupils attending MPS for whom tuition is paid under sec. 121.78(1)(a), Stats., and enrollment projections established by the administration.

10. A nonresident pupil may attend a pre-kindergarten, early childhood, or school-operated day care program in MPS only if the pupil's resident school district offers the same type of program and the pupil is eligible to attend such type of program in his or her resident school district.

11. An application shall not be accepted for any pupil: (1) who has been expelled from school by any school district during the current or two preceding school years for any of the following reasons, or (2) who has a disciplinary proceeding pending based on any of the following reasons, or (3) who MPS determines, notwithstanding initial acceptance by MPS, at anytime prior to the beginning of the school year in which the pupil will first attend an MPS school under this section, that the pupil should not be accepted for having engaged in any of the following conduct:

    a. Conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives.

    b. Engaging in conduct while at school or while under supervision of a school authority that endangered the health, safety or property of others.

    c. Engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety or property of others at school or under the supervision of a school authority or of any employee of the school district or member of the school board.

    d. Possessing a dangerous weapon as defined in sec. 939.22(10), Stats. while at school or while under the supervision of a school authority.

12. An application shall not be accepted from a nonresident pupil with a disability, if any of the following apply:

    a. The special education program or related services described in the pupil's individualized education program is unavailable in MPS, or there is no space available in such program, taking into account any class size limits or pupil-teacher ratios or enrollment projections established by MPS.

    b. The nonresident pupil has been referred to his or her resident school board under sec. 115.777(1), Stats. or identified by his or her resident school board under sec. 115.77(1m)(a), Stats., but not yet evaluated by an individualized education program team appointed by his or her resident school board under sec. 115.78(1), Stats.

13. If the individualized education program for a pupil that is developed or revised after the pupil begins attending MPS requires a special education or related service that is not available in MPS or if there is no space available in the special education program identified in the child's individualized education program, including any class size limits, pupil-teacher rations or enrollment projections established by MPS, MPS shall notify the child's parent and the child's resident school board that the program or service is not available in MPS. After such notice is provided, that child shall be transferred to his or her resident school district.

14. So long as MPS is eligible to receive state aid under the Chapter 220 Program of Chapter 121, subchapter VI, Stats., MPS shall not accept applications for transfer into MPS that would increase racial imbalance in MPS in accordance with MPS Administrative Guidelines. MPS shall review annually the number of applications received and accepted or rejected under this section in the aggregate and by race and ethnicity.

15. In accepting applications from nonresident pupils, MPS shall give preference to nonresident pupils who are already attending an MPS school and to the siblings of such pupils.

16. A nonresident pupil who has been attending an MPS school under this section may continue to attend an MPS school in the succeeding school years without reapplying, except that MPS shall require all nonresident pupils to reapply, no more than once, when the pupils enter the next level of school (middle school or high school).

17. A nonresident pupil whose application for transfer into MPS is rejected shall have the right to appeal to DPI as set forth in Sections 118.51(9), Stats.

B. Resident Pupils Applying For Transfer Into A Non-Milwaukee Public School District

Beginning in the 1998-99 school year, and to the extent consistent with state laws, board policies and administrative guidelines, a resident pupil (one who resides in the City of Milwaukee) may apply to attend a public school in a nonresident school district under the following procedures, terms and conditions.

1. So long as MPS is eligible to receive state aid under the Chapter 220 Program of Chapter 121, subchapter VI, Stats., MPS shall not accept applications for transfer out of MPS that would increase racial imbalance of MPS in accordance with MPS administrative guidelines. MPS shall review annually the number of applications received and accepted or rejected under this section in the aggregate and by race and ethnicity.

2. The number of resident pupils from MPS transferring into nonresident school districts shall be limited for the 1998-1999 school year to 3% of the MPS membership and to an additional 1% of membership in each of the seven succeeding school years. If applications from resident pupils exceed limits, preference shall be given to pupils already attending public school in the nonresident school district to which they are applying, and to their siblings, after which applications shall be accepted on a random basis.

3. A resident pupil with a disability may not attend a nonresident school if the costs of the special education program or services required in the pupil's individualized education program, as proposed to be implemented by the nonresident school district, would impose an undue financial burden on MPS. This determination may be made at any time before or after the pupil begins attending school in the nonresident school district.

4. MPS shall not provide transportation for any resident pupil who attends a nonresident public school unless the pupil is a child with a disability and transportation is required in the child's individualized education program or is required under sec. 121.54(3), Stats.

5. On or before the first Friday following the first Monday in April following receipt of a copy of an application of a resident pupil applying for transfer into a nonresident district, if MPS denies the pupil's enrollment in the nonresident district under sub. (6)(7) or (12)(b)(1) of sec. 118.51, Stats., MPS shall notify the applicant and the nonresident school board, in writing, that the application has been denied and the reason for the denial.

6. A resident pupil whose application for transfer into a nonresident school district has been rejected shall have the right to appeal to the DPI as set forth in sec. 118.51(9), Stats.

7. Notwithstanding sec. 118.125, Stats., upon request by the nonresident school board, MPS shall provide to the nonresident school board to which a resident pupil has applied a copy of any expulsion findings and orders, a copy of records of any pending disciplinary proceeding involving the pupil, a written explanation of the reasons for the expulsion or pending disciplinary proceeding.

II. SECTION 118.52, STATS., PART-TIME OPEN ENROLLMENT

Beginning in the 1998-99 school year, and to the extent consistent with state laws, board policies, and MPS administrative guidelines, a resident pupil enrolled in an MPS high school may apply to take up to two courses offered in a nonresident school district, and a nonresident pupil enrolled in a nonresident high school may apply to take up to two courses offered in MPS.

A. Nonresident Pupils Applying to Take Courses in an MPS High School

1. All applications from nonresident pupils applying to take courses in an MPS high school shall be submitted to MPS not later than 6 weeks prior to the date on which the course is scheduled to commence. All applications shall specify the course(s) that the pupil wishes to attend and may specify the school(s) the pupil wishes to attend. MPS shall send copies of all applications from nonresident pupils to their respective nonresident school districts.

2. MPS shall notify the applicant and the nonresident school board in writing no later than one week prior to the date on which the course is scheduled to commence whether the application from a nonresident pupil has been accepted or rejected. Acceptance applies only for the following semester, school year or other session in which a course is offered.

3. If MPS denies an application, it shall include in the notice the reason for rejection.

4. MPS shall accept applications from nonresident pupils based on the availability of space in the courses, including any class size limits, pupil-teacher ratios, pupils attending MPS for whom tuition is paid under sec. 121.78(1), Stats., or enrollment projections established by MPS.

5. MPS shall apply the same policies and criteria for entry into an MPS course as MPS applies to resident pupils, except that preference shall be given in course assignments to resident pupils. If MPS rejects an application under this paragraph, the nonresident pupil's parent may appeal to DPI in accordance with sec. 118.52(8), Stats.

6. If there are more applications from nonresident pupils for a particular course than there are spaces available in the course, MPS shall determine which pupils to accept on a random basis.

7. A nonresident pupil taking a course at an MPS high school shall have all of the rights and privileges of resident pupils and is subject to the same rules and regulations as resident pupils.

8. MPS shall not provide transportation to nonresident pupils taking courses in an MPS high school.

B. Resident Pupils Applying to Take Courses in Nonresident High Schools

1. MPS shall reject a resident pupil's application to take a course in a nonresident high school if MPS determines that the course conflicts with the individualized education program of the resident pupil under sec. 115.787(2), Stats., or if MPS determines that the cost of the course would impose upon MPS an undue financial burden under sec. 118.52(6)(b), Stats. If an application is rejected for either of these reasons, MPS shall notify the resident pupil and the nonresident school board in writing no later than one week prior to the date on which the course is scheduled to commence that the application has been rejected and the reason for rejection. If MPS prohibits a resident pupil from taking a course in a nonresident high school for either of these reasons, the pupil's parent may appeal the decision to DPI in accordance with sec. 118.52(8), Stats.

2. If MPS rejects a resident pupil's application because of a determination that a course in a nonresident high school does not satisfy high school graduation requirements in MPS under sec. 118.33 Stats., MPS shall notify the resident pupil in writing of that fact no later than one week prior to the date on which the course is scheduled to commence.

3. MPS shall not provide transportation to resident pupils taking a course in a nonresident high school.

4. Notwithstanding sec. 118.125, Stats., upon request by the nonresident school board, MPS shall provide to the nonresident school board to which a resident pupil has applied a

copy of any expulsion findings and orders, a copy of records of any pending disciplinary proceeding involving the pupil, a written explanation of the reasons for the expulsion or pending disciplinary proceeding and the length of the term of the expulsion or the possible outcomes of the pending disciplinary proceeding.

* * * * *

(Item 9) Action on Resolution 9899R-104 by Directors Thompson, Todd, O'Neil, Small, Gardner and Fisher Regarding Copies of Formal MPS Correspondence to Parents

Background

At its December 16, 1998, meeting, the Board referred the following resolution by Directors Thompson, Todd, O'Neil, Small, Gardner, and Fisher to the Finance/Personnel Committee:

WHEREAS, All parents deserve notice in writing of Central Office discipline hearings, of suspensions, IEP meeting, Section 504 meetings, Collaborative Support Team meetings and letters about truancy; and

WHEREAS, All parents deserve written results of all Central Office discipline hearings, IEP meetings, Section 504 meetings and Collaborative Support Team meetings; and

WHEREAS, The U.S. Postal Service processes millions of pieces of mail with a very high accuracy rate but cannot be expected to reach 100% accuracy; and

WHEREAS, Using Registered Mail or Certified Mail may satisfy certain legal requirements but actually may delay getting the message to a parent, particularly when the parent is working and is not home to receive the mail; and

WHEREAS, Sometime a child may intercept correspondence from Milwaukee Public Schools to prevent the parent from receiving it; and

WHEREAS, Some parents who want help from a child advocate must photocopy notices and mail them to their advocate; now, therefore, be it

RESOLVED, That the Department of Parent and Student Services resume receiving signed requests by parents requesting that MPS send duplicate copies of formal correspondence to their child advocate; and be it

FURTHER RESOLVED, That MPS honor these signed parent requests.

Administration's Analysis

1. The Division of Parent/Student Services has always permitted — with proper parental authorization, advocates, surrogates or third parties — the ability to review and receive copies of student records. The district also encourages parents to seek assistance from others and allows for their participation; however, MPS has a legal responsibility to deal directly with the parent/guardian on certain issues. It is the responsibility of the parent if he or she wishes an advocate to be involved.

2. The district has always complied with parent requests to notify advocates or other authorized parties about specific events (IEP evaluations, conferences, disciplinary meetings); however, the Administration does not recommend that the district comply with requests to notify advocates of any and all future events or correspondence. Not only would the logistics be daunting, but a parent may change his or her mind or may wish to be represented only in specific instances. The law requires parent/guardian involvement in certain activities that may not be delegated or transferred to others. Any attempt to have blanket access to all educational matters and all formal correspondence appears to violate the law. Specific authorization from the parent/guardian is needed.

3. The Administration has consulted the City Attorney's Office on this matter. A copy of the City Attorney's response is attached, with references to specific individuals and organizations having been blacked out. Pertinent excerpts are provided below:

"Parents and guardians of MPS pupils have certain powers, rights and duties under various education laws that may not be transferred to others. As to those powers, rights and duties that are delegatable, parents and guardians of MPS pupils must follow specific procedures that have been established under various education laws and rules. One general form, such as the one presented, that refers to 'all educational matters' and 'all formal correspondence' can not serve to comply with all educational laws."

"Various education laws and rules do permit an individual to act as a representative of a parent or guardian of a minor pupil and have access to pupil records. Procedures differ depending on the law or rule involved, and each individual law and rule must be consulted to determine whether and under what circumstances a person may act as a representative of a parent or guardian of a minor pupil."

4. The district has a standardized form, "Consent for Disclosure of Confidential Information," that designates records be copied and provided to a particular individual/agency. Procedures for use of this form are documented in the district publication *Guideposts*, a handbook for school administrators. A copy of the form is attached.

Parents can request from schools that notices be mailed to third parties. Records will not be distributed unless appropriate documentation is received. Policies and guidelines will be included in the fall edition of the *Parent/Student Handbook on Rights, Responsibilities and Discipline.*

Strategic Plan Compatibility Statement

5. The recommendation supports the MPS Strategic Plan Goal 1, Student Achievement, Objective 1.4, to improve and/or develop and refine support systems to increase student achievement and address student mobility.

Statute, Board Policy or Rule Statement

6. The current administrative practice conforms and complies with all federal, state, and local laws and Administrative Policy 8.42, Student Records.

Fiscal Impact Statement

7. Costs associated with notifying parents are included in local school budgets.

Implementation and Assessment Plan

8. The Administration will respond to any and all complaints from parents, students, or advocates concerning the appropriate release of records and meeting notices. Schools will be notified to distribute notices to third parties upon receiving requests to do so by the parent/guardian.

9. The Administration will review with schools the district's policies and guidelines regarding notification to third parties.

10. The Administration will include the policies and guidelines regarding third-party notifications in *Parent/Student Handbook on Rights, Responsibilities and Discipline.*

Committee Recommendation

Your Committee recommends that the Board accept the Administration's response to the resolution, with the understanding that the Administration will follow up on the issues included in the Implementation section of the item.

* * * * *

(Item 10) Action on Resolution 9899R-054 by Director Thompson to Develop a Comprehensive Plan for the Recruitment, Selection, Training and Induction of Principals

Background

At its July 29, 1998, meeting, the Board referred the following resolution by Director Thompson to the Finance/Personnel Committee.

WHEREAS, An effective principal is important to school and student success; and

WHEREAS, DPI certification does not in itself guarantee effective leadership; and

WHEREAS, Individuals exist within the MPS teaching corps with the interest and ability to become effective principals; and

WHEREAS, It is crucial that every school in MPS be led by a principal who provides effective instructional and administrative leadership, now therefore, be it

RESOLVED, That the Administration develop a comprehensive plan that will include the following components for the recruitment, selection, training, and induction of principals:

- Up-to-date research on the most successful principal recruitment, selection, training, and induction methods, with appropriate on-site verification;
- Input from a representative sample of school assistant principals and principals concerning their needs for leadership training, both in preparing for the position and once in it;
- A comprehensive and valid description of educational leadership spelling out the leadership characteristics sought by the district;
- A process for identifying the most promising potential educational leaders in the school system and methods to recruit them for the principalship;
- A training program, including leadership experiences at both the school and central administration levels, to develop the competencies critical to principal effectiveness;
- A verification-of-leadership process for MPS certification of each principal aspirant prior to being placed on a qualified-candidate list;
- Increased support for school and community representatives in the final selection process, including information on the characteristics needed by the school and the leadership qualities of the candidates;
- Budgeting and staffing implications associated with the proposed comprehensive plan; and
- A timeline for implementation, to begin no later than January 1999.

Administration's Analysis

1. Principal vacancies are currently filled according to Board Administrative Procedure 6.23(3) and the collective bargaining agreement between the Milwaukee Board of School Directors and the Administrators and Supervisors Council (ASC). Assistant principal vacancies are currently filled according to administrative procedures and the collective bargaining agreement between the Milwaukee Board of School Directors and the ASC.

2. Beginning in October 1998, the Administration met with the following representative focus groups to develop a response:

- District administrators
- Principals
- Assistant Principals
- Board of School Directors
- Parents
- Students

Some of the meetings also included representatives from the ASC, the University of Wisconsin-Milwaukee's Department of Administrative Leadership, and the Office of the City Attorney.

3. Leadership is defined in Milwaukee Public Schools as the capacity to move people to action consistent with district goals and objectives.

4. The focus group meetings have resulted in recommendations which are reflected in the following proposed revision of Board Administrative Procedure 6.23(3), Filling Principal Vacancies, and the addition of Board Administrative Procedure 6.23(4), Filling Assistant Principal Vacancies:

Proposed Revisions to Procedure 6.23(3)

FILLING PRINCIPAL VACANCIES

1. Establishment of Candidate Pools

Twice a year, a candidate pool will be established to fill all anticipated principal vacancies. The Department of Human Resources will advertise for principals both locally and nationally from September 15 through October 15 and from January 15 through February 15 of each year to ensure a diverse pool of qualified applicants. In addition to newspaper advertisements, the information will be placed on the MPS web site, and copies of the posting will be sent to school districts and organizations around the country.

After the published deadline, no additional applications will be accepted until the next posting/advertising period. The Department of Human Resources will have the discretion to extend the posting period if it determines that such action is necessary to ensure an adequate, representative number of qualified applicants, particularly with respect to race and gender, consistent with the Board's policy on equal employment opportunity and affirmative action. The candidate pool thus established will be subsequently used to fill all vacancies occurring during the year.

Interested and qualified applicants who are admitted to the pool will remain in the pool for a period of two years, after which time they must reapply. During this two-year period, candidates will have the opportunity to update their application materials.

2. Filing of Applications

All persons interested in being considered for a principalship must complete and submit an official application form furnished by the district, along with a current resume. Applications submitted after the posted application deadline will not be accepted.

3. Screening of Applications

After the posting deadline, an initial screening of all applications will be conducted by the Department of Human Resources to verify that the applicants meet the minimum qualifications. Entrance into the principal candidate pool will be based on the following minimum qualifications:

a. An earned master's degree;

b. Eligible for a Wisconsin principal license ~~at the appropriate level~~;

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

d. Successful school administrative/supervisory experience;

e. Satisfactory performance evaluations for the past three years;

f. Three letters of recommendation for the position of principal, ~~one~~ two of which must be from ~~the current supervisor~~ school administrators or district level administrators.

During the initial screening process, the department of human resources will:

a. Review the available information on applicants and determine which applicants meet the minimum qualifications;

b. Check references for satisfactory prior experience and length of service.

~~c. Verify professional training and official transcripts from issuing institutions~~;

~~d. Identify and notify all applicants of their status as a result of the initial screening~~.

Following a review of the applicants' credentials, applicants who meet the minimum qualifications will be ~~included in the candidate pool~~ interviewed using the Principal Perceiver (c. Gallup). A writing sample assessment will be administered to all individuals who successfully complete the Principal Perceiver interview. The writing sample will be scored using a district rubric. The writing sample will become an attachment to the application. The Department of Human Resources will verify the professional training and official transcripts from issuing institutions of all individuals who successfully complete the Principal Perceiver interview. Applicants who meet the minimum qualifications and successfully complete the Principal Perceiver interview will be included in the candidate pool.

4. Declaration of a Vacancy

When a principal position is vacated or newly created, the superintendent will determine if the position is to be declared a vacancy for purposes of utilizing the candidate pool. ~~In the majority of cases, a principal vacancy will be filled from the candidate pool~~. ~~However,~~ ~~due to extenuating circumstances,~~ The superintendent will have the authority to promote or reassign a current administrator, in lieu of posting the vacancy, for the following reasons:

a. The best interests of the district;

b. Organizational needs;

c. Specialized requirements of the position;

d. Underfill as a temporary appointment.

When a principal vacancy occurs, a job announcement for the specific vacancy will be prepared and sent to all candidates in the pool who applied for that specific school level. Candidates in the pool shall have ten (10) school days to notify the department of human resources of their interest and desire to be considered for the specified vacancy.

5. School Interview Process

When a principal vacancy exists, a ~~local~~ school ~~site~~ committee will serve as the interview panel and will be assigned to review applications of all interested candidates and determine which of these candidates will be interviewed. All interview panels must be balanced with regards to race and gender.

The ~~local~~ school ~~site~~ committee shall be comprised of two regular classroom teachers nominated by the building committee, one support staff member (~~teacher aide~~ educational assistant, librarian, building engineer, secretary, etc.), selected by the school support staff, two parents selected by the parent organization and a retired principal selected by the department of human resources. The superintendent or his/her designee may also serve on the interview panel. The committee as constituted above shall then select a community representative. A representative of the department of human resources shall work with the interview panel to facilitate and oversee the interview process.

~~School based management sites may use members of their council to~~ School council members may serve on the interview panel.

Each interview panel shall receive training in proper interview techniques. Such training shall be conducted by a representative of the department of human resources.

The department of human resources shall ensure that the interview process is conducted in a fair and valid manner, consistent with generally accepted personnel practices.

Each candidate will be required to provide a professional portfolio at the interview. Portfolios will be returned to the candidates.

6. Final Selection Decision

After the interviews have been conducted, the interview panel will recommend the names of at least three finalists to the superintendent for consideration.

Participation in the National Association of Secondary School Principals' (NASSP) Principal Assessment Center will be a requirement prior to appointment as a principal. The Assessment Center report will be used by the superintendent as a source document in determining recommendations to the Board of School Directors relative to administrative appointments.

The superintendent and/or his/her designee(s) will have the option of interviewing the finalists and/or reviewing their qualifications with key central services administrators, as deemed appropriate. The superintendent may select one candidate from the list of finalists and recommend this candidate to the appropriate committee for appointment or promotion, ~~or~~ reject the finalists chosen by the interview panel and request the panel to submit a new list of finalists, or choose another candidate from the pool.

Proposed Procedure 6.23(4)

FILLING ASSISTANT PRINCIPAL VACANCIES

1. Establishment of Candidate Pool

Once a year, a candidate pool will be established to fill all anticipated assistant principal vacancies. The Department of Human Resources will advertise for assistant principals locally from March 15 through April 15 of each year to ensure a diverse pool of qualified applicants. After the published deadline, no additional applications will be accepted until the next posting/advertising period. The Department of Human Resources will have the discretion to extend the posting period if it is determined that such action is necessary to ensure the number of qualified applicants is adequate and representative, particularly with regards to race and gender, consistent with the Board's policy on equal employment opportunity and affirmative action. The candidate pool established will be subsequently used to fill all vacancies occurring during the year.

Interested and qualified applicants who are admitted to the pool will remain in the pool upon annual receipt of a completed Continued Interest Form provided by the department of human resources.

2. Filing of Applications

All persons interested in being considered for an assistant principalship must complete and submit an official application form furnished by the district, along with a current resume. Applications submitted after the posted application deadline will not be accepted.

3. Screening of Applications

After the posting deadline, an initial screening of all applications will be conducted by the department of human resources to verify that the applicants meet the minimum qualifications. Entrance into the assistant principal candidate pool will be based on the following minimum qualifications:

a. An earned master's degree;

b. Eligible for a Wisconsin principal license within two years;

c. Three years successful teaching experience;

d. Three letters of recommendation for the position of assistant principal, two of which must be from school administrators or district level administrators.

During the initial screening process, the Department of Human Resources will:

a. Review the available information on applicants and determine which applicants meet the minimum qualifications;

b. Check references for satisfactory prior experience and length of service.

Following a review of the applicants' credentials, applicants who meet the minimum qualifications will be interviewed using the Principal Perceiver (c. Gallup). A writing sample assessment will be administered to all individuals who successfully complete the Principal Perceiver interview. The writing sample will be scored using a district rubric. The writing sample will become an attachment to the application. The Department of Human Resources will verify the professional training and official transcripts from issuing institutions of all individuals who successfully complete the Principal Perceiver interview. Applicants who meet the minimum qualifications and successfully complete the Principal Perceiver interview will be included in the candidate pool.

4. Declaration of a Vacancy

When an assistant principal position is vacated or newly created, the superintendent will determine if the position is to be declared a vacancy for purposes of utilizing the candidate pool. The superintendent will have the authority to promote or reassign a current administrator, in lieu of posting the vacancy, for the following reasons:

a. The best interests of the district;

b. Organizational needs;

c. Specialized requirements of the position;

d. Underfill as a temporary appointment.

When an assistant principal vacancy occurs, a listing of the assistant principal candidate pool (Assistant Principal Eligibility List) will be sent to the principal. The principal will be notified that the applications as well as personnel files are available for review. The principal will determine which candidates will be interviewed.

5. School Interview Process

When an assistant principal vacancy exists, a school committee will serve as the interview panel. All interview panels must be balanced with regards to race and gender.

The school committee shall be comprised of teachers, parents, and administrators. School council members may serve on the interview panel. The superintendent or his/her designee may also serve on the interview panel.

Each interview panel shall receive training in proper interview techniques. Such training shall be conducted by a representative of the Department of Human Resources.

All candidates will be required to provide a professional portfolio at the interview. Portfolios will be returned to the candidate.

6. Final Selection Decision

After the interviews have been conducted, the interview panel will recommend the name of a candidate to the superintendent for consideration.

The superintendent and/or his/her designee(s) will have the option of interviewing the finalist and/or reviewing their qualifications with key central services administrators, as deemed appropriate. The superintendent may recommend the candidate to the appropriate committee for appointment or promotion, reject the finalist chosen by the interview panel and request the panel to submit a new finalist, or choose another candidate from the pool.

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5. The section of the current Board Administrative Procedure 6.23(3) which was adopted on April 23, 1992, and applies to filling centrally assigned administrative vacancies will become Board Administrative Procedure 6.23(5), Filling Centrally Assigned Administrative Vacancies.

6. The application form will be revised to elicit additional information relative to past administrative experiences. All applicants for the position of principal or assistant principal will be required to submit three letters of recommendation, two of which must be from school administrators or district-level administrators, directly to the Department of Human Resources. The application form will include a format for the letters of recommendation, including administrative leadership skills to be addressed.

7. Successful completion of a district-sponsored sequence of leadership development workshops within one year of appointment to the principalship or assistant principalship will be a requirement. This sequence will include topics related to instructional leadership, finance, and human resources management. These workshops will also be available to experienced principals and assistant principals.

Strategic Plan Compatibility Statement

8. The recommendation is consistent with the MPS Strategic Plan Goal 3, High Standards and Accountability, to institute high standards and accountability for the board of school directors, superintendent, Central Services, principals/school leadership, teachers, support staff and parents.

Statute, Board Policy or Rule Statement

9. Adoption of this recommendation requires a revision of Board Administrative Procedure 6.23(3) for filling principal vacancies and the adoption of Board Administrative Procedure 6.23(4) for filling assistant principal vacancies. The section of the current Board Administrative Procedure 6.23(3) which was adopted on April 23, 1992, and applies to filling centrally assigned administrative vacancies will become Board Administrative Procedure 6.23(5), Filling Centrally Assigned Administrative Vacancies.

Fiscal Impact Statement

10. Costs associated with the implementation of this recommendation will be absorbed in the proposed FY2000 budgets of the Department of Leadership Services, Department of Human Resources, Office of the Deputy Superintendent-Operational Leadership, and other centralized and school budgets as appropriate.

Implementation and Assessment Plan

11. The Gallup Organization has trained a cadre of 26 district administrators, principals, and retired principals to administer the *Principal Perceiver*, an interview constructed to significantly predict the performance of principals of varying talent levels. The 12 principal talent themes are commitment, ego drive, achiever, developer, individualized perception, relator, stimulator, team, arranger, command, discipline, and concept.

12. Milwaukee Public Schools currently has 23 trained assessors for the *Selecting and Developing the 21st Century Principal Assessment Center* (c. National Association of Secondary School Principals). Forty-nine candidates for the principalship have participated in the Assessment Center during the past year. An additional group of 18 principals and district administrators will be trained as assessors from March 29 through March 31, 1999. The Milwaukee Board of School Directors received an informational report regarding the Assessment Center in January 1998. Trained assessors observe, collect data, and analyze participants' performance in the following skill areas:

Educational Leadership
- Setting Instructional Direction
- Teamwork
- Sensitivity

Resolving Complex Problems
- Judgment
- Results Orientation
- Organizational Ability

Communication Skills
Oral Communication
Written Communication

Developing Self and Others
Development of Others
Understanding Own Strengths and Weaknesses

The Assessment Center is designed to identify potential school administrators at all levels who have the necessary skills to be successful in the school principalship. The Assessment Center may also assist in the professional development of assistant principals and administrative candidates by identifying professional strengths as well as areas which need improvement.

13. The district-sponsored sequence of leadership development workshops will be offered beginning in Summer 1999.

14. Upon adoption of the revised Board Administrative Procedure 6.23(3) for filling principal vacancies and the new Board Administrative Procedure 6.23(4) for filling assistant principal vacancies, the current principal and assistant principal candidate pools will be eliminated on February 1, 2000. The principal and assistant principal candidate pools will be reestablished beginning on February 1, 2000, consistent with the new requirements.

Committee Recommendation

Your Committee recommends that the Board:

1. adopt the revised Board Administrative Procedure 6.23(3), Filling Principal Vacancies;
2. adopt Board Administrative Procedure 6.23(4), Filling Assistant Principal Vacancies, and
3. approve the movement of the current 6.23(3) section which applies to filling centrally assigned administrative vacancies to Board Administrative Procedure 6.23(5), Filling Centrally Assigned Administrative Vacancies.

* * * * *

(Item 11) Action on Resolution 9899R-080 by Director Hardin to Provide Off-site Hot Lunches

Background

At its October 28, 1998, meeting the Board referred the following resolution by Director Hardin to the Finance/Personnel Committee:

WHEREAS, Students in the Milwaukee Public Schools are provided with hot lunches at 153 sites throughout the City; and

WHEREAS, Students receive nutritious meals, meeting all federal nutrition requirements at each of these sites; and

WHEREAS, Many of these students qualify under federal guidelines for free and reduced lunches due to the high concentration of poverty in the City of Milwaukee; and

WHEREAS, Hot lunches are provided at traditional school sites through the use of on-site preparation or receiving kitchens; and

WHEREAS, The Milwaukee Board of School Directors has approved innovative educational programs in non-traditional sites; and

WHEREAS, Students at non-traditional sites which do not have kitchen facilities are provided with cold bag lunches at these sites; and

WHEREAS, These cold lunches are prepared at various Milwaukee Public Schools which are in close proximity to the innovative school sites; and

WHEREAS, These meals include fresh fruit, fresh vegetables, meat or cheese and a 1/2 pint of milk; and

WHEREAS, These students in non-traditional sites are also entitled to hot lunches and should not be treated differently than other MPS students; now, therefore, be it

RESOLVED, That the administration develop a plan to make nutritious hot lunches available to all students who are educated at non-traditional sites.

At its January 19, 1999, Finance/Personnel Committee meeting, the Board requested that the Administration provide a list of those schools not receiving hot meal service and reasons why it is not feasible.

Administration's analysis

1. The Division of School Nutrition Services is responsible for the operation of one of the largest National School Lunch Programs in the United States. More than 70,000 meals are served daily, or over 13 million a year. The division employs more than 1,000 individuals at central and school sites. The majority of students are in free or reduced meal programs. The total budget for FY99 is $25.2 million. The division is totally self-sufficient, receives no fiscal support from the General Fund, and is currently operating in the black.

2. The Division of School Nutrition Services provides hot meals where there is a kitchen facility or the necessary equipment available to maintain proper temperatures and food safety. When these conditions do not exist, nutritious bag lunches are provided. The bag lunches provided by the Division of School Nutrition Services meet all federal requirements. They are prepared fresh daily and incorporate a variety of sliced meats, fresh vegetables, and fresh fruit.

3. As of April 1, 1999, the following sites will not have hot-meal service:

CYD School of Excellence
El Puente High School
Nova
Shalom
Synergy
Transition Success Center
- - - - - - - - - - -
New School for Community Service
Starms Early Childhood (Monumental Baptist location)
Global Learning Center (Grand Avenue Mall location)

The first six schools listed are Partnership Schools. To receive hot lunches, the Partnership School must have the proper facilities and equipment. These sites have indicated that bag lunches are acceptable.

Many students at the New School for Community Service do not eat lunch at the site. There are too few meals to warrant hot meal service.

Starms Early Childhood (Monumental) is upgrading its kitchen facilities and expects to be ready for hot meal service for the start of the 1999-2000 school year. Except for the Grand Avenue Mall location, the Administration has been able to contract with vendors to provide hot meal service for the Global Learning Center sites. At this time, the per-meal cost proposed by the Grand Avenue Mall vendor is excessive. The Administration will continue to pursue other alternatives for the Global Learning Center.

Strategic Plan Compatibility Statement

4. The recommendation supports the MPS Strategic Plan Goal 1, Student Achievement, specifically, Objective 1.4, Improve and/or develop and refine support systems to increase student achievement and address student mobility. Proper nutrition has lasting effects on the cognitive development of children, thereby enhancing student achievement.

Statute, Board Policy or Rule Statement

5. No statute or board policy would be affected.

Fiscal Impact Statement

6. Current practice will enable the Division to remain self-sufficient.

Implementation and Assessment Plan

7. The Administration will inform the Board of the results in September 1999.

Committee Recommendation

Your Committee recommends that the Board accept the Administration's response to the resolution, with the understanding that the Administration will continue its efforts to provide hot meal service.

* * * * *

(Item 12) Action on a Recommendation to Adopt Changes to Administrative Procedure 3.06(3): Expense Reimbursement

Administration's Analysis

1. The Administration is recommending a change to the existing administrative procedure regarding reimbursement for meal expenses. This change is intended to save the district money by reducing both the cost of business travel and the cost of record keeping and accounting for business travel.

2. Under the existing policy, travelers must submit receipts for meals and incidental expenses. The processing and recording of travel receipts using this procedure is labor intensive. Utilizing a per-diem would result in a reduction in the time spent on this process.

3. The proposed change requires the majority of MPS travelers to use a per-diem to cover the cost of meals and incidental expenses when traveling on MPS business.

4. It is anticipated that the change will reduce the amount of money travelers spend on meals and incidental expenses, thereby decreasing the district's cost for business travel.

5. An exception to the per-diem policy would be for Board members, the Superintendent, the Director of the Office of Board Governance, and members of the Superintendent's Cabinet. This exception is being recommended because it is often necessary in the course of conducting MPS business for these individuals to purchase meals for other persons, whereby they would incur expenses over and above the allowable per-diem. The revised policy language states that, in cases in which claims appear excessive, a written explanation will be requested. It further states that, in those situations where meals are purchased for other persons, a written explanation with the name of each person must accompany the request for reimbursement.

Strategic Plan Compatibility Statement

6. The recommended change to the district's expense reimbursement procedure is compatible with the MPS Strategic Plan goal to ensure fiscal responsibility and create cost efficiency and savings.

Statute, MPS Policy, or Board Rule Implication Statement

7. This item pertains to Administrative Policy 3.06 (8) and Administrative Procedure 3.06(3) regarding Expense Reimbursement. This item is recommending a revision to Administrative Procedure 3.06(3), number 3, regarding reimbursement for meal expenses. Copies of the complete policy and procedure are attached.

Fiscal Impact Statement

8. Adopting this change is expected to reduce both the cost of business travel and the cost of accounting for business travel.

9. The cost to design and program this change will be absorbed within the existing budgets of the finance and technology departments.

Implementation And Assessment Plan

9. The recommended change would be implemented during the second quarter of calendar year 1999. Staff will be informed of the policy change.

10. An assessment of the benefits of the change will be made as travel expenditures and employee reimbursements are summarized in a monthly report to the Superintendent.

Committee Recommendation

Your Committee recommends that the Board adopt the following changes to Administrative Procedure 3.06(3):

3. Meal Expenses

Actual and reasonable meal costs are reimbursable for Board members, the Superintendent, Director of the Office of Board Governance, and members of the Superintendent's cabinet**.** Claims, which appear excessive, will require a written explanation. Alternatively, a per diem rate is available. In those situations where meals are purchased for other persons, ~~or where an individual must attend a meeting related to the business of the Milwaukee Public Schools, expenses incurred are reimbursable if accompanied by a suitable~~ a written explanation with the names of each person must accompany a request for reimbursement.

All other travelers are required to use the per diem rate allowed under IRS guidelines for their city of destination. The per diem rates are available through the Department of Finance. If the IRS has not determined a per diem rate for a traveler's destination, a rate will be determined by the Department of Finance based upon comparable nearby locations.

A traveler's total per diem will be calculated by the on-line travel system. Travelers leaving before 12:00 noon on the day of departure will receive the full per diem. Travelers leaving after 12:00 noon will receive one-half the per diem. Travelers returning before 12:00 noon on the return date will receive one-half the per diem. Travelers returning after 12:00 noon will receive the full per diem. The per diem is intended to cover the cost of meals, including taxes and tips. (The per diem also covers the cost of incidental expenses such as laundry, cleaning, and gratuities to airport and hotel personnel).

No reimbursement will be allowed to any traveler for the cost of alcoholic beverages.

* * * * *

(Item 13) Action on a Request for an Easement at Bruce School for the City Water Department

Administration's Analysis

1. The Milwaukee Water Works has requested an easement at the William George Bruce Elementary School to allow the Milwaukee Water Works to install a water main running east-west between N. 89th Street and N. 90th Street.

2. At present there is a water main in N. 90th Street which dead-ends just north of the school's property. Installation of the proposed water main would provide a second source of water supply to the N. 90th Street residents, increase their water flow, and alleviate water quality problems.

3. The water main easement will be 20 feet wide and run along the northern edge of the school's property. A sketch showing the easement and the proposed water main location is attached.

4. The current and long-term usage of our site will not be affected by the granting of this request for an easement.

Strategic Plan Compatibility Statement

5. The request is consistent with the MPS Strategic Plan Goal 2, Objective 2.6, to maintain, update, and improve MPS buildings and facilities to implement goals and objectives.

Statute, Board Policy or Rule Statement

6. The Administration's recommendations are consistent with Administrative Policy 5.01, Facilities, regarding the use and disposition of school property. As a practice, all requests for permanent easements that are made for the benefit of outside organizations and agencies are submitted to the Board for authorization. All easements that are required for the benefit of the district are executed by the Administration.

Fiscal Impact Statement

7. The construction of the water main will be performed at no cost to the district. The site will be returned to its prior condition upon completion of the work. The district will not receive any compensation in return for the granting of this easement.

Implementation and assessment plan

8. Upon approval by the Board, the City Real Estate Agent will prepare and execute the appropriate documents.

Committee Recommendations

Your Committee recommends that the Board:

1. Grant the request for a 20-foot-wide easement for the construction and maintenance of a new water main to the Milwaukee Water Works;

2. Authorize the City Real Estate Agent to take the necessary actions to execute the appropriate documents.

* * * * *

(Item 14) Action on a Request to Waive Administrative Policy 3.09: Purchasing and Bidding Requirements, for E-Rate Funded Projects

Administration's Analysis

1. Board policy states that all formal bids, as well as sole-source purchases in excess of $50,000, shall be presented to the Board with the recommendations of the Superintendent. Requests for authorization for purchases and contracts over $50,000 are to be submitted to the Finance and Personnel Committee. Final approval is given at the regularly scheduled meeting of the full Board. The contracts may be executed after approval by the Board.

2. In May 1996, the federal government enacted legislation known as the E-Rate that provides significant discounts to schools for purchasing telecommunication services. The E-Rate is not a grant, but rather a discount on telecommunications services for which eligible schools contract. School districts awarded the E-Rate will have to pay for only a portion of the cost of acquiring and using these services. The balance (80-90% in MPS's case) will be paid from the E-Rate fund directly to the service providers. There are stringent federal guidelines to qualify for the E-Rate discount, including bidding and reporting requirements. The Schools and Libraries Division (SLD) of the Universal Service Administrative Co. manages the E-Rate program.

3. At its February 25, 1998, meeting, the Board waived Administrative Policy 3.09, thereby enabling the Administration to comply with the federal requirements. MPS received notice of $23.4 million in E-Rate discounts on February 17, 1999. The Administration is seeking another waiver of Policy 3.09 to enable the district to submit applications for additional E-Rate funds in accordance with the federal requirements.

4. Two regulations affect the contracting process:

- Bid information and requirements must be posted on the SLD web page for 28 days, and
- All bids must be awarded by April 28, 1999, to be considered in this round of awards.

5. The Administration is planning to submit applications for E-Rate funding for approximately $10 million worth of infrastructure projects and network services. They are:

- Video on Demand Systems (RFP-270)
- Desktop and Work Group Video Systems (RFP-267)
- Classroom Hub and Classroom Closet Equipment (RFP-271)
- Technical Support and Other Network Elements (RFP-272)
- Near-Broadcast-Quality Video (RFP-269)
- Enterprise Network Management Center (RFP-278)
- Remote Managed Network (RFP-279)

6. In order to meet the SLD deadline and the current schedule of Board meetings, all bids and contracts will have to be completed by the April 20, 1999, Finance and Personnel Committee meeting for approval at the April 22, 1999, Board meeting. The Administration will not be able to meet this timeframe. The options are to schedule a separate Board meeting(s) for these items or to waive Administrative Policy 3.09(3). The Administration recommends that the Board waive this requirement for the initial E-Rate projects.

7. SLC guidelines require that the Administration follow and adhere to all state and Board bidding and purchasing requirements.

Strategic Plan Compatibility Statement

8. The recommendation supports the MPS Strategic Plan Goal 1, Student Achievement, Objective 1.8, to use technology effectively to support higher order learning throughout the district by implementing the MPS Technology Plan.

Statute, Board Policy or Rule Statement

9. The Administration requests a waiver from Administrative Policy 3.09(3) that requires the Board approve contracts over $50,000.

Fiscal Impact Statement

10. The Administration expects E-Rate funds to fund 80-90%, or $10 million, of the projected costs. The district's cost is projected at $2 million. A combination of state TEACH funds and loans will be used to cover the district's costs.

Implementation and Assessment Plan

11. The Administration will report to the Board the results of the bidding process. The Administration will continue to periodically report to the Board the progress of the Strategic Technology Plan.

Committee Recommendation

Your Committee recommends that the Board grant a waiver to Administrative Policy 3.09(3), Purchasing and Bidding Requirements, for the awarding of contracts for the projects listed in this Board item.

* * * * *

(Item 15) Action on Recommended Administrative Appointments and Promotions

Committee Recommendation

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

r	Janet Cleary	Staffing Specialist Office of Classified Staffing Department of Human Resources	Schedule III, Range 10A $75,138

* * * * *

Separate consideration having been requested of Items 4, 6, 8 and 9, on the motion of Director Braun, the balance of the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

With respect to Item 4, resolutions on lead poisoning, Director Hardin moved:

That the Board establish a Task Force designed to work with city and state officials; and community organizations to research this issue and develop a comprehensive plan; and

That this Task force, co-chaired by Reverend Atwater and Mr. Joseph Schirmer, shall include Representative Spencer Coggs and an advisor from the Milwaukee Health Department Lead Screening Project; and

That this Task force submit a report and recommendations to the Board in August of 1999; and

That the Board write a letter in support of the Wisconsin Division of Public Health's grant application to the federal Centers for Disease Control for funds to prevent childhood lead poisoning.

Director Gardner moved to refer the motion back to committee with the instructions that the qualifications and the resumes of the designees be presented to the Committee and reported back to the Board.

The motion to refer failed, the vote being as follows:

Ayes—Directors Gardner and Thompson—2.

Noes—Directors Braun, Hardin, O'Neil, Small, Todd and President Fisher—6.

The question being on the original motion, it was adopted on the following vote:

Ayes—Directors Braun, Hardin, O'Neil, Small, Todd and President Fisher—6.

Noes—Directors Gardner and Thompson—2.

With respect to Item 6, a communication regarding the release of high school student names and addresses, Director Thompson moved to refer the matter back to Committee.

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

Ayes—Braun, Gardner, Thompson, Todd and President Fisher—5.

Noes—Director Small—1.

Temporarily absent—Directors Hardin and O'Neil—2.

With respect to Item 8, a resolution to amend the Board's open enrollment policy, Director Thompson moved to amend the open enrollment policy as listed in the item by striking the current language in sections A14 and B1 and replacing both sections with the language In accepting and processing applications, MPS shall not discriminate based on the student's race or ethnic category.

Director Braun moved to refer the item back to committee for further consideration.

The motion to refer failed of adoption on a tie vote:

Ayes—Directors Braun, Gardner, O'Neil and President Fisher—4.

Noes—Directors Hardin, Small, Thompson and Todd—4.

The question being on the amendment to sections A14 and B1, it failed of adoption, the vote being as follows:

Ayes—Directors Gardner and Thompson—2.

Noes—Directors Braun, Hardin, O'Neil, Small, Todd and President Fisher—6.

Director Todd moved to adopt the policy modifications as proposed by the administration.

The motion prevailed, the vote being as follows:

Ayes— Directors Braun, Hardin, O'Neil, Small, Todd and President Fisher—6.

Noes— Directors Gardner and Thompson—2.

With respect to Item 9, a resolution regarding copies of formal correspondence to parents, Director Thompson moved that the item be referred back to Committee with the administration to bring the modified form and the policies to Committee for review.

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

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 20 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Braun moved to accept the reports of the Independent Hearing Panel of February 23, March 2, March 3, March 4, March 8, March 9, March 10, March 12, March 15, March 16, March 17, March 22, and March 23, 1999.

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

Ayes—Directors Braun, Gardner, O'Neil, Small, Thompson and President Fisher—6.

Noes—Directors Hardin and Todd—2.

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communication:

(Item A) Communication 9899C-005 from Washington High School Regarding Funding for its Academic Curriculum and Support Services

Referred to the Finance/Personnel Committee.

* * * * *

RESOLUTIONS

Resolution 9899R-125

By President Fisher:

WHEREAS, Ray R. Rozek coached boys' varsity basketball for MPS for over thirty years; and

WHEREAS, Ray Rosek, was the boys' varsity basketball coach at James Madison University High School from its opening in 1966 until 1990; and

WHEREAS, Under Coach Rozek, Madison became a basketball power in the city conference, winning three city championships, 11 regional championships, and six sectional championships; and

WHEREAS, In its six appearances at the state tournament under coach Rozek, Madison won the state title in 1981; and

WHEREAS, Coach Rozek's varsity coaching record was 335 victories to 159 losses; and

WHEREAS, Coach Rozek received the *Milwaukee Sentinel* All-Area Coach of the Year Award in 1981; and

WHEREAS, Coach Rozek was inducted into the Wisconsin Basketball Coaches Hall of Fame in June 1991; and

WHEREAS, In addition to his coaching duties and his duties as a teacher and department chairman at Madison High School, Coach Rozek served in many other organizations, such as the Milwaukee Secondary Coaches' Association, the Wisconsin Basketball Coaches' association, and the WIAA Basketball Advisory Committee; and

WHEREAS, James Madison University High School desires to provide a suitable memorial to Coach Rozek's work with young athletes; now, therefore, be it

RESOLVED, That the Madison High School Gymnasium be named the Ray R. Rozek Memorial Gymnasium; and be it

FURTHER RESOLVED, That suitable signage and a plaque describing his contributions to the Milwaukee Public Schools be prepared and affixed in a suitable location.

Referred to the Finance/Personnel Committee.

* * * * *

Resolution 9899R-126

By Director Thompson:

WHEREAS, MPS is the largest customer for colleges of education in Wisconsin; and

WHEREAS, Although many individuals have expressed opinions about the relative effectiveness of the various colleges of education in preparing teachers for MPS, no systematic analysis based on data has been done; and

WHEREAS, MPS has been a pioneer in the collection and dissemination of data concerning the educational effectiveness of its schools as reflected in its Accountability Report; and

WHEREAS, Collection and dissemination of data on the effectiveness of the various colleges of education in preparing teachers would be useful for MPS, the general public, and the colleges themselves; now, therefore, be it,

RESOLVED, That the Administration prepare a report analyzing data that may be useful in assessing the effectiveness of the colleges of education in preparing teachers to work in MPS, such as pass rates on the Urban Perceiver, retention rates of teachers once hired, a survey of the graduates rating the effectiveness of their preparation, and job performance ratings by principals and other supervisors. This report may also include other information the Administration judges useful.

Referred to the Accountability/Audit Committee

* * * * *

Resolution 9899R-127

By Director Hardin:

WHEREAS, The Milwaukee Board of School Directors may introduce resolutions to address concerns, initiate actions, research or change; and

WHEREAS, During the current Board year, 124 resolutions have been introduced, 31 of these have already been disposed of and 93 resolutions are still pending; and

WHEREAS, Many of these resolutions were satisfactorily addressed by the administration; and

WHEREAS, There currently exists no formal means of withdrawing a resolution once it has been brought to the Board; and

WHEREAS, Currently, once a resolution has been introduced, it remains on the books until it has been sent to the full Board for action or approval; and

WHEREAS, Board members time could be more efficiently used if those resolutions already addressed could be eliminated from Board agendas; now, therefore, be it,

RESOLVED, That a procedure be implemented allowing the person who sponsors a resolution to withdraw that resolution at the committee level with the consent of the committee chair and the majority vote of that committee; and be it

FURTHER RESOLVED, That this new procedure may be adopted immediately upon Board approval.

Referred to the Legislation, Rules and Policies Committee.

* * * * *

Resolution 9899R-128

By Director Hardin:

WHEREAS, Wisconsin Statute 119.10 (3) requires the Board to fix the time of its regular monthly meeting in its rules; and

WHEREAS, Board Rule 1.02 currently fixes the date of the regular monthly Board meeting on the last Wednesday of the month; and

WHEREAS, The Board often must move the November meeting, since it usually falls on the evening before Thanksgiving; and

WHEREAS, The Board has had to move the date of the various regular meetings over the past several years; and

WHEREAS, Holding meetings on Tuesdays may result in fewer changes having to be made; now, therefore, be it

RESOLVED, That Board Rule 1.02 (1) be amended to provide that the regular monthly Board meeting be held on the last Tuesday of the month.

Referred to the Legislation, Rules and Policies Committee.

* * * * *

Resolution 9899R-129

By Director Hardin:

WHEREAS, The V.E. Carter Developmental Group has a longstanding contractual relationship with the Milwaukee Public Schools providing 100 early childhood seats; and

WHEREAS, V.E. Carter Developmental Group currently has students in grades K-4 through grade one; and

WHEREAS, V.E. Carter Developmental Group responded to an MPS request for proposal to provide educational services in grades K-4 through grade eight; and

WHEREAS, V.E. Carter Developmental Group wishes to expand their program to include grade two; and

WHEREAS, Such an expansion would allow children to remain at V.E. Carter Child Development Group, now therefore, be it

RESOLVED That the Administration contact V.E. Carter Developmental Group to negotiate a contract for seats K-4 through grade 2 for the 1999-2000 school year.

Referred to the Finance/Personnel Committee.

* * * * *

The Board adjourned at 7:55 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 14, 1999

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

Present—Directors Braun, Hardin, Small, Thompson, Todd and President Fisher—6.

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

Vacancy on board—1.

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

April 8, 1999

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, Wednesday, April 14, 1999, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving public hearing on the proposed FY2000 School Operations, Construction and Extension Fund budgets.

Public hearing will also be given on amendments to the proposed FY2000 School Operations, Construction and Extension Fund budgets submitted by Board members. Copies of the amendments will be available to the public in the Office of Board Governance at the address listed below after 9:00 AM, Monday, April 12. Copies will also be available at the time of the meeting.

SUZANNE M. LUNDIN
Board Clerk

In accordance with the provisions of Section 119.16 (8) (a), Wisconsin Statutes, the Board proceeded to give public hearing on the proposed FY99 School Operations, Construction and Extension Fund budgets, and the amendments proposed thereto.

The Board adjourned at 7:43 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 20, 1999

Special meeting of the Board of School Directors called to order by President Fisher at 6:06 PM.

Present—Directors Braun, Hardin, O'Neil, Small (6:08 PM), Thompson and President Fisher—6.

Absent and excused—Directors Gardner and Todd—2.

Vacancy on Board—1.

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

April 15, 1999

To the Members of the Board of School Directors:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 6:00 PM on Tuesday, April 20, 1999, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering litigation with respect to an EEOC complaint.

The Board, pursuant to Wisconsin Statutes Section 19.85 (1) (g), which provides that a governmental body may convene in executive session for the purpose of "conferring with legal counsel for the governmental body which is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved," the Board may retire to executive session to confer with its legal counsel who is rendering legal advice concerning an EEOC complaint.

SUZANNE M. LUNDIN
Board Clerk

Director Braun moved that the Board retire to executive session, pursuant to Wisconsin Statutes Section 19.85 (1) (g), to confer with legal counsel regarding an EEOC complaint.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Hardin, O'Neil, Thompson and President Fisher—5.

Noes—None.

The Board retired to executive session at 6:08 PM.

The Board adjourned from executive session at 6:15 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 21, 1999

Special meeting of the Board of School Directors called to order by President Fisher at 6:36 PM.

Present—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Absent—None.

Vacancy on Board—1.

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

April 15, 1999

To the Members of the Board of School Directors:

At the request of President Joseph Fisher, a special meeting of the Board of School Directors will be held at 6:30 PM on Wednesday, April 21, 1999 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 Strategic Planning and Budget Committee with respect to the FY2000 School Operations, Construction and Extension Fund budgets recommended for adoption by the Committee.

Since public hearing on the proposed FY2000 budget was given on April 14, 1999, there will be no public hearing at this meeting.

SUZANNE M. LUNDIN
Board Clerk

The Assistant Director, Office of Board Governance, presented the following list of amendments submitted by Board members:

#	Submitted by	Amendment	Cost
1	Director Braun	Authorize an actuarial study of the Board's early retirement pension funds.	$0
2	Directors Braun and Fisher	Authorize the administration to evaluate and recommend changes in the programs of athletic competition between middle schools for inclusion in the FY2001 budget.	$0
3	Director O'Neil	Allocate an additional $180,000 for Walker International Middle School.	$180,000
4	Director Hardin	Provide funding for an inservice to raise awareness on problems associated with school age parents.	$0
5	Director O'Neil	Provide relief for middle schools that have below average funding by providing additional funds to bring them up to the middle school average.	TBD

Director Braun moved to adopt amendment #1.

The amendment was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

Director Braun moved to adopt amendment #2.

The amendment was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

With respect to amendment #3, Director Todd moved to support the allocation of an additional $180,000 for Walker International Middle School with a corresponding reduction in the contingent fund.

Director Hardin moved to amend to provide that if the administration located other funds, that amount would not be taken from the contingent fund.

The amendment to the amendment was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

The question being on amendment #3 as amended, it failed of adoption on the following vote:

Ayes—Directors O'Neil, Todd and Fisher—3.

Noes—Directors Braun, Gardner, Hardin, Small and Thompson—5.

Director Hardin requested permission to change her vote.

There being no objection, the request was granted, the result being that the amendment failed on a tie vote:

Ayes—Directors Hardin O'Neil, Todd and Fisher—4.

Noes—Directors Braun, Gardner, Small and Thompson—4.

Director Hardin moved to adopt amendment #4.

The amendment failed for lack of a second.

Director Todd moved to adopt amendment #5.

The amendment failed on a tie vote:

Ayes—Directors, O'Neil, Small, Todd and President Fisher—4.

Noes—Directors Braun, Gardner, Hardin and Thompson—4.

The Superintendent requested that the Board adopt the following technical amendments:

Account	Change
High Schools	$217,951
Middle Schools	117,862
K-8 Schools	3,432
Elementary Schools	123,498
Emotionally Disturbed Program	57,183
Psychological Services	(27,456)
Social Work Services	(45,575)
Unallotted Salary Adjustment	(446,895)
Employee Benefits (net)	0
Total Budget Impact	$0

Director Braun moved to adopt the Superintendent's technical amendments.

The amendments were adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

The President directed the Clerk to include the customary budget resolutions in the materials for consideration on April 22, 1999.

The Board adjourned at 7:23 PM.

ROBERT J. LAWRENCE
Assistant Director, Office of Board
Governance/Assistant Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 22, 1999

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

Present—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Absent—None.

Vacancy on Board—1.

A moment of silence was observed for Rocio Herrera, a 15-year-old student at Pulaski High School, who had been killed in a car accident on April 12, and for the 12 students and 1 teacher murdered in Littleton, Colorado, on April 20.

The Board was honored with a musical presentation by the Roosevelt Middle School Concert Choir, under the direction of Ms. Kathy Huffman.

AWARDS AND RECOGNITIONS

The Board Clerk presented the following resolutions in recognition of outgoing Board members:

RESOLUTION
in Honor of
President Joseph B. Fisher

WHEREAS, President Joseph B. Fisher was elected to the Board of School Directors in April 1995; and

WHEREAS, President Fisher is now completing four years of service as a member of the Board; and

WHEREAS, President Fisher served as Board President for three of his four years on the Board, in 1996-1997, 1997-1998 and 1998-1999; and

WHEREAS, President Fisher was a strong supporter of higher graduation standards, schools for disruptive students and the restoration of a full summer school program; and

WHEREAS, President Fisher was a teacher with MPS for 24 years prior to his retirement and election to the Board; now, therefore, be it

RESOLVED, That the Board of School Directors extend its sincere appreciation to President Joseph B. Fisher 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 President Joseph B. Fisher in tribute to his record of dedicated public service to the citizens of Milwaukee and the boys and girls in the public schools.

RESOLUTION
in Honor of
Director Sandra Small

WHEREAS, Director Sandra Small was first elected to the Board of School Directors in April 1991 and was re-elected in April 1995; and

WHEREAS, Director Small is now completing eight years of service as a member of the Board; and

WHEREAS, Director Small, in addition to her varied committee assignments, served as Chair of the Instruction and Community Relations Committee in 1993-1994 and 1994-1995 and Chair of the Innovation/School Reform Committee in 1997-1998 and 1998-1999; and

WHEREAS, Director Small is a strong advocate for parental empowerment and involvement, having been President of the Milwaukee City Council of PTA/PTSAs and school PTAs at Sixty-fifth Street Elementary School, Wright Multi-Language Middle School and the Milwaukee High School of the Arts; and

WHEREAS, During her tenure on the Board, Director Small supported replication of successful specialty programs, expansion of early childhood programs, development of innovative schools and improvement in the district's vocational-technical programs; and

WHEREAS, Director Small opposed public funding for private schools, advocated greater accountability for private schools, supported the development of a comprehensive language arts curriculum and worked to improve school safety and security; now, therefore, be it

RESOLVED, That the Board of School Directors extend its sincere appreciation to Director Sandra Small for her years of dedicated service to the Milwaukee Public Schools; and be it

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

FURTHER RESOLVED, That the Board instruct the Board Clerk to have an engrossed copy of this document suitably signed and sealed, prepared and delivered to Director Sandra Small in tribute to her record of dedicated public service to the citizens of Milwaukee and the boys and girls in the public schools.

RESOLUTION
in Honor of
Director Leon Todd

WHEREAS, Director Leon Todd was first elected the Board of School Directors in April 1975 for a six-year term, and was again elected to the Board in April 1994 and was re-elected in April 1995; and

WHEREAS, Director Todd is now completing eleven years of service as a member of the Board; and

WHEREAS, Director Todd, in addition to his varied committee assignments, served as Chair of the Personnel and Negotiations Committee in 1977-1978 and Chair of the Accountability/Audit Committee in 1996-1997, 1997-1998 and 1998-1999; and

WHEREAS, Director Todd supported the increased use of technology in the schools, including the provision of computers for students; and

WHEREAS, Director Todd supported many initiatives, including a reduction in student mobility as a means of improving student achievement, the adoption of a livable wage for all MPS personnel, improved safety and security for schools, increased recruitment of African American male teachers, and the retention of Potters Forest for educational purposes; and

WHEREAS, Director Todd supported the development of a comprehensive curriculum across all areas, including language arts and the restoration of the teaching of phonics; and

WHEREAS, Director Todd's far-reaching interests resulted in his introduction or co-sponsoring of 200 resolutions in his eleven years of service on the Board; now, therefore, be it

RESOLVED, That the Board of School Directors extend its sincere appreciation to Director Leon Todd 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 Leon Todd in tribute to his record of dedicated public service to the citizens of Milwaukee and the boys and girls in the public schools.

The resolutions were adopted by consensus.

Other Awards and Commendations

The Board extends its congratulations to the following in recognition of their achievements and awards:

Over the last several weeks, third-, fourth-, and fifth-grade students in each P-5 school participated in building-level spelling bee competitions. The local winner for each grade level represented his/her school at the final competition held at the MPS Central Services auditorium on March 27th. The following students were winners in the third annual P-5 Spelling Bee Competition.

Third Grade

1st Place	Der Lee, Green Bay Avenue School
2nd Place	Jasmine Waters-Ashford, Keefe Avenue School
3rd Place	Brion Lucas, Martin Luther King, Jr. Elementary School

Fourth Grade

1st Place	Aineisha Johnson, Palmer School
2nd Place	Keona Smith, Pierce School
3rd Place	Darvell McKnight, Lee School

Fifth Grade

1st Place	Kendra Steward, Wheatley School
2nd Place	Jasmine Walker, LaFollette School
3rd Place	Kenneth Flinn, Hopkins School

A number of Milwaukee School of Languages students have participated and achieved high standing in the 1999 American Association of Teachers of German (AATG) National Testing and Awards Program. Among the 25,000 students who participated, 15 Milwaukee School of Languages students scored at or above the 85th percentile. Eighth graders Maria Wesserle, Elisabeth Brander, and Richard Wiegand ranked third, fifth, and eighth, respectively, in the state. High school students Sarah Pergande, Dana Sisley, Patrick Collins, and Kaitlin Gavin all ranked seventh in the state.

Fourteen Milwaukee School of Languages students took fourth place in the Dominican Academic Challenge with a score of 65.66, only 1.55 points behind the first-place team. Milwaukee School of Languages was the only public school to participate in the Dominican Academic Challenge. The participating students were:

Danielle Baldus	Natassia Jackson
Torrie Williams	Anna Chay
Michael Zoller	Courtney Nelson
Joseph Grihalva	Carolyn Kirchhoff
Christina O'Brien	Melissa Knippel
Kevin Kuschel	Elisabeth Brander
Liz Schrimpf	David Kroncke

Freshmen students from Rufus King High School have completed their participation in the Euclidean Division of the 1998-99 Continental Mathematics League Competition. Five nation-wide tests were given across five months, with each test containing six challenging problems. A school's team score was calculated by adding the top six individual student scores for each test. Nineteen different King students had at least one score reported to the League. The final results showed that King placed second in the Midwest Region and fifth overall nationwide. Their consistent excellence was further exhibited by placing in the top 15 overall on each of the five tests. Robert Travis and Anthony Boehm led King with total scores of 26 out of a possible 30 and were also listed on four of the five test reports.

A team of students from Milwaukee Technical High School won first place in the Sigma Gamma Rho Sorority Inc.–Gamma Pi Sigma Alumnae Chapter's 12th annual Black History Quiz Bowl on February 27th at North Division High School. Lincoln Center of the Arts won third place. Teams from Andrew Douglas Academy, Muir Middle School, and Westside Academy also competed.

Six students and eight teachers have been named recipients of the 1999 Herb Kohl Foundation Scholarship and Fellowship Awards and will receive grants of $1,000 each. The Kohl scholarships are given to students who have demonstrated excellence in the academic arena and high motivation to achieve, have displayed a broad range of activity and interest outside the academic setting, and have shown strong promise for succeeding in college and beyond. Fellowship teachers are chosen for their superior ability to inspire a love of learning in their students, their ability to motivate others, and for their leadership and service within and outside the classroom.

In addition, four students were selected as Kohl Initiative Award Recipients. Initiative recipients are chosen by their schools, have demonstrated exceptional initiative in the classroom, and have shown strong promise for succeeding in college and beyond, but are ineligible for other academic-based scholarships.

Kohl Student Scholarship Recipients

Lindsey DeCarlo, Rufus King High School
Maria Delgado, South Division High School
Deanna Finner, Marshall High School
Katherine Krepel, Milwaukee High School of the Arts
Lan Liu, Rufus King High School
Mary Simon, Milwaukee High School of the Arts

Kohl Teacher Fellowship Recipients

Marybeth Gaborsky, Lloyd Street Global Education
Daniel Hennessey, Burdick Elementary School
Michael Key, Trowbridge Elementary School
Pamela Lucas, Grand Avenue Middle School
Cheryl Reinke, Trowbridge Elementary School
Sandra Schroeder, Bell Middle School
Erin Walsh, Grand Avenue Middle School
Elizabeth Zingsheim, Bay View High School

Kohl Initiative Award Recipients

Monique Davis, New School for Community Service
Safiya Jones, Riverside University High School
Kanwal Singh, Marshall High School
Kevin Tyler, Hamilton High School

Students from Marshall High School and Milwaukee School of Entrepreneurship were named winners in the Young Entrepreneur Conference and Business Competition sponsored by the Institute for Entrepreneurship. Marshall High School's Eagle Wing Productions won first place under the conference's high school division. Eagle Wing Productions is a student-run video production firm that produces professional quality videos. Students in Eagle Wing Productions have produced numerous videos, including an award-winning video on environmentally friendly products for S.C. Johnson & Son. Malcolm McCrae, Milwaukee School of Entrepreneurship, won a $100 cash prize for the best marketing program under the individual business division. Malcolm puts his artistic talents to work by creating airbrushed, freehand images on cards, motorcycle helmets, license plates, and clothing.

Dennis Gustafson, biology teacher at Rufus King High School, has earned the 1998-99 RadioShack/Tandy Scholars Award for his commitment to promoting science education. The scholars program was created to inspire innovation, quality, and competitiveness in math and science. Dr. Gustafson received a certificate of recognition and a $2,500 cash award at an awards ceremony in Boston in March.

Three teams of MPS teachers from Thoreau Elementary and Hamilton High School have been selected to attend the First Annual Wisconsin Teacher Forum in June 1999. The teams were selected from among previous Kohl fellowship recipients. Each fellowship recipient was encouraged to apply to the forum and identify a colleague with leadership potential to serve as a team. Each teacher team was required to complete an application which described how the Kohl fellowship recipients have demonstrated excellent leadership opportunities in the classroom and beyond, identified critical topics to discuss with state legislators, and illustrated why they would make an effective team in speaking out on education-related issues. State officials, including Department of Public Instruction representatives and professional organization constituents, will attend the forum. State legislators will visit Thoreau and Hamilton before the June teacher forum takes place to become familiar with the participants and their schools. The MPS teaching teams are:

Hamilton High School	Thoreau Elementary
Michael Plumley, and Corinne Derleth	Michelle Ring, and Isabel Maria Piana
Andrea Winkle, and Michele Cheyne	

Since 1979, Rufus King High School has been part of the International Baccalaureate (IB) Diploma Program. Recently, International Baccalaureate North America has recognized Rufus King as the 31st high school in the United States with the greatest number of students taking IB exams. International Baccalaureate North America has also recognized Rufus King as the 64th high school, out of the top 100 international schools, with the greatest number of students taking the IB exams. The IB Program is part of the non-profit, educational International Baccalaureate Organization. In Wisconsin, IB is offered at only four high schools, two of which are MPS's Marshall High School and Rufus King High School for the College Bound.

Target Stores, in support of their new Target Grand Prix race to be held in Chicago in August 1999, awarded John Marshall High School a $10,000 grant in honor of its outstanding science programs. Twenty schools across the country received grants based on their science programs.

Metropolitan Life Insurance Company and the National Association of Secondary School Principals (NASSP) has selected Robert Peters, principal of Milwaukee Trade and Technical High School, as Wisconsin's nominee for the National Principal of the Year program. As a nominee, Mr. Peters will attend the annual convention in October 1999 and, in the spring of next year, an educational leader's symposium

in Washington, D.C., where the national winner will be announced. Mr. Peters was selected through a statewide search process conducted by the Association of Wisconsin School Administrators.

Lynn Krebs, Coordinator of Guidance and Career Education, has been elected as the ACT Wisconsin Representative and member of the ACT Corporation. She will serve a three-year term beginning in October 1999. As the ACT state representative, Dr. Krebs will work with ACT representatives around the country to provide ideas and support for the development of initiatives and materials that will help students make the transition to college. In addition, she will administer ideas, issues, and concerns brought to her by the Wisconsin ACT Council.

Tyrone Dumas, Director of Trade and Technology Education Initiative, received an award for outstanding achievement and continuous contributions to the greater Milwaukee community during a business networking social on March 5th at the Milwaukee Public Museum.

TEACH Wisconsin has awarded an Educational Technology Training Grant to a coalition of MPS and the Milwaukee Public Library. The grant, in the amount of $456,000, will be used to train high school students to be technological mentors to local library patrons. After an initial training period, students will become part-time employees of the library system.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of March 23 and 30, 1999, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Approval of the Negotiated Calendars for the 1999-2000 and 2000-2001 School Years

To the Board of School Directors:

RE: Approval of Calendars for the 1999-2000 and 2000-2001 School Years

The Milwaukee Public Schools (MPS) and the Milwaukee Teachers' Education Association (MTEA) have reached agreement on calendars for the 1999-2000 and the 2000-2001 school years. As it is a negotiated agreement between the MPS and the MTEA, it is being submitted to the Board for adoption.

Sincerely,

ALAN S. BROWN, Ed.D.
Superintendent of Schools

Milwaukee Public Schools

1999-2000 SCHOOL CALENDAR

AUGUST

MON	TUE	WED	THUR	FRI
	24	25	26	27
30	31			

24 Organization day — no student attendance
25 First day of school for all students

SEPTEMBER

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

6 Labor Day — no student attendance

OCTOBER

				1
4	5	R6	7	8
11	12	KC13	14	EMHC15
18	19	20	21	22
25	26	27	28	29

6 Report cards
13 Kindergarten conference day
15 Elementary, middle, and high school conference day – no student attendance
28 & 29 Convention days – no student attendance

NOVEMBER

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
R22	23	24	25	26
29	30			

22 Report cards
25 & 26 Thanksgiving recess – no student attendance

DECEMBER

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

22 through 31Winter recess - no student attendance

JANUARY

3	4	5	6	7
10	11	12	13	14
17	F18	F19	F,R20	21
24	25	26	27	28

3 & 4 Winter Recess
5 Classes resume
17 M.L.King Day — no student attendance
18, 19, 20 High school final exams
20 Report cards
21 Record day – no student attendance

JANUARY

MON	TUE	WED	THU	FRI
31				

FEBRUARY

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

14 Mid-semester break — no student attendance

MARCH

		1	2	3
R6	7	8	9	10
13	14	15	KC16	EMHC 17
20	21	22	23	24
27	28	29	30	31

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

APRIL

3	4	5	6	7
10	11	12	13	14
17	18	19	R20	21
24	25	26	27	28

20 Report cards
21 through 28 Spring recess – no student attendance

MAY

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

1 Classes resume
29 Memorial Day – no student attendance

JUNE

			1	2
5	F6	F7	F,R8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

6, 7, 8 High school final exams
8 Report cards, last day of student attendance
9 Record day — no student attendance
12 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.

Milwaukee Public Schools

2000-2001 SCHOOL CALENDAR

AUGUST

MON	TUE	WED	THUR	FRI
	22	23	24	25
28	29	30	31	

22 Organization day – no student attendance
23 First day of school for all students

SEPTEMBER

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

4 Labor Day – no student attendance

OCTOBER

MON	TUE	WED	THUR	FRI
2	3	R4	5	6
9	10	11	KC 12	EMHC13
16	17	18	19	20
23	24	25	26	27
30	31			

4 Report cards 12 Kindergarten conference day
13 Elementary, middle, and high school conference day – no student attendance
26 & 27 Convention days - no student attendance

NOVEMBER

MON	TUE	WED	THUR	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
R20	21	22	23	24
27	28	29	30	

20 Report cards
23 & 24 Thanksgiving recess -- no student attendance

DECEMBER

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

20 through 29 Winter recess - no student attendance

JANUARY

MON	TUE	WED	THUR	FRI
1	2	3	4	5
8	9	10	11	12
15	F16	F17	F,R18	19
22	23	24	25	26

1 & 2 Winter recess – no student attendance
3 Classes resume
15 M.L.King Day -- no student attendance
16, 17, 18 High school final exams
18 Report cards 19 Record day – no student attendance

JANUARY

MON	TUE	WED	THUR	FRI
29	30	31		

FEBRUARY

MON	TUE	WED	THUR	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

12 Mid-semester break – no student attendance

MARCH

MON	TUE	WED	THUR	FRI
			1	2
5	R6	7	8	9
12	13	14	KC 15	EMHC16
19	20	21	22	23
26	27	28	29	30

6 Report cards 15 Kindergarten conference day
16 Elementary, middle, and high school conference day – no student attendance

APRIL

MON	TUE	WED	THUR	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	R25	26	27
30				

13 through 20 Spring recess - no student attendance
23 Classes resume 25 Report cards

MAY

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

28 Memorial Day – no student attendance

JUNE

MON	TUE	WED	THUR	FRI
				1
4	F5	F6	F,R7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

5, 6, 7 High school final exams
7 Report card, last day of student attendance
8 Record day – no student attendance
11 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 Thompson moved to approve the calendars.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

(Item B) Adoption of a Resolution to Request an Educational Technology Block Grant from the Technology for Educational Achievement in Wisconsin Board

TO THE BOARD OF SCHOOL DIRECTORS:

The Governor has proposed the continuation of the TEACH Wisconsin Educational Technology Block Grant Program in his 1999-2001 biennial budget. The appropriation recommended by the Governor is $40 million for each year of the biennium.

State Statute 44.72(2)(c) requires school districts to adopt a resolution in order to qualify for grant funds. The legislature in not expected to act on the state budget until June or July; however, at the request of the TEACH Board and in anticipation of continued funding, I am requesting that the Board adopt the following resolution:

RESOLUTION
TO REQUEST AN EDUCATIONAL TECHNOLOGY BLOCK GRANT
FROM THE
TECHNOLOGY FOR EDUCATIONAL ACHIEVEMENT IN WISCONSIN BOARD

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 in 1999-2000 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 District 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 School District 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.

Respectfully submitted,

ALAN S. BROWN
Superintendent of Schools

* * * * *

Director Braun moved to adopt the resolution.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

(Item C) Disallowance of Various Claims

To the Board of School Directors:

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

1. Notice of Claim for Damages filed against Milwaukee Public Schools by Jerry Wild, attorney, on behalf of Henry Harvey, a minor, and his mother Julie Malone, for damages resulting from an alleged injury sustained by Henry Harvey at Steuben Middle School on September 15, 1997.

   Claim is being made in the sum of $250,000.

2. Notice of Claim for Damages filed against Milwaukee Public Schools by R. L. McNeely, attorney, on behalf of Jessie B. Lipson, for damages resulting from an alleged injury sustained by her at Burroughs Middle School on February 2, 1999.

   Claim is being made in a sum not to exceed a total of $45,000.

4. Notice of Claim for Damages filed against Milwaukee Public Schools by Jerry Wild, attorney, on behalf of Clairetha Davis, for damages resulting from an alleged injury sustained by her at Marshall High School on March 3, 1998.

   Claim is being made in the sum of $250,000.

Wausau Insurance Companies, the third-party administrator that currently investigates the liability claims filed against the district, has requested that these claims be disallowed.

Therefore, I recommend that the Board disallow the above-mentioned claims and place them on file. Under the provisions of Section 119.68 and Section 893.80 of the Wisconsin Statutes, this disallowance will permit the claimants a period of six months in which to bring suit, if they so desire.

Respectfully submitted,

Alan S. Brown, Ed.D.
Superintendent of Schools

* * * * *

On the motion of Director Small, the claims were denied, vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

REPORTS OF STANDING COMMITTEES

Director Braun moved to suspend Board Rule 1.08 (2) to allow for consideration of the Report of the Finance/Personnel Committee.

The Rule was suspended, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Director Thompson 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) Recommendation to Adopt a Proposed FY2000 Budget for the School Operations, Construction and Extension Funds (for consideration by the Board during the month of April)

Your Committee reports having received the proposed FY2000 Budget for the School Operations, Construction and Extension Funds from the Superintendent on March 1, 1999. Your Committee held worksessions and public hearings on the proposed budget on March 3, 10, and 24, 1999.

Amendments

Your Committee reports having amended the proposed School Operations Fund budget as follows:

1. Direct the Superintendent to develop outside revenue sources, with a minimum of $175,000, to support additional innovative schools, including the addition of a line item in the budget for innovative schools.
2. Direct the Administration to study the provision of technology support staff members for every school. For example, a staff member could be provided for every five elementary schools, thus providing one day of service per week per school. The study, along with funding recommendations, should be completed and reported to the Board in time for implementation in September 1999.
3. Restore one shade shop mechanic, Field and Shop Operations, page 334, line 05600, in the amount of $52,374, including fringe benefits.

4. Provide summer training for 100 kindergarten through high school teachers in the use of Dr. Nash's Pure Phonics by way of a simultaneous multi-sensory instructional procedure in the amount of $160,000.

5. Add 21 paraprofessionals to the FY2000 budget to support students with disabilities participating in the regular education curriculum, as required by IDEA-97, with funding in the amount of $304,302 to come from Medicaid funds.

6. Reduce the School Operations Contingent Fund by $212,374 to fund amendments #3 and #4 above.

Your Committee reports the following amendment out of Committee without recommendation, pending receipt of additional information from the Administration:

Provide relief for middle schools that have below-average funding by providing additional funds to bring them up to the middle school average.

Committee Recommendation

Your Committee recommends that the Board adopt the FY2000 proposed School Operations, Construction and Extension Fund Budgets as amended above.

AMENDMENTS TO THE FY2000 BUDGET
ADOPTED ON APRIL 21, 1999

1. Authorize an actuarial study of the Board's early retirement pension funds, with the costs of the study to be charged to the funds.

2. Authorize the Administration to evaluate and recommend changes in the programs of athletic competition between middle schools for inclusion in the FY2001 budget.

3. Approve the Superintendent's Technical Amendments:

Account	Change
High Schools	$217,951
Middle Schools	117,862
K-8 Schools	3,432
Elementary Schools	123,498
Emotionally Disturbed Program	57,183
Psychological Services	(27,456)
Social Work Services	(45,575)
Unallotted Salary Adjustment	(446,895)
Employee Benefits (net)	0
Total Budget Impact	$0

FY2000 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 $799,646,498 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 2000 Fiscal Year; and that $164,983,438 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 1999, 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 $22,573,121 will be required for the 2000 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, $8,123,121 by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 1999, 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 $7,456,868 will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2000 Fiscal Year, and that $6,054,868 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 1999, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

* * * * *

Separate consideration was requested of Committee amendments #3 and #6 and on the amendment reported out of Committee without recommendation.

Director Braun moved to delete amendment #3.

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

Ayes—Directors Braun, Gardner and Thompson—3.

Noes—Directors Hardin, O'Neil, Small, Todd and President Fisher—5.

The motion to delete amendment #3 having failed, consideration of amendment #6 was unnecessary.

The question was now on the amendment reported out of Committee without recommendation: Provide relief for middle schools that have below-average funding by providing additional funds to bring them up to the middle school average.

Director Braun moved adoption of the amendment.

Director O'Neil moved to amend as follows:

Provide relief for middle schools that have below-average funding by providing ~~additional funds to bring them up to the middle school average~~ $500,000, with a corresponding reduction in the contingent fund.

The amendment to the amendment was adopted, the vote being as follows:

Ayes—Directors Hardin, O'Neil, Small and Todd—4.

Noes—Directors Braun, Gardner and Thompson—3.

Voting "present"—President Fisher—1.

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

Ayes—Directors Hardin, O'Neil, Small, Todd and President Fisher—5.

Noes—Directors Braun, Gardner and Thompson—3.

Director Hardin moved to adopt the budget as amended.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Hardin, O'Neil, Thompson and President Fisher—5.

Noes—Directors Gardner, Small and Todd—3.

COMMITTEE ON FINANCE/PERSONNEL

Director Braun 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; Acceptance of Donations; and Report on Administrative and School Fund Transfers

Award of Contracts

ROOF REPLACEMENT

Clement Avenue School

Prime Contractor
Langer Roofing & Sheet Metal Inc.
345 South Curtis Road
Milwaukee, Wisconsin 53214

Low Bidder, Base Bid of $181,171.00

Certified M/WBE	Required M/WBE Participa-tion	Proposed M/WBE Participation	# of Employees in Company	# of Minority Employees	# of Women Employees	Type of Business	Number of Subcontractors
No	0%	0%	130	17	2	Corp	0

Malcolm X Academy

Prime Contractor
Langer Roofing & Sheet Metal Inc.
345 South Curtis Road
Milwaukee, Wisconsin 53214

Second Low Bidder, Base Bid of $273,396.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Employees in Company	# of Minority Employees	# of Women Employees	Type of Business	Number of Subcontractor s
No	10%	10% MBE	130	17	2	Corp	1

Note: Low Bidder did not meet HUB requirement.

LAN TECHNOLOGY UPGRADE

Division 1 — Fairview School

Prime Contractor
Connectivity Solutions Inc.
W226 N781 Eastmound Drive
Waukesha, Wisconsin 53186

Low Bidder, Base Bid of $99,433, plus $27,196 for Mandatory Alternate Bid 1 to provide new electrical feeders, all electrical work associated with the MC, modifications related to the existing conditions for new electrical installation work, and electrical service revision work; plus $19,143 for Mandatory Alternate Bid 2 to provide all new work indicated in non-instructional areas; plus $16,633 for Mandatory Alternate Bid 3 to provide all new CC hubs; plus $3,023 for Mandatory Alternate Bid 4 to provide all electrical conduit/raceway and telecommunications work related to the PBX, building entrance, SONET, and ITFS, for a total contract of $165,428.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Employees in Company	# of Minority Emps	# of Women Employees	Type of Business	Number of Subcontractors
No	10%	26% MBE	60	4	2	Corp	1

Division 2 — Pierce School

Prime Contractor
Connectivity Solutions Inc.
W226 N781 Eastmound Drive
Waukesha, Wisconsin 53186

Low Bidder, Base Bid of $100,583, plus $29,057 for Mandatory Alternate Bid 1 to provide new electrical feeders, all electrical work associated with the MC, modifications related to the existing conditions for new electrical installation work, and electrical service revision work; plus $34,090 for Mandatory Alternate Bid 2 to provide all new work indicated in non-instructional areas; plus $14,223 for Mandatory Alternate Bid 3 to provide all new CC hubs; plus $5,821 for Mandatory Alternate Bid 4 to provide all electrical conduit/raceway and telecommunications work related to the PBX, building entrance, SONET, and ITFS, for a total contract of $183,774.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Employees in Company	# of Minority Emp	# of Women Employees	Type of Business	Number of Subcontractors
No	10%	22% MBE	60	4	2	Corp	1

The following recommendations are made based on bids received on Tuesday, March 16, 1999:

BOILER REPLACEMENT

Emerson School

Prime Contractor
T.M. Braden Mechanical Corporation
W233 N7076 Blacksmith Court
Sussex, Wisconsin 53089

Low Bidder, Base Bid of.....$88,800.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Employees in Company	# of Minority Emp	# of Women Employees	Type of Business	Number of Subcontractors
No	10%	22% MBE	14	2	1	Corp	9

MASONRY RESTORATION

Walker International Middle School

Prime Contractor
Wisconsin Restoration, Inc.
427 East Waterford Avenue
Milwaukee, Wisconsin 53207

Low Bidder, Base Bid of $346,000.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Employees in Company	# of Minority Emp	# of Women Employees	Type of Business	Number of Subcontractors
No	10%	10% MBE	6	0	1	Corp	1

Washington High School

Prime Contractor
R. D. Woods Co. Inc.
6420 South Howell Avenue
Oak Creek, Wisconsin 53154

Low Bidder, Base Bid of $128,500.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Employees in Company	# of Minority Emp	# of Women Employees	Type of Business	Number of Subcontractors
No	10%	37% MBE	15	3	1	Corporation	1

The following recommendations are made based on bids received on Tuesday, March 23, 1999:

LAN TECHNOLOGY UPGRADE

Division 1 — Seventy-eighth Street School

Prime Contractor
Wil-surge Electric, Inc.
13201 West Silver Spring Road
Butler, Wisconsin 53007

Low Cumulative Bidder, Base Bid of $79,470, plus $34,670 for Mandatory Alternate Bid 1 to provide new electrical feeders, all electrical work associated with the MC, modifications related to the existing conditions for new electrical installation work, and electrical service revision work; plus $12,509 for Mandatory Alternate Bid 2 to provide all new work indicated in non-instructional areas; plus $13,869 for Mandatory Alternate Bid 3 to provide all new CC hubs; plus $5,725 for Mandatory Alternate Bid 4 to provide all electrical conduit/raceway and telecommunications work related to the PBX, building entrance, SONET, and ITFS, for a total contract of $146,243.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Employees in Company	# of Minority Emps	# of Women Employees	Type of Business	Number of Subcontractors
No	10%	10% MBE	43	3	4	Corp	1

Division 2 — Golda Meir School

Prime Contractor
Connectivity Solutions Inc.
W226 N781 Eastmound Drive
Waukesha, Wisconsin 53186

Low Bidder, Base Bid of $62,674, plus $30,019 for Mandatory Alternate Bid 1 to provide new electrical feeders, all electrical work associated with the MC, modifications related to the existing conditions for new electrical installation work and electrical service revision work; plus $10,964 for Mandatory Alternate Bid 2 to provide all new work indicated in non-instructional areas; plus $8,472 for Mandatory Alternate Bid 3 to provide all new CC hubs; plus $1,950 for Mandatory Alternate Bid 4 to provide all electrical conduit/raceway and telecommunications work related to the PBX, building entrance, SONET, and ITFS, for a total contract of $114,079.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Employees in Company	# of Minority Emp	# of Women Employees	Type of Business	Number of Subcontractors
No	10%	20% MBE	60	4	2	Corp	1

LAN TECHNOLOGY UPGRADE

Division 1 — U.S. Grant School

Prime Contractor
Wil-surge Electric, Inc.
13201 West Silver Spring Road
Butler, Wisconsin 53007

Low Cumulative Bidder, Base Bid of $139,328, plus $33,751 for Mandatory Alternate Bid 1 to provide new electrical feeders, all electrical work associated with the MC, modifications related to the existing conditions for new electrical installation work and electrical service revision work; plus $31,624 for Mandatory Alternate Bid 2 to provide all new work indicated in non-instructional areas; plus $12,926 for Mandatory Alternate Bid 3 to provide all new CC hubs; plus $5,921 for Mandatory Alternate Bid 4 to provide all electrical conduit/raceway and telecommunications work related to the PBX, building entrance, SONET, and ITFS, for a total contract of $223,550.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Employees in Company	# of Minority Emps	# of Women Employees	Type of Business	Number of Subcontractors
No	10%	10% MBE	43	3	4	Corp	1

Division 2 — River Trail School

Prime Contractor
Wil-surge Electric, Inc.
13201 West Silver Spring Road
Butler, Wisconsin 53007

Low Cumulative Bidder, Base Bid of $95,871, plus $39,726 for Mandatory Alternate Bid 1 to provide new electrical feeders, all electrical work associated with the MC, modifications related to the existing conditions for new electrical installation work and electrical service revision work; plus $37,981 for Mandatory Alternate Bid 2 to provide all new work indicated in non-instructional areas; plus $12,222 for Mandatory Alternate Bid 3 to provide all new CC hubs; plus $1,714 for Mandatory Alternate Bid 4 to provide all electrical conduit/raceway and telecommunications work related to the PBX, building entrance, SONET, and ITFS for a total contract of $187,514.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Employees in Company	# of Minority Emp	# of Women Employees	Type of Business	Number of Subcontractors
No	10%	10% MBE	43	3	4	Corp	1

LAN TECHNOLOGY UPGRADE

Division 1 — Neeskara School

Prime Contractor
Chaney Systems, Inc.
5100 South Calhoun Road
New Berlin, Wisconsin 53151

Low Cumulative Bidder, Base Bid of $94,173 plus $33,300 for Mandatory Alternate Bid 1 to provide new electrical feeders, all electrical work associated with the MC, modifications related to the existing conditions for new electrical installation work and electrical service revision work; plus $36,028 for Mandatory Alternate Bid 2 to provide all new work indicated in non-instructional areas; plus $16,315 for Mandatory Alternate Bid 3 to provide all new CC hubs, plus $1,648 for Mandatory Alternate Bid 4 to provide all electrical conduit/raceway and telecommunications work related to the PBX, building entrance, SONET, and ITFS for a total contract of $181,464.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Employees in Company	# of Minority Emp	# of Women Employees	Type of Business	Number of Subcontractors
No	10%	19% WBE	51	5	17	Corp	**2**

Division 2 - O. W. Holmes School

Prime Contractor
Chaney Systems, Inc.
5100 South Calhoun Road
New Berlin, Wisconsin 53151

Low Cumulative Bidder, Base Bid of $89,536, plus $26,568 for Mandatory Alternate Bid 1 to provide new electrical feeders, all electrical work associated with the MC, modifications related to the existing conditions for new electrical installation work and electrical service revision work; plus $50,450 for Mandatory Alternate Bid 2 to provide all new work indicated in non-instructional areas; plus $24,680 for Mandatory Alternate Bid 3 to provide all new CC hubs; plus $7,184 for Mandatory Alternate Bid 4 to provide all electrical conduit/raceway and telecommunications work related to the PBX, building entrance, SONET, and ITFS for a total contract of $198,418.00

Certified M/WBE	Required M/WBE Participation	Proposed M/WBE Participation	# of Employees in Company	# of Minority Emps	# of Women Employees	Type of Business	Number of Subcontractors
No	10%	22% WBE	51	5	17	Corp	2

Total construction contract dollars awarded.....$2,418,337.00
Total dollars HUB participation $369,138.78
% of MBE participation.....12.03%
% of WBE participation 3.23%
% of M/WBE participation.....0.00%
% Minority employees within company.....8.55%
% Women employees within company 11.27%

Authorization to Make Purchases

The TAC (Technology Advisory Committee) has reviewed these projects and recommends the following:

SS-482 Computer Devices and Software for Assistive Technology (DSSC)

Recommend authorization to purchase various assistive technology computer devices, a file server, various software licenses, and related items totaling an estimated $347,000. FY99 funds will be used.

SS-483 Software Licenses for Special Education (DSSC)

Recommend authorization to purchase software site licenses totaling an estimated $66,000. FY99 funds will be used.

SS-484 40 Windows Laptop Computers (Technology Training Center)

Recommend authorization to purchase approximately 40 Windows laptop computers, total not to exceed $45,000. Technology literacy challenge grant funds will be used.

Information Item

SS-485 Compu-Teach Curriculum Software

This item is being reported to the Board in the event that purchases may total $70,000. To take advantage of a limited-time offer, purchase orders are being issued to Compu-Teach as requests are received from individual schools. The typical cost for each school has been $450.

Information Item — Addition to Bid

#B-5236 Electrical Generator

A purchase order has been issued to Power Technology Inc. for one additional electrical generator totaling $84,850. The price is the same as the one originally ordered as a result of competitive bidding from bid #B-5236, which was approved at the January 1999 Board meeting. Both purchases are part of MPS's Year 2000 preparations.

Pursuant to Board Policy 3.09 (4), the following award of contracts is presented to the Board as an informational item.

Contracts Awarded to Lead Agencies from the 21st Century Community Learning Center Grant

Agency	Amount	Sites
Boys/Girls Club	$122,000	Grand Avenue
	$122,000	Walker MS
	$122,000	Riley
Neighborhood House	$122,000	Westside Academy
United Community Center	$122,000	Vieau
Social Development Comm.	$122,000	Malcolm X
Williamsburg Heights	$122,000	Douglas Academy
YMCA	$122,000	Robinson
COA/Youth & Family Centers	$23,175	Pierce
	$23,175	Fratney
	$23,175	Gaenslen
MPS Recreation	$98,825	Pierce
	$98,825	Fratney
	$98,825	Gaenslen

Report of Revenues and Expenses and Monthly Expenditure Control Report

A. Statement of Revenues as of March 31, 1999:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Cur. Month. Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$749,149,223	$5,700,000	$754,849,223	$112,424,841	$507,492,040	$247,357,183	67%
Categorically Aided	76,608,417	33,678,222	110,286,639	9,318,015	58,252,171	52,034,468	53%
School Nutrition	26,821,658	0	26,821,658	2,588,805	17,774,905	9,046,753	66%
Construction	31,150,000	10,998,913	42,148,913	0	11,327,672	30,821,241	27%
Extension	7,120,371	-380	7,119,991	88,158	6,636,221	483,770	93%
Total All Funds	890,849,669	50,376,755	941,226,424	124,419,819	601,483,009	339,743,415	64%

B. Statement of Expenses as of March 31, 1999:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Cur. Month. Expenditures	Year-to-Date Exp.&Encumb.	Unexpended Balance	Percent Expended
School Operations	$749,149,223	$10,290,887	$759,440,110	$65,713,045	$57,364,114	$222,075,996	71%
Categorically Aided	76,608,417	35,106,619	111,715,036	9,240,039	70,079,111	41,635,925	63%
School Nutrition	26,821,658	39,984	26,861,642	2,736,560	19,205,797	7,655,845	71%
Construction	31,150,000	14,235,970	45,385,970	4,213,329	44,132,874	1,253,096	97%
Extension	7,120,371	52,035	7,172,406	509,061	5,362,528	1,809,878	75%
Total All Funds	890,849,669	59,725,495	950,575,164	82,412,034	676,144,424	274,430,740	71%

(1) Represents Board approved transfers during fiscal year 1999 and appropriations for purchases encumbered in fiscal year 1998.

The monthly report on expenditures has been attached to the minutes of your Committee's meeting of April 20, 1999.

Acceptance of Donations

SCHOOL	DONOR	VALUE	GIFT OR PURPOSE
Bell	Catherine Johnson	$245	Accelerated Reader Program
Craig	PTA	$150	Three picnic tables
Custer	Manpower	$540	27 Desk calculators
Fairview	Office Depot	$5,000	Digital cameras
Garden Homes	Social Development Comm.	$50	250 Granola bars — Perfect Attendance
Garden Homes	Social Development Comm.	$183	Pre-holiday treat — cookies
Lowell	American Interntional	$35	RIF Donation
MacDowell	PTA	$2,200	RIF
MacDowell	PTA	$200	Library and Resource Center
Malcolm X	Compton Fellowship	$3,200	Duplication machine
Maryland Avenue	PTA	$400	Middle school camping trip

SCHOOL	DONOR	VALUE	GIFT OR PURPOSE
Meir	Martin Hecht	$500	Principal's discretion
MHSA	Tom Eltrich	$200	Two speakers for stereo
Milwaukee Tech	Briggs & Stratton	$1800	Books, videos and engines
Pierce	Kim Becker	$32	Participating in a Master's Thesis
Pierce	Target	$28	Donation
Trowbridge	United Wisconsin Services	$6,500	13 used computers
Trowbridge	Building Service, Inc.	$300	K3-K5 Special Olympics T-Shirts
Vincent	Funds Raised From School	$1096	Video Flex Camera and Kit
Washington	Northwestern Mutual Life Insurance Company	$20,000	Cisco Networking Academy
Washington	UW Extension	$200	General studies
Webster	Marquette University	$1,500	Books and materials
Zablocki	American Legion Post #18	$500	Books for students

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Board Policy 4.04 is attached to the minutes of the Board meeting. This is an informational report, and no action is required.

Committee Recommendations

Your Committee recommends that the Board:

1. Authorize the award of contracts as listed above.
2. Authorize the purchases as listed above.
3. Accept the report of revenues and expenses.
4. Accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

* * * * *

(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

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Tamara Gibbs Sherman	School Secretary I $16,853.11/yr.	04-12-99
Lovedia Hamer Milw. Sign Language	School Secretary I $16,853.11/yr.	04-12-99
Marnesha Hords Marshall	School Secretary I $16,853.11/yr.	03-11-99
Angie Isabell Urban Waldorf	School Secretary I $16,853.11/yr.	04-12-99
Donna Maras Special Services	School Secretary I $20,320.04/yr.	03-31-99
Robert Paprocki Ins. & Risk Mgmt.	Account Clerk II $29,100.00/yr.	04-05-99

April Peterson Kluge	School Secretary I $16,853.11/yr.	04-12-99
Maretha Price Hawthorne	School Secretary I $21,694.00/yr.	03-15-99
Valerie Smith Parent/Student Services	School Secretary I $20,320.04/yr.	04-05-99

PROMOTIONS

Jeanne Bocek Ins. & Risk Mgmt.	Account Clerk II $30,708.60/yr.	04-05-99
Diane Newton Steuben	School Secretary II $28,347.54/yr.	04-19-99
Margaret Swanigan Madison	Building Service Helper II $23,229.96/yr.	03-21-99

RETURNS FROM LEAVE

Sharon Koier Human Resources	School Secretary I $21,882.00/yr.	03-31-99

CHANGES IN STATUS

Rachel Clayborn Granville	School Secretary I $17,571.56/yr.	04-12-99
Maria Gutierrez Parent & Student Services	Parent & Student Serv. Assistant $28,347.54/yr.	04-12-99
Mari Ornelas Parent & Student Services	Parent & Student Serv. Assistant $28,347.54/yr.	04-23-99
Michael Solberg Fac. & Main. Services	Shade Shop Mechanic $36,858.90/yr.	03-22-99

Approval of Certificated Appointments — Teachers

Code	Teachers — Schedule 01	Division	Salary	Yrs/Exp. Credit	Start Date
r	Jewel L. Abbott Guidance Counselor	C	$30,103	0	8/99
nr	Amanda L. Bayens PreK-6	B	$26,732	0	3/15/99
r	Rebecca J. Bell Elementary Education	B	$26,732	0	3/4/99
r	Jon F. Currie Social Studies	B	$26,732	0	8/99
r	Jenny R. Grinker Elementary Education	B	$26,732	0	2/25/99
nr	Gayle A. Grutzmacher K-9/C.D./O.I.	B	$26,732	0	3/2/99
nr	Cindy M. Haeuser Elementary Education	B	$26,732	0	3/11/99
r	Jeanette Hughes English	B	$26,732	0	8/99

r	David D. Hunter PreK-9/C.D.	B	$26,732	0	2/22/99
r	Cheryle A. Janasiak Elementary Education	B	$26,732	0	3/9/99
r	Mark J. Jungck Social Studies	B	$34,955	7	1/25/99
r	Stephanie L. Kaponya Physical Education	B	$26,732	0	3/10/99
r	Kay E. Kassees Biology	B	$27,365	1	3/2/99
r	Angie L. LoDuca Upper Elementary	B	$26,732	0	8/99
nr	Lisa L. Mehn Mathematics	B	$26,732	0	2/26/99
r,a	Wilbert G. Passley Biology/Chemistry/Broadfield Science	D	$35,131	4	3/1/99
nr	Jason L. Schinabeck Biology	B	$26,732	0	8/99
r	Lenora F. Seitz Upper Elementary	C	$30,103	0	2/16/99
r	Robin L. Tamm Elementary Education	B	$26,732	0	3/10/99
nr	Eric D. Vincent SS/Economics	B	$26,732	0	3/4/99
nr	Mark Vomacka Biology/Chemistry/Broadfield Science	B	26,732	0	3/8/99
nr	Adrian L. Wade Upper Elementary	B	$26,732	0	1/25/99

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

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 14, 1999		
Kathleen Chudy	78th Street/Alcott	March 12, 1999
Ellen Horkan	Maple Tree	January 15, 1999
Paul Zettel	Fairview	January 19, 1999
Maternity Leave, to June 14, 1999		
Elizabeth Harrison	Hampton	March 10, 1999
Rhonda May	Franklin	May 26, 1999
Beth Neustifter	Sholes	May 18, 1999
Nancy Perinovic	Auer	March 12, 1999

Personal Leave, to June, 2000

David Kotlewski	Music	August, 1999

Sabbatical Leave, to June, 2000

Gregg Hintz	Pulaski	August, 1999

Study Leave, to January, 2000

Marlene Planasch	Longfellow	August, 1999

Extension of Illness Leave, to June 14, 1999

Maureen Lipton	Leave	January 25, 1999

CURTAILMENT OF LEAVE:

Monique Brown	Rescinded her personal leave that was granted from October 21, 1998 through June 14, 1999.
Jesus Santos	Rescinded his sabbatical leave that was granted from August, 1999 through June, 2000.
Kerrie Swart	Rescinded her personal leave that was granted from August 25, 1998 through June 14, 1999.

Report on Resignations

Name	Position	Effective Date
June D. Albert	Teacher	06-14-99
Judith A. Andresen	Teacher	06-14-99
Ann J. Bailie	Teacher	06-14-99
Carol A. Bamberg	Teacher	06-14-99
Gladys R. Boone	Teacher	03-19-99
Rosalee B. Bratt	Teacher	06-14-99
Emily A. Brauer	Teacher	07-30-99
Peter K. Brem	Teacher	06-14-99
John A. Bubnick	Teacher	06-14-99
Judith K. Burrows	Teacher	06-14-99
Christine L. Carbin	Teacher	06-14-99
Gabriel E. Ceci	Teacher	06-14-99
Marcella D. Chavis	Teacher	07-30-99
Joanne Colter	Teacher	06-14-99
Mary Ann Dawson	Teacher	06-14-99
Elvira Denk	Counselor	06-14-99
Sharon L. Drzadinski	Teacher	06-14-99
Barbara I. Duecker	Teacher	06-14-99
Richard F. Endres	Asst. Principal	06-21-99
Janice M. Faber	Teacher	06-14-99
Donald J. Feldner	Teacher	06-14-99
Robert B. Frafjord	Teacher	06-14-99
Phillip C. Friedl	Teacher	06-14-99
Kathleen C. Grein	Teacher	06-14-99
Heather Haffner	Teacher	04-15-99

Hope J. Hanson	Teacher	06-18-99
Beverly S. Holmes	Teacher	06-14-99
Ophelia M. Horton	Teacher	06-14-99
Dana Hubbard	Teacher	01-29-99
Judith A. Huebner	Teacher	06-14-99
Mary J. Jacobs	Teacher	06-14-99
Marcia H. Jennings	Teacher	06-14-99
Joanne F. Jensen	Teacher	06-14-99
Janet L. Johnson	Teacher	06-14-99
John P. Johnson	Teacher	06-14-99
Roylene G. Johnson	Teacher	06-14-99
Carole Jones	Schl Psych	04-09-99
Evelyn Jones	Teacher	06-14-99
Olivia E. Justus	Teacher	06-14-99
Thomas F. KayeTeacher	06-14-99	
Romelle A. Kirchner	Teacher	06-14-99
Leon A. Krueger	Teacher	06-14-99
Gloria T. MaCoy	Teacher	06-14-99
William A. Margis	Teacher	06-14-99
Robert O. Martin	Teacher	06-14-99
Richard H. McKenna	Teacher	06-14-99
Matthew T. McNeely	Teacher	06-14-99
Suzanne M. McRae	Teacher	06-14-99
Antionette Means	Teacher	06-14-99
Ana M. Muschlewski	Teacher	06-14-99
Ray A. Muschlewski	Teacher	06-14-99
Indumati R. Nayak	Teacher	06-14-99
Anne E. Nee	Teacher	06-14-99
Patricia Norman	Teacher	01-22-99
Agnes E. Ohst	Teacher	06-14-99
Etta M. OgbetuoTeacher	06-14-99	
Lorraine J. Omdahl	Teacher	06-14-99
Pamala Patterson	Teacher	03-25-99
Sandra J. Poznanski	Teacher	06-14-99
Agnes L. Radabaugh	Teacher	06-18-99
Renata Reinke	Teacher	04-09-99
Joyce E. Rian	Teacher	06-14-99
Allen R. Ribbeck	Teacher	06-14-99
Judith E. Rick	Principal	06-18-99
Sandra M. Salmon	Teacher	06-14-99
Thomas G. Schuler	Teacher	06-14-99
Deann L. Schultz	Teacher	08-20-99
Gary R. Seiser	Teacher	06-14-99
Donald F. Shebesta	Teacher	06-14-99
Gerald W. Sikorski	Teacher	06-14-99
Minnie L. Sims	Teacher	06-14-99
Wayne A. Sojkowski	Teacher	06-16-99
Carole L. Stroessner	Teacher	06-14-99
Mara M. Sullivan	Teacher	06-14-99
Mary L. Swanigan	Teacher	06-14-99

Kenneth J. Sweet	Teacher	06-14-99
Kathleen E. Thompson	Teacher	06-14-99
David J. Tojek	Teacher	06-14-99
David Tomczyk	Teacher	06-14-99
Raphael L. Totzke	Teacher	06-14-99
Joyce Tucker	Teacher	07-24-99
Alice C. Turner	Teacher	06-14-99
John J. Vlaj	Teacher	06-14-99
Kenneth L. Weinberger	Teacher	06-14-99
Marquerite P. Wenzel	Teacher	06-14-99
Kathryn A. Whittaker	Teacher	06-14-99
Donald C. Williams	Teacher	06-14-99
Deanna W. Wollitzer	Teacher	06-14-99
Maureen Zimmerman	Teacher	06-14-99
Stacy Zocher	Teacher	06-14-99
Richard C. Zutz	Teacher	06-14-99

Affirmative Action Report

5. The Affirmative Action Report for the month of March has been attached to the minutes of the your Committee's meeting of April 20, 1999. This is an informational report, and no action is required.

Committee recommendations

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

* * * * *

(Item 3) Acceptance of a Donation for the Halbert and Alice Cadish Foundation on Behalf of the Wisconsin Handweavers Association for Remodeling Available Space At Gaenslen School

Administration's analysis

1. On June 2, 1998, the Administration received a communication from Meissner, Tierney, Fisher, and Nichols, S.C., on behalf of the Halbert and Alice Kadish Foundation requesting consideration of accepting the donation of funds to purchase a building located at 315 West Court Street. Accompanying this communication was an offer to purchase the facility for $285,000. This offer was contingent upon approval by the Board of School Directors, and the building's being used to house the Wisconsin Handweavers Association and the MPS weaving program. In addition, the Board would be responsible for any modifications to house these groups. After considerable discussion and investigation, the offer was declined because of the very high cost to modify the building.

2. The Administration has continued to work with both weaving groups to find suitable space within an existing school to house the programs. It was determined that Frederick Gaenslen School has available space which is not being used by students and can be modified to meet the needs of the weavers groups. Discussions with the attorney for the Kadish Foundation have resulted in a willingness of the Kadish Foundation to donate the cost of the modifications in exchange for a long-term commitment by MPS to the groups for use of the modified space. As a result, a communication has been received from the Halbert and Alice Kadish Foundation requesting consideration of accepting a donation of $350,000 to modify space at Gaenslen School to house the two weaving programs. A simplified floor plan and the communication are attached to the minutes of the Board meeting.

3. The Milwaukee Public Schools has offered weaving classes through the Division of Community Recreation for over 50 years. The weaving program was originally started in 1941 and was housed at four locations in the city. Major weaving centers were located at Clarke Street School and Lapham Park Social Center. In 1958, the programs were consolidated at Wisconsin Avenue School, where the program grew to

become one of the largest in the country. At one time, over 60 looms were in use at the Wisconsin Avenue site. The program remained at that location until 1990, when it was moved to Lincoln Center Middle School of the Arts to become part of the school's new arts program.

4. The two weaving groups have been looking for permanent space for a considerable period of time. The Wisconsin Handweavers Inc. has been leasing space in West Allis, and the MPS weaving program has temporarily been relocated from Lincoln until a new site for it can be found. The two groups see great benefit from being combined at a single location and have begun discussions on collaborative efforts. The generous gift from the Halbert and Alice Kadish Foundation will make development of these programs possible.

5. It should be noted that Mrs. Kadish had been a long-time participant in the weaving programs. She was a teacher in MPS for over 40 years and participated in the Wisconsin Handweavers Inc. since 1978.

Strategic plan compatibility statement

6. The recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement, Objective 1.13, to establish partnerships within the community to help students achieve high standards.

Statute, board policy or rule statement

7. Acceptance and acknowledgement by the Board of gifts or donations to the district is required by Administrative Policy 9.06, Gifts to Schools. Due to its unusual nature, the donation is being brought separately from the routine gifts.

Fiscal impact statement

8. The cost of the modifications to Gaenslen — $350,000 — being the amount of the gift, there is no fiscal impact to the district. There may be some operation costs for overtime for the school engineer to open the building on weekends. Since Gaenslen has its Community Learning Center activities on Saturdays, it would appear that these costs would be minimal and would be absorbed within the approved budget. Should any costs be incurred, the district would contribute them in return for this gift. All other costs are accounted for by fees charged.

Implementation and assessment plan

9. Upon acceptance by the Board, contract documents will be developed and the work completed. It is expected that building modifications will be completed by Fall of 1999.

Committee Recommendations

Your Committee recommends that the Board:

1. Accept the donation of $350,000 from the Halbert and Alice Kadish Foundation, with appropriate acknowledgement to be made on behalf of the Board, and

2. Direct the Administration to develop an agreement with the weaving groups to ensure their long-term use of the facility.

* * * * *

(Item 4) Action on Resolution 9899R-125 by President Fisher to Name the Madison High School Gymnasium after Ray Rozek

Resolution

At its meeting on March 30, 1999, the Board referred Resolution 9899R-125 by President Fisher to the Finance/Personnel Committee:

WHEREAS, Ray R. Rozek coached boys' varsity basketball for MPS for over thirty years; and

WHEREAS, Ray Rosek, was the boys' varsity basketball coach at James Madison University High School from its opening in 1966 until 1990; and

WHEREAS, Under Coach Rozek, Madison became a basketball power in the city conference, winning three city championships, 11 regional championships and six sectional championships; and

WHEREAS, In its six appearances at the state tournament under coach Rozek, Madison won the state title in 1981; and

WHEREAS, Coach Rozek's varsity coaching record was 335 victories to 159 losses; and

WHEREAS, Coach Rozek received the Milwaukee Sentinel All-Area Coach of the Year Award in 1981; and

WHEREAS, Coach Rozek was inducted into the Wisconsin Basketball Coaches hall of Fame in June, 1991; and

WHEREAS, In addition to his coaching duties and his duties as a teacher and department chairman at Madison High School, Coach Rozek served in many other organizations, such as the Milwaukee Secondary Coaches' Association, the Wisconsin Basketball Coaches' association and the WIAA Basketball Advisory Committee; and

WHEREAS, James Madison University High School desires to provide a suitable memorial to Coach Rozek's work with young athletes; now, therefore, be it

RESOLVED, That the Madison High School Gymnasium be named the Ray R. Rozek Memorial Gymnasium; and be it

FURTHER RESOLVED, That suitable signage and a plaque describing his contributions to the Milwaukee Public Schools be prepared and affixed in a suitable location.

Analysis

While Board policy governs the naming of an entire building or school, there are no restrictions on the naming of a room or area of a building. Adoption of the resolution would be a fitting memorial to a coach who positively influenced the lives of many young men.

Committee Recommendation

Your Committee recommends that the resolution be adopted.

* * * * *

(Item 5) Action on Communication 9899C-005 from Washington High School Regarding Funding for its Academic Curriculum and Support Services

Communication

At its meeting on March 30, 1999, the Board referred a communication from Washington High School regarding funding for its academic curriculum and support services to the Finance/Personnel Committee.

Your Committee reports having given hearing to the Washington High School Parent Community Empowerment Organization.

* * * * *

(Item 6) Action on Resolution 9899R-099 by Director Hardin Regarding an Analysis of MPS Special Education Programs

Background

At its November 24, 1998, meeting, the Board referred the following Resolution 9899R-099 by Director Hardin to the Finance/Personnel Committee:

WHEREAS, According to the October 1998 Special Education Enrollment Report, there are over 15,400 MPS students currently receiving Special Education services; and

WHEREAS, All MPS schools offer Special Education programs; and

WHEREAS, There are currently 11 disability areas serviced by MPS Special Education staff; and

WHEREAS, Not every MPS school has Special Education programs for all 11 disability areas; and

WHEREAS, There currently exist vacancies for teachers in the Special Education areas; now, therefore, be it

RESOLVED, That, in February 1999, the Division of Special Services submit to the Board an analysis of MPS Special Education programs; and be it

FURTHER RESOLVED, That this analysis include a listing of the Special Education funds and the number and type of Special Education programs, staffing positions, and classes at each MPS school, along with appropriate recommendations for Board action; and be it

FURTHER RESOLVED, That this analysis also include any current Special Education staffing vacancies for each MPS school; and what actions have been taken to fill those vacancies.

Administration's Analysis

1. Overview of Special Education Programs

   - Federal and state statutes charge the Division of Special Services with responsibility for the identification of children with special education needs (SEN), through age 22, and the placement and programming of SEN children, ages 3 through 22, including both MPS students and non-MPS children, in the city of Milwaukee. The division also is responsible for providing appropriate school psychological services and school social work services to all children, both SEN and non-SEN, in the district. The division also provides related services such as speech, nursing, occupational therapy, and physical therapy services to SEN children, as appropriate. The division coordinates system efforts to comply with the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) as they apply to students.

   - As of October 28, 1998, MPS was servicing 15,427 children with disabilities. This figure represents 14.43% of the children enrolled in MPS. This includes 3.33% of students who are speech-resource only.

   - MPS staff, parents, and private school personnel generated 4,313 initial referrals for evaluations of children during the 1997-98 school year.

   - As of October 1998, MPS had 1,220 special education classes located throughout the district. Other students are served through itinerant and related services models.

   - IDEA-97 implementation includes 98.1 percent annual IEP compliance at the December 1, 1998, DPI reporting. This is an increase of 20 percent from the December 1, 1997, report. (100 percent compliance is required by law.)

   - The district is beginning its second year of implementation of the re-authorized Individuals with Disabilities Education Act (IDEA-97). MPS offers a number of training activities for principals, assistant principals, special services supervisors, teachers, other staff, and parents to develop collaborative skills within schools to successfully implement IDEA mandates.

   - MPS has provided focused staff development and training to district administrators, regular education teachers, special education teachers, and other staff addressing critical issues regarding the development of the individualized education program, curricular modifications, and service delivery options.

2. Steps to Improve the Implementation of IDEA

From January 7 through February 18, 1999, a group of parents, teachers, assistant principals, social workers, speech pathologists, principals, MTEA representatives, and special services representatives met to discuss a number of issues and developed recommendations for improvements. The Administration is proceeding with the following steps toward improving implementation of IDEA-97.

Continuum of Services — Lack of range of services from resource to self-contained programs and greater supports to schools for discipline.

- The Administration is developing school clusters to provide a wider continuum at the elementary level for more appropriate placements.
- The Administration is also working to create classes in each elementary region that will provide interim alternative educational settings (IAES) for up to a 45-day placement for students with more severe needs.
- The Administration is working with School Social Work Services and School Psychological Services to create mobile "crisis" teams to assist teachers in handling crisis situations, and also to provide temporary or long-term options for students with severe behavior concerns. A plan is to be developed to pilot a model in the 1999-2000 school year at several schools on the secondary level. The model is to be funded through realignment of staff.
- Advanced technology to allow schools to online individualized education plans from place of origination has been put in place.

Staff Resources, Roles and Training — Lack of support to address concerns regarding diagnostic teacher caseload and the need for more training for regular education and special education staffs on IDEA.

- The Administration has been working with MTEA to develop a plan to support diagnostic teachers' overloads. This includes redeployment, as well as the use of overtime, if needed. This will be implemented in the 1999-2000 school year.
- The Administration has reviewed each school's diagnostic teacher allocation and made adjustments to the schools' allocations, based on referral rate, number of IEP students in the building, and level of severity of IEP students in the building.
- The Administration has identified a consulting teacher to assume the role of IDEA Staff Development Coordinator.
- Consulting teachers, who are funded through a grant, will continue to work with school site teams to develop collaborative skills within schools to successfully implement the IDEA mandates.
- The Administration will develop a survey that parents complete to evaluate the IEP process and service delivery. This will also help to identify future training needs.
- The Administration has reviewed several staff development models from other states and is currently working with a committee to develop a comprehensive staff development plan that would support special education and regular education teachers and other staff addressing critical issues regarding the development of the individualized education program, curricular modifications, and service delivery options.
- The Administration coordinated a study with UW-Milwaukee, School of Business, to analyze the district’s total management information system process for special education. The district is in the process of developing an implementation plan to make improvements in the system. This study of special education will ensure that students receive a competent education and that the district will provide appropriate support with appropriate levels of resources necessary for compliance with federal and state requirements. The results of the study were shared with State Superintendent Benson and are available upon request.

Implementation of IDEA Inclusion Policy Guidelines — Concerns regarding grouping students with a wide range of disabilities and needs in the same classrooms.

- Consulting teachers have worked with more than 80 school teams to assist them in writing educational plans to provide services to students in their buildings.
- Implementation of IDEA is included in all schools' educational plans.
- The Administration will:
  - — continue to review numbers of special education populations within each school and develop a plan that will begin to eliminate inequities across schools;
  - — develop a district-wide self-monitoring plan that will provide appropriate assessment and feedback to individual schools regarding implementation of IDEA; and
  - — provide all schools with best practice service delivery models that have been effective in their schools.

3. Funding Sources For Special Education

The following is a summary of the district's 1998-99 special education aid computation. These totals include funding to support positions of teachers, handicapped children's assistants, paraprofessionals, nursing services, occupational and physical therapists, as well as supervisors, administrators and coordinators.

SALARIES/BENEFITS

Function/Program	Salaries	Benefits	Federal Aids Deducted	District Spent/Aidable Costs
Early Childhood	6,389,554	2,637,982	137,863	8,889,673
Emotionally Disturbed	9,320,599	3,848,089	50,883	13,117,805
Cognitively Disabled Borderline	7,990,532	3,298,959	173,373	11,116,118
Cognitively Disabled Severe	2,036,224	840,672		2,876,896
Hearing-Impaired	1,769,500	730,553		2,500,053
Occupational Therapy	966,124	398,873		1,364,997
Physical Therapy	666,423	275,138		941,561
Orthopedically Impaired	3,455,630	1,426,687		4,882,317
School-Age Parent Classroom	1,830,883	755,896		2,586,779
School-Age Parent Homebound	86,278	35,621		121,899
Speech/Language	7,616,975	3,144,733		10,761,708
Visually Impaired	604,187	249,444		853,631
Learning Disabled	15,320,246	6,325,094		21,645,340
Supervisors, Coordinators & Administrators	2,748,514	1,025,552		3,774,066
Sub Total	**60,801,669**	**24,993,293**	**362,119**	**85,432,843**
Social Work Services	5,866,871	2,422,196	664,724	7,624,343
Psychological Services	6,024,386	2,487,228	209,831	8,301,783
Sub Total	**11,891,257**	**4,909,424**	**874,555**	**15,926,126**

SPECIAL TRANSPORTATION

Number of Students Transported					District Spent/Aidable Cost
	Public				
ST	6,530				11,728,906
WT	11				
Sub total	6,541				
	Private				
ST	16				384,566
WT	00				
Sub total	16				
	Sub Total				**12,113,472**
GRAND TOTALS		**72,692,926**	**29,902,717**	**1,236,674**	**113,472,441**

4. Special Education Classes and Teacher/Student Counts

Service to the various special education categories is delivered under three levels of intensity: resource, self-contained integrated (mild/moderate), and self-contained complete (severe).

Attached is a table that provides an overview of special education classes and teacher/student counts for each school.

- All high schools have classes in all disability areas, ED, LD, CD, and SPL. In addition, Custer, Hamilton, Milwaukee High School of the Arts, and South Division have autistic classes; Hamilton, Marshall, Riverside, South Division, Vincent, and Washington have OI classes; Juneau, Marshall, and South Division have classes for the Visually Impaired; and Marshall, MHSA, Pulaski, and Vincent have classes for the Hearing Impaired.
- All middle schools have classes in all disability areas, ED, CD, LD, and SPL. In addition, Audubon and Robinson have autistic classes; Grand Avenue, Sarah Scott, and Webster have OI classes; Audubon, Bell, Milwaukee Educational Center, Morse, and Sarah Scott have VI classes; and Burroughs, Andrew Douglas, Morse, Sholes, and Steuben have HI classes.
- Following is the count of the special education classes housed in elementary schools (this includes all K-8 schools, 68th Street, and Wisconsin Conservatory of Life Long Learning). All elementary schools provide SP/L services.

Have LD classes ..... 90 schools

Have CD classes ..... 61 schools

Have ED classes ..... 60 schools

Have OI classes ..... 19 schools

Have EC classes ..... 66 schools

Have HI services..... 9 schools

Have HI classes ..... 3 schools

Have AUT classes ..... 8 schools

Provide services to VI students..... 7 schools

5. Special Education Staffing Vacancies — As of March 1999, there are 51.5 special education staffing vacancies in MPS. These classes are supported by substitute teachers. A breakdown of the vacancies by disability area follows.

Elementary		**Middle**		**High**	
ML King	1	Edison	1	MHSA	1
Lee	1	Lincoln	1	Total	1
Story	1	Malcolm X	1		
Thoreau	1	Morse	2		
Total	4	Muir	2		
		Steuben	3		
		Webster	3		
		Total	13		

Emotional Disabilities (ED) — 17 vacant positions

Elementary		Middle		High	
Auer Avenue	1	Bell	1	Custer	1
Clemens	1	Burroughs	1	Total	1
Engleburg	1	Grand Avenue	1		
Forest Home	1	Steuben	1		
Happy Hill	1	Total	4		
LaFollette	2				
McNair	1				
Palmer	2				
Stuart	1				
Thurston Woods	1				
Total	12				

Cognitive Disabilities (CD) — 12 vacant positions

Elementary		Middle		High	
Engleburg	1	Bell	1	Riverside	1
Gaenslen	1	Douglas Academy	1	South (Bilingual)	1
ML King	1	Lincoln	1	Total	2
Lee	1	Steuben	1		
Lincoln	1	Total	4		
River Trail	1				
Total	6				

Early Childhood (EC) — 1.5 vacant positions

Elm	0.5
Fratney (Bilingual)	1
Total	1.5

Diagnostic Program Support (PST) —3 vacant positions

Elementary	1
Middle	1
High	1
Total	3

6. Recruitment Efforts — Representatives from the Division of Special Services serve on the Human Resources Staffing Task Force, which is focusing its efforts on the recruitment and hiring of special education and bilingual teachers.

- Currently, one special services administrator is trained in the Urban Teacher Perceiver. Additional special services administrators will be trained in the Urban Teacher Perceiver interview instrument, which will allow them to participate in recruitment efforts.
- During the 1998-99 school year, UWM/MPS piloted a Special Education Intern Program to address the critical shortage of certified special education teachers in MPS. At the same time, it provides an alternative to the current practice of staffing special education positions with teachers who are not fully licensed. The internship program is currently being piloted in four MPS schools: Allen-Field, Seventy-eighth Street, Sholes Middle School, and Madison High School. This program will be expanded to 16 schools during the 1999-2000 school year.
- To assist in the expansion of the UWM/MPS Special Education Intern Program, the Directors of the Pettit Foundation have authorized a two-year grant in the amount of $485,760. This funding will enable the UWM/MPS Special Education Intern Program to increase the number of intern teachers by providing funding to support eight mentor teachers who will be responsible for the development of 32 intern teachers each year. To provide summer training for the mentors, DPI granted us $28,000.

Strategic Plan Compatibility Statement

7. The Administration’s recommendation supports MPS Strategic Plan, Goal 1, to continuously improve achievement of all students to meet high standards; Goal 2, to make MPS the first choice of a steadily increasing number of parents; and Goal 3, to institute high standards and accountability.

Statute, MPS Policy or Board Rule Implication Statement

8. Educational programs for children with special education needs are governed by state and federal laws: the Individuals with Disabilities Educational Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), as they apply to students, and Wisconsin Chapter 115.

No change in Board policy is required.

Fiscal Impact Statement

9. Not applicable.

Implementation and Assessment Plan

10. The Division of Special Services will continue to inservice parents, teachers, and administrators on IDEA 97. The Division of Special Services will report to the Board annually on the process of implementation of IDEA.

Committee Recommendation

Your Committee recommends that the Board accept the Administration's analysis in response to the resolution, with the understanding that the Administration will continue to work on steps to improve the implementation of IDEA-97, with a report back in August identifying the steps that must be taken.

* * * * *

(Item 7) Action on Resolution 9899R-113 by Directors O’Neil, Fisher, Hardin, Small and Todd Regarding an Analysis of Middle School Budgets

Background

At its meeting on January 27, 1999, the Board referred the following Resolution to the Finance and Personnel Committee.

WHEREAS, The Board of School Directors encouraged the Expanded Budget Committee to recommend weighted formulas to assist in developing budgets; and

WHEREAS, The expanded Budget Committee did develop weighted formulas for School-Size Adjustment, Bilingual Adjustment, English as a Second Language and School-Level Differential; and

WHEREAS, At the Middle School Level the FY 1999 School Allocations are based on a combination of a newly standardized per-pupil allocation, a Specialty Adjustment and several other weighted formula adjustments; and

WHEREAS, The types of allocations and services provided have been changed from previous years; and

WHEREAS, It appears that by using a combination of types of funding there may be inequities in the middle school funding format; and

WHEREAS, This is the first year that this particular combination of funding has existed and no formal analysis of middle school funding and its impact has been initiated; now, therefore, be it,

RESOLVED, That the Administration will do an analysis of middle school funding before finalizing the FY2000 budget; and be it

FURTHER RESOLVED, That this analysis include suggestions for eliminating any inequities which may currently exist.

Administration's Analysis

1. Multiple changes in funding formulas over the years have eliminated the effect of historical inequity in middle schools, except in the case of Grand Avenue, whose allowance for transition funding can be attributed to historical start-up costs.

2. Start-up costs for middle schools which opened in the years just prior to the major budget decentralizations increased those schools' funding above the norm. Under decentralization, these start-up costs were treated like other historical differences between schools, becoming part of school allocations. It was hoped at that time that additional funding would become available in future years to reach greater equity by raising the minimum allocations. The state, however, imposed revenue limits shortly thereafter, effectively preventing any such increases in school spending.

In 1996-97, middle school principals adopted changes using existing funding to achieve greater equity in FY98 allocations. These changes left only two schools with any funding connected to historical start-up money: Grand Avenue ($86,766) and Sarah Scott ($154,316).

In FY99, new funding formulas adopted by the Board were accompanied by "transition funding" in which schools' allocations varied considerably from FY98. Sarah Scott received no transition funding, so its funding was no longer based on a history of start-up money. Grand Avenue's (amended) FY99 allocation included $118,756 in transition funding — of which $86,766 was connected to historical start-up money and included in the school's FY98 funding. In FY2000, Grand Avenue's transition funding drops to $71,411, based upon the latest calculations. This is the only amount still rooted in a history of start-up costs for middle school allocations.

3. An example of a school which receives a lower "regular" per-pupil allocation is Walker Middle School. The justification and rational for the lower per-pupil are:

- Walker is a school without bilingual students, which translates into a lower per-pupil.
- Walker has not been designated as a specialty, which again results in a lower per-pupil.

Without transition funding, the weighted formula adopted by the Board would result in a further reduction to Walker.

4. Middle schools represent the highest-funded school level at $4,403 and $5,635 per pupil for formula and total allocations, respectively. A breakdown of the middle school funding allocations is provided on the attached chart.

Of the eight middle schools with the lowest FY2000 formula funding per pupil, seven had surpluses at the end of FY98.

5. The Administration's analysis of middle school funding suggests two possible options to increase equity in funding:

a. Providing schools with transition funding represents a reversal of the intent of the per-pupil formulas that were adopted to achieve further equity. In effect, any transition funding amount creates inequity in funding among the schools. To increase equity in FY2000, transition funding could be eliminated or reduced; however, that action would result in schools' having per-pupil changes from FY99 greater or less than 1%.

b. An area of allocation in the formulas that has been a source of discussion on equity is the specialty allocations. Closure in this area could be reached if principals at each level (high, middle, K-8, and elementary,) could confirm or modify the current levels of specialty allocation through a peer-review process. The results of such a review could be incorporated into the FY2001 proposed budget. Another method to create more per pupil equality would be the elimination of specialty allocations for middle schools. This action would reduce allocations at special schools and would affect the specialty program.

Strategic Plan Compatibility Statement

7. The recommendation supports the MPS Strategic Plan, Goal 3, High Standards and Accountability.

Statute, MPS Board Policy or Board Rule Statement

8. This analysis pertains to the FY2000 middle school allocations that are based upon the weighted formula adopted by the Board for FY1999.

Fiscal Impact Statement

9. The fiscal impact to schools is discussed in the item.

Implementation and Assessment Plan

10. The Administration will continue to work on the refinement of school budget formulas and begin a review of the specialty school allocations in preparation for the budget development process for FY2001.

Committee Recommendation

Your Committee recommends that the Board accept the Administration's response to the resolution, with the understanding that school budget formulas and per-pupil allocations will continue to be reviewed and recommendations developed for the FY2001 budget.

* * * * *

(Item 8) Quarterly Report of the Compensation Administration Committee

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

This report reflects the actions taken by the Compensation Administration Committee (CAC) for December 1998 through February 1999. The CAC met once, on January 11, 1999. The new position of Curriculum Generalist was allocated to Schedule 03, Range 6A, by means of a telephone poll taken on February 3, 1999.

Position	Old Salary	New Salary	Comments
Coordinator, Office of Small Community Schools	N/A	N/A	13A to 12A and Title Changed from Director, Alternative and Vocational Education
Assistant Director of Parent and Student Services	N/A	N/A	12A to 11A and Title Changed from Assistant Director of Business Support Services (Appeal is Pending)
Budget Specialist	$69,572	$76,703	8A to 10A and Title Changed from Senior Budget Analyst
Human Resources Management System Administrator	N/A	N/A	10A – New Position
Manager of Purchasing Services	N/A	N/A	9A to 8A (Appeal is Pending)
Manager of Enterprise Services	$66,261	$73,050	7A to 9A and Title Changed from Manager of Warehouse and Delivery Services
Curriculum Generalist (School)	N/A	N/A	6A - New Position (Approved on 2/3/99)
Labor Relations Analyst	$44,384	$50,765	2A to 5A and Title Changed from Administrative Assistant II
Director, Technical Education Initiative	N/A	N/A	Title Changed from Coordinator, Technical Education Initiative

(Item 9) Action on Recommended Administrative Appointments and Promotions

Committee Recommendation

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

(r)	Tuwania Anderson	Special Services Supervisor 12-Month Elementary School Division of Special Services	Schedule III, Range 8A $68,560
(nr)	Dare Boling	Special Services Supervisor 12-Month Middle School Division of Special Services	Schedule III, Range 8A $55,000
(r)	Sharon Huxhold	Special Services Supervisor 12-Month Elementary School Division of Special Services	Schedule III, Range 8A $68,445
(r)	Elizabeth Miller Gridley	Special Services Supervisor 12 Month High School Division of Special Services	Schedule III, Range 8A $69,572
(r)	Jacquelyn Scudder	Special Services Supervisor 10-Month Elementary School Division of Special Services	Schedule III, Range 8C $59,590
(r)	Kathy Wiegand	Special Services Supervisor 10 Month Elementary School Division of Special Services	Schedule III, Range 8C $59,590

* * * * *

Separate consideration having been requested of Item 7, on the motion of Director Braun the balance of the report was adopted, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Thompson, Todd and President Fisher—8.

Noes—None.

With respect to Item 7, a study of middle school funding, Director Braun moved to place the item on file.

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

Ayes—Directors Braun, Gardner and Thompson—3.

Noes—Directors Hardin, O'Neil, Small and Todd—4.

Voting "present"—President Fisher—1.

Director Hardin moved to adopt the Committee's recommendation, with the date changed from FY2001 to FY2000.

The motion prevailed, the vote being as follows:

Ayes—Directors Braun, Gardner, Hardin, O'Neil, Small, Todd and President Fisher—7.

Noes—Director Thompson—1.

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 Small moved to accept the reports of the Independent Hearing Panel of March 25, March 29, March 30, March 31, April 1, April 12, April 14, April 15, April 16, and April 20, 1999.

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

Ayes—Directors Braun, Gardner, O'Neil, Small, Thompson and President Fisher—6.

Noes—Directors Hardin and Todd—2.

The Board adjourned at 8:20 PM.

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