

Please review prior to the March Board meeting.

**MINUTES FOR APPROVAL AT THE
MARCH 29, 2012,
BOARD MEETING:**

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January 31, 2012, Special Board Meeting—Marketing Efforts	819-821
February 23, 2012, Regular February Board Meeting	823-871

BOARD OF SCHOOL DIRECTORS MILWAUKEE, WISCONSIN JANUARY 31, 2012

Special meeting of the Board of School Directors called to order by President Bonds at 5:38 PM.

Present—Directors Falk, Holman, Miller, Sain, Spence, Voeltner, Woodward, and President Bonds—8.

Absent and excused—Director Blewett—1.

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

January 26, 2012

To the Members of the Board of School Directors:

At the request of President Michael Bonds, a special meeting of the Board of School Directors will be held from 5:30 p.m. until 7:30 p.m. on Tuesday, January 31, 2012, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of receiving an informational report on the status of, and future planning for, the district's marketing efforts.

Although this meeting is open to the public, and the public is invited to attend, the Board will not be taking public testimony at this meeting.

LYNNE A. SOBCZAK
Board Clerk

(Item 1) Status of School Climate and Safety In Milwaukee Public Schools: A Call for Community Action

This item initiated by the Administration

Administration's Report

1. The Milwaukee Public Schools' vision includes the statement, "Schools will be safe centers of community activity that are welcoming, well maintained, and accessible." For MPS, as the largest urban public school district in the state of Wisconsin, creating safe communities for youth in the city of Milwaukee is a continuing concern.

2. Since December 28, 2011, the Milwaukee Public Schools has mourned the loss of four students to community violence. Multiple community safety concerns, including these deaths, have brought to light that there is cause for continued concern for the safety and wellbeing of the youth in Milwaukee, both in and out of school. This has been reflected in media reports of homicides of school-aged youth, violent crimes by youth, social media incidents, mobbing behavior, robbery, and drug-related incidents.

3. Although, since 2007-2008, trends for violent acts and other negative activities in school have declined, violence in the community continues to impact on our students' lives; therefore, we must keep our vision in the forefront.

4. Since the 2009-2010 school year, Milwaukee Public Schools has also seen a reduction in the number of out-of-school suspensions.

5. Being intentional in strategies to address this issue, MPS has implemented a number of initiatives and programs to move the district forward in addressing the climate and safety in schools.

- a. In the 2007-2008 School year, Milwaukee Public Schools implemented the Safe Schools Healthy Students Initiative (SS/HS), which is a comprehensive approach to prevention of youth violence. The SS/HS Initiative is designed to prevent violence and substance abuse among our nation's youth, schools, and communities.
- b. In 2008-2009, Milwaukee Public Schools began researching Positive Behavioral Interventions and Supports (PBIS) due to an increasing concern over the large number of out-of-school suspensions. PBIS is a research-based, pro-active, systematic approach for establishing the social, cultural, and behavioral supports needed for schools to be effective learning environments for all students. Through the Safety and Discipline Labor Management Committee, PBIS became a joint district initiative between Milwaukee Public Schools' Office of Family Services and the Milwaukee Teachers' Education Association (MTEA). The goal of this initiative is to reduce classroom disruptions and student suspensions through a school-wide, systematic, three-tiered Response-to-Intervention (RtI) approach.
- c. In 2009-2010, Milwaukee Public Schools began the implementation of PBIS at 30 schools. In 2010-2011 PBIS was expanded to 110 schools, and in 2011-2012 it is being implemented across the district.

6. Other district initiatives currently used for prevention and intervention in addressing negative trends in behavior are the following:

- a. Truancy Abatement and Burglary Suppression (TABS)
- b. Rapid Response Teams
- c. School Resource Officers
- d. Use of Behavior Reassignment Seats in Partnership Schools
- e. Metro Dashboard for data-driven decision making
- f. Community Learning Centers.

7. Current efforts to address climate and safety at the school level include the following:

- a. Daily weapon scans
- b. Safety Deployment Plans
- c. School Crisis Plans
- d. School Management Plans
- e. Proactive Community Engagement
- f. Data-driven Decision Making
- g. Use of Restorative Practices
- h. Mentoring
- i. Peer Mediation
- j. Love and Logic
- k. Second Step
- l. Student Leadership Organizations
- m. Classroom Organization and Management Practices; and a host of other school/community-determined initiatives

8. Collaboration with both internal and external partners is a continual effort. The Administration recognizes climate and safety as a district-wide effort. The offices of Family Services, Leadership Support and Accountability, School Safety and Security, Curriculum and Instruction, Specialized Services, Wellness and Prevention, Contracted School Services, and Recreation, Athletics, and Community Services will continue to consult and develop initiatives dedicated to creating safe and positive learning environments throughout the district.

9. External collaborations in partnerships with each of the major governmental entities — including the Milwaukee Police Department, Milwaukee County District Attorney’s Office, Milwaukee Fire Department, Bureau of Child Welfare, Milwaukee County Behavior Health Systems/ Wraparound Milwaukee, and a host of other philanthropic and community-based organizations such as the Boys’ and Girls’ Club — continue.

10. In 2011-2012, the Milwaukee Board of School Directors reaffirmed its commitment to PBIS in approving revisions to Administrative Policy 8.28, Student Discipline.

11. The district Administration has named PBIS/Climate for Learning as one of the five areas of focus for the 2011-2012 school year.

12. In 2011-2012, Milwaukee Public Schools began the implementation of the Safe and Supportive Schools grant through the Wisconsin Department of Public Instruction for 24 high schools to help keep students engaged in safe and supportive school environments.

13. The Administration acknowledges that some of the initiatives will take three to five years to fully implement at the school level, but remains committed to implementing a systematic approach to address students’ wellbeing and safety.

14. While MPS has shown gains in improving school climate and safety in the schools, our youth need additional support both inside and, most important, outside of school. The Administration recognizes that this must be a community focus. To better ensure that the health and safety of the youth of Milwaukee remain a primary focus for the entire community, the Administration calls for greater support and collaboration from our community partners. We call on our partners to:

- a. advocate for school health and safety programs by speaking at community forums and meetings of individual organizations and writing letters to our legislators and to the editors of local newspapers about the needs of our youth and families;
- b. serve on school-community committees or volunteer to fill voids in individual school communities by assisting with playground supervision, shelving books in the libraries, etc.;
- c. organize or assist with Safe Corridors or parent and community patrols so children can travel to school safely;
- d. provide mentoring before, during, and after school;
- e. provide or assist with after-school programs to give children environments that are safe from violence and alternatives to drugs;
- f. provide school-to-work programs that lead to college, technical training, or additional life-sustaining opportunities after high school; and
- g. assist with interventions and supports within the MPS framework.

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The Board adjourned at 7:30 PM.

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

BOARD OF SCHOOL DIRECTORS MILWAUKEE, WISCONSIN FEBRUARY 23, 2012

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

Present—Directors Blewett, Falk, Holman, Miller, Spence (7:25 PM), Voeltner, Woodward (6:36 PM) and President Bonds—8.

Absent and excused—Director Sain—1.

The Chair requested a moment of silence to commemorate the passing of two Milwaukee Public Schools' students: Mark Burk, age 18, formerly of WCLL and then Banner Prep, who died of gunshot wounds on February 10, 2012, and Ashley Arcos-Leon, age 4, of Manitoba School, who died from an illness on February 15, 2012.

AWARDS AND COMMENDATIONS

Excellence in Education Award

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

DR. M. KATHLEEN MURPHY
MPS COORDINATOR OF HEALTH SERVICES (2001-2011)

Dr. M. Kathleen Murphy could be described as a school nursing pioneer and public health innovator. She joined Milwaukee Public Schools in 2001 as Coordinator of Health Services and immediately began advocating for equitable access to healthcare for Milwaukee children and families.

During Kathleen's tenure with Milwaukee Public Schools, the nurse-to-student ratio went from 1:8,000 students in 2001 to 1:1,600 in 2010-11. Kathleen guided MPS through the H1N1 outbreak of 2009-10 through a measured and rational approach. She completed the highly regarded Robert Wood Johnson Executive Nurse Fellowship Program and obtained her DNP (Doctorate of Nursing Practice) from the University of Minnesota in 2009.

One of the projects Kathleen led was vision screening for K5 and 5th-grade students using auto-refractors purchased through a 2004 Health and Technology Grant from the Department of Commerce. She worked with the Masons and the Wisconsin Coalition of Asian-Indian Organization to fund the purchase of automated external defibrillators (AEDs) for 163 sites in Milwaukee Public Schools. The program, which began with two schools in 2005, now has 223 AEDs deployed in 163 Milwaukee Public Schools. Just this

September, an MPS staff member was revived by CPR trained staff and a parent. In addition, Kathleen mobilized the community to prevent dental disease by funding sealant and varnish programs for numerous elementary schools.

Kathleen served as the Wisconsin Association of School Nurses State Representative to the National Association of School Nurses from 2007-2011. She visited legislators in Washington, DC, and Madison, WI, to advocate for the poor and underserved. She was informed, articulate, and persuasive.

Kathleen worked with MPS health partner Fight Asthma Milwaukee to obtain a CDC grant that provided additional asthma-management education to staff and students in 35 MPS schools. Kathleen served on the Executive Committee of Fight Asthma Milwaukee, as well as on the Board of Directors for Prevent Blindness Wisconsin and many others.

After enlisting the help of Dr. Kimberly Ward, MPS Medical Advisor, she developed an Epipen® protocol for the school nurses in MPS. This protocol has been used three times so far this school year to save the lives of students and staff who experienced severe allergic reactions. In addition, Kathleen and Dr. Ward crafted an albuterol protocol for students who experience an exacerbation of their asthma but have no available inhaler.

Kathleen also coordinated partner-provided services within Milwaukee Public Schools, linking Children’s Hospital, Aurora Health Care System, Froedtert Hospital, the Milwaukee Health Department, the various Schools of Nursing, the Medical College of Wisconsin, and other agencies in an effort to ensure equity in health services in every MPS school.

The Milwaukee Board of School Directors recognize and honor Dr. M. Kathleen Murphy for dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

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Recognition of the Dr. Martin Luther King, Jr., Speech Contest Winners.

Last month, the Board recognized the winners of the 2011-12 Dr. Martin Luther King, Jr., Speech Contest. This month, the Board had the pleasure of hearing the award-winning speeches from the following MPS students.

- Amillia Bell, Elm Creative Arts School — 1st Place, Kindergarten-2nd Grade
- Kira Adkins, Congress School — 1st Place, Grades 3-4
- Gwendolyn Wilks, Elm Creative Arts — 1st Place, Grades 5-6
- Donavon Nathaniel, Rufus King — 1st Place, Grades 9-10

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of January 5, 10, and 26, 2012, were approved as printed.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Disallowance of Claim

Office
of the Superintendent

To the Board of School Directors:

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

- Notice of Claim was served on Milwaukee Public Schools from Attorney Hazel Washington of Law Offices of Hazel Washington, S.C., on behalf of a minor, by parents and natural guardians, Eutrina Herring and Quandale Robbins, related to an incident at Manitoba Summer School on July 11, 2011.

Claim is being made in the sum of \$200,000.00 for past pain and suffering and future damages and \$2,000,000.00 for punitive damages.

Helmsman Management Corporation, the third-party administrator who investigates general liability claims filed against the school district, has requested that this claims be disallowed.

Therefore, I recommend the Board disallow the above-mentioned claim and place it on file. Under the provisions of Section 119.68 and Section 893.80 of the Wisconsin Statutes, this disallowance will permit the claimants a period of six (6) months to bring suit.

Respectfully Submitted,

Gregory E. Thornton Ed.D.
Superintendent of Schools

Director Miller moved to disallow the claim and place it on file.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Holman, Miller, Voeltner, Woodward and President Bonds —7.

Noes—None.

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(Item B) Status Report, with Possible Action, on Damage and Mitigation Work Related to Flooding on July 22, 2010, and June 20, 2011

Office of
the Superintendent

To the Board of School Directors:

The following will serve as an update to the Superintendent's reports to the Board of School Directors of September 30, 2010 regarding the July 22, 2010 flood, and of August 25, 2011, regarding the June 20, 2011, flood damage.

On Thursday, July 22, 2010, the City of Milwaukee had approximately seven inches of rainfall within a two-hour period, resulting in significant flood damage to several MPS properties. As a result of this flood, the District made formal applications to the Federal Emergency Management Agency (FEMA) for mitigation projects for Riverside High School, Clarke St. School, Custer High School, and Milwaukee

School of Languages. FEMA agreed to fund 75% of the cost of the mitigation projects listed below. The balance will be paid by MPS and the state, with each party to be responsible for funding 12.5% of project cost. The following is a list of the completed mitigation work by site:

- Riverside High School:
 Installation of watertight doors, re-grade of site to improve drainage, addition of catch basins and storm sewer, installation of sanitary backwater-preventer valve/manhole and replacement of water fountains on the first floor:\$287,989.25
- Clarke St.:
 Installation of two exterior backwater-preventer valves, interior backflow preventers on floor drains \$88,704
- Custer High School:
 Installation of additional catch basin, disconnection of exterior storm sewer, installation of exterior backwater-preventer valve, installation of interior backflow preventers on floor drains\$348,348
- Milwaukee School of Languages:
 Sealed joints where walls and floors meet increased size of roof drainage system.....\$141,680
- All sites — General debris removal.....\$2,988

All work on the above mitigation projects is complete. Upon receipt of FEMA’s certifications of the above work, which is anticipated within the next several weeks, flood coverage will be reinstated at Riverside at a lower limit of \$5 million, with a \$1 million deductible. (Note: The July 1, 2011, property-insurance renewal excluded flood coverage for the Riverside site.) To fill this gap and the \$1 million deductible, effective August 7, 2011, the District purchased federal flood insurance (\$0.5 million contents and \$0.5 million building).

To date, all remediation work on MPS properties affected by the July 22, 2010, flood has been completed, with the exception of Phase II of the Riverside project. Phase II of the Riverside project relates to restoration of the interior spaces damaged on the lower level — including replacement of cabinetry, storage, flooring, and finishes — and replacement of electrical and low-voltage outlets. MPS is working with the insurance carrier to ensure that all costs associated with Phase II of the Riverside project are covered by insurance.

In addition, on January 22, 2011, in an effort to finalize replacement of contents at Riverside High School, the Administration, on behalf of the Board, executed a third addendum to the District’s contract with DEMCO for replacement of contents, under the emergency contracting provision of Administrative Policy 3.09. Addendum #3 to the DEMCO contract was issued in the amount of \$200,000, bringing the total value of the DEMCO contract for this flood to \$1,200,000.

On June 20, 2011, heavy rains caused significant damage to Riverside High School. This site has been restored to pre-flood condition. To complete the remediation work expeditiously, the District executed an emergency contract with Paul Davis National, Inc., for purposes described below on a “turn-key” basis. To date, Paul Davis’s costs are as follows:

<u>Paul Davis’s Costs</u>	<u>Actual Costs to Date</u>	<u>Total Original Estimated Costs (See Board Item of August 25, 2011)</u>
Sanitation and Drying	\$ 902,770	\$ 1,216,513
Contents and Inventory	\$ 1,153,415	\$ 1,236,467
TOTAL.....	<u>\$ 2,056,185</u>	<u>\$ 2,452,980</u>

MPS has completed the electrical and plumbing work, locker removal, and re-installation and the ordering of computer equipment, all of which is estimated to cost \$400,000 and is in addition to Paul Davis's costs.

MPS will re-order the sheet music destroyed in the flood. The agreed-upon value of the sheet music reached with the insurance company is \$149,149.

The combination of the contract with Paul Davis, work completed by MPS, and the replacement of the sheet music for Riverside's June 20, 2011, loss comes to a total of \$2,605,334. The District's insurance carrier is working with vendors to finalize expenditures and to close out the claim. The District's costs are limited to a \$50,000 deductible. To date, we have received \$1,940,604 from the insurance company, with the final insurance payment expected within the next 90 days upon our completion of outstanding paperwork.

The teamwork among Paul Davis, Riverside High School staff, and MPS Facilities and Maintenance Services and Office of Human Resources staff was very smooth and successful.

Respectfully submitted,

Gregory E. Thornton, Ed.D.
Superintendent of Schools

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(Item C) Request for a Closed Session to Discuss, and Possible Action on, Strategies Regarding the Potential Sale or Lease of District Properties Located at 2708 W. Wisconsin Avenue, 1706 W. Highland, 4116 W. Silver Spring Drive, and 2431 S. 10th Street

Office of
the Superintendent

To the Board of School Directors:

The Administration is requesting a closed session for the purpose of developing a negotiating strategy for the possible lease or sale of surplus public properties located at 2708 W. Wisconsin Avenue, 1706 W. Highland, 4116 W. Silver Spring Drive, and 2431 S. 10th Street.

This request is pursuant to Wisconsin Statutes, Section 19.85(1)(e), which allows a governing body to go into closed session for the purpose of deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session. The Board will reconvene in open session to take action on matters considered in executive session and/or to continue with the remainder of its agenda.

Respectfully,

Gregory E. Thornton, Ed.D.
Superintendent of Schools

Director Woodward moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(e), to develop negotiating strategies for the lease or sale of the properties listed.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Holman, Miller, Voeltner, Woodward and President Bonds —7.

Noes—None.

The Board retired to executive session at 7:08 PM.

The Board reconvened in open session at 7:35 PM.

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REPORTS OF THE INDEPENDENT HEARING OFFICERS OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

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

Director Voeltner moved to accept the reports of the Independent Hearing Officers of January, 25, 26, 27, 30, 31, 2012, and February, 1, 2, 6, 7, 10, 13, 14, 15, 16, 2012.

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

Ayes—Directors Blewett, Falk, Holman, Miller, Spence, Voeltner, Woodward, and President Bonds—8.

Noes — None.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following item:

Accountability, Finance and Personnel Committee, Item 1, action on monthly finance and facilities matters.

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

Ayes—Directors Blewett, Falk, Holman, Miller, Spence, Voeltner, Woodward and President Bonds —8.

Noes—None.

COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT

Director Woodward presented the following report for the Committee on Parent and Community Engagement:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Parent and Community Engagement presents the following report:

(Item 1) Report on Communication 1112C-007 from Mr. Oras Carter, Jr., requesting a Hearing Regarding MPS's Practice of Requiring Certain Students to Sign "Behavioral Agreements" before They Are Allowed to Participate in Sports Activities

Background

On January 19, 2012, the Office of Board Governance received, via email, a request from Mr. Oras Carter, Jr., for a hearing regarding MPS's practice of requiring certain students to sign "behavioral agreements" before they are allowed to participate in sports activities.

On February 3, 2012, the Office of Board Governance notified Mr. Carter that the Milwaukee Board of School Directors' Committee on Parent and Community Engagement had scheduled hearing of his communication for its meeting to be held on Thursday, February 9, 2012, to begin at 6:30 p.m. in the Auditorium of the Central Services Building, 5225 W. Vliet Street, Milwaukee, Wisconsin.

Committee's Report

Your Committee reports having provided the opportunity for hearing to Mr. Carter and other interested parties, but that neither Mr. Carter nor any other interested party appeared for the hearing.

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(Item 2) Report and Possible Action on District Parental Involvement: Parent-Teacher Conferences

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

Administration's Report

1. Parent-Teacher Conference Q&A

Q1: What is a parent-teacher conference?

A1: A parent-teacher conference is a formal meeting between parents/guardians and school staff at which information is shared on a student's progress, academic and social. A parent-teacher conference is a great way to build partnerships between home and school.

Q2: How do parents benefit?

A2: Parents benefit from parent-teacher conferences when information is shared on how their children are doing in school. Teachers can provide parents with specific examples of work and behaviors at school. This will allow parents to understand their children's strengths and weaknesses. When parents attend parent-teacher conferences, they impress upon their children that education is important.

Q3: How do teachers benefit?

A3: The teacher will gain better insight of a child's personality through the "at-home" perspective of parents. By sharing information about their children, parents allow teachers to gain knowledge on support systems needed to ensure students' success.

Q4: How do students benefit?

A4: Students benefit from school-home partnerships that are working together to meet the needs of the students. When students see everyone working together, they have a better attitude about learning and experience decreased discipline issues. A student-led conference also give the student an opportunity to take ownership of his/her learning.

2. Tips for Successful Parent-Teacher Conferences

a. During the parent-teacher conference:

(1) Be on time

- (2) Address major concerns (positive and negative) first.
 - (3) Listen, listen, listen
 - (4) Ask questions
 - (5) Stay calm
 - (6) Avoid conflict
 - (7) Develop partnership strategies to support the student's progress
 - (8) Share thank-yous (express appreciation to all parties for the time spent).
- b. Follow-up:
- (1) Parents and teachers should keep in touch with each other on the progress of the partnership strategies.
 - (2) If the agreement during the conference was to provide a bi-weekly update, both school and home need to stick to the agreement. The inability to follow through on what was agreed upon will immediately send the message to the student that someone is not taking the agreement seriously.
 - (3) Always state the positives of the progress first, then the negatives. Always thank all parties for keeping up with the agreement.
3. Fall 2011 Parent-Teacher Conference Data
- a. During the Fall 2011 parent-teacher conferences, of reporting schools, 47% of the students attending MPS had a parent/guardian or adult attend parent-teacher conferences.
 - b. During the Fall of 2010, 46% of the students attending MPS were represented at parent-teacher conferences.
4. Goals and Strategies
- a. Goal: Increase the number of students represented at parent-teacher conferences during Spring 2012 by 50% over the Spring 2011 count.
 - b. Strategies: The district will implement the following strategies to meet the goal for Spring 2012.
 - (1) Provide to parents in a timely manner the dates and times of parent-teacher conferences.
 - (2) Provide tips on successful parent-teacher conferences to schools and parents.
 - (3) Work collaboratively to ensure that all schools submit the Parent-Teacher Conference Data Form.
5. Innovative Strategies: Student-Led Conferences
- a. Student-led conferences have become a positive alternative to the traditional parent-teacher conferences. They promote active student engagement and are more receptive to parents.
 - b. Student-led conferences may be conducted in varying formats, but typically run 15-30 minutes and allow an opportunity for the student to present from his/her perspective what he/she has learned. After a student has showcased his/her work, the teacher leads the conversation regarding district expectations and standards and the strengths and areas of improvement for the student. During the conferences, parents listen, ask question of their students, and identify ways in which they can support their children's goals.

- c. Student-led conferences promote accountability, pride, and leadership skills in students, active parental participation, and productive parent-student-teacher relationships. Overall, schools that have conducted student-led conferences report increases in parental participation.
- d. Student-led conference resources can be found at:
 - <http://www.educationworld.com>,
 - <http://www.middleweb.com>, and
 - <http://www.edweek.org>.

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(Item 3) Report and Possible Action on Parental Dispute Resolution System (PDRS) Data

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

Administration’s Report

1. The Special Education Oversight Action Plan (SOAP) has three essential components, one of which is to provide parents with information and a parent-friendly system to encourage early resolution of parental concerns and complaints. The goal of the system is to allow for easy access to needed information regarding special education and other information regarding school-related topics.

2. The district has identified five days as the targeted period of time in which to resolve each PDRS complaint. In order to support school leaders in accomplishing the five-day target for each PDRS complaint, Central Services staff are notified immediately in order to offer support to address the complaints. The following staff receive notifications automatically via email on the first day of the filing of the complaint, with the expectation of immediate action:

- Educational leader of school,
- Regional Executive Specialist,
- Regional Coordinator of Specialized Services — special education students only, and
- Department of Specialized Services Equitable Education Opportunity Liaison.

3. Oversight and follow-up is provided via a weekly report summary of unresolved complaints, which is forwarded to the Regional Executives and the Regional Coordinators of Specialized Services, with the expectation of immediate follow-up with the school leaders. The Department of Specialized Services Equitable Education Opportunity Liaison also follows up and confirms that action has been taken.

4. The following information provides a school cumulative year-to-date report of the Parent Dispute Resolution (PDRS) data. See Attachment to the minutes of your Committee’s meeting for specific school data as well as a breakdown of the most frequently occurring issues.

5. The following information provides a 2011-2012 academic year-to-date report of the Parent Dispute Resolution System (PDRS):

Month	Total complaints — All Students	# Open Cases	Average Days Open	Average Days to Close	Monthly Change (Days)	% Special Ed
September	14	NA	NA	2.7	NA	68.8
October	38	11	6.0	3.6	+0.9	69.2
November (as of 11/21)	32	12	5.4	4.2	+0.6	81.2
December (11/21-12/19)	26	9	8.0	5.1	+0.9	74.5

Month	Total complaints — All Students	# Open Cases	Average Days Open	Average Days to Close	Monthly Change (Days)	% Special Ed
January (12/19–1/26)	15	2	2.9	5.6	+0.5	80

PDRS Urgent Facts 2011-2012

- Target: Schools must respond and resolve PDRS complaints within five days.
- Documentation must be completed within the PDRS benchmark period.
- Schools must mail or provide dispositions to parents or receipts to complainants.
- Number of Closed Cases 117
- Average Days to Close 5.6 Days
- Number of Open Cases 2
- Average Days to Close, 2010-2011 Academic Year (July 2010 through June 2011) 11.3
- Average Days to Close, 2010-2011 Academic Year (after monitoring procedures changed in February 2011) 5.9

6. Within the Parent Information System, there are two levels of complaints: One level, called a Parent Information Concern (PIC), is used for minor issues that can easily be resolved. They include appeals, staffing complaints, busing concerns, etc. More complicated complaints or complaints around IEP issues rise to the occasion of PDRS, as outlined in the original SOAP plan.

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(Item 4) Report and Possible Action on Services Provided to Students with Disabilities in the Least Restrictive Environment (LRE)

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

Administration’s report

1. One of the most significant components of the Individuals with Disabilities Education Act-2004 is the requirement that, to the maximum extent appropriate, children with disabilities be educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

2. Best practices and research strongly support education in the least restrictive environment (LRE), with access to the general curriculum, because it leads to high expectations and achievement outcomes for students with disabilities. The strong preference in the law is that the child will be educated using the general education curriculum in the regular education classroom. The Milwaukee Public Schools is committed to ensuring that all students receive high-quality educational services and that students with disabilities receive as many services as appropriate in classrooms and other educational environments with their non-disabled peers.

LRE For Higher Outcomes

3. As part of its focus on increasing academic and behavioral outcomes for students with disabilities, the Department of Specialized Services has developed a plan of support to ensure that every child is receiving special education services in the LRE. Beginning this school year, all schools must complete and submit an LRE plan as part of their School Improvement Plan. Within that plan, schools must identify a team to work on LRE as well as a targeted goal and steps to reach that goal, including professional development

4. Anecdotal results from specialized services staff indicate that:

- Schools are having IEP meetings to move students into more inclusive environments, yet match the services as written in their IEP's. This includes students being programmed into regular education classes, either with or without support, as well as accessing more general education curriculum in existing environments.
- More students with disabilities are being included inside the regular education classroom 80% or more of their day (42.09% this month as opposed to 41.61% last month).
- Slightly more students with disabilities are being self-contained more than 60% of their day (21.90% this month as opposed to 21.82% last month). This number is very slowly increasing and will be an area of concentration in the upcoming months.
- Central Services continues to work with schools to ensure their working knowledge of what is and is not a LRE. At the most recent Banking Day, administration reiterated to all staff in grades K-8, the importance of making appropriate IEP team decisions in regard to LRE. It was emphasized that quality is much more important than quantity in how services are delivered to students with disabilities.
- At the most recent K-8 Banking Day, all teachers that work with students with disabilities, as well as diagnostic teachers and Speech Pathologists, were included in the professional development around Common Core State Standards (CCSS) so as to provide an even deeper foundation for making educationally sound decisions in determining LRE. The main idea is that teachers need to fully understand the CCSS in order to decide whether or not a student is able to access the regular education environment and if not, how to work toward this reality.

LRE Data

5. IDEA-2004 identified 20 indicators of performance that would help steer states to develop State Improvement Plans that target improvements for special education. One of the indicators addresses documentation of programs and services in the least restrictive environment for students 6 to 21 years of age. The State target data for this indicator, which were developed with input from a statewide stakeholder group, provide each district with a target in each of the following identified categories:

- | | |
|---------------|--|
| Indicator #5A | Students removed from non-disabled peers less than 21% (of school Time). |
| Indicator #5B | Students removed greater than 60% from non-disabled peers. |
| Indicator #5C | Students enrolled in separate schools, residential facilities, or Homebound/hospital placements. |

6. The following data provide a district-wide snapshot of LRE data-relative services in discrete categories (as defined by DPI and IDEA) and a comparison with the State target. Currently the district is posting modest positive movement in two of the three LRE areas. The District has increased the number of students who removed from their non-disabled peers less than 21% of the school day and slightly increased the number of students who are self contained for more than 60% of their day. Schools are in the process of updating their LRE plans. Regional Coordinators of Specialized Services will use this information to further develop individualized support plans.

IDEA-LRE Indicator #5 Data	5A: Less than 21%	5B: Greater than 60%	5C: Other Environments
State Target	54.74%	11.2%	1.25%
MPS — September 2011	34.44%	21.95%	0.31%
MPS — October 2011	36.97%	21.83%	0.51%
MPS — November 2011	39.26%	21.93%	0.50%
MPS — December 2011	41.61%	21.82%	0.49%
MPS — January 2012	42.09%	21.90%	0.55%

7. The Department of Specialized Services worked with the Regional Teams to ensure the development of school-based LRE Action Plans last month. At this time, all traditional schools have an action plan in place. Next month, Regional Coordinators of Specialized Services (RCSS) will monitor progress on those plans and report to the Acting Director of Specialized Services for possible action.

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(Item 5) Action on a Request for Approval to Apply to the Department of Public Instruction for the Renewal of a Waiver from Special Education Rules Concerning Categorical Labels for Students who Qualify for and Receive Special Education Services

Background

1. The Administration is recommending the Board's approval to seek a renewal of a waiver from Wisconsin Statutes 115.76(5) and 115.782(2)(B)2a to free a maximum of 50 district schools from the necessity of providing categorical labels for students who qualify for and receive special education services. Such approval would extend the current waiver for an additional four-year approval period (until June 2016). In accordance with State Statute 118.38, the Board must hold a public hearing prior to submitting a waiver request to the Wisconsin Department of Public Instruction (DPI).

2. Current state special-education regulations require that a child found by an IEP team to be disabled and in need of special education be given a categorical designation in one of eleven areas at the end of the evaluation process. This designation is necessary for the child to receive special education services; however, such categorical labels are not required by the federal Individuals with Disabilities Education Improvement Act-2004 (IDEA) law.

3. On April 10, 2000, the board, after holding a public hearing as required by state law, requested and was granted a four-year waiver from this regulation by the Wisconsin Department of Public Instruction (DPI) in order to allow the district to classify students as disabled and in need of special education without the use of categorical labels.

4. In January of 2004, the Board, after holding a public hearing as required by state law, requested an extension of the original waiver. The waiver extension was granted by the Department of Public Instruction via letter dated July 8, 2004. The Department of Public Instruction granted the 2004 waiver renewal to expand the non-categorical pilot to include up to 50 schools. On February 27, 2008, the Board, after holding the legally required public hearing, requested another extension of the original waiver. The waiver extension was granted via letter dated August 18, 2008.

5. The non-categorical model of identification is implemented by utilizing the processes in Response to Intervention which was originally known in MPS as Optimizing Success through Problem-solving. This initiative has been a tool in the district since 1999. The outcomes have been presented to the Board on multiple occasions over the course of the initiative.

6. The problem-solving process focuses on interventions within the regular education classroom and on the child's responses to those interventions. When the intensity of the problem and the level of resources necessary are beyond those which can be provided in regular education, a formal referral for

determining special education eligibility is initiated. A referral will also be initiated at any time if requested by a parent or others.

Administration's Analysis

7. Among the reasons for seeking DPI's waiver to use non-categorical determinations for special education is that research – while finding little support for the idea that unique treatment or teaching methods work for specific learning disabilities, cognitive disabilities, emotional or behavioral disabilities, etc. – does support the view that the same teaching methods work equally well for virtually for all student with disabilities. Use of the techniques of good teaching is good teaching for every student.

8. Our district uses a non-label-drive service delivery, a model consistent with research and best practices. Use of problem-solving processes and measures identifies the same students with learning, language and behavioral concerns as are found using the traditional approach.

9. The non-categorical model is currently being used in eight schools:

Burdick	Maryland Ave.
Hartford	Neeskara
Honey Creek	68 th Street Early Childhood Center
Humboldt Park	Starms

10. Outcomes information is provided in the Attachment 1 to the minutes of your Committee's meeting. An analysis of data on the non-categorical special education eligibility determination procedures at these schools indicates that the process is delivered with integrity, benefits students, and is parent-friendly. The assessment approach, which uses authentic data and response to intervention, not only identifies the same students as does the more traditional categorical approach, but also offers educators, students and parents pertinent data for instructional planning and educational decision making. IEP team members using this approach are able to fine tune their assessments to the specific needs of the child and avoid multiple meetings and repeated assessments aimed at finding a label so the child will qualify.

11. The assessment data are directly related to interventions. Students referred for evaluation avoid the negative effects of having a categorical label and begin to receive interventions shortly after a referral. Parents also avoid grappling with the negative effects of the label and find the process to be child-focused and understandable.

Strategic Plan Compatibility Statement

12. The Administration's waiver request supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan:

Goal 1: Students meet and exceed Wisconsin Academic Standards and graduate prepared for higher education, careers, and citizenship.

Goal 4 School staffs be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility.

Statute, Administrative Policy or Board Rules Statement

13. The recommendation is to request a waiver from Wisconsin Statutes 115.76(5) and 115.782(2)(b) 2a in order to remove the necessity of providing categorical labels for students who qualify for and receive special education services. Such approval would continue to allow implementation of non-categorical identification of 50 district schools by the expiration of the four-year approval period. State Statute 118.38 requires the Board to hold a public hearing prior to submitting a waiver extension request for DPI.

Fiscal Impact Statement

14. This request for a waiver would have no fiscal impact.

Implementation and Assessment Plan

15. After public hearing and upon the Board's approval, the Administration will submit the request for the renewal of the waiver to the Department of Public Instruction for consideration and approval.

Committee's Recommendation

Your Committee recommends that the Board approve the Administration's request to submit to the Department of Public Instruction a request for renewal of the waiver from Wisconsin Statutes 115.76(5) and 115.782(2)(b)2a in order to remove the necessity of providing categorical labels for student who qualify for and receive special education services.

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

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Miller 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) Possible Action on an Informational Report and Presentation by CESA #1 Regarding the Blended Learning Consortium

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

Administrations' Report

1. The Administration has been working closely on a number of projects with CESA #1, including the Blended Learning Consortium. Members of the Milwaukee Board of School Directors have expressed interest in hearing more about this model.

2. This evening, CESA #1 leadership will join the Administration for a brief overview of the model. At the March 2012 meeting of the Committee on Innovation/School Reform, the Administration will present a follow-up presentation which will focus on district's efforts with CESA #1 relative to creating a Blended Learning Consortium with other local districts (Kenosha, Racine).

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(Item 2) Action on A Request to Amend the Instrumentality Charter School Contract with Kosciuszko Montessori School

Background

1. On March 20, 2006, the Kosciuszko/Middle Montessori School submitted a petition to become an MPS instrumentality charter school to begin with the 2006-2007 school year and to serve 500 students in grade K3 through grade eight. Following the recommendation of the MPS Charter School Review Panel, approval of the concept by the Milwaukee Board of School Directors, and contract negotiations, a five-year charter contract was approved.

2. On February 28, 2008, the Board approved changing the name from Kosciuszko Middle/Montessori School to Kosciuszko Montessori School and eliminating the middle-school grades.

3. On March 4, 2011, the MPS Charter School Review Team conducted a review of contract compliance and recommended a three-year renewal of the instrumentality charter to begin with the 2011-2012 school year and to end with the 2013-2014 school year.

4. In December 2011, the Board approved the recommendation to cap Kosciuszko Montessori's enrollment at grade three and to allow administrative oversight from the Hayes Bilingual School.

5. The current contract serves 227 full-time-equivalent (FTE) pupils in grade K3 through grade 5 for the 2011-2012 school year, 250 FTE pupils for 2012-2013, and 275 FTE pupils for the 2013-2014 school year. Kosciuszko Montessori is located at 971 West Windlake Avenue.

Administration's Analysis

6. The Administration is requesting that the Board approve modifications to the instrumentality charter contract to reflect the current student population at Kosciuszko Montessori and to better serve the school community.

7. Representatives from the school submitted written notice to request revisions to the contract to support meeting the educational needs of the bilingual population by offering Montessori for native Spanish speakers.

8. The Administration believes that the requested modifications will result in a stronger, more viable Kosciuszko Montessori program in the Kosciuszko Complex. All modifications in this item have been mutually agreed upon by the school representatives, Office of the City Attorney, Board Governance, and MPS Administration.

9. The following contract modifications are being requested:

- a. The grade configuration will include only students in grade K3 through grade 3 for the 2012-2013 and 2013-2014 school years.
- b. The administrative oversight will be supplied by the principal of Hayes Bilingual School.

Strategic Plan Compatibility Statement

10. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 4: School staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility.

WTAM Strategy: Schools are accountable for significant student achievement gains.

WTAM applicable measureable objectives: Decrease the total number of schools defined as low performing to 10 or fewer within 5 years.

Statute, Administrative Policy, or Board Rules Statement

11. This contract is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

12. This item does not authorize expenditures. The funds for this charter school contract will be included as part of the Proposed FY13 Budget.

Implementation and Assessment Plan

13. Upon the Board's approval, this contract will become effective beginning with the 2012-2013 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the instrumentality charter school contract with Kosciuszko Montessori, as attached to the minutes of your Committee's meeting, to serve 227 FTE pupils in grade K3 through grade 5 for the 2011-2012 school year, 250 FTE pupils in grade K3 through grade 3 for 2012-2013, and 275 FTE pupils for the 2013-2014 school year, with the following modifications:

1. The grade configuration will include only students in grade K3 through grade 3 for the 2012-2013 and 2013-2014 school years.
2. The administrative oversight will be supplied by the principal of Hayes Bilingual School.

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

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(Item 3) Action on a Request to Amend the Non-Instrumentality Charter School Contract with La Causa Charter School

Background

1. On July 31, 2003, the Milwaukee Board of School Directors approved a five-year charter school contract with La Causa, Inc., to establish La Causa Charter School as a non-instrumentality charter school, beginning with the 2003-04 school year and ending on the last regularly scheduled school day of the 2007-08 school year.

2. On July 28, 2011, the Board approved a renewed five-year non-instrumentality charter school with La Causa, Inc., to provide services for a maximum of 640 full-time-equivalent (FTE) seats in grades K4-8.

3. On October 27, 2011, the Board approved a contract modification to increase La Causa's FTE seats from 640 to 666 for the 2011-12 school year.

4. The focus at La Causa Charter School is to bring high-quality programming to children who are English-language learners. Located on the near south side of Milwaukee, children from this diverse urban community receive instruction in technology programs, the space program from NASA, and robotics programs.

5. In July 2003, Wisconsin State Statute 119.72, which gave Milwaukee Public Schools authority to contract with private non-profit, non-sectarian childcare centers located in Milwaukee to provide services to four- and five-year-olds, officially ended. Section 119.235 of the Wisconsin State Statutes gives the authority to the Board to enter into contracts with non-sectarian private schools or agencies located in Milwaukee.

6. On May 24, 2011 the Board approved a one-year contract with La Causa Early Childhood Center (ECC) to provide 60 FTE seats in grades K4 and K5.

7. On October 27, 2011, the Board approved a contract modification to increase La Causa Early Childhood Center's FTE seats from 60 to 75 for the 2011-12 school year.

8. La Causa Early Childhood Center (ECC), located at 809 West Greenfield Avenue, aims to provide quality early education opportunities that help foster the healthy development of all children.

Administration's Analysis

9. The current contract with La Causa Charter School serves 666 FTE seats in grades K4 through 8 for the 2011-2012 school year and 640 pupils in grades K4 through 8 for the 2012-13, 2013-14, 2014-15, and 2015-16 school years.

10. The current contract with La Causa Early Childhood Center serves 75 FTE seats for the 2011-12 school year.

11. Representatives from La Causa, Inc., submitted written notice to request non-renewal of the early childhood contract and modifications to the current charter contract. All modifications addressed in this Board item have been mutually agreed upon by the Office of the City Attorney, Board Governance, and MPS Administration.

12. Non-renewal of the early childhood contract at the end of the 2011-12 school year is being requested, so that the kindergarten students can be enrolled at the La Causa Charter School beginning with the 2012-13 school year.

13. Combining the two programs will allow more supportive services for the early childhood students and successful implementation of a consistent curriculum. Students from the early childhood site would be able to share in the rich fine-arts program available in the charter school.

14. The Administration is recommending the Board approve the non-instrumentality charter school contract with La Causa Charter School, with the modification in the terms that the charter school contract's per-pupil allocation shall be increased to serve 775 FTE pupils in grades K4 through 8 for the 2012-13, 2013-14, 2014-15, and 2015-16 school years.

Strategic Plan Compatibility Statement

15. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measurable objectives: The percentage of children attending public and private schools in Milwaukee that are enrolled in MPS shall increase to 85%

Statute, Administrative Policy, or Board Rules Statement

16. This contract is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

17. This item does not authorize expenditures. The funds for this charter school contract will be included as part of the FY13 Proposed Budget.

Implementation and Assessment Plan

18. This contract will become effective upon Board approval.

Committee's Recommendation

Your Committee recommends that the Board approve the non-instrumentality charter school contract with La Causa Charter School, as attached to the minutes of your Committee's meeting, with the modification in the terms that the charter school contract's per-pupil allocation shall be increased to serve 775 FTE pupils in grades K4 through 8 for the 2012-13, 2013-14, 2014-15 and 2015-16 school years.

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

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(Item 4) Action on a Request to Amend the Non-Instrumentality Charter School Contract Milwaukee College Prep — Lindsay Heights Campus

Background

1. On March 16, 2011, Milwaukee College Prep submitted a petition for its Lindsay Heights campus to become an MPS non-instrumentality charter school, serving 660 students in the first year, and ramping up to a maximum of 762 students in subsequent years.

2. On March 28, 2011, members of the Charter School Review Panel met to review the charter school petition. With the belief that Milwaukee College Prep has the necessary components to establish a successful charter school, the Panel recommended the concept of the Milwaukee College Prep's proposal.

3. On March 29, 2011, the Board held a public hearing to consider the petition. Milwaukee College Prep's staff and parents expressed their enthusiasm and support for the establishment of the charter school.

4. On March 31, 2011, after the public hearing, the Board approved the concept of Milwaukee College Prep's petition and authorized the Office of Contracted School Services, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from Milwaukee College Prep.

5. On April 21, 2011, the Board approved the five-year non-instrumentality charter contract with Milwaukee College Prep — Lindsay Heights Campus, to begin with the 2011-12 school year and to end on the last regularly scheduled school day of the 2015-16 school year. The Milwaukee College Prep — Lindsay Heights Campus is located at 1248 West Lloyd Street.

Administration's Analysis

6. The current contract serves 660 full-time-equivalent (FTE) pupils in grade K4 through grade 8 for the 2011-2012 school year and 762 FTE pupils in grade K4 through grade 8 for the 2012-2013, 2013-2014, 2014-2015, and 2015-2016 school years.

7. Representatives from Milwaukee College Prep submitted written notice to request modifications to the current contract. All modifications addressed in this Board item have been mutually agreed upon by the Office of the City Attorney, Board Governance, and MPS Administration.

8. The charter school is proposing a name change, to honor the heritage of the Lloyd Street building, and a decrease in the enrollment capacity.

9. The Administration is recommending the Board approve the non-instrumentality charter school contract with Milwaukee College Prep — Lindsay Heights Campus, with the following modifications in the terms:

- a. the charter school name shall be changed to Milwaukee College Preparatory — Lloyd Street Campus;
- b. the charter school contract shall be based on a maximum of 475 FTE pupils in grade K4 through grade eight for the 2011-2012 school year and 510 FTE pupils in grade K4 through grade eight for the 2012-2013, 2013-2014, 2014-2015, and 2015-2016 school years.

Strategic Plan Compatibility Statement

10. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measureable objectives: The percentage of children attending public and private schools in Milwaukee that are enrolled in MPS shall increase to 85%.

Statute, Administrative Policy, or Board Rules Statement

11. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

12. This item does not authorize expenditures. The funds for this charter school contract will be included as part of the proposed FY13 budget.

Implementation and Assessment Plan

13. Upon the Board's approval, the modifications will become effective. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction.

Committee's Recommendations

Your Committee recommends that the Board approve the non-instrumentality charter school contract with Milwaukee College Prep, as attached to the minutes of your Committee's meeting, with the following modifications:

1. the charter school shall be named Milwaukee College Preparatory — Lloyd Street Campus; and
2. the per-pupil allocation shall be for a maximum of 475 FTE pupils in grade K4 through eight for the 2011-2012 school year and 510 FTE pupils in grades K4 through eight for the 2012-2013, 2013-2014, 2014-2015, and 2015-2016 school years.

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

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(Item 5) Action on a Request to Amend the Non-Instrumentality Charter School Contract with Milwaukee College Prep-38th Street Campus

Background

1. On January 4, 2010, the Milwaukee College Prep submitted a proposal to become an MPS non-instrumentality charter school, to serve approximately 360 students the first year, ramping up to a maximum capacity of 576 students in kindergarten through 4th grade, beginning with the 2011-2012 school year.

2. On Wednesday, February 22, 2010, members of The MPS Charter School Review Panel met to review the charter school proposal.

3. After a review of the charter proposal by the MPS Charter School Review Panel and a presentation by Milwaukee College Prep, the Panel forwarded Milwaukee College Prep's recommendation to the Board.

4. On April 21, 2011, the Board approved a five-year contract with Milwaukee College Prep, located at 2623 North 38th Street, beginning with the 2011-2012 school year and ending with the 2015-2016 school year.

Analysis

5. The current contract with Milwaukee College Prep-38th Street Campus serves 360 full-time-equivalent (FTE) pupils in grade K4 through grade 4 for the 2011-2012 school year, 432 FTE pupils in

grade K4 through grade 4 for the 2012-2013 school year, 480 FTE pupils in grade K4 through grade 4 for the 2013-2014 school year, and 576 FTE pupils in grade K4 through grade 4 for the 2014-2015 and 2015-2016 school years.

6. Representatives from Milwaukee College Prep submitted written notice to request modifications to the current contract. All modifications addressed in this Board item have been mutually agreed upon by the Office of the City Attorney, Board Governance, and MPS Administration.

7. Due to parents' requests to replicate the Milwaukee College Prep — 36th Street Campus, the charter school has determined that decreasing the student enrollment and adding a grade each year would better serve the school community.

8. The Administration is recommending that the Board approve the non-instrumentality charter school contract with Milwaukee College Prep-38th Street Campus, with the modification in the terms that the charter school contract's per-pupil allocation shall be decreased to serve:

- 275 FTE pupils in grade K4 through grade 4 for the 2011-2012 school year,
- 352 FTE pupils in grade K4 through grade 5 for the 2012-2013 school year,
- 404 FTE pupils in grade K4 through grade 6 for the 2013-2014 school year,
- 456 FTE pupils in grade K4 through grade 7 for the 2014-2015 school year, and
- 510 FTE pupils in grade K4 through grade 8 for the 2015-2016 school year.

Strategic Plan Compatibility Statement

9. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measureable objectives: The percentage of children attending public and private schools in Milwaukee that are enrolled in MPS shall increase to 85%

Statute, Administrative Policy, or Board Rules Statement

10. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

11. This item does not authorize expenditures. The funds for this charter school contract will be included as part of the proposed FY13 budget.

Implementation and Assessment Plan

12. Upon the Board's approval, the modifications will become effective. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction.

Committee's Recommendation

Your Committee recommends that the Board approve the non-instrumentality charter school contract with Milwaukee College Prep-38th Street Campus, as attached to the minutes of your Committee's meeting, with the modifications that the charter school contract's per-pupil allocation shall serve a maximum of:

- 275 FTE pupils in grade K4 through grade 4 for the 2011-2012 school year,
- 352 FTE pupils in grade K4 through grade 5 for the 2012-2013 school year,

- 404 FTE pupils in grade K4 through grade 6 for the 2013-2014 school year,
- 456 FTE pupils in grade K4 through grade 7 for the 2014-2015 school year, and
- 510 FTE pupils in grade K4 through grade 8 for the 2015-2016 school year.

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

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(Item 6) Action on a Request to Amend the Non-Instrumentality Charter School Contract with Seeds of Health, Inc., for Milwaukee Community Cyber High School (MC2)

Background

1. On January 4, 2010, Seeds of Health, Inc., submitted a proposal for an MPS non-instrumentality virtual charter school to serve approximately 100 students in grades 9 through 12 the first year, ramping up to a maximum capacity of 300 students.
2. On February 16, 2010, members of the MPS Charter School Review Panel met to review the charter school proposal. At that meeting, staff and members of the community demonstrated their passion, commitment, and support for the Milwaukee Community Cyber High School's proposal.
3. On March 25, 2010, after the public hearing, the Milwaukee Board of School Directors approved the concept of the Milwaukee Community Cyber High School.
4. On June 24, 2010, the Board approved a charter contract with Seeds of Health, Inc, establishing Milwaukee Community Cyber High School. The term of the contract is for five years, beginning with the 2010-2011 school year, and ending with the 2014-2015 school year. Milwaukee Community Cyber High School is located at 131 South 1st Street.

Analysis

5. The current contract with Seeds of Health, Inc., for Milwaukee Community Cyber High School serves 100 full-time-equivalent (FTE) pupils in grades 9 through 12 for the 2010-2011 school year, 200 pupils in grades 9 through 12 for the 2011-12 school year, and 300 pupils in grades 9 through 12 for the 2012-2013, 2013-2014, and 2014-2015 school years.
6. Based on a desire to enhance its educational program, Milwaukee Community Cyber High School is seeking to expand opportunities for young people in the city of Milwaukee to receive high-school diplomas. The Administration believes that Milwaukee Community Cyber High School has the capacity to provide an effective educational program to support young people.
7. Representatives from the Seeds of Health, Inc., met with representatives from the Office of Board Governance, City Attorney, and MPS Administration on January 31, 2012, to negotiate contract modifications. All modifications addressed in this Board item have been mutually agreed upon by all parties previously listed.
8. The Administration is requesting amendments in the language of the non-instrumentality charter contract, with the following modifications:
 - a. charter school shall be authorized to provide educational instruction at a second site, Milwaukee Job Corps Center, 6665 North 60th Street;
 - b. charter school shall be authorized to provide a GED Option 2 (GED O2) program at the Milwaukee Job Corps location;
 - c. the contract shall include language to reflect its blended virtual program at both the MC² location and Milwaukee Job Corps location;
 - d. Appendix A of the contract shall reflect language to describe the GED O2 program and eligibility;

- e. modified contract language will reflect more accurately the performance measures as it relates to the blended virtual school program and the GED O2 program;
- f. admission-requirement language shall be modified to ensure that students are provided information about other MPS GED O2 programs if they are not interested in the Milwaukee Job Corps program; and
- g. performance criteria will be updated by eliminating the criterion relating to early childhood schools, as it is not applicable.

Strategic Plan Compatibility Statement

9. This recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

WTAM Strategy: High school graduates are prepared for higher education, careers and citizenship.

WTAM applicable measureable objectives: 75% of ninth graders will graduate in four years.

Statute, Administrative Policy, or Board Rules Statement

10. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

11. This item does not authorize expenditures. The funds for this charter school contract will be included as part of the proposed FY13 budget.

Implementation and Assessment Plan

12. Upon the Board's approval, the charter contract will become effective. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction.

Committee's Recommendation

Your Committee recommends that the Board approve the non-instrumentality charter school contract with Seeds of Health, Inc., for Milwaukee Community Cyber High School, as attached to the minutes of your Committee's meeting, to service a maximum of 100 FTE pupils in grades 9 through 12 for the 2010-2011 school year, 200 pupils for the 2011-12 school year, and 300 pupils for the 2012-2013, 2013-2014, and 2014-2015 school years, with the following modifications in terms:

1. charter school shall be authorized to provide educational instruction at a second site, Milwaukee Job Corps Center, 6665 North 60th Street;
2. charter school shall be authorized to provide a GED Option 2 (GED O2) program at the Milwaukee Job Corps location;
3. the contract shall include language to reflect its blended virtual program at both the MC² location and Milwaukee Job Corps location;
4. Appendix A of the contract shall reflect language to describe the GED O2 program and eligibility;
5. modified contract language will reflect more accurately the performance measures as it relates to the blended virtual school program and the GED O2 program;
6. admission-requirement language shall be modified to ensure that students are provided information about other MPS GED O2 programs if they are not interested in the Milwaukee Job Corps program; and

- 7. performance criteria will be updated by eliminating the criterion relating to early childhood schools, as it is not applicable.

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

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(Item 7) Action on a Charter School Proposal from the Milwaukee Teacher Education Center (MTEC)

Background

On December 29, 2011, the Milwaukee Teacher Education Center (MTEC) submitted a proposal for its School of Environmental Sciences (MSOES) to become a MPS non-instrumentality charter school, serving approximately 480 students in the first year, 555 students in the second year, 630 students in the third year, 705 students in the fourth year, and 780 students in the fifth year. The school is proposing to offer enrollment for students in the following grades, beginning with the 2013-2014 school year:

<u>School Year</u>	<u>Grade Level</u>
1 st Year	Head Start through 3 rd Grade
2 nd Year	Head Start through 4 th Grade
3 rd Year.....	Head Start through 5 th Grade
4 th Year.....	Head Start through 6 th Grade
5 th Year.....	Head Start through 7 th Grade

The Charter School Review Panel met on Friday, January 20, 2012, to review the MTEC MSOES charter school proposal. At that meeting, the school leaders for MSOES made a presentation before the Charter School Review Panel, outlining the framework for the charter school.

Analysis

1. After careful review, the Panel decided to recommend the concept of the MTEC School of Environmental Sciences proposal to become an MPS non-instrumentality charter school. The Panel believes that the MTEC proposal has the components necessary to establish a successful charter school. Some of the factors contributing to the recommendation are that MSOES:

- a. proposes a unique educational plan wherein all students graduate environmentally literate and prepared to contribute to a sustainable future;
- b. offers STEAM integration, with an emphasis on scientific methods and inquiry and observation, as well as data collection/analysis and presentation;
- c. follows the Green Ribbon Schools model, which promotes an eco-friendly campus, emphasizes health and fitness, and provides both natural classrooms and nature adventures through the development of community gardens, aquaponics, and field investigation; and
- d. targets students and parents who want more rigorous academics by providing accelerated curriculum and technology integration in each classroom, along with an emphasis on post-secondary and career-focused learning.

2. The MPS Charter School Review Panel recommends that the concept of the proposal be approved at this time.

Strategic Plan Compatibility Statement

- 3. MPS Charter Schools support Goal: 2, that school communities work together for improvement in academic achievement, of the district's *Working Together, Achieving More* Strategic Plan to improve Milwaukee Public Schools.

Statute, Administrative Policy or Board Rules Statement

4. Pursuant to Administrative Procedure 9.12, Charter School Petitions and Proposals, "MPS charter school petitions and proposals must conform to all of the requirements specified in sec 118.40 of the Wisconsin Statutes and MPS Administrative Policy 9.12."
5. The Charter School Review Panel has determined that all of the proposal requirements described in Wisconsin State Statute 118.40 and Administrative Policy 9.12 have been met through the MTEC proposal submission.

Fiscal Impact Statement

6. This item does not authorize expenditures.
7. The school is seeking a five-year contract and has projected that total student enrollment will reach 780 students during the fifth year.
8. Upon approval by the Board, the FY14 budget will allocate funds to this non-instrumentality charter school in the same manner in which it does to other MPS non-instrumentality charter schools.

Committee's Recommendation

Your Committee recommends that the Board accept the concept of the MTEC School of Environmental Sciences and authorize the Superintendent's designee, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from MTEC in anticipation of the establishment of an MPS non-instrumentality charter school for the 2013-2014 school year.

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

* * * * *

COMMITTEE ON ACCOUNTABILITY/FINANCE AND PERSONNEL

Director Bonds presented the following report for the Committee on Accountability/Finance and Personnel:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Accountability/Finance and Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Acceptance of the Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Report on Contracts under \$25,000; Report on Vendors with Cumulative Contract Amounts over \$50,000; and Acceptance of Donations

Authorization to Make Purchases

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

African-American Chamber of Commerce
 Business Educational Consortium Inc.
 The Business Council Inc.
 Disadvantaged Business Development for Milwaukee County
 Hispanic Chamber of Commerce
 Milwaukee Indian Economic Development Agency

Milwaukee Minority Chamber of Commerce
 Milwaukee Urban League
 Wisconsin Business Resource Center Inc.
 Wisconsin Women’s Business Initiative Corporation

B-5647 Authorization to Contract with Event Metal Detectors, LLC, for Walk-through Metal-Detector Security Systems

The Administration requests authorization to enter into a contract with Event Metal Detectors, LLC, the low complying bidder, to provide Garrett# PD6500 i walk-through metal-detector security systems to all MPS schools and departments.

The cost of the metal detectors is \$3,135.50 each. The blanket contract allows the purchase of up to 50 metal detectors over three years.

This will be a blanket contract for three years with an estimated dollar value not to exceed \$160,000. Any expenditures in excess of that amount will be brought back to the Board for approval.

Budget Code: OGA-0-0-SST-DW-ENCQ (School Safety — Non-capital Equipment)not to exceed \$160,000

Acceptance of the Report of Revenues and Expenses

To the Milwaukee Board of School Directors:

Below is a summary of Fiscal Year 2012 revenues as of December 31, 2011, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers	Revised Budget	Current Monthly Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	\$ 903,672,482	\$ —	\$ 903,672,482	\$ 121,071,234	\$ 214,795,751	\$ 688,876,731	24%
Categorically Aided	198,399,657	*30,810,694	229,210,351	15,369,563	55,267,758	173,942,593	24%
School Nutrition	42,158,891		42,158,891	3,391,206	8,970,115	33,188,776	21%
Construction	8,627,012		8,627,012	256,114	1,484,290	7,142,722	170/.
Extension	20,868,734	—	20,868,734	47,313	860,684	20,008,050	4%
Total All Funds	\$ 1,173,726,776	\$ 30,810,694	\$ 1,204,537,470	\$ 140,135,430	\$ 281,378,598	\$ 923,158,872	23%

Below is a summary of Fiscal Year 2012 expenditures and encumbrances as of December 31, 2011, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers**	Revised Budget	Current Monthly Expenditures	Year-to-Date Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	\$ 903,672,482	\$ 26,541,672	\$ 930,214,154	\$ 71,358,517	\$ 408,833,530	\$ 521,380,624	44%
Categorically Aided	198,399,657	30,810,694(1)	229,210,351	15,806,316	113,375,415	115,834,936	49%
School Nutrition	42,158,891	205,229	42,364,120	5,360,658	18,492,638	23,871,482	44%
Construction	8,627,012	78,184,708	86,811,720	1,630,321	86,811,720	—	100%
Extension	20,868,734	3,756,962	24,625,696	692,101	11,418,172	13,207,524	46%
Total All Funds	\$ 1,173,726,776	\$ 139,499,265	\$ 1,313,226,041	\$ 94,847,913	\$ 638,931,475	\$ 674,294,566	49%

*Represents Fiscal Year 2011 grants realized in Fiscal Year 2012, plus new grants after the adopted budget.
 **Represents Board-approved transfers during Fiscal Year 2012 and appropriations for purchases encumbered in Fiscal Year 2011.

Respectfully submitted,
Gerald Pace
 Chief Finance Officer

Monthly Expenditure Control Report

The following report is submitted for the Board’s information pursuant to the Milwaukee Board of School Directors’ action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2011, through December 31, 2011.

School Operations Fund

Expenditures, encumbrances, and commitments through December totaled \$408,833,530, or 44% of the revised budget.

District Contingent Fund

The balance at December 31, 2011, was \$150,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2011 (restated)	\$ 150,000
Approved Transfers:	
None.....	<u> -0</u>
Balance — December 31, 2011.....	<u>\$ 150,000</u>

Construction Fund

Expenditures, encumbrances, and commitments through December totaled \$86,811,720, or 100% of the revised budget.

Extension Fund

Expenditures, encumbrances, and commitments through December totaled \$11,418,172, or 46% of the revised budget.

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 3.04 is attached to the minutes of your Committee’s meeting. This is an informational report, and no action is required.

Monthly Report on Contracts under \$25,000 and on Vendors with Cumulative Contract Amounts over \$50,000

In accordance with action taken by the Board at its meeting on September 22, 2009, these monthly reports have been attached to the minutes of your Committee’s meeting. These are informational reports, and no action is required.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Bay View High School	Michael P. Gonia	\$500.00	Korn Scholarship Fund
Clemens School	Tangible Word Ministries	\$89.00	Money for school lunches
Clement Avenue	Kohl’s Cares	\$1,100.00	Supplies
Fernwood Montessori	General Mills Box Tops for Education	\$961.90	Monetary donation for educational materials
Greenfield School	411 Building	\$200.00	Holiday program
Hayes Bilingual	Asociación Médica Hispano Americana de Wisconsin	\$300.00	School needs
Homeless Education Program	Aurora Employee Assistance Program	\$150.00	Gloves, hats, and scarves
Homeless Education Program	Facilities & Maintenance Services	\$1,150	Christmas gifts for students
Homeless Education Program	Feed the Children	\$73,342.12	Backpacks/school supplies

School	Donor	Amount	Gift or Purpose
Homeless Education Program	Gateway Technical College Electronics Club	\$330.00	Used clothing
Homeless Education Program	Greater Galilee Missionary Baptist Church	\$600.00	Hygiene kits, hats, scarves, gloves
Homeless Education Program	Leann Delany	\$250.00	Coats with gloves and hats
Homeless Education Program	MATC	\$820.00	Hygiene kits
Homeless Education Program	MPS Administrators — ASC	\$500.00	Food, hygiene items, clothing
Homeless Education Program	MPS Psychologists	\$2,342.00	Socks
Homeless Education Program	MPS Social Workers	\$6,162.00	Socks
Homeless Education Program	MPS Specialized & Family Services	\$1,250.00	Toys
Homeless Education Program	MPS Specialized & Family Services	\$40.00	Wal-Mart/Target gift cards
Humboldt Park	Bay View Neighborhood Association	\$500.00	Monetary donation for purchase of educational equipment for the school
Morse•Marshall	Hergert Foundation LTD	\$10,000.00	To fund Camp Side by Side Special Needs Camp
Office of Family Services	UWM Bookstore	\$62.75	Spirit gear for giveaways for families that attend parental involvement activities
Riverside High School	Baseball Tomorrow Fund	\$5,000.00	Baseball equipment for baseball team
Riverside High School	Boys Swim Parents	\$500.00	Donation to swim team
Rogers Street Academy	Milwaukee Kickers	\$800.00	To be used for student service learning group
Rufus King High School	Northwestern Mutual Foundation	\$50.00	Matching gifts program
Rufus King High School	Kiwanis Club of Milwaukee	\$500.00	For Key Club to use for fees, shirts, volunteering
Rufus King High School	The Bammel Family	\$250.00	Donation to cross-country team
School to Work Transition Program	The Bon-Ton Stores, Inc.	\$122.86	Funds to be used for student aid program
School to Work Transition Program	Imagine Nation Books, LTD.	\$91.42	Funds to be used for student aid program
Team Milwaukee Special Olympics	National Association of Letter Carriers	\$50.00	Monetary donation
Team Milwaukee Special Olympics	Robert Ringdale	\$30.00	To assist athletes with registration fee for Special Olympics events
Vieau School	Aviles & Associates	\$500.00	Donation for Christmas baskets
Vieau School	Panadería El Sol de Mexico LLC	\$1,000.00	Donation for computer lab/student involvement
Vieau School	Dagoberto & Aide Ibarra	\$1,500.00	Donation for computer lab/student involvement
Vieau School	Rosen Nissan	\$150.00	Donation to soccer team
Vieau School	Quick Cuts	\$100.00	Donation to soccer team

School	Donor	Amount	Gift or Purpose
Vieau School	Cheryl Lezama	\$170.00	Donation to soccer team
Washington HS	Society for Information Management	\$1,500.00	iFair support
Zablocki Elementary School	James McLure	\$100.00	To help purchase Math Night prizes

Committee’s Recommendation

Your Committee recommends that the Board authorize the purchases as listed and accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board.

Director Voeltner moved to approve to Committee’s recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Holman, Miller, Spence, Voeltner, Woodward and President Bonds —8.

Noes—None.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Action on Classified Personnel Transactions; Action on Leaves of Absence; Report on Certificated Resignations and Classified Retirements; and Affirmative Action Report

Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
Appointments		
2 Marcia Cunningham Rufus King	School Secretary I \$22,445.64/yr.	01-12-12
5 Rebecca Cope Nutrition Technician	Nutrition Technician \$50,640.00/yr.	01-23-12
2 Darin Gordon School Safety	School Safety Assistant \$22,200.64/yr.	01-30-12
2 Teresa Henry Morse•Marshall	School Secretary I \$22,445.64/yr.	01-05-12
5 Shawn Peters Fac. & Main. Services	Building Laborer \$50,640.00/yr.	02-13-12
2 Lauren Sanders School Safety	School Safety Assistant \$22,200.64/yr.	01-30-12
5 Pierce Smith Fac. & Main. Services	Electrician \$63,080.00/yr.	01-17-12
Promotions		
5 Adrienne Beck Payroll	Payroll Assistant I \$30,745.02/yr.	01-23-12
2 Anthony Davison Milw. Academy of Chinese Lang.	Boiler Attendant Trainee \$36,171.72/yr.	01-26-12
2 Leon Donald Building Operations	School Engineer I \$40,492.14/yr.	01-23-12

2	Steven Morris Building Operations	School Engineer I \$40,492.14/yr.	01-23-12
5	Helene Rondorf Payroll	Payroll Assistant II \$41,454.55/yr.	01-03-12
2	Derrick Roundtree Building Operations	School Engineer I \$40,492.14/yr.	01-23-12
2	LaTanya Rushing Washington	Secretary II \$34,846.66/yr.	02-06-12
2	Samuel Taylor Building Operations	School Engineer I \$41,856.88/yr.	01-23-12

Changes in Status

Carl Love ¹ School Safety	School Safety Assistant \$22,200.64/yr.	01-30-12
Debra Nash ¹ School Safety	School Safety Assistant \$22,200.64/yr.	01-30-12
Norma Perencivic ² Clement	School Secretary I \$12,168.00/yr.	01-23-12

¹From a Paraprofessional Educational Assistant²From a 10-month to a 10-month hourly positionLeaves of Absence

	<u>Present Assignment</u>	<u>Effective From</u>
Childrearing Leave, June 2012:		
Hoyt, Stacy	81 st Street	February 3, 2012
Means, Kimberly	Education Serv. Ofc	March 27, 2012
Ruppelt, Tara	Metcalfe	February 10, 2012
Illness Leave, June 2012:		
Canser, Nneka	Westside Academy I	March 5, 2012
Slavens, Anne	Itinerant	January 9, 2012
Varick Cooper, Linda	Forest Home	December 20, 2011
Personal Leave Extension, June 2012:		
Ware, Ernestine	On Leave	January 23, 2012
Personal Leave, June 2012:		
Dashev, Sava	Bradley Tech	January 23, 2012
Dion Simon, Deborah	Itinerant	December 14, 2011
Franke, Emily	Itinerant	December 14, 2011
Funk, Brenda	Itinerant	December 14, 2011
Gresl, Kristen	Itinerant	December 14, 2011
Shepherd, Victoria	Itinerant	January 23, 2012
Sabbatical Leave Ext, June 2012:		
Cusma, David	On Leave	January 23, 2012

Report on Certificated Resignations and Classified Retirements

Classified Retirements

Name	Position	Effective Date
James Klasinski	School Kitchen Mgr. II	01-28-12
Gloria Martin	Food Service Assistant	01-28-12
Dennis Murphy	Para Educational Asst.	01-03-12

Joyce Piszczek	Food Service Assistant	01-21-12
Ramiro Rivas	Boiler Attendant	01-04-12
Andrew Sarnecki	Bldg. Service Helper I	01-14-12
Bruce Shepherd	School Engineer III	01-04-12

Certificated Resignations

Name	Position	Effective Date
Constance Aehl	Teacher	06/14/12
Elizabeth Barrera	Teacher	01/19/11
Stephen Blonien	Teacher	06/14/12
Wesley Chism	Teacher	06/14/12
Robert Chmielewski	Teacher	06/14/12
Cindy Crebbin	Teacher	01/20/12
Megan DeWees	Teacher	01/27/12
Joseph DiFrances	Teacher	06/14/12
David Fox	Teacher	02/28/12
Paul Gessner	Asst. Prin	02/06/12
Meghan Goss	Teacher	02/20/12
Kristen Gresl	Teacher	02/20/12
Penny Heine	Teacher	06/14/12
Julie Holbrook	Teacher	01/20/12
Paul Isham	Intern Tc	12/13/11
Gayle Kasperski	Teacher	03/14/12
Diane Kjos	Teacher	01/20/12
Charles LeBlanc	Teacher	01/16/12
Lynn Lewandowski	Teacher	03/02/12
Charles Marks	Asst. Prin	02/20/12
Colleen Marquardt	Teacher	06/14/12
Manuel Martinez	Teacher	06/14/12
Timothy McElhatton	Data Spec	02/01/12
Sarah Mitchell	Teacher	06/14/12
Vickie Mokros	Teacher	06/22/12
Patricia Peplinski	Teacher	06/14/12
Lynn Rinderle	Teacher	06/14/12
Rhonda Rodriguez	Teacher	06/14/12
Inderjeet Saini	Teacher	01/20/12
Jennifer Schultz	Teacher	02/10/12
Morgan Schumann	Teacher	01/13/12
Erica Silberman	Teacher	01/20/12
Joanne Smith	Teacher	06/14/12
Cal Stanke	Teacher	01/18/12
Julie Swenson	Teacher	01/20/12
Jean Tauer	Teacher	06/14/12
Pamela Wiemer	Teacher	02/01/12
Marilyn Wohlgemuth	Teacher	06/14/12
Andrew Wusler	Teacher	01/20/12

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for January 2012 is attached to the minutes of your Committee’s meeting. This is an informational report, and no action is required.

Committee’s Recommendation

Your Committee recommends that the Board approve the classified personnel transactions and leaves of absence as listed.

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

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee’s Recommendation

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

2,r	Latricia Johnson	Professional Development Registrar Office of Curriculum & Instruction	Schedule 03, Range 06A \$81,905
5(r)	Jody Bloyer	Principal Bradley Tech High School	Schedule 03, Range 15A \$120,313
5(r)	Jeff Grzeca	Hazardous Materials Supervisor Facilities & Maintenance	Schedule 03, Range 07A \$82,117

Codes:

- 1 Native American
- 2 African American
- 3 Asian/Oriental/Pacific Islander
- 4 Hispanic
- 5 White
- 6 Other
- r Resident who must remain resident
- nr Non-resident who must become resident

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

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(Item 4) Action on the Award of Professional Services Contracts with Various Vendors for Technology Services under the E-Rate Program

Committee’s Recommendation

Your Committee recommends that the Board approve the following professional services contracts:

Various RFPs Authorization to Contract with Various Vendors for Technology Services under the E-Rate Program

Annually, the district participates in the federal E-Rate program, which provides partial funding to public K12 schools and public libraries to help defray the cost of telecommunications services. In addition, there is funding available for technology networks, selected hardware, and support services. The program is administered by the Federal Communications Commission.

MPS issued four RFPs to choose vendors for the PBX maintenance services, basic maintenance of Cisco equipment, long-distance telephone service, and TTY service. The results are summarized in the table below:

RFP	Vendor Name	Description	Total One-Year	Total Three-Year	Anticipated E-Rate Share	Anticipated MPS Share
765	Wisconsin Wireless Communications Corporation	PBX Maintenance	\$180,000		\$0	\$180,000.00
766	NETech Corporation	Basic Maintenance of Cisco Equipment	\$63,000		\$0	\$63,000.00
763	US Xchange of Wisconsin LLC	Long-Distance Telephone Service		\$30,000.00	\$25,200.00	\$4,800.00
764	HITEC Group International, Inc.	TTY Service		\$183,060.00	\$153,770.40	\$29,289.60
Subtotals			\$243,000	\$213,060.00	\$178,970.40	\$277,089.60
Total expenditures sought for three years, including both E-Rate share and MPS share						\$456,060.00

MPS has included 100% of the anticipated expenditures for basic maintenance of PBXs and basic maintenance of Cisco Equipment in MPS’s share due to the uncertainty as to whether these services will be funded by E-rate. The E-rate program has two priorities related to funding: Priority One services include telecommunications services and Internet access; Priority Two services include equipment and basic maintenance of equipment. Basic maintenance of PBXs and basic maintenance of Cisco equipment fall into Priority Two.

In the past, sufficient funding has been available to make funding commitments for all Priority One services. Priority Two services, however, are funded percentile by percentile (90%, then 89%, etc). to the extent that funds remain after funding Priority One Services Because sufficient funds have been available in previous years to fund some of the Priority Two funding requests at the highest percentiles, MPS has been successful in receiving E-rate support for our 90% schools; however, because the broadband demands for Priority One services are increasing, it is unknown whether there will be sufficient funds available to support even our 90% schools beginning July 1, 2012.

The Administration, therefore, is asking for 100% support for basic maintenance of PBXs and basic maintenance of Cisco equipment for all schools, given the unknown impact on the E-rate fund of higher demand on Priority One services. The Administration will nonetheless apply for funding for these services. If funds are received, MPS’s share will be reduced accordingly.

It is anticipated that \$178,970.40 in revenues will be forthcoming from the E-rate program to support the eligible services summarized above, with potential additional funds, should Priority Two services be funded for 90% schools.

This item authorizes expenditures not to exceed \$456,060 for two one-year contracts for the period July 1, 2012, to June 30, 2013, for PBX maintenance services and basic maintenance of Cisco equipment, and for two one-year contracts with the option to extend for up to two additional one year terms for Telephone Service and TTY Service from July 1, 2012 to June 30, 2015.

Budget Code: TSV-0-0-TEC-TC-EOTH (Technology Services — Other Expenses)\$456,060

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

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COMMITTEE ON STRATEGIC PLANNING AND BUDGET

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Informational Report on the Status of the FY13 Proposed Budget

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

Administration's Report

1. On January 13, 2012, the Department of Finance (Budget) provided school principals with the necessary forms and instructions to complete school budgets for FY13.
2. On February 2, 2012, all schools were required to submit their proposed FY13 budgets to the Department of Finance for review by the budget team.
3. The Administration will present an update on the preparatory work being conducted by Central Services budget staff prior to the release of individual school budgets to school leaders. This meeting of the Committee on Strategic Planning and Budget will focus on budgetary concerns and issues identified by the schools in each Board district through case studies.

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NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by Director Bonds

- (1) Meetings were held between the MPA Executive Director, Gerard Randall, and various individuals within the partnership, including regular meetings with staff at Milwaukee Public Schools (MPS).
- (2) The MPA held a Partners Meeting on January 25 and invited several potential new partners and guests, including guest speaker, Reggie Newson, Secretary of the Wisconsin Department of Workforce Development, who gave a presentation on addressing the skills gap and spoke on 9-16 dual enrollment. Gerard Randall gave a presentation on the work of the MPA and the Milwaukee Reading Initiative.
- (3) The MPA Executive Partners also met on January 25.
- (4) Several MPA Executive Partners are discussing and addressing dual enrollment.
- (5) The MPA convened several meetings concerning the Campaign for Grade-Level Reading, Milwaukee reading initiative. Project coordination and resources have been provided by the partners, especially Cardinal Stritch University and UWM. An environmental scan of literacy programs is being conducted and information compiled into a document with the assistance of UWM and Stritch. Various meetings, discussions, and data gathering have taken place, and webinars were participated in and/or reviewed. Planning and preparations were made for focus groups in February.

(6) In response to a request from the Metropolitan Milwaukee Deans of Higher Education (MMADE), MPS hosted a meeting to answer questions regarding procedures for field placement and student teachers. Deans and their designees who work directly with the placement of students were invited to attend.

(7) In follow-up to the interest of the MMADE to learn more about Urban Teacher Residency United (UTRU) and its teacher residency program, Gerard Randall met with UTRU's Executive Director in Chicago to further discuss the potential. UTRU will make a presentation to the MMADE at its February meeting.

(8) MPS continues to meet and to discuss developing a vision for urban agriculture at Vincent High School and funding opportunities. Gerard Randall has been participating in these discussions.

(9) Discussion continues among Gerard Randall, the Superintendent, and others regarding the MPS version of "Gentlemen's Clubs." These clubs would provide academic support and mentoring to African-American boys enrolled in selected MPS schools.

(10) Gerard Randall participated in the Hopkins-Lloyd Neighborhood School meeting on January 12.

(11) Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP) Update:

- The Math Alliance Project met on January 10, 17, and 24.
- Kathy Quirk from UWM wrote an article called "Preparing Teachers for Revolutionary Math Standards." It is about the Common Core Leadership in Mathematics (CCLM) project, developed and led by UWM's School of Education. The project is designed to help local schools make the transition to new academic standards for mathematics education. A live link to the article was posted on the MMP Website: <http://www5.uwm.edu/news/2012/01/10/preparing-teachers-for-revolutionary-mathematics-standards/>.

(12) A Meet & Greet for the new cohort of NEA/UWM Action Research Fellows took place on January 12. The theme of this meeting was around building PLCs, what is the goal, and what is action research. There were two guest speakers. Leadership for this new cohort is provided by Dr. Christine Anderson (MTEA), Dr. Dan Donder (MPS), and Dr. Linda Tiezzi Waldera (UWM). Cohort participants are:

- Teresa Adams, Carver School
- Linda Arms-Lewis
- Janet Butler, Dr. King, Jr., School
- Jayne Jaskolski, Saint Xavier University
- Jacqueline Jolly-Walton, Carver School
- Elnore McKinley-Seward, MPS Math Teacher Leader
- Susan Mildren, Burdick School
- Sara Oszuscik, Fratney School
- Angie Powell, Burroughs Middle School
- Leticia Rico, Vieau School
- Brenda Sheppard-Nelson, LaFollette School
- Manuela Soto, Garland School

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(Item 2) Report of the Board's Delegate to the MPS Head Start Program

Submitted by Director Spence

Major Activities

(1) On February 1, 2012, 32 physical exams of Head Start students were completed at Gwen T. Jackson, and 14 physical exams of Head Start students were completed at Auer Avenue School.

(2) Head Start Staff participated in staff meetings on February 1, 14, and 29, 2012. The focus of the meetings was Head Start service-area updates and planning.

(3) Children from seven Head Start schools attended the Dental Day on February 2, 2012, at Gwen T. Jackson School. A total of 47 children obtained dental exams.

(4) The Mental Health, Disabilities and Social Services Manager participated in transition meetings at Penfield on February 2, 2012, Curative on February 9, 2012, and Easter Seals on February 21, 2012. The focus of the meetings was to share information regarding MPS Head Start with families transitioning children from Birth-to-Three programs into school settings.

(5) Thirty-three children attended the Dental Day held on February 3, 2012, at Congress School. Children from ten Head Start schools received dental exams.

(6) Head Start Managers participated in Management Team meetings on February 3, 7, 17, and 24, 2012. The focus of the meetings was service-area updates and program planning and monitoring.

(7) Fifty-two children received physical exams at three Head Start schools on February 8, 2012.

(8) The bi-weekly Family Partnership Associate meetings were held on Wednesday, February 8, 2012, and Wednesday, February 22, 2012. The focus of the meetings included preparation for the federal review, health compliance, family engagement, and monitoring of services. Head Start Managers met on February 9 and 28, 2012, to discuss self-Assessment findings and to provide updates.

(9) The Interim Head Start Coordinator and Education Managers participated in the Design Professional Learning workshop on February 9, 2012. The focus of the workshop was planning effective professional development.

(10) Family Partnership Associates participated in the monthly meeting of social work aides on Friday, February 10, 2012.

(11) The Head Start Staff recruited for Head Start-eligible children at the Saturday classes held at the Wisconsin Black Historical Society on February 11, 2012, from 10 a.m. to 2 p.m.

(12) 12 of 25 MPS Head Start sites were represented at the February 11, 2012, Policy Council meeting. The represented sites included Congress, Dr. King, Forest Home, Hayes, Jackson, Keefe, Kilbourn, Longfellow, Lowell, Sherman, and Westside Academy.

(13) On February 15, 2012, physical exams were completed at Westside Academy, Lincoln, Kagel, and Longfellow Schools.

(14) Educational Assistants participated in three Child Development Associate (CDA) trainings in the month of February. The sessions, which were held on February 15, 16, and 20, 2012, focused on positive and productive family relationships.

(15) Blood testing through collaboration with the Milwaukee Health Department was completed at Keefe Avenue School on February 16, 2012.

(16) The Head Start nurses attended an asthma training at the Children's Health Education Center on February 17, 2012.

(17) Instructional staff participated in CPR training on February 22, 2012. A second training will take place on February 28, 2012. In these courses, teachers and educational assistants become certified in the use of CPR and AED through the American Heart Association.

(18) A Dental Day was held at Keefe Avenue School on February 23, 2012.

(19) On February 29, 2012, the Education Managers participated in a webinar titled “Reducing Achievement Gaps by 4th-Grade: the PreK-3rd-Grade Approach in Action.” This will be the first of a seven-part series. Each webinar addresses a critical component of the PreK-3rd-grade approach.

(20) The second part of the “Keeping Families Healthy” series began this month, with February’s topic being oral health. The meetings took place at all 25 Head Start sites during the monthly parent meetings.

(21) Family Partnership Associates conducted on-site registration of both new and returning students for the 2012/2013 school year at the 25 Head Start sites during the month of February.

(22) The Mental Health, Disabilities and Social Services Manager conducted mental health observations for Head Start classrooms to ensure that each classroom reflects a structured, nurturing, engaging, and emotionally healthy environment at Forest Home, Jackson, Kilbourn, and Lincoln.

(23) The Mental Health Professional and the Mental Health, Disabilities and Social Services Manager continued follow-up on referrals related to mental health and classroom-management concerns.

(24) Instructional staff have participated in professional development through the viewing of webcasts. These webcasts, which are conducted by the Office of Head Start, focus on teaching science in early childhood classrooms. Each instructional staff member watched the webcasts and filled out professional development reflections.

(25) The Education Managers continued classroom follow-ups to provide support to teaching teams and have begun informal observations for second semester.

Enrollment

(26) There were 1,021 students enrolled in the Milwaukee Public Schools Head Start Program as of February 13, 2012.

(27) As of February 6, 2012, there were 125 students with disabilities enrolled in the Head Start program.

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(Item 3) Report of the Board’s Delegate to the Title I District Advisory Council (DAC)

Submitted by Director Miller

District Advisory Council (DAC) Meeting — February 2, 2012

District Advisory Council Officers

Chairperson: Carmen Mills

Vice Chairperson: Maria Ortiz

Recording Secretary: Wendy Baker

Corresponding Secretary: Norma Anwar

Parliamentarian: Larry McAdoo

Members at Large: Jim Davidson, David Robinson, Rosie Caradine-Lewis

DAC Member Responsibilities

DAC school parent representatives are responsible for gathering the information from the meeting and reporting it back to their schools. How and when the information is shared is determined by individual schools.

DAC Meeting Topic: Positive Behavioral Interventions and Supports (PBIS)

The DAC members and others in attendance were provided an overview of PBIS and PBIS at Home.

DAC Meetings 2011-2012

DAC meetings are held the first Thursday of each month; however, the meeting originally scheduled to be held on March 1, 2012 has been cancelled. The remaining meetings will be held on April 5, 2012, May 3, 2012, and June 7, 2011.

Region V Parent Professional Development Conference

DAC Officers and Members are participating in the planning of the Region V Parent Professional Development Conference that will be held March 7-11, 2012. The Region V Conference consists of five states that participate in planning and implementing a regional conference for parents. Milwaukee will be the host city for the 2012 conference. The conference attendees will be provided workshops and resources to support student success. Parents also have the opportunity to participate in activities in the evening such as talent and fashion shows.

A banquet will be held during the closing night of the conference.

Students from each state have the opportunity to apply for the Bobbie Hilliard Scholarship. Students that wish to apply need to complete applications, submit essays, and meet the eligibility requirements.

Registration materials were sent to all schools via the Thursday Update

DAC Contacts

For information regarding the District Advisory Council, please contact Tamara Johnson, District Parent Involvement Coordinator, at 414-475-8310, email johnsots@milwaukee.k12.wi.us, or Carmen Mills, DAC Chairperson, at 414-236-9183, email millscar2376@gmail.com.

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(Item 4) Report of the Board's Delegate to the Wisconsin Association of School Boards (WASB)

Submitted by Director Falk

Background

(1) WASB's positions on policy issues are generally decided by the WASB Delegate Assembly, which comprises one representative from each member school board and CESA board of control. The Delegate Assembly meets annually at the time of the WASB-WASDA-WASBO State Education Convention in January.

(2) The process begins months earlier with the Policy and Resolutions Committee comprising 25 school board members from across the state. The Policy and Resolutions Committee evaluates the resolutions submitted by WASB member boards and determines which resolutions will advance to the next Delegate Assembly.

(3) Following are the resolutions approved at this year's Delegate Assembly, which was convened in Madison, Wisconsin, on January 23, 2012.

Report to the Membership on 2012 Resolutions*Resolution 12-01: Low-Cost Internet Access*

Create: The WASB supports cooperative efforts to provide low-cost Internet access services to schools and libraries. The WASB further supports allowing schools and libraries to select the broadband and Internet providers of their choice from both the private and public sectors based on factors such as, but not limited to, cost and quality of service.

Resolution 12-02: Sparsity Aid

Create 2.16(a): The WASB supports providing sparsity aid based on enrollment size and population density (students per square mile), without regard to the percentage of the district's enrollment that is eligible for free- and reduced-price lunch, provided that, if any formula changes are made, additional funding should be provided to maintain sparsity aid payments to districts that are currently eligible.

Resolution 12-03: Increase Revenue Limits Aligned to CPI

Create: The WASB supports legislation to increase per-pupil revenue limits statewide by a dollar amount aligned to the percentage increase, if any, in CPI-U [*Consumer Price Index for All Urban Consumers*] as identified in 2011 Wisconsin Act 10 for purposes of bargaining changes in total base wages for represented positions, applied to the statewide average revenue-limit authority per pupil.

Resolution 12-04: Modification of Revenue Limits — Special Education Costs

Amend 2.41(q), Modification of Revenue Limits: The WASB supports allowing the annual increase in a public school district's prior fiscal-year expenditures for special education not funded by state categorical aid and federal aid to be exempt from revenue limits.

Resolution 12-05: Modification of Revenue Limits — Pupil Transportation Costs

Amend 2.41(r): The WASB supports allowing districts to levy taxes outside of revenue limits for per-pupil expenditures for transportation above the state average per-pupil expenditure for transportation as well as for increases in fuel and utility costs and costs for energy-conservation efforts, including those which involve capital maintenance.

Resolution 12-06: Revenue Limit Calculation Timeline

Amend 2.41(i): The WASB supports legislation to provide that a district's revenue limit would be determined prior to the start of the district's fiscal year. In addition, The WASB supports allowing each school district with declining enrollment to use a five-year rolling average of enrollment based on enrollment data from the previous five fiscal years to calculate its annual revenue limit, allowing each school district with increasing or stable enrollment to use a three-year rolling average of enrollment based on enrollment data from the previous three fiscal years to calculate its annual revenue limit, and allowing a district to apply to the Department of Public Instruction for emergency aid or revenue flexibility.

Resolution 12-07: Oppose Private School Aid

Amend 2.70, Private School Aid: The WASB opposes the use of federal and state tax monies to subsidize nonpublic schools or nonpublic students/parents through a voucher system, tuition tax credit or deduction plan, or other similar arrangements.

The WASB opposes any expansion of vouchers in Wisconsin and believes:

- (a) Private and parochial schools that accept state funding through taxpayer-financed vouchers (hereafter "private voucher schools") must be held to the same statutory requirements, testing requirements and accountability measures as public schools;
- (b) Students in private voucher schools and public schools should be required to take the same state assessments and results should be required to be calculated the same way to ensure comparisons of the performance of public school students and students in private voucher schools are valid and fair;
- (c) Teachers and administrators in private voucher schools should be required to meet the same standards required of public school teachers and administrators;
- (d) Graduation rates for public schools and private voucher schools must be calculated in the same manner, using objective, validly comparable data and must account for private voucher school policies such as those allowing expulsion of students for poor academic performance;
- (e) If continued, vouchers should be available only to low-income children. Initial income eligibility for vouchers should be determined using the federal free- and reduced-meal poverty standard;

- (f) Providing taxpayer-financed vouchers to private voucher schools through "sum sufficient" appropriations harms the vast majority of Wisconsin's students by diminishing the resources available for public schools. Creating two publicly-supported education systems threatens the sustainability of both systems;
- (g) Arguments that private voucher schools provide similar education at lower costs than public schools are fundamentally flawed in that they ignore that private voucher schools educate dramatically fewer students with disabilities, have dramatically more latitude to select, reject or expel students, do not provide pupil transportation and are not required to adhere to rigorous teacher or administrator licensure qualification standards, all of which reduce the costs to private voucher schools and shift these costs to public schools and the taxpayers who support them.
- (h) If the voucher program continues it must be required that a student must have attended a public school for a minimum of one year to be eligible to receive a voucher.

Repeal 3.91 Private School Accountability.

Resolution 12-08: Oppose Private School Aid — Special Education Vouchers

Create: The WASB opposes the use of state tax monies to provide special education vouchers for students with disabilities or other special educational needs to attend private schools located anywhere in the state.

Resolution 12-09: Statewide Student Information System

Create: The WASB supports DPI's development of the operational standards or parameters needed for a statewide student information system to function effectively and supports allowing the use of any vendor- or district-developed student information system that effectively meets the DPI's standards.

Resolution 12-10: State School Accountability System and ESEA Waiver

Create: The WASB supports the state's efforts to develop a state school accountability system for all schools that receive public funds as a necessary step to applying for a federal waiver from the accountability provisions of the current version of the Elementary and Secondary Education Act (ESEA), known as No Child Left Behind. The WASB further supports the state's efforts to obtain a federal ESEA flexibility waiver.

Resolution 12-11: Independent Charter Schools

Amend 3.21 Charter Schools:

The WASB opposes the creation or operation of a state-level charter school authorizing body that would be legally empowered to authorize independent charter schools throughout the state.

The WASB supports charter schools for experimental and innovative programs provided:

- (a) The school board is the sole chartering agency.
- (b) Exemptions from many state "input-type" standards and restraints are allowed in exchange for accountability to clear and high standards of student outcomes.
- (c) Funding arrangements are determined by the school board and charter school.
- (d) Charter schools are required to maintain health and safety standards for pupils and staff, operate as nonsectarian entities, and be open to all district students without charge for tuition, regardless of ethnicity, national origin, gender, or disability.
- (e) The WASB supports maintaining a school board's final authority to approve charter school applications.

Resolution 12-12: CESAs and Virtual Charter Schools

Create: The WASB supports allowing CESAs to enter into cooperative agreements with individual school districts to establish virtual charter schools authorized by the board of the local school district. The WASB opposes legislation granting CESAs the authority to establish independent virtual charter schools.

Should any CESA be authorized to operate a virtual charter school without entering into a cooperative agreement with a school district, The WASB supports limiting per-pupil payments to any CESA-authorized virtual charter school to an amount identical to the per-pupil amount of the open-enrollment transfer payment to prevent CESA-authorized virtual charter schools from unfairly competing with school board-authorized virtual charter schools.

Resolution 12-13: Open Enrollment-Applications outside the Statutory Window

Create 3.77(j): If an exception to the open enrollment statutory window period is created, the WASB supports requiring open enrollment applications submitted beyond the statutory window period that do not include a specific reason for the transfer to be subject to approval by the school board of the resident district.

Resolution 12-14: Grievance Procedures Under 2011 Act 10

Create: The WASB supports legislation clarifying the grievance procedures established under 2011 Act 10 to specify that the non-renewal of a teacher or administrator under the statutory non-renewal process does not constitute discipline or a termination that would trigger the Act 10 grievance procedure.

Resolution 12-15: Educator Effectiveness

Amend 4.80(c): The WASB supports legislation that would allow districts to develop a teacher evaluation instrument that would include all test/assessment results as part of the criteria for evaluating teachers. The WASB supports efforts to develop a model teacher-evaluation system, provided that such a system is not mandated, is implemented gradually, and allows districts that have piloted their own rigorous teacher-evaluation systems to continue to use those evaluation systems.

Create 4.80 (d): The WASB supports efforts to:

- (1) develop definitions of key guiding principles of a high-quality educator-effectiveness system;
- (2) create model performance-based evaluation systems for teachers and principals;
- (3) build a regulatory framework for implementation that includes how student achievement will be used in context; and
- (4) make recommendations for methods to support improvement and recognize performance.

Resolution 12-16: Rehiring WRS Retirees

Create: The WASB opposes legislation to require that, if a person who is receiving a Wisconsin Retirement System (WRS) retirement annuity is rehired in covered employment, the employee's annuity shall be suspended and no WRS annuity can be paid until the employee terminates covered employment.

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REPORTS OF THE PRESIDENT OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

(Item 1) Monthly Report of the President of the Milwaukee Board of School Directors

Submitted by President Bonds

During the month of February, the Board's President:

- (1) met with various school board members on MPS issues;
- (2) met with Dr. Thornton on various MPS issues;
- (3) met with several individuals regarding possible partnership with MPS on technical and career trades;
- (4) met with Tim Sheehy of Milwaukee Metropolitan Association of Commerce (MMAC) to discuss the Common Report Card and its subgroup's composition;

- (5) meet with representatives of the Greater Milwaukee Committee’s (GMC) Education Committee to discuss partnership issues with them;
- (6) talked with other elected officials regarding MPS issues;
- (7) met with numerous community leaders on MPS issues;
- (8) met with UWM Chancellor Michael Lovell on possible partnership between UWM and MPS;
- (9) met with MTEA’s leadership on several issues; and
- (10) attended Vincent High School’s community forum hosted by Director Mark Sain.

Report on Board Members’ Attendance at Board and Committee Meetings — 1st and 2nd Quarters

Below is the report on the attendance of all Board members at Board and Committee meetings during the third quarter of the current Board year.

Member	Attendance		
	3 rd Quarter		
	November 1, 2011-January 31, 2012		
	Meetings Assigned ¹	Meetings Attended	Meetings Observed ²
Blewett	7	4	0
Bonds	8	8	2
Falk	9	9	2
Holman	7	6	3
Miller	10	10	1
Sain	10	10	1
Spence	7	7	1
Voeltner	10	9	0
Woodward	12	12	0

¹ The number of meetings assigned may vary according to the number of committees to which a Board member has been assigned and how often those committees have met or to the number of special meetings the Board has held.

² “Meetings Observed” are those meetings of the Board’s committees to which the Board member is not assigned, but which he/she has attended to observe or to provide testimony.

Except in cases of sudden emergencies, it is the practice of Board members to give advance notice and to ask to be excused when they are aware that they will not be able to attend a scheduled meeting of the full Board or of a committee to which they have been appointed.

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RESOLUTIONS

1112R-023

by Director Miller

WHEREAS, Two of the core beliefs outlined in the *Working Together-Achieving More* Action Plan to improve Milwaukee Public Schools are “children come first” and “the classroom is the most important place in the district”; and

WHEREAS, The mission of MPS, as stated in the *Working Together-Achieving More* Action Plan to Improve Milwaukee Public Schools, is to educate “all students for success in higher education, careers and responsible citizenship”; and

WHEREAS, These core beliefs have been codified throughout the Administrative Policies adopted by the Board; and

WHEREAS, To ensure that students have a voice in the school environment, the district has adopted policies to promote students taking responsibility for their education, including:

- a) Administrative Policy 7.19 — Student-Initiated Student Groups;
- b) Administrative Policy 7.20 — Student Publications;
- c) Administrative Policy 8.18 — Student Involvement in Decision Making;
- d) Administrative Policy 8.04 — Student Desegregation; and

WHEREAS, The Board acknowledges the need for effective school and classroom environments and has adopted policies to meet this objective, including:

- a) Administrative Policy 1.03 — Parent Involvement;
- b) Administrative Policy 4.04 — Student Transportation Services;
- c) Administrative Policy 4.06 — Student Nutrition and Wellness Policy;
- d) Administrative Policy 7.13 — Exceptional Education Programs;
- e) Administrative Policy 7.25 — Classroom Size;
- f) Administrative Policy 8.18 — Student Involvement in Decision Making; and

WHEREAS, The Board recognizes and endorses the importance of providing foreign-language instruction and support for students who do not speak English proficiently and has adopted policies to promote language instruction, including:

- a) Administrative Policy 7.12 — Foreign Languages
- b) Administrative Policy 7.15 — Bilingual Instruction and Bicultural Education; and

WHEREAS, In its mission to educate all students, the Board has taken steps to ensure that the district’s programs and procedures are non-discriminatory, which are codified in the following policies:

- a) Administrative Policy 8.01 — Student Non-Discrimination
- b) Administrative Policy 8.02 — Student Anti-Sexual Harassment
- c) Administrative Policy 8.50 — Homeless Students; and

WHEREAS, Acknowledging that every student deserves a safe learning environment, the Board has adopted policies to promote safe schools, including:

- a) Administrative Policy 8.22 — Alcohol Use By Students/Student Drug Abuse
- b) Administrative Policy 8.23 — Weapons in the Schools (And Criminal Offenses)
- c) Administrative Policy 8.36 — Student Safety
- d) Administrative Policy 8.17 — Student Rights, Responsibilities, and Discipline
- e) Administrative Policy 8.26 — Locker Searches; Interviews of Students By Law Enforcement Officers; Removal of Student from School By Law Enforcement Officers; Metal Detectors; Interviews and Removal of Students From School by Child Protective Services;

- f) Administrative Policy 8.27 — Student Complaints and Grievances;
- g) Administrative Policy 8.28 — Student Discipline; and

WHEREAS, The Youth Empowered in the Struggle (YES) is the youth arm of Voces de la Frontera and is a youth-led, multicultural social justice group that struggles for students', immigrants', and workers' rights; and

WHEREAS, The district publishes the Parent/Student Handbook on Rights, Responsibilities, and Discipline on an annual basis and provides each student with a copy; and

WHEREAS, YES has written a Student Bill of Rights that emulates this handbook, as well as many of the goals and objectives outlined in MPS Policies and Procedures; and

WHEREAS, The Student Bill of Rights reads:

Student Power and Voice

Students have the right to organize and have a voice in their school.

Student representatives should be included in any decision-making that significantly affects the student body.

Students have the right to full disclosure by administration, as do parents, teachers, staff, and the community.

Students have the right to organize across schools. The students of a district have the right to establish an inter-school organization in which the issues of different schools are shared and the entire student community can provide support to ensure that no school is isolated.

Students and parents/guardians are to be informed of the students' rights. Students shall present the Student Bill of Rights peer-to-peer annually and have access to a copy.

Students have a right to a school environment where all teachers and staff have the right to collectively bargain.

Students have the right to a desegregated public education system that is not undermined by privatization.

School and Classroom Environment

Students have the right to a reasonable class size where the teacher can give adequate attention to each and every student.

Students have the right to a focused and peaceful environment through mutual respect between teachers and students. This should translate into equal power dynamics in the classroom and expectations applied equally to both students and adults.

Every student has the right to a quality education that meets his or her needs. Students have the right to additional support such as tutoring and support for students with disabilities.

Students have the right to hands-on and cultural activities to enhance their learning experience, including access to technology, arts, and music. Student input should be listened to in regards to teaching style and classroom activities in order to craft a classroom environment in which students learn best.

Schools should hold events that foster a positive relationship between the school, parents, and the community. Schools should also foster inter-generational relationships in order to establish a stronger school community.

Students have the right to an affordable, nutritious, and dignified lunch that is properly cooked, as well as a lunch period that allows sufficient time to eat.

If a student's family financial situation prohibits them from paying school fees, they should have the right to financial assistance.

All students deserve access to good transportation to and from school.

All students deserve a school facility that is a safe and adequate space for learning.

Bilingual Education

Students have the right to learn two languages, including their home language.

Students who are in the process of learning English deserve access to their school's curriculum with support in their native language.

Students who are proficient in English should still be given the opportunity to continue to develop their native language fluency and literacy skills.

Bilingual students deserve access to teachers who are certified in bilingual education by the Department of Public Instruction, bilingual curricular resources and materials, and bilingual guidance counseling.

Freedom from Discrimination

Students have a right to freedom from all forms of discrimination. This includes but is not limited to discrimination based on ethnicity, class, sex, disability, pregnancy, religion, native language, sexual orientation, gender expression, housing status, self-expression/personal style, or immigration status.

Students have the right to teachers, staff, and administrators who understand the community in which they are working and have taken anti-racist/anti-bias training.

Every student has the right to access high-level curriculum and advanced classes, and to be encouraged to take these classes.

Students have the right to a culturally diverse, anti-racist curriculum that values ethnic studies and reflects the student body and the diversity of the United States.

Students have the right to form any student organization or group free from discrimination, as long as the group does not advocate discrimination or harm toward others.

Schools are required to equally enforce policies with all students (dress code, disciplinary actions, etc.), without discrimination or favoritism. Schools also must evaluate their policies to be sure they are not inherently discriminatory.

Schools must document the demographics of students who are reprimanded by police in school, suspended, or expelled, in order to track and protect against racial profiling.

Students have the right to appeal if they feel they have been discriminated against.

Security and Discipline

Every student has the right to a school environment in which they feel safe.

Schools should not reflect prison-like conditions or perpetuate this mentality towards the student body.

Schools should attempt to resolve safety issues by investing in the culture of the school, through anti-bullying initiatives and other programs, rather than relying only on enforcement strategies.

Students have the right to be informed of security's reasonable cause before being singled out for searching or questioning.

Any disciplinary action should seek to address the root of the problem the student is experiencing, instead of just removing them from the learning environment.

Schools should not rely upon the police to resolve issues that can be handled by mediation by students, administration, or faculty members through a restorative justice model.

Police and security officers cannot be aggressive, violent, or disrespectful toward students.

Students have the right to a clear and simple complaint process that produces real results if they feel they have been unfairly searched or punished, or disrespected by an officer.

Life After School

All students have the right to qualified staff who will assist them through their college application process and encourage them to attain a post-secondary education.

Students have the right to access college information such as scholarships, colleges to choose from, financial aid opportunities for low-income or undocumented families, and the positive impact of college education.

Students have the right to organized counseling programs that will guide and advise them throughout their high school years. Students have the right to confidentiality in these programs with the exception of direct and imminent harm to the student or another person.

Students have the right to beneficial activities aimed at improving their self-esteem, physical well-being, and overall person. This includes the right to health information including full information about sexual health.

Students have the right to be presented with unbiased truths that aid the students in the transition from school to higher education or the work force. Students who have plans to enter the work force should be provided with worker rights orientation in the same way that college bound students receive support to continue their education.

Students have the right to know what kind of activities and courses favor them in the college admission process, and to have access to the courses and programs that colleges look for.

Undocumented students should have the right to access in-state tuition rates at the colleges and universities in their state of residence; and

WHEREAS, The Board wholeheartedly encourages students to take responsibility for their education; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors directs the Administration to adopt the spirit of the Student Bill of Rights drafted by the members of Youth Empowered in the Struggle (YES).

Referred to the Committee on Legislation, Rules and Policies.

1112R-024

by Director Blewett

WHEREAS, The Milwaukee Board of School Directors (the Board) has the authority to set personnel policies and terms and conditions of employment for its employees, and

WHEREAS, It is desirable for the Board and the employees of the Board to work cooperatively to create an environment that leads to improvements in education for our students and to establish a harmonious relationship that fosters good will, innovation, and high-quality educational services; and

WHEREAS, A procedure should be developed whereby Board employees can designate a representative to participate with management in a particular process of communication as designed by the Board that will facilitate:

- (1) freer and more effective expressions of employees' views, issues, ideas, and interests with regard to terms and conditions of employment, the provision of educational services, improvement of cost efficiency, and other matters of importance to Board employees and the Board; and

- (2) the adoption by the Board of policies and procedures that will promote harmony, efficiency, quality, high morale, and effective provision of educational services to the students in the school district; and

WHEREAS, The Board wishes to establish procedures for the accomplishment of such goals without in any way diminishing:

- (1) the Board's authority to set policies and terms and conditions of employment or otherwise exercise its lawful authority;
- (2) the Board's and each Board Director's prerogative to consult with any individual, employee, or group with respect to any matter within the Board's authority; or
- (3) the rights of any such individual, employee, or group to make their views known to the Board and/or any Board Director through processes outside of those specialized procedures designed by the Board for the purposes set forth above; and

WHEREAS, To further the above-described public purposes, the Board hereby desires to establish procedures through which authorized representatives of employees will meet and confer with the Administration on terms and conditions of employment and other matters related to the delivery of educational services in a meaningful meet-and-confer process; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors adopt a meet-and-confer process; and be it

FURTHER RESOLVED, That the meet-and-confer process recognize the following employee groups within the school district:

- (1) teachers
- (2) substitute teachers
- (3) school psychologists
- (4) educational assistants
- (5) school accountants/bookkeepers
- (6) school support, including recreation and groundskeeper, warehouse, social work aides, and AV assistants
- (7) secretarial employees
- (8) engineers, boiler attendants, and boiler attendant trainees
- (9) food service managers, assistants, HCAs, and school nursing associates
- (10) part-time recreation workers
- (11) building trade employees
- (12) building service helpers; and be it

FURTHER RESOLVED, That there be an authorized employee representative for each employee group:

- (1) An employee organization shall be an organization of employees for an employee group defined in section 1, that does not include supervisory or confidential employees.
- (2) An employee organization shall be recognized as the authorized representative if it has historically represented employees as the majority representative for an employee group defined in section 1. Such authorization shall continue unless the Board demonstrates to the employee organization, based on objective criteria, that the authorized representative has lost the support of a majority of the employee organization.

- (3) Nothing in this provision requires the authorized employee representative be the certified bargaining representative under Wis. Stat. §111.70. In the event that the authorized employee representative is also the certified representative for collective bargaining, the Board recognizes its obligation to bargain with the certified representative with respect to total base wages pursuant to Wis. Stat. §§111.70(1)(a), (4)(mb).
- (4) There shall be only one authorized employee organization for each employee group for the purpose of meeting and conferring under this policy; however, nothing in this policy shall prevent individual employees or representatives of other employee groups from communicating directly with the Board or any of its Directors or Administration; and be it

FURTHER RESOLVED; That the Board establish the following meet-and-confer process:

- (1) The purpose of this section is to establish a meet-and-confer process to develop mutual recommendations in the form of meet-and-confer joint recommendations for submission to the Board. The goals of the meet-and-confer process shall include the provision of high-quality educational services, the facilitation of harmonious relations between employees and the school district, enhancing employee performance, and maximizing efficiency. The meet-and-confer process shall include discussions of work issues including compensation, benefits, and other terms and conditions of employment as well as other matters related to the provision of high-quality educational services to children in the district.
- (2) Within a month following the adoption of this resolution, the Administration and the authorized employee organization shall designate their representatives and hold an initial organizational meeting. Such a meeting may include establishing committees, processes, or schedules to facilitate communication and achieve mutual goals and may be mutually changed as necessary and appropriate.
- (3) The Administration may also meet and confer with multiple authorized employee organizations representing multiple employee groups when all parties mutually agree that it would be beneficial to do so.
- (4) The authorized representative and Administration and their designated representatives shall meet as frequently as necessary to accomplish their purpose. They shall confer in good faith with sincere resolve to reach consensus on all issues that are the subject of the meet-and-confer process. By November 1 of each year, or an agreed-upon time prior to the adoption of the District's budget, the parties shall submit their meet-and-confer joint recommendations to the Board for consideration, accompanied by any proposed new or amended administrative policies or procedures, resolutions, etc. as may be necessary to implement a recommendation adopted by the Board. In addition to this annual submission of recommendations, the Administration or the Board shall notify the authorized employee representative when a proposed change in policy or procedure or new policy or procedure affecting terms and conditions of employment is sought, and engage in the meet-and-confer process regarding such policies or procedures.
- (5) Following good-faith participation in the meet-and-confer process, if the parties conclude that the process has reached impasse, the parties will engage in mediation in an effort to resolve their differences.
- (6) The Board may accept, reject, or modify the meet-and-confer joint recommendations resulting from the meet-and-confer process in whole or in part, or it may take whatever action it deems appropriate consistent with applicable laws. Nothing in this resolution/policy shall prevent the Board or elected officials from acting unilaterally in exercising any powers or fulfilling any duties, responsibilities, or deadlines conferred or imposed by law, including the powers and duties of the Administration as set forth in Wis. Stat. Ch. 118 and 119; and be it

FURTHER RESOLVED, That no recommendations that are inconsistent with any collective bargaining agreement currently in effect may be adopted by the Board and take effect until the expiration of said collective bargaining agreement; however, the meet-and-confer process may commence with respect to any issue upon the Board's adoption of this policy.

Referred to the Committee on Accountability, Finance, and Personnel.

1112R-025

by Director Blewett

WHEREAS, The Milwaukee Board of School Directors declares in its mission statement that it has the responsibility to educate "all students" for "responsible citizenship"; and

WHEREAS, The Wisconsin Department of Instruction charges schools within its purview with "helping children develop to their full potential as citizens...developing citizenship means becoming a productive, responsible, caring and contributing member of society..."; and

WHEREAS, Voting is a right of all eligible voters in any country and the foremost way to exhibit good citizenship and civic responsibility; and

WHEREAS, Governor Scott Walker signed into law a new Voter Identification Bill on May 25, 2011, that requires voters to present a driver's license, state ID, passport, military ID, naturalization papers, or tribal ID in order to vote; and

WHEREAS, Elections play a vital role in a system of representative democracy, and young people who are involved in the electoral process affirm their support as well as acquire a stake in the system; and

WHEREAS, Voting is the only form of participation in which each citizen has an equal say (one person, one vote); and

WHEREAS, As young people may have political interests that differ from those of older voters, if young people do not vote, they and their distinct interests are more likely to be ignored or neglected by policymakers; and

WHEREAS, On July 3, 2008, the Board adopted Resolution 0809R-002, which, in part, directed MPS schools to offer voter-registration opportunities to all eligible students who are over seventeen years of age, and the Administration to develop voter-registration programs for parents and guardians of students; and

WHEREAS On October 27, 2011, the Board adopted Resolution 1112R-008, which, in part, called for the Administration to create and implement, beginning with the 2011-12 school year, a voter-registration program for students; and

WHEREAS, The Working Together, Achieving More Action Plan for Milwaukee Public Schools states as a strategy that "community partnerships add value"; and

WHEREAS, The Milwaukee Youth Council is an elected body of 14-18-year-old students, one from each Aldermanic district, who represent the interests of young people; and

WHEREAS, Nine of the 15 members of the Milwaukee Youth Council are MPS students; and

WHEREAS, The Milwaukee Youth Council has expressed a desire to partner with MPS to encourage voter registration of students aged 18 and older; and

WHEREAS, The members of the Milwaukee Youth Council have suggested a voter-registration program that includes a speech by an elected official, information about how to obtain a Voter ID card, and an actual voter registration; and

WHEREAS, The Milwaukee Youth Council is willing to help facilitate forums such as these, in partnership with other community groups who have an interest in election-related activities; now, therefore, be it

RESOLVED, That the Administration is directed to work with the Milwaukee Youth Council to put together a civic-engagement forum in each MPS school; and, be it

FURTHER RESOLVED, That these forums should include a component about Voter ID, as well as the opportunity for students of age to register to vote; and, be it

FURTHER RESOLVED, That the Administration is to report back to the Board about this effort no later than the April 2012 Board cycle.

Referred to the Committee on Parent and Community Engagement.

The Board adjourned at 8:00 PM.

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