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Details:

(FORM UPDATED: 08/11/2010)

WISCONSIN STATE LEGISLATURE ... PUBLIC HEARING - COMMITTEE RECORDS

2009-10

(session year)

Senate

(Assembly, Senate or Joint)

Committee on ... Education (SC-Ed)

COMMITTEE NOTICES ...

- Committee Reports ... **CR**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**

INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt** (w/Record of Comm. Proceedings)
- Clearinghouse Rules ... **CRule** (w/Record of Comm. Proceedings)
- Hearing Records ... bills and resolutions (w/Record of Comm. Proceedings)
(**ab** = Assembly Bill) (**ar** = Assembly Resolution) (**ajr** = Assembly Joint Resolution)
(**sb** = Senate Bill) (**sr** = Senate Resolution) (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

* Contents organized for archiving by: Gigi Godwin (LRB) (August/2011)

Senate

Record of Committee Proceedings

Committee on Education

Senate Bill 405

Relating to: the powers and duties of the board of school directors and the superintendent of schools in a first class city school district, awarding a grant to a nonprofit corporation, requiring a referendum, and granting rule-making authority.

By Senators Taylor, Plale and Carpenter; cosponsored by Representatives Colon, Fields, Richards, Staskunas, Hintz and Danou.

November 20, 2009 Referred to Committee on Education.

January 5, 2010 **PUBLIC HEARING HELD**

Present: (7) Senators Lehman, Jauch, Erpenbach, Hansen, Olsen, Grothman and Hopper.
Absent: (0) None.

Appearances For

- Lena Taylor, Milwaukee — Sen., 4th Senate District
- Pedro Colon, Milwaukee — Rep., 8th Assembly District
- Michael Morgan, Madison — Secretary, Department of Administration
- Tom Barrett, Milwaukee — Mayor, City of Milwaukee
- Tony Evers, Madison — State Superintendent, Wisconsin Department of Public Instruction
- Willie Hines, Milwaukee — Milwaukee Common Council President
- Darryl Morin — League of United Latin American Citizens
- Jeanette Mitchell, Milwaukee
- Lee Shaw, Milwaukee — Pastor, St. Gabriel's Church of God in Christ
- Enrique Figueroa, Milwaukee
- Mose Fuller, Milwaukee — Pastor, St. Timothy Baptist Church
- Rogers Onick, Milwaukee — Dr.
- James Rowe, Milwaukee
- Steve Baas — MMAC
- Katy Venskus, Oconomowoc — Education Reform Now, Democrats for Education Reform
- Joyce Mallory, Milwaukee
- Sue Endress, Milwaukee
- Ina Howard, Milwaukee

- Robin Reese, Milwaukee
- Joe Davis, Milwaukee — Ald., Common Council, 2nd District

Appearances Against

- Tamara Grigsby, Milwaukee — Rep., 18th Assembly District
- Spencer Coggs, Milwaukee — Sen., 6th Senate District
- Polly Williams, Milwaukee — Rep., 10th Assembly District
- Michael Bonds, Milwaukee — MPS Board President
- John Walsh, Milwaukee — WISDOM
- Jerry Ann Hamilton, Milwaukee — NAACP
- Peter Blewett, Milwaukee — Milwaukee Public School Board
- Peter Knotek, Racine — Racine Educational Association
- Francisco Urbina, Milwaukee
- Fred Oby, Milwaukee
- Ms. Rose, Milwaukee
- Khalil Coleman, Milwaukee — PUMPS
- Michael Rosen, Milwaukee — American Federation of Teachers 212
- Charlie Dee, Milwaukee — American Federation of Teachers-WI 212
- Bob Wendorf, Milwaukee
- Gerald Glazer, Milwaukee
- Matt Brusky, Milwaukee — Citizen Action
- Jennifer Morales, Milwaukee
- Mary Glass, Milwaukee — Milwaukee Professionals Association (LEAs)
- Philip Blank, Milwaukee — Dr.
- Roger Brooks, Milwaukee
- Bonnie Brusky, Milwaukee — Milwaukee Teachers Education Association
- Kim Schroeder, Milwaukee — Milwaukee Teachers Education Association
- Becky Flagg, Milwaukee
- Kelly McMahon, Milwaukee
- Constance Morrow, Milwaukee
- Francisco Enriquez, Milwaukee
- Diana Phetsarath, Milwaukee
- Teasha Banister, Milwaukee
- Nathan Zetting, Milwaukee
- Samantha Sayavong, Milwaukee
- Anthony Baldwin, Milwaukee
- Todd Alan Price, Kenosha — Wisconsin Green Party
- Wendell Harris, Milwaukee
- Roosevelt Sanders, Milwaukee

- Charisha Alter, Milwaukee
- Rozalia Harris, Milwaukee — Milwaukee Teachers Education Association
- Raymond Vahey
- Carolyn Vargo, Milwaukee
- Marva Herndorn, Milwaukee
- Tommy King, Milwaukee — Greater Milwaukee Green Party
- Linda Mistele, Milwaukee
- Dave Bradford, Milwaukee
- William O'Rourke, Milwaukee
- Donelle Johnson, Milwaukee — ACLU of Wisconsin-Milwaukee Chapter
- David Liners, Milwaukee
- Lawrence Hoffman, Milwaukee — Coalition to Stop the MPS Takeover, Educators Network for Social Justice
- Kate O'Neil, Milwaukee — Coalition to Stop the Takeover of MPS
- Tom Phillipson, Milwaukee — Wisconsin Exceptional Children Advocacy Network
- Tina Owen, Milwaukee — The Alliance School, MPS
- Bob Burkart-Lemke, Milwaukee
- Mary Ulander, Whitefish Bay
- Daniel Sorney, Milwaukee
- David Guran, Milwaukee
- LaMonte Harris, Milwaukee — PUMPS
- Chris Fons, Milwaukee — Milwaukee Teachers Education Association
- Christine Newman-Ortiz, Milwaukee — Voces de la Frontera
- Mayela Vainsteia, Milwaukee
- Judy Gundry, Milwaukee
- Maria Nogueron, Milwaukee
- Dream Guenther, Milwaukee
- Amy Gutowski, Milwaukee
- Bob Peterson, Milwaukee — Rethinking School
- Melissa Tempel, Milwaukee
- Kelly McMahan, Milwaukee — Milwaukee Teachers Education Association
- Rick Lerche, Milwaukee — Milwaukee Teachers Education Association
- Katherine Geiger, Milwaukee
- Brian Verdin, Milwaukee
- Mark Wulff, Milwaukee
- Cheryl Hayes, Milwaukee
- Joan Christopherson Schmidt, Milwaukee

- ViAnna Jordan, Milwaukee
- Jacqueline Ivy, Milwaukee
- Linda Markowski, Milwaukee
- Nicole Rajchel, Milwaukee
- Georgia Wright, Milwaukee — Mothers of the Struggle
- M. Joelise Restle, Milwaukee
- Carolyn Arrington, Milwaukee — Mothers of the Struggle
- Mari Scicevo, Milwaukee
- Becky Mroteu, Milwaukee
- Laura Manriquez, Milwaukee

Appearances for Information Only

- Monica Murphy, Milwaukee — Disability Rights Wisconsin
- Alie Kriofske, Milwaukee — Independence First
- Jenny Stonemeier, Milwaukee
- Peggy Krusick, Milwaukee — Rep., 7th Assembly District
- Dorothy Wood, Milwaukee
- Mark Thompson, Milwaukee — Rev., Milwaukee City Council, PTA
- Bama Grace, Milwaukee
- Mike Langyel, Milwaukee — Milwaukee Teachers Education Association
- David Weingard, Shorewood
- Raymond Mess, Milwaukee
- Katie Fabian, Milwaukee

Registrations For

- Hazel Montgomery, Milwaukee
- Kimberly Montgomery, Milwaukee
- Bruce Myers, Shorewood
- Daisy Grimes, Milwaukee
- London Thomas, Milwaukee
- Jamison Montgomery, Milwaukee
- James Montgomery, Milwaukee
- Angela Montgomery, Milwaukee
- Trisha Scott, Milwaukee
- Fred Shorter, Jr., Milwaukee
- Joe Smith, Milwaukee
- Sallye Edwards, Milwaukee
- Yvette Mitchell, Milwaukee
- Eileen Galas, Milwaukee
- Kathy Glembin, Milwaukee
- Louise Young-Benson, Milwaukee
- Tracey Sparrow, Milwaukee

- Julietta Henry, Milwaukee
- Kathy Zapfel, Milwaukee
- Daisy Cubias, Milwaukee
- Hortencia Briseno, Milwaukee
- Jim Novak, Milwaukee
- Lourdes Castillo, Milwaukee
- Oscar Tovar, Milwaukee
- Kenneth Blacks, Milwaukee
- Jim Doyle, Madison — Governor
- Joel Brennan, Milwaukee — CEO of Discovery World
- John Zapfel, Milwaukee
- Audra Brennan, Milwaukee
- Carl Hampton, Madison
- Marissa Miller, Milwaukee
- John Jacobson, Milwaukee
- Nick Kiedrowski, Milwaukee
- Larry Moore, Milwaukee
- Michael Miller, Milwaukee
- Marcey Patterson, Milwaukee
- Caitlin Jeidy, Milwaukee
- Courtney Kenyn, Milwaukee
- Alexis Peterson, Milwaukee
- Donald Zapfel, Milwaukee
- Maxine May, Milwaukee
- Myra Edwards, Milwaukee
- Greg Lewis, Milwaukee — St. Gabriel's Cogil
- Glenn Mathews, Milwaukee
- Kevin Newell, Milwaukee
- Javier Tapia, Milwaukee
- Davon Turner, Milwaukee
- Monique Peekins, Milwaukee
- Bridgett Gonzalez, Milwaukee
- Carla Cross, Milwaukee
- Tim Mahone, Milwaukee
- Deidra Edwards, Milwaukee
- Judith Tietyeau, Milwaukee
- Paul Sweeney, Milwaukee
- Mandela Barnes, Milwaukee
- Ross Torsrud, Milwaukee
- Cory Nettles, Bayside
- Michael Murphy, Milwaukee — Alderman
- Frenchie Jones, Milwaukee
- Neil Radtke, Milwaukee
- Yvonne Brodsley, Bayside

- Karyn Sobczak, Milwaukee
- Peggy Hong, Milwaukee
- Jaime Alvareda, Milwaukee
- Barbara Horton, Milwaukee
- Jon Richards, Milwaukee — State Rep.
- Terry Witkowski, Milwaukee
- David Riemer, Milwaukee
- ReDonna Rodgers, Milwaukee
- Jack Murtaugh, Milwaukee
- Pamela Malone, Milwaukee — Dr.
- Dalibar Drummer, South Milwaukee
- Johnna Scott, Milwaukee
- Tim Carpenter, Milwaukee — State Senator
- Vernal Switzer, Milwaukee
- Jeffery Smith, Milwaukee — St. Paul Community/Lighthouse
- Julia Taylor, Milwaukee
- Jean Muehlerkamp, Camp Douglas — SEIU Local 15
- Julie Landry, Milwaukee

Registrations Against

- Danny Hargrove, Milwaukee — NAACP
- Monroe Swan, Milwaukee
- Katherine Clark, Milwaukee
- Sadie Davis, Milwaukee
- Howard Hoffman, Milwaukee
- Kristin Collett, Milwaukee
- Michelle Trevino, Milwaukee
- Mike Kostich, Milwaukee
- Deborah Kuettner, Milwaukee
- Geoffrey Grohowski, Milwaukee
- Pamela Fendt, Milwaukee
- Deborah Cefalu, St. Francis
- Brenda Ward, Milwaukee
- Esther Hubbard, Milwaukee
- Cynthia Leigh, Milwaukee
- Stanley Loper, Milwaukee
- Michele Roy, Milwaukee
- Leon Lynn, Milwaukee
- Charles Jaspar, Milwaukee
- Susan Wery, Milwaukee
- Sandi Brenner, Milwaukee
- Solomon Johnson, Milwaukee
- N. Atkisson, Milwaukee
- Alma Nation, Milwaukee

- Tracy Holmes, Milwaukee
- Julie Atkisson, Milwaukee
- Cindy Williams, Milwaukee — Transition High School
- E.A. Wilson, Milwaukee
- Kathleen Jadalon, Milwaukee
- J. Chiusolo, Milwaukee
- Adekola Adedapo, Milwaukee
- Angela Riley, Milwaukee — Elm Creative Arts
- Karyn Rotker, Milwaukee
- Mary Hauser, Wauwatosa
- Barbara Eisenberg, Milwaukee — Greater Milwaukee Green Party
- Stephanie Walters, Milwaukee
- James Henry, Jr., Milwaukee
- Bryanna Gayl, Milwaukee — Riverside University
- Swanda Ford, Milwaukee
- Jodi Julius, Milwaukee — MTEA
- Katrese Mabon, Milwaukee — MTEA
- David Blathers — Rev., Paradise Missionary Baptist Church
- Larry Woods, Milwaukee
- Raphel Cole, Milwaukee
- Amanda Walker, Milwaukee
- Raphael Ford, Milwaukee
- Phyllis Keener, Milwaukee
- Charlet Bogan, Milwaukee
- Y. Teddy, Milwaukee
- Ryan Clancy, Milwaukee
- Sparkle Bogan, Milwaukee
- Robert Lowe, Milwaukee
- Kristin Cheever, Milwaukee
- Crystal Hoskin, Milwaukee
- Sharon Kolade, Milwaukee
- Martin Bogan, Milwaukee
- Mildred William, Milwaukee
- Iris Not Given, Milwaukee
- Sheri Krause, Madison — WI Association of School Boards
- Karolyn Anderson, Milwaukee — MICAH
- Karen Van Brant-Kramer, Germantown — MICAH
- David Tojem, Milwaukee
- Ron Anderson, Milwaukee
- Larry Warman, Milwaukee — SEIU
- Tiara LeBourgeois, Milwaukee
- Bonnie Strauss, Milwaukee — SEIU 1199
- Greg Uselmann, Hartland — SEIU

- Marcia Rayho, McFarland — SEIU
- Nikki Polich, Madison — SEIU
- Carrie Not Given, Milwaukee — SEIU
- Tiffani Sanders, Milwaukee
- Diane Craney, Madison — WEAC
- Deb Sybell, Madison — WEAC
- Nathan Hoffmann, Milwaukee — SEIU
- Janet Jennerjohn, Milwaukee
- Bethany Ordaz, Milwaukee — SEIU
- Thomas Dittl, Milwaukee — Hawthorne Elementary
- Laura Vernon, Milwaukee
- Miguel Salas, Milwaukee
- Stephanie Wolfe, Milwaukee
- Justin Quirk, Milwaukee — MPS
- Anne Oulahan, Milwaukee
- Dennis Oulahan, Milwaukee
- Stephanie Schneider, Milwaukee — MTEA
- Jessica Foster, Milwaukee
- Patti Ashton, Milwaukee
- Michele Hilbert, Milwaukee
- Sarah Brumm, Milwaukee
- Ray Klammer, Milwaukee
- Michael Trenorio, Milwaukee
- Kerry Kretchmar, Madison
- Scott Polebitski, Milwaukee
- John Losiniecki, Milwaukee
- Michaelisha Blake, Milwaukee
- Ashley Nash, Milwaukee
- Ann Christensen, Milwaukee
- Joan Aguado, Milwaukee
- Kristen DeCato, Milwaukee
- Mary Shaw, Milwaukee
- Dawn Calarco, Milwaukee
- Jean Taver, Milwaukee — MTEA
- Susan Bietila, Milwaukee
- Kara Lovell, Milwaukee
- Jill Engel, Milwaukee — The Alliance School
- Pam Maschke, Milwaukee
- Jennifer Hoskin, Milwaukee
- Cecelia Collins, Milwaukee — MTEA
- Lynn Rinderle, Milwaukee
- Ashley Riley, Milwaukee
- Ed Garvey, Madison
- Amy Stear, Milwaukee

- Thomas Mueller, Milwaukee — MICAH
- Steven Shea, Milwaukee
- Joyce Ellwanger, Milwaukee — MICAH
- Phyllis Wofford, Milwaukee — AAEC
- Maurice Kilwein, Milwaukee
- Gina Mueller, Milwaukee
- Tom Mueller, Milwaukee — Father
- Daniel Pryzbyla, Milwaukee
- Kenneth Green, Milwaukee
- Antoinette Wagner, Milwaukee
- Kathleen Ryan-Johnston, Pewaukee
- Thomas Harris, Milwaukee — PUMPS
- Lawanda Dotson, Milwaukee
- Tom Spellman, Lake Geneva
- Betty Siemensen, Milwaukee
- Annie Woodward, Milwaukee
- John Goldstein, Milwaukee
- Patrice Robinson, Milwaukee
- Mark Foreman, Milwaukee
- Sandra Guy, Milwaukee
- Claudine Lieneau, Milwaukee
- Chris Holzman, Milwaukee
- Amy Mizialko, Milwaukee
- Marcus Wenzel, Milwaukee
- Bruce Dreyer, Milwaukee
- Melanie Benesh, Milwaukee
- Larry Miller, Milwaukee — MPS School Board
- Tarzan Sims, Milwaukee
- Mark Makaila, Milwaukee
- Shanina Henderson, Milwaukee
- Ervin Weatherby, Jr., Milwaukee
- Clara New, Milwaukee — Dr.
- Kathleen Hart, Greendale
- Katie Quarles, Milwaukee
- Sangita Nayak, Milwaukee
- Wendeline Herndon, Milwaukee
- Shawnee Daniels-Sykes, Milwaukee
- Jean Goedel, Milwaukee
- Albert Siemsen, Milwaukee
- Jean Leonard, Shorewood
- Royal Bonde-Griggs, Milwaukee
- Lee Abbott, Milwaukee
- Jean Williams, Milwaukee
- Michelle Trevino, Milwaukee

- Deb Krether, Milwaukee
- Leila Friedrich, Milwaukee
- Patricia Sittle, Milwaukee
- Gerhard Friedrich, Milwaukee
- Lori Hendrickson, Milwaukee
- Phyllis Deal, Milwaukee — MTEA
- Shakenna Allen, Milwaukee — Mothers of the Struggle
- LaSerrica James, Milwaukee — Mothers of the Struggle
- Sharon Green, Milwaukee
- Lisa Gladney, Milwaukee — MPS
- Suzanne Green, Milwaukee — MTEA
- Laura Rice, Milwaukee
- Lisa Schultz, Milwaukee
- Ann Cirillo, Milwaukee
- Lydia Burton, Milwaukee
- Earnestine Allen-Miliken, Milwaukee
- Patricia Dawson, Milwaukee
- Stephen Neubauer, Milwaukee
- Michelle Allison, Milwaukee
- Stephan Gribble, Milwaukee — Gilbert Stuart Elementary
- Debby Rubin, Milwaukee
- Paul Sickel, Milwaukee
- Jeffery Johnson, Milwaukee
- Kristofer Koneazny, Milwaukee
- Henry Hamilton III, Brown Deer
- Marilyn Diaz, Milwaukee
- Rachel Schlueter, Milwaukee
- Duane Moss, Sr., Milwaukee
- Erica Johnson, Milwaukee
- Melissa Hall, Milwaukee
- LaRon Glover, Milwaukee
- Alice Darnell, South Milwaukee
- Lequandrea Crumble, Milwaukee
- Sharon Pork, Milwaukee
- Gayle Griffin, Milwaukee
- Anne Ziegler, Milwaukee
- Kathy Xiong, Milwaukee
- Francine McNeil-Harris, Milwaukee
- Jean Crandall Jacobs, Milwaukee — New School for
Community Service
- Tamela Perushek, Milwaukee
- Angelia Lalich, Milwaukee
- Lee Henderson, Milwaukee
- Cheryl Ford, Milwaukee

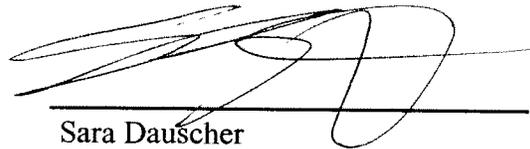
- Amy Johnson, Milwaukee
- Jeri Thorp, Milwaukee
- Willa Lee, Milwaukee
- M. Joelise Restle, Milwaukee
- Joan Janas, Milwaukee
- Nancy Mueller, Milwaukee
- Sandra Small, Milwaukee
- Lisa Perez, Milwaukee — SEIU Local 150
- Stephanie Govin-Matzat, Milwaukee — Milwaukee Teachers Education Association
- C. Michelle Bryant, Milwaukee
- Perry Buck, Milwaukee
- Roger Bybee, Milwaukee
- Rosie Caradine Lewis, Milwaukee — NAACP
- Dorothy Carr, Brown Deer — NAACP
- Joan Amich, Milwaukee
- Charlene Pierce, Milwaukee
- Stachel Swayzer, Milwaukee
- Maureen Dardis, Milwaukee
- Dawn Baker, Milwaukee
- Robert Baker, Milwaukee

Registrations for Information Only

- Barbara Sprewer, Milwaukee
- Cheryl Ward, Milwaukee — International Dyslexia Association- Wisconsin Branch
- Kristina Finnel, Milwaukee
- Orlando Butler, Milwaukee
- Mark Stama, Milwaukee
- Jerome Holzbauer, Milwaukee — Disability Rights Wisconsin
- Michael Harper, Milwaukee

April 22, 2010

Failed to pass pursuant to Senate Joint Resolution 1.



Sara Dauscher
Committee Clerk

SB 405?



Milwaukee Public Schools

October 26, 2009

MPS DIRECTS MORE FUNDING TO THE MOST IMPORTANT PLACE IN THE DISTRICT, *THE CLASSROOM*

Since the seating of the current members of the Milwaukee Board of School Directors, Milwaukee Public Schools has redirected over \$115 million dollars to the classroom.

Despite the hard and painful decisions which the Milwaukee Board of School Directors had to make, it is clear that this Board understands where the most important place is in the district, the classroom.

In addition to instituting a hiring freeze and reducing contracted services, the MPS Board took action to reduce its building capacity and to reduce massive busing costs to the district, thus redirecting over 6 million dollars back into the classroom.

While constructing its 2010-2011 budget, the MPS Board left no stone unturned in fulfillment of its mission to put more dollars in the classroom. With a minimal increase in the Milwaukee Public Schools' portion of the Milwaukee property tax levy and decreased enrollment, MPS, Milwaukee taxpayers, and their children are all facing a time of great financial crisis.

Milwaukee Public Schools is committed to increasing student achievement, and its redirecting millions of dollars to the classroom demonstrate just that.

The MPS Board will continue its work in redirecting its resources to improve those programs that will yield the highest return for our students.

If you have any questions, please feel free to contact Michael Bonds at (414) 520-3890.



**MILWAUKEE
PUBLIC SCHOOLS**

Michael Bonds, President
Milwaukee Board of School Directors, District 3

3519 N. 50th St., Milwaukee, WI 53216
Phone (414) 520-3890 ■ Fax (414) 442-1161

December 22, 2009

Editorial Board
Milwaukee Journal Sentinel
P.O. Box 371
Milwaukee, WI 53201

Dear Editors:

The *Milwaukee Journal Sentinel's* editorial board, in its relentless promotion of mayoral control of the Milwaukee Public Schools system (MPS), continues to provide a one-sided and inaccurate picture of the Milwaukee Board of School Directors. In today's editorial "Yes, he has a plan, and your previous editorial "Headed to bankruptcy?" the editorial board again distorts the facts to blame the current school board for MPS's unfunded liability without acknowledging the following realities.

10 facts:

- First, the current school board was elected in April 2007. It inherited the \$2 billion+ unfunded liability. Where was the *Milwaukee Journal Sentinel's* editorial when this debt was growing prior to 2007? Perhaps it was too busy editorializing for the failed \$100 million MPS Neighborhood School Initiative, privatization efforts, the expansion of school choice, and other failed efforts.
- Second, in 2007, the Milwaukee Board of School Directors approved funding for a consultant to study MPS's fringe benefits and pension issues. The report, entitled the Seager Report, is cited in the McKenzie Report. While the *Journal Sentinel* has referred to the 2007 Seager Report, it did not mention that it was the Milwaukee Board of School Directors that initiated this report and has been systematically addressing the issues which it raised!
- Third, the Milwaukee Board of School Directors has passed cost-saving policies that include health-awareness and health-improvement programs that have saved the district and taxpayers several millions of dollars.
- Fourth, the Board has prepaid pension obligations, thus saving the district millions of dollars.
- Fifth, your editorials do not mention that rising healthcare costs — which are three times the rate of inflation annually — are a challenge for all governmental units in Wisconsin and the main reason that all units of government are struggling with unfunded liabilities. Nor do your editorials acknowledge that these costs are significantly higher in S.E. Wisconsin than they are in the rest of the nation. At least four Wisconsin school districts unsuccessfully pursued highly speculative and risky investments in an effort to address their unfunded liabilities. Despite these irresponsible gambles, which saddled their districts with millions of additional debt, the *Journal Sentinel* has not suggested that these elected school boards should be replaced.
- Sixth, healthcare is an issue of collective bargaining that must be handled via negotiations. Also, in MPS, the union has the right to choose the 3rd-party health administrator. This right



Working Together
Achieving More
<http://www.milwaukee.k12.wi.us>

Milwaukee Board of School Directors

5225 W. Vliet St., Room 273 ■ Milwaukee, WI 53208
Phone: (414) 475-8284 ■ FAX: (414) 475-8071 ■ governance@milwaukee.k12.wi.us
www.milwaukee.k12.wi.us Click on Milwaukee Board of School Directors

was negotiated years ago by previous school boards and administrations. It would require a change in state law for this practice to end. Therefore, MPS cannot go out on the open market and bid without honoring the collective bargaining process. The Mayor is aware of this practice, and mayoral control will not change it.

- Seventh, as School Board President, I invited Mayor Barrett to participate in private high-level discussions with myself, the MPS Administration, and union representatives related to healthcare costs and the district's unfunded liability during the summer of 2009. The Mayor never joined in those conversations. He publicly indicated that his staff had not informed him of those meetings, despite the fact this offer was made on three occasions.
- Eighth, the current school board has closed several underperforming schools in the last several years.
- Ninth, we have cut transportation costs, facility costs, and consultant costs and re-directed millions of those dollars back to the classrooms and towards the prepayment of pension debts.
- Finally, the Board imposed a hiring freeze on the district that went into effect in 2009 as an effort to cut future pension and healthcare costs associated with new employees.

It is very unfortunate that the *Milwaukee Journal Sentinel's* editorial board is so committed to dismantling the elected school board that it continues to misinform the public about the current Milwaukee Board of School Directors. As Milwaukee's only daily newspaper, your one-sided view and failure to hold yourself accountable for failed policies you have promoted as reform — such as vouchers, the Neighborhood Schools Initiative, and small schools — do a grave disservice to the citizens of this great city.

The Milwaukee Board of School Directors is composed of city residents who are dedicated to serving their children, unlike the editorial board, which appears to have become little more than the house organ of the Metropolitan Milwaukee Chamber of Commerce, most of whose directors live outside the city. Perhaps the *Journal Sentinel's* decline in sales and revenues is the market's response to your one-sided journalism.

The citizens of this community deserve the truth. Journalistic ethics and simply honesty require it. Put the facts on the table, and then the voters and their elected representatives can make an informed decision about whether the current school board is helping MPS students learn and is being responsible with the taxpayer's dollars or whether moving to one-person rule is better.

Sincerely,



Michael Bonds
President, Milwaukee Board of School Directors

cc: Wisconsin Policy Research Institute
Mayor Tom Barrett
Milwaukee Common Council
Wisconsin State Legislators



MEMBER ORGANIZATIONS

NAACP, Milwaukee Branch
 Educators' Network for Social Justice
 9 to 5 Milwaukee
 AFT Local 212
 American Federation of Teachers Local 2169
 Citizen Action of Wisconsin
 Equality Wisconsin
 Esperanza Unida
 Greater Milwaukee Green Party
 Milwaukee Inner-City Congregations Allied for Hope (MICAH)
 Milwaukee Professional Association (MPA)
 Milwaukee Students for a Democratic Society
 Mothers of the Struggle
 Milwaukee Teachers Education Association (MTEA)
 NAACP, Wisconsin State Conference of Chapters
 National Lawyers Guild, Milwaukee Chapter
 People United for MPS (PUMPS)
 Prevention Rehabilitation Awareness Development (PRAD)
 Progressive Students of Milwaukee
 Rethinking Schools
 SEIU Local 150
 Socialist Party of Wisconsin
 The Milwaukee Chapter Board of the ACLU of Wisconsin
 Title One District Advisory Council
 UWM English Education Association
 Voces de la Frontera
 Voice of the Central City
 WISDOM

PUBLIC OFFICIALS
 Peter Blewett, MPS Board Member
 Larry Miller, MPS Board Member
 Jennifer Morales, former MPS Board Member
 Leon Todd, former MPS Board Member
 Tony Zielinski, Milwaukee Alderman

The Coalition to Stop the MPS Takeover

c/o The Milwaukee Branch of the NAACP
 2745 North Martin Luther King Drive
 Milwaukee, WI 53212

Re: Notifications and Hearings for Milwaukee Takeover

October 29, 2009

SB 405?

TO: Senator John Lehman, Chair
 Wisconsin State Capitol
 Education Committee

Dear Senator Lehman:

We are a "body" of concerned individuals and 26 concerned organizations in Milwaukee that are against the takeover of Milwaukee Public Schools District.

Request

We are requesting that your office provide us with information about hearings and/or any other vital information relative to the legislators taking a "vote" on the change of the present status of MPS.

On yesterday, October 28, 2009, we tried to get the Revised schedule for the "hearing" of the Education Committee held on yesterday, but were unable to get the information online or your office. Your office said someone would be back to us, we have not heard from the designate of your office.

Due to the keen nature of the upcoming bill for consideration by the People, we want to put in place "timely" communication to our coalition.

So that this is not problematic in the future, please share with this office specifics that will help facilitate timely responses. In the meantime, I am providing my contact in the closing; and, the following contact information:

Jerry Hamilton, NAACP – naacp@bizwi.rr.com, 414/562-100
 Windell Harris, NAACP – wharris38@aol.com, 414/915-5297
 Bob Peterson, Educators Network/ENSJ – repmilw@aol.com, 414.264-3600

Question:

What's the process and procedure by which to get the "Main Public Hearing" held in Milwaukee? What's the possibility of the Main Public Hearing being held in Milwaukee?

We would appreciate a timely response.

Respectfully submitted,
 Mary Glass
 Milwaukee Professionals Association
mgurbanicongroup@yahoo.com
 414/610-1044

Member - The Coalition to Stop MPS Takeover



Assembly Committee on Education

Testimony of State Superintendent Tony Evers on 2009 Assembly Bills 533, 534, 535, 536, and 537

November 2, 2009

Thank you to Chairperson Pope-Roberts and members of the committee for the opportunity to testify in support of the five bills in front of you today. Together these bills, if enacted, will make us eligible for the Race to the Top grant program and take a significant step to making our state competitive for these dollars. Furthermore, these bills represent good education policy and will provide the state superintendent explicit authority to turn around struggling schools, the state to better utilize data to improve our efforts in both the K-12 and post-secondary educational systems to improve student achievement, provide guidance for charter school authorizers and create consistency in regards to our efforts to improve student achievement in our largest school district.

AB 533, would make the state eligible to apply for Race to the Top funds. In order to be eligible a state must not have any legal, statutory, or regulatory barriers to linking student achievement or student growth data to teachers for the purpose of teacher evaluation. This bill removes the barrier in our current statutes. It also provides an important assurance that tests are not used as the sole mechanism of evaluating teachers and a focus is maintained on using the evaluations to improve student achievement.

The next four bills are aligned with the major priorities of Race to the Top and go to the competitiveness of our application. The first, AB 534, would provide the State Superintendent with the authority under state statute to intervene to turn around struggling schools.

As part of the Race to the Top application, the state must demonstrate a comprehensive approach to turning around struggling schools. Specifically, the U.S. Department of Education is looking to see the extent to which the state has the legal, statutory, or regulatory authority to intervene directly in the state's persistently lowest-performing schools. The legislation you see in front of you would clearly address that provision.

AB 534 would allow the State Superintendent to direct school boards that have schools identified for improvement, or have their district identified for improvement, to do one of five things. They are: to implement a new curriculum, new instructional design, or professional development focused on student or school improvement, make personnel changes consistent with collective bargaining agreements, and establish accountability measures related to the district's finances or monitoring of recommendations. This authority would only apply to schools and districts during the time they are identified for improvement.

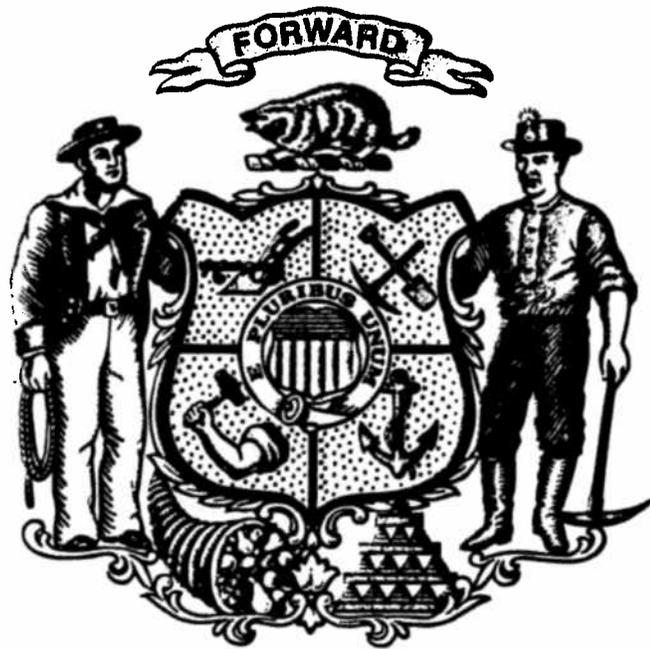
The bill provides for a rulemaking process to define a school or district identified for improvement. My intent is to put forward a rule that mirrors the definition we currently have under federal law defining schools and districts identified for improvement. In that rule I will further delineate that the department will only intervene in those schools that have been identified for five or more years and are not making adequate improvements, which puts the school in restructuring status under current federal law. In regards to school districts identified for improvement, I will only intervene in districts that are under corrective action status, which means they have been identified for four or more years. My intent is to focus only on those places that are struggling the most, places where student achievement levels are simply unacceptable.

The next bill before you today, AB 535, creates consistency in terms of the standards that should be considered when establishing a charter school. Independent charter schools are already required to consider the principles and standards of the National Association of Charter School Authorizers and under this bill all charter schools would have to do so. While we have strong charter schools in this state, this legislation will provide guidance for all charter school authorizers to approve, monitor and hold charter schools accountable.

AB 536 will provide the ability to link K-12 and postsecondary data in a statewide longitudinal data system that can be used to improve instruction. While the department does maintain a student identification system, this bill creates conditions for public or private research using the data, provides for the ability to connect education data and other data maintained by other agencies, such as workforce development data, and provides necessary protections for information that may contain personally identifiable information. As a condition of receiving federal stimulus funding, as well as a critical focus area under Race to the Top, the state had to ensure it would build a K-16 data system. The importance of our ability to connect our K-12 and post-secondary data will help better inform us on what we are doing at the K-12 to better prepare our students.

AB 537 would move a current grant program to improve pupil academic achievement for MPS from DOA to DPI and thus ensure an educationally consistent message from the state. As a state, we have critical work to do to improve student achievement in our largest school district. The department has been working with the Milwaukee Public Schools (MPS) on strategies to improve student achievement and has directed specific steps be taken as part of the district's corrective action plan. Yet as we continue to work with MPS, and as we look to apply for Race to the Top funds, it is advisable that as a state we are not asking MPS to implement different educational strategies from different agencies that could end up at cross purposes.

Thank you for the opportunity to speak before you today and I would be happy to answer any questions you may have.





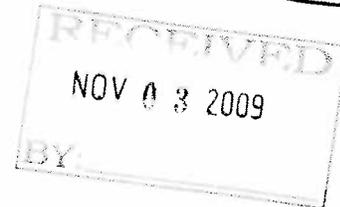
WISCONSIN LEGISLATURE

P. O. Box 7882 Madison, WI 53707-7882

SB 405?

November 3, 2009

Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202



Dear Secretary Duncan:

I applaud you and President Obama for recognizing that the economic and social health of our communities and our country depends on educating all of our children and taking dramatic action to achieve that goal. I very much want this effort to succeed but as chair of Wisconsin's Senate Finance Committee, I am concerned that uncertainty about significant aspects of the *Race to the Top* program may cause states to hesitate embracing the program or, if it is embraced, put states in positions of financial instability.

Policymakers in Wisconsin are considering fast-tracking sweeping statutory changes and advanced financial commitments in our educational system with the hope that these changes will improve our state's candidacy for a *Race to the Top* grant. According to draft rules governing these grants, states will be favorably looked upon if at least some of their proposed legislative changes have been enacted in advance of applying for *Race to the Top* dollars.

While it is true that certain elements of education reform under consideration in Wisconsin may be of little or no cost to the state, others come with a significant price tag. For example, the cost to implement a Children's Zone in Wisconsin similar to one which was successfully implemented in Harlem could cost our state more than \$400 million on an ongoing basis. As much as I and other public officials want to improve public school performance, we can only do so if we can pay for it. Wisconsin will be gambling with our educational future if we make these financial and policy commitments and then fail to keep them. Because so much is unknown about how *Race to the Top* grant dollars will be allocated and for how long, we feel like a gambler trying to draw to an inside straight.

Like other states, Wisconsin is confronting fiscal challenges from Medicaid, unemployment compensation, debt service, pension costs, and future commitments. We do not have the fiscal resilience to sustain another long-term financial commitment based on the mere possibility that we may be awarded one-time federal dollars in the future. Once these proposed educational policy and fiscal changes are enacted into law, Wisconsin legislators and taxpayers will be responsible for the accompanying financial commitment regardless of the outcome of Wisconsin's *Race to the Top*

Page 2

Secretary Arne Duncan
November 3, 2009

application. This promise to fund new requirements without the promise of federal dollars puts at risk other social safety net programs that rely on adequate state funding to operate.

Because the social and economic success of our country and our state relies on a strong public school system and a sound financial foundation, I strongly encourage the Department of Education to provide additional information detailing the expected size of *Race to the Top* grants; specific policy recommendations that improve a state's chances for success in winning a grant; and, what the federal government's ongoing financial commitment and technical support will be for states who are awarded *Race to the Top* grants.

I deeply appreciate the Obama administration's commitment to economic recovery and for its willingness to address the challenges facing our public school system. Our public schools are, and will continue to be, at the heart of our nation's economic engine. The steps the Administration has already taken go a long way towards renewing our faith in the strength of our schools and the future of our county. My fervent hope is that this Administration, in partnership with the Department of Education, will continue its commitment to our schools and its promise of transparency as it considers this request.

Sincerely,



Mark Miller, Senate Chair
Joint Committee on Finance
Wisconsin State Legislature

cc: Wisconsin Congressional Delegation
Governor Jim Doyle
Senator John Lehman, Chair, Senate Committee on Education
Representative Sondy Pope-Roberts, Chair, Assembly Committee on Education



SB 405?

Date: Nov. 25th, 2009
To: Bob Peterson *and the Senate Education Committee*
From: Sandra Small
Re: Comments; Coalition Supports Coggs/Grigsby Plan in Principle;
Nov. 24th, 2009 meeting:

Three major issues regarding the Coggs/Grigsby Plan were expressed at the Nov. 24th Coalition meeting:

1. The role of the mayor as a partner in school board governance

A simple majority vote of the Board should be required to override any appointment to the school board by the Mayor in the event of a board vacancy. Depending upon the time frame, the school board should have the option to either leave the vacancy open by a majority vote, or request a special election. A Mayoral appointee serving as an incumbent prior to an election could cause concern that the appointee has an advantage over other school board candidates in the next election.

The selection of a superintendent should be the responsibility of the school board. A mayoral appointment for school superintendent is an important consideration, however, the school board must have the opportunity to override the selection of the mayoral appointment by a simple majority vote. This would further insure that "Ultimately, the school board is responsible for selecting the superintendent" as stated in the Coggs/Grigsby plan.

2. Move MPS school board elections to coincide with the November election cycle beginning in 2012.

Although voter turnout would increase with the change, there is concern that little emphasis would be given to important school issues. This is a valid concern. Before any change to the school board election cycle is considered, the Partnership for Success could be very helpful if given the task of recommending ways to increase voter turnout in spring school board elections. These recommendations could come to the school board for consideration.

(Page 2)

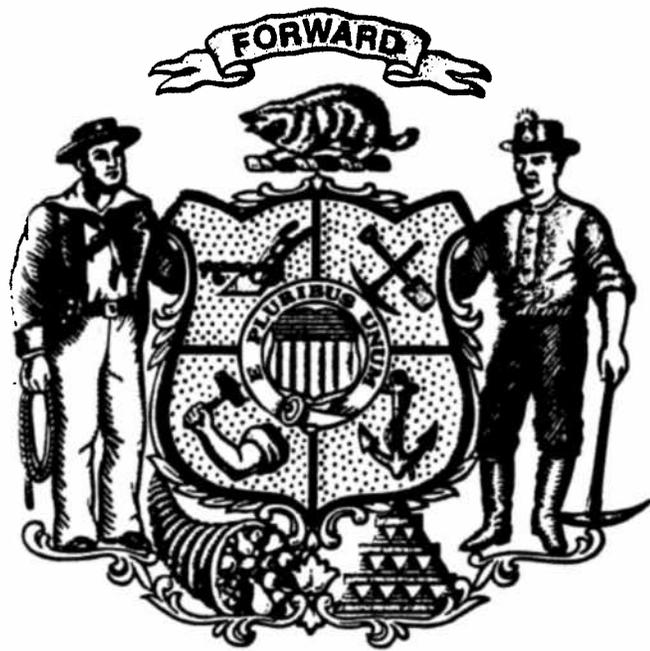
3. Ensure Financial Accountability

Centralizing individual school budgets would assure better financial accountability throughout the district. This could be accomplished cooperatively between individual schools and the district administration. A formula to meet individual school needs, which would include a timeline could be developed by the central administration; recommended by the partnership and approved by the school board.

The State must be instrumental in developing a much better school funding formula to meet the needs of school districts throughout the state. This should definitely be included in the "Race for Success" MPS plan in order to meet the challenges the "Race for Success" reform document recommends.

Additional Comments:

The Grigsby/Coggs "Race for Success" will go through a lengthy legislative process once the formal legislation is written and introduced. In the meantime, the MPS school board could adopt a motion to write a letter to the Mayor of Milwaukee requesting that the Mayor appoint an education liaison, to work with the superintendent. The liaison could have the option of taking part in the recommendations and discussions at board/committee meetings along with the superintendent, and if desired, present the Mayor's agenda or recommendations to the school board for consideration.





Stue

WISCONSIN LEGISLATIVE COUNCIL

Terry C. Anderson, Director
Laura D. Rose, Deputy Director

TO: SENATOR RUSS DECKER

FROM: Russ Whitesel, Senior Staff Attorney

RE: Statutory Authority of State Superintendent to Intervene in School Districts

DATE: November 25, 2009

In connection with the current discussions regarding the federal Race to the Top Program, you have asked whether there are any existing authority in current statutes for the State Superintendent of Public Instruction (State Superintendent) to intervene in local school district matters. Within the statutory section that sets forth current school district standards [s. 121.02, Stats.], there is authority for the State Superintendent to enforce compliance with the school standards. Those school standards are included in the **Attachment** to this memorandum. [See s. 221.02 (1) through (5), Stats.]

The statute expressly provides in s. 121.02 (2), Stats., that in order to ensure compliance with the current school standards, the Department of Public Instruction shall conduct an inquiry into compliance with the standards upon receipt of a complaint and may, on its own initiative, conduct an audit of a school district. Section 121.02 (3), Stats., provides that prior to any finding that a school district is not in compliance with the school standards, the State Superintendent shall conduct a public hearing in the school district, either upon the request of the school board or upon receipt of a petition signed by a specified number of electors. If the State Superintendent, after the hearing, finds the district is not in compliance with the standards, the State Superintendent may develop, with the school board, a plan which describes methods of achieving compliance. This plan must specify the time within which compliance shall be achieved. The statute also expressly provides the State Superintendent the authority to withhold up to 25% of state aid from any school district that fails to achieve compliance with the plan within the specified period. [It should be noted that the statutes in s. 121.02 (4), Stats., grants a partial exemption from the standards to any school district in the state which is completely surrounded by water.]

The extent of the authority granted to the State Superintendent under this section is not as extensive as some proposals that have been discussed or introduced (such as 2009 Assembly Bill 534) nor as broad as provided for under some provisions in the Race to the Top Program. However, it represents some level of authority to intervene in school districts that are performing poorly and that are not in compliance with school standards. It should be noted that the specified school district standards generally relate to required services and the provision of instruction rather than performance on standardized tests administered on a local, state, or federal level. It would be possible to add other

criteria to the school district standards referencing school and student *performance* and it would also be possible to expand the range of the remedies that can be employed by the State Superintendent as part of any remedial plan provided for under s. 121.02 (3), Stats. In addition, it would be possible to reduce the number of petition signers required under the statutes or to give the State Superintendent the independent authority to initiate the development of a plan under s. 121.02 (3), Stats.

Under s. 121.006 (1), Stats., the State Superintendent is also given additional authority to withhold state aid. Under this section, the State Superintendent may withhold state aid from any school district in which "... the scope and character of the work are not maintained in such manner as to meet the State Superintendent's approval." In addition, this statute provides that no state aid may be paid in any year to the school district when the school district fails to do any of the following:

- a. Hold school for at least 180 days each year, less any days during which the State Superintendent determines that a school is not held or educational standards are not met as a result of a strike by school district employees.
- b. Employ teachers qualified under s. 118.19, Stats.
- c. File all reports required by state law.

It should also be noted that in addition to powers given to the State Superintendent, the Milwaukee Public School Board (MPS) is given authority under s. 119.18 (23), Stats., to close any school that it determines is low in performance by adopting the resolution to that effect. If the Milwaukee Superintendent of Schools recommends to the board that a school be closed, he or she must state the reason for the recommendation in writing. If the MPS board closes a school, the Milwaukee Superintendent of Schools may reassign the school's staff members without regard to seniority and service. In addition, if the board reopens the school, the Milwaukee Superintendent of Schools is authorized to reassign staff members to the school without seniority and service. This provision was enacted as part of the 1995 Biennial Budget Bill, 1995 Wisconsin Act 27.

If you have any further questions on this matter, please feel free to contact me directly at the Legislative Council staff offices.

RW:ty

Attachment

Section 121.02 (1) to (5), Stats.

121.02 (1) Except as provided in s. 118.40 (2r) (d), each school board shall:

(a) 1. Ensure that every teacher, supervisor, administrator and professional staff member holds a certificate, license or permit to teach issued by the department before entering on duties for such position.

2. Subject to s. 118.40 (8) (b) 2., ensure that all instructional staff of charter schools located in the school district hold a license or permit to teach issued by the department. For purposes of this subdivision, a virtual charter school is located in the school district specified in s. 118.40 (8) (a) and a charter school established under s. 118.40 (3) (c) 1. c. is located in the school district specified in s. 118.40 (3) (c) 1. c. The state superintendent shall promulgate rules defining "instructional staff" for purposes of this subdivision.

(b) Annually, establish with school board employees a professional staff development plan designed to meet the needs of individuals or curriculum areas in each school.

(c) Provide remedial reading services for a pupil in grades kindergarten to 4 if any of the following occurs:

1. The pupil fails to meet the reading objectives specified in the reading curriculum plan maintained by the school board under par. (k).

2. The pupil fails to score above the state minimum performance standard on the reading test under par. (r) and:

a. A teacher in the school district and the pupil's parent or guardian agree that the pupil's test performance accurately reflects the pupil's reading ability; or

b. A teacher in the school district determines, based on other objective evidence of the pupil's reading comprehension, that the pupil's test performance accurately reflects the pupil's reading ability.

(d) Operate a 5-year-old kindergarten program, except in union high school districts.

(e) Provide guidance and counseling services.

(f) 1. Schedule at least 180 school days annually, less any days during which the state superintendent determines that school is not held or educational standards are not maintained as the result of a strike by school district employees.

2. Annually, schedule at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 to 6 and at least 1,137 hours of direct pupil instruction in grades 7 to 12. Scheduled hours under this subdivision include recess and time for pupils to transfer between classes but do not include the lunch period. A school board operating a 4-year-old kindergarten program may use up to 87.5 of the scheduled hours for outreach activities.

(g) Provide for emergency nursing services.

(h) Provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society.

(i) Provide safe and healthful facilities. The facilities shall comply with ss. 254.11 to 254.178 and any rule promulgated under those sections.

(j) Ensure that instruction in elementary and high schools in health, physical education, art and music is provided by qualified teachers.

(k) 1. Maintain a written, sequential curriculum plan in at least 3 of the following subject areas: reading, language arts, mathematics, social studies, science, health, computer literacy, environmental education, vocational education, physical education, art and music. The plan shall specify objectives, course content and resources and shall include a program evaluation method.

2. Maintain a written, sequential curriculum plan in at least 3 additional subject areas specified in subd. 1.

3. Maintain a written, sequential curriculum plan in all of the remaining subject areas specified in subd. 1.

(L) 1. In the elementary grades, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art and music.

2. In grades 5 to 8, provide regular instruction in language arts, social studies, mathematics, science, health, physical education, art and music. The school board shall also provide pupils with an introduction to career exploration and planning.

3. In grades 9 to 12, provide access to an educational program that enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art and music. In this subdivision, "access" means an opportunity to study through school district course offerings, independent study, cooperative educational service agencies or cooperative arrangements between school boards and postsecondary educational institutions.

4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades.

5. Provide regular instruction in foreign language in grades 7 and 8 beginning in the 1996-97 school year.

6. In one of grades 5 to 8 and in one of grades 10 to 12, provide pupils with the instruction on shaken baby syndrome and impacted babies described in s. 253.15 (5).

(m) Provide access to an education for employment program approved by the state superintendent. Beginning in the 1997-98 school year, the program shall incorporate applied curricula; guidance and counseling services under par. (e); technical preparation under s. 118.34; college preparation; youth apprenticeship under s. 106.13 or other job training and work experience; and instruction in skills relating to employment. The state superintendent shall assist school boards in complying with this paragraph.

(n) Develop a plan for children at risk under s. 118.153.

(o) Annually comply with the requirements of s. 115.38 (2). The school board may include additional information in the report under s. 115.38 (2).

(p) Comply with high school graduation standards under s. 118.33 (1).

(q) Evaluate, in writing, the performance of all certified school personnel at the end of their first year and at least every 3rd year thereafter.

(r) Except as provided in s. 118.40 (2r) (d) 2., annually administer a standardized reading test developed by the department to all pupils enrolled in the school district in grade 3, including pupils enrolled in charter schools located in the school district, except that if a charter school is established under s. 118.40 (3) (c) 1. c., the school board specified in s. 118.40 (3) (c) 1. c. shall administer the test to pupils enrolled in the charter school regardless of the location of the charter school.

(s) Administer the examinations as required under s. 118.30.

(t) Provide access to an appropriate program for pupils identified as gifted or talented.

(1m) A school district may provide for scoring the test administered under sub. (1) (r) or have it scored by the department. If the school district provides for scoring the test, the department shall reimburse the school district for the cost of scoring the test, not exceeding what the department's cost would be to score the test. Costs of scoring the tests and reimbursing school districts for scoring the tests shall be paid from the appropriation under s. 20.255 (1) (a).

(2) In order to ensure compliance with the standards under sub. (1), the department shall conduct an inquiry into compliance with the standards upon receipt of a complaint and may, on its own initiative, conduct an audit of a school district.

(3) Prior to any finding that a school district is not in compliance with the standards under sub. (1), the state superintendent shall, upon request of the school board or upon receipt of a petition signed by the maximum number of electors allowed for nomination papers of school district officers under s. 8.10 (3) (i), (km) or (ks), conduct a public hearing in the school district. If the state superintendent, after the hearing, finds that the district is not in compliance with the standards, the state superintendent may develop with the school board a plan which describes methods of achieving compliance. The plan shall specify the time within which compliance shall be achieved. The state superintendent shall withhold up to 25% of state aid from any school district that fails to achieve compliance within the specified period.

(4) Any school district which is completely surrounded by water may meet the requirements of this section by being in substantial compliance with the standards in sub. (1). Annually by August 15, the school district shall submit to the state superintendent for approval a report describing the methods by which the school district intends to substantially comply with the standards. The state superintendent shall allow any such school district maximum flexibility in the school district's substantial compliance plans.

(5) The state superintendent shall promulgate rules to implement and administer this section, including rules defining "regular instruction" for the purpose of sub. (1) (L) 1. and 2.



SB 405?

ATT SARA

WAS NOT PRINTED.

TELL THE SEN. THANKS



December 11, 2009

Milwaukee Journal Sentinel
Letter to the Editor
333 West State Street
Milwaukee, WI 53202

Re: In support of MPS Leadership

Dear Editor:

In response to the Milwaukee Journal Sentinel (MJS) editorial 12/10/09 - "Let's not miss the best chance for real change."

One way to raise the concerns of leadership and the integrity level of the African American citizens in Milwaukee is to show proof. I believe that Mr. Michael Bonds, elected Board Chair of Milwaukee Public School (MPS) can do that. He should be allowed to show that his leadership and his initiatives to improve the curriculum for the students of MPS can work. I do understand there is a large amount of money on the table that will support MPS position to improve the educational process. If, Mr. Bond's syllabus doesn't work, then he should be voted out or replaced like all the rest.

The School districts have to compete for that money with the same guidelines. Milwaukee should not be singled out to change its governance system to apply. This should flow through the doors of Tony Evers the State of Wisconsin elected Superintendent of Public Education and he should be the decision maker for all of Wisconsin schools. Barack Obama, President of the United States (race to the top offering) at the national level is committed on improving the educational system in this country.

We as African American citizens and the Elected Officials should stand together to show our students and Wisconsin that we can lead and carry out our missions like others. We don't even know who the next elected Governor or Mayor will be.

Thank You,

Dester Martin, Milwaukee Wisconsin
martin.martingbsp@yahoo.com

414 807 8500



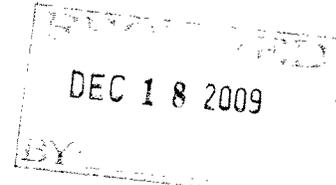
Racine Education Association

SB 405?

December 14, 2009

1201 West Blvd. ~ Racine, Wisconsin 53405-3021 ~ (262) 632-6181
FAX (262) 632-0624

Senator John Lehman
Room 310 South
State Capitol
P.O. Box 7882
Madison, WI 53707



via fax

Dear Senator Lehman:

I write on behalf of the Racine Education Association to request that you oppose the bill, sponsored by State Senator Lena Taylor (D-Milwaukee), that would allow the Mayor of Milwaukee to appoint the Milwaukee Public Schools superintendent without confirmation by the School Board or Common Council, and would let the superintendent set the school budget and tax levy without a vote by the board or council. The effects of empowering the Milwaukee mayor as provided for in the bill and stripping essential responsibilities from the elected school board would be devastating to the students and teachers of Milwaukee. The proponents of the Taylor bill have provided no coherent plan for transforming MPS so as to close achievement gaps and improve teaching and learning for all students.

Top-down simplistic ideas such as those provided for in the Taylor bill would impede if not stop completely needed change in Milwaukee. An authentic plan to correct the social injustices at play in Milwaukee would require considerable expansion of democratic ground level work of teachers, students, and whole school communities to improve teaching and learning with a focus on active student participation in a culturally diverse and powerful curriculum. Such work needs to be focused on the voices of students and teachers as they work collaboratively with the Board of Education and central office administrators. Putting true power in the hands of only two individuals, the mayor and superintendent, is markedly at odds with what needs to be done.

I urge you to support "The Milwaukee Opportunity Plan" and alternative legislation (e.g., a bill incorporating the ideas of State Representative Tamara Grigsby and State Senator Spencer Cogg) that would address the root causes of teaching and learning problems in MPS. I look forward to hearing from you regarding this urgent matter.

Sincerely,

PETE KNOTEK
REA President

PK/dh





Wisconsin State Senate
John Lehman
Senator – 21st District

State Capitol • PO Box 7882 • Madison, WI 53707-7882 • (608) 266-1832 • Toll-free: 1-866-615-7510

SB 405?

December 15, 2009

Senator Russ Decker, Chair
Committee on Senate Organization
211 South – State Capitol
Madison, WI 53702

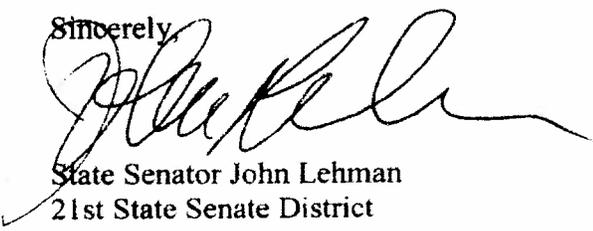
Dear Senator Decker,

As chair of the Senate Committee on Education, I would like to hold a public hearing at Milwaukee Public Schools Central Offices Auditorium, 5225 West Vliet in Milwaukee at 10:00 a.m. on Tuesday, January 5, 2010, for the purpose of receiving public testimony on/related to MPS Governance. Per my discussion with Michael Bonds, Director of the Milwaukee School Board, all fees will be waived.

The purpose of this letter is to request approval from the Committee on Senate Organization for reimbursement of actual and necessary expenses associated with this meeting for members of the Senate Committee on Education, one member of the committee chairperson's staff, and Sergeant at Arms staff.

Thank you for your consideration. Please contact me if you need additional information or have any questions.

Sincerely,



State Senator John Lehman
21st State Senate District

JL:dms

Stromme, Denise

From: Veum, Rachel
Sent: Tuesday, December 15, 2009 2:43 PM
To: Stromme, Denise
Subject: Sample Org Request Letter
Importance: High
Attachments: Lehman Milwaukee hearing.doc

Hi Denise,

I have attached a letter for you to assist in preparing an org request to send to Senator Decker (this needs to be done before the meeting can be noticed).

As we discussed, please let committee members know that if a staffperson is going to attend this meeting and it is outside of their district, the staff person will also need Org approval in order to attend (receive reimbursement) PRIOR to the meeting.

I would also let Ted know this date ASAP if you haven't already done so (thank you).

Please feel free to contact me should you have any questions or need further assistance. Thank you,

Rachel





Russ Decker
Senate Majority Leader

SB 405?

December 17, 2009

The Honorable John Lehman
Wisconsin State Senator
310 South – Capitol
Madison, Wisconsin 53702

Dear Senator Lehman:

The Committee on Senate Organization has approved your request on behalf of the members of the Senate Committee on Education to hold a public hearing at Milwaukee Public Schools Central Offices Auditorium, 5525 West Vliet in Milwaukee at 10:00 a.m. on Tuesday, January 5, 2010, for the purpose of receiving testimony on/related to MPS Governance.

Reimbursement for actual and necessary expenses associated with this motion is sought from the state, including actual and necessary expenses incurred by the Senate members of the committee, one member of the Committee Chairperson's staff, and Sergeant at Arms' staff.

Approval for travel is granted subject to the Senate not being in session.

Sincerely,

Senator Russ Decker, Chair
Committee on Senate Organization

RD:rv





UNITED STATES DEPARTMENT OF EDUCATION

OFFICE FOR CIVIL RIGHTS
CHICAGO OFFICE

SB405?

December 23, 2009

Mr. Daryl D. Morin
State Director
League of United Latin American Citizens
5012F W. Ashland Way
Franklin, WI 53132

Re: OCR Docket # 05-09-1252

Dear Mr. Morin:

The U.S. Department of Education (Department), Office for Civil Rights (OCR), has evaluated your complaint against the Milwaukee Public Schools (District) alleging discrimination on the basis of national origin. You provided additional information or clarification to OCR about your complaint in a letter dated August 19, 2009, and in interviews on July 21 and December 22, 2009. We conducted the evaluation in accordance with OCR's *Case Processing Manual* to determine whether to open your complaint for investigation. OCR will open an investigation but is also closing certain allegations of your complaint, as explained below.

You alleged that the District discriminates against Hispanic English Language Learners (hereinafter, ELL students) in grades K-12 on the basis of national origin by excluding them from meaningful participation in the District's educational program. You specifically alleged the following with respect to these students:

1. The District has failed to provide staff that are appropriately trained, qualified and sufficient in number to fully implement the District's alternative language program.
2. The District has failed to provide adequate and sufficient English language development services in the program.
3. The District has failed to provide adequate and comparable access to academic content areas in the program.
4. The District has failed to provide effective methods of communication with Hispanic limited English proficient parents and students.
5. The District does not have an Hispanic/Latino history and culturally appropriate K-12 curriculum.

500 W. MADISON ST., SUITE 1475, CHICAGO, IL 60661
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

6. The District has failed to assign Hispanic bilingual English/Spanish administrators to schools with bilingual students, and has failed to provide balanced representation of Hispanic/Latinos at the Superintendent's cabinet level and in senior management positions.

Title VI of the Civil Rights Act of 1964 (Title VI), 42 U.S.C. §2000d, and its implementing regulation at 34 C.F.R. Part 100, prohibits a recipient of Federal financial assistance from excluding a person in the United States from participation in, denying the person the benefits of, or otherwise subjecting the person to discrimination under any of the recipient's programs on the ground of race, color or national origin. The District is a recipient of Federal financial assistance from the Department and therefore is subject to the provisions of this statute.

In evaluating your complaint, OCR specifically considered the Department of Education's policies regarding English Language Learner students which are reflected in three OCR policy documents: the May 1970 Memorandum to school districts entitled "Identification of Discrimination and Denial of Services on the Basis of National Origin," 35 Fed. Reg. 11,595, the December 3, 1985 guidance document entitled "The Office for Civil Rights' Title VI Language Minority Compliance Procedures" and the September 27, 1991 Memorandum entitled "Policy Update on Schools' Obligations Toward National Origin Minority Students with Limited English Proficiency (LEP)." For a copy of these documents, see <http://www.ed.gov/about/offices/list/ocr/docs/laumemos.html>.

Under these policies, OCR determines whether a school district's alternative program for English Language Learner students complies with Title VI by examining whether the district's alternative program is based on a sound educational approach or upon a legitimate educational strategy, whether the district effectively implements its chosen educational approach or strategy by allocating adequate and appropriate staff and resources so that the program has a realistic chance of success, and whether the district evaluates and modifies, as necessary, the program provided for ELL students. OCR does not require or advocate any particular program of instruction for ELL students and nothing in Federal law requires one form of instruction over another.

Based on a careful evaluation of your complaint, OCR is closing allegations 5 and 6. According to Section 110(c) of OCR's *Case Processing Manual*, OCR will administratively close a complaint allegation when the complaint allegation is foreclosed by OCR policy determinations. According to OCR policy decisions, OCR refrains from assessing the appropriateness of pedagogical decisions. Because the District's decisions with respect to its curriculum are pedagogical, OCR is administratively closing allegation 5. OCR is closing allegation 6 because, except under remedial circumstances which are not present here, Title VI does not require school districts to assign Hispanic bilingual English/Spanish administrators to schools with bilingual students¹ or provide balanced

¹ The issue of whether the District has appropriately qualified and trained staff to implement its language assistance program will be considered under allegation 1.

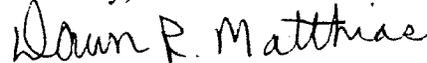
representation of Hispanic/Latinos at the Superintendent's cabinet level and in senior management positions.

However, OCR will investigate the remaining allegations in your complaint with respect to the District's alternative language program for Hispanic ELL students in grades K-12. OCR has determined that it has jurisdiction over allegations 1, 2, 3 and 4 and that those allegations were filed timely. Therefore, OCR is opening them for investigation. Please note that opening the allegations for investigation in no way implies that OCR has made a determination with regard to their merits. During the investigation, OCR is a neutral fact-finder, collecting and analyzing relevant evidence from you, the District, and other sources, as appropriate. OCR will ensure that its investigation is legally sufficient and is dispositive of the allegations, in accordance with the provisions of Article III of the *Case Processing Manual*, which is available on our website at <http://www.ed.gov/about/offices/list/ocr/docs/ocrcpm.html>.

When appropriate, complaint allegations may be resolved before the conclusion of an investigation after the recipient asks OCR to resolve the complaint allegations. In such cases, a resolution agreement signed by the recipient and submitted to OCR must be aligned with the complaint allegations or the information obtained during the investigation and it must be consistent with applicable regulations. Information about this is in the enclosure to this letter entitled "OCR Complaint Processing Procedures."

We will communicate with you periodically regarding the status of your complaint. If you have any questions, please contact me at 312-730-1593 or by email at dawn.matthias@ed.gov.

Sincerely,



Dawn R. Matthias
Team Leader

Enclosure

OCR COMPLAINT PROCESSING PROCEDURES

LAWS ENFORCED BY OCR

OCR enforces the following laws:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color or national origin;
- Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex;
- Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability;
- Age Discrimination Act of 1975, which prohibits discrimination on the basis of age;
- Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability;
- Boy Scouts of America Equal Access Act, part of the No Child Left Behind Act of 2001, which prohibits denial of access to or other discrimination against the Boy Scouts or other Title 36 U.S.C. youth groups in public elementary schools, public secondary schools, local education agencies, and state education agencies that have a designated open forum or limited public forum.

EVALUATION OF THE COMPLAINT

OCR evaluates each complaint that it receives in order to determine whether it can investigate the complaint. For example, OCR must determine whether OCR has legal authority to investigate the complaint; that is, whether the complaint alleges a violation of one or more of the laws OCR enforces. OCR must also determine whether the complaint is filed on time. Generally, a complaint must be filed with OCR within 180 calendar days of the last act that the complainant believes was discriminatory.¹ If the complaint is not filed on time, the complainant should provide the reason for the delay and request a waiver of this filing requirement. OCR will decide whether to grant the waiver. In addition, OCR will determine whether the complaint contains enough information about the alleged discrimination to give the recipient fair notice of what the claim is. If OCR needs more information in order to clarify the complaint, it will contact the complainant; the complainant has 20 calendar days within which to respond to OCR's request for information.

OCR will dismiss the complaint if OCR determines that:

- OCR does not have legal authority to investigate the complaint;
- The complaint was not filed timely and that a waiver will not be granted;

¹ Complaints that allege discrimination based on age are timely if filed with OCR within 180 calendar days of the date the complainant first knew about the alleged discrimination.

- The complaint is unclear or incomplete and the complainant does not provide the information that OCR requests within 20 calendar days of OCR's request;
- The allegations raised by the complaint have been resolved;
- The complaint has been investigated by another Federal, state, or local civil rights agency or through a recipient's internal grievance procedures, including due process proceedings, and the resolution meets OCR regulatory standards;
- The same allegations have been filed by the complainant against the same recipient with another Federal, state, or local civil rights agency, or through a recipient's internal grievance procedures, including due process proceedings, and OCR anticipates that there will be a comparable resolution process under comparable legal standards;
- The same allegations have been filed by the complainant against the same recipient in state or Federal court;
- The allegations are foreclosed by previous decisions of the Federal courts, the U.S. Secretary of Education, the U.S. Department of Education's Civil Rights Reviewing Authority, or OCR policy determinations.

OPENING THE COMPLAINT FOR INVESTIGATION

If OCR determines that OCR has legal authority to investigate the complaint, that the complaint is filed timely (or that a waiver of the timeliness requirement is granted), and that the complainant has alleged facts that, if true, would constitute a violation of one of the laws OCR enforces, and that give fair notice of what the claim of discrimination is, OCR will open the complaint for investigation.

Opening a complaint for investigation in no way implies that OCR has made a determination with regard to the merits of the complaint. During the investigation, OCR is a neutral fact-finder. OCR will collect and analyze relevant evidence from the complainant, the recipient, and other sources as appropriate. OCR will ensure that investigations are legally sufficient and are dispositive of the allegations raised in the complaint.

INVESTIGATION OF THE COMPLAINT

OCR may use a variety of fact-finding techniques in its investigation of a complaint. These techniques may include reviewing documentary evidence submitted by both parties, conducting interviews with the complainant, recipient's personnel, and other witnesses, and/or site visits. At the conclusion of its investigation, OCR will determine with regard to each allegation that:

- there is insufficient evidence to support a conclusion that the recipient failed to comply with the law, or

- a preponderance of the evidence supports a conclusion that the recipient failed to comply with the law.

RESOLUTION OF THE COMPLAINT AFTER A DETERMINATION OF NON-COMPLIANCE

If OCR determines that a recipient failed to comply with one of the civil rights laws that OCR enforces, OCR will contact the recipient and will attempt to secure the recipient's willingness to negotiate a voluntary resolution agreement. If the recipient agrees to resolve the complaint, the recipient will negotiate and sign a written resolution agreement that describes the specific remedial actions that the recipient will undertake to address the area(s) of noncompliance identified by OCR. The terms of the resolution agreement, if fully performed, will remedy the identified violation(s) in compliance with applicable civil rights laws. OCR will monitor the recipient's implementation of the terms of the resolution agreement to verify that the remedial actions agreed to by the recipient have been implemented consistent with the terms of the agreement and that the area(s) of noncompliance identified were resolved consistent with applicable civil rights laws.

If the recipient refuses to negotiate a voluntary resolution agreement or does not immediately indicate its willingness to negotiate, OCR will inform the recipient that it has 30 days to indicate its willingness to engage in negotiations to voluntarily resolve identified areas of noncompliance, or OCR will issue a Letter of Finding to the parties providing a factual and legal basis for a finding non-compliance.

If, after the issuance of the Letter of Finding of non-compliance, the recipient continues to refuse to negotiate a resolution agreement with OCR, OCR will issue a Letter of Impending Enforcement Action and will again attempt to obtain voluntary compliance. If the recipient remains unwilling to negotiate an agreement, OCR will either initiate administrative enforcement proceedings to suspend, terminate, or refuse to grant or continue Federal financial assistance to the recipient, or will refer the case to the Department of Justice. OCR may also move immediately to defer any new or additional Federal financial assistance to the institution.

RESOLUTION OF THE COMPLAINT PRIOR TO THE CONCLUSION OF THE INVESTIGATION

Early Complaint Resolution (ECR):

Early Complaint Resolution allows the parties (the complainant and the institution which is the subject of the complaint) an opportunity to resolve the complaint allegations quickly; generally, soon after the complaint has been opened for investigation. If both parties are willing to try this approach, and if OCR determines that Early Complaint Resolution is appropriate, OCR will facilitate settlement discussions between the parties and work with the parties to help them understand the legal standards and possible remedies. Staff assigned by OCR to facilitate the Early Complaint Resolution process will not be the staff assigned to the investigation of the complaint.

OCR does not approve, sign or endorse any agreement reached between the parties as a result of Early Complaint Resolution, and OCR does not monitor the agreement. However, if the recipient institution does not comply with the terms of the agreement, the complainant may file another complaint with OCR within 180 days of the date of the original discrimination or within 60 days of the date the complainant learns of the failure to comply with the agreement, whichever date is later.

Resolution of the Complaint Prior To the Conclusion of an Investigation

A complaint may also be resolved before the conclusion of an investigation, if the recipient asks to do so. If OCR determines that resolution of the complaint before the conclusion of an investigation is appropriate, it will notify the complainant of the recipient's request and will keep the complainant informed throughout all stages of the resolution process. The provisions of the resolution agreement that is reached must be aligned with the complaint allegations and the information obtained during the investigation, and must be consistent with applicable regulations.

A resolution agreement reached before the conclusion of an investigation must be approved and will be monitored by OCR.

REQUEST FOR RECONSIDERATION OF OCR'S DETERMINATIONS

If the complainant disagrees with OCR's decision to dismiss or close a complaint for any reason (e.g., jurisdiction, timeliness, other administrative reasons, insufficient evidence to support the allegation(s)), he or she may send a written request for reconsideration to the Office Director within 60 days of the date of OCR's dismissal or closure letter. The complainant must explain why he or she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, and how this would change OCR's determination in the case. Failure to do so may result in the closure of the request for reconsideration.

The Office Director will respond to the request for reconsideration in writing. If the complainant disagrees with the Office Director's decision, he or she may appeal in writing to OCR's Deputy Assistant Secretary for Enforcement.

ADDITIONAL INFORMATION

Right to File a Separate Court Action

The complainant has the right to file suit in Federal court, regardless of OCR's findings. OCR does not represent the complainant in case processing, so if the complainant wishes to file a court action, he or she must do so through his or her own attorney or on his or her own through the court's pro se clerk's office.

If a complainant alleges discrimination prohibited by the Age Discrimination Act of 1975, a civil action in Federal court can be filed only after the complainant has exhausted administrative remedies. Administrative remedies are exhausted when either of the following has occurred:

- 1) 180 days have elapsed since the complainant filed the complaint with OCR and OCR has made no finding; or
- 2) OCR issues a finding in favor of the recipient. If this occurs, OCR will promptly notify the complainant and will provide additional information about the right to file for injunctive relief.

Prohibition against Intimidation or Retaliation

An institution under the jurisdiction of the Department of Education may not intimidate, threaten, coerce, or retaliate against anyone who asserts a right protected by the civil rights laws that OCR enforces, or who cooperates in an investigation. Anyone who believes that he or she has been intimidated or retaliated against should file a complaint with OCR.

Investigatory Use of Personal Information

In order to investigate a complaint, OCR may need to collect and analyze personal information such as student records or employment records. No law requires anyone to give personal information to OCR and no formal sanctions will be imposed on complainants or other persons who do not cooperate in providing information during the complaint resolution process. However, if OCR is unable to obtain the information necessary to process a complaint because of the complainant's failure to provide information or sign a consent form, OCR may dismiss or close the complaint.

The Privacy Act of 1974, 5 U.S.C. § 552a, and the Freedom of Information Act (FOIA), 5 U.S.C. § 552, govern the use of personal information that is submitted to all Federal agencies and their individual components, including OCR. It applies to records that are maintained by the government that are retrieved by the individual's name, social security number, or other personal identifier. It regulates the collection, maintenance, use and dissemination of certain personal information in the files of Federal agencies. The Department of Education has published a Privacy Act system of records notice entitled "Complaint Files and Log, 18-08-01" that applies to these types of records.

The information that OCR collects is analyzed by authorized personnel within the agency and will be used only for authorized civil rights compliance and enforcement activities. However, in order to resolve a complaint, OCR may need to reveal certain information to persons outside the agency to verify facts or gather additional information. Also, OCR may be required to reveal information requested under FOIA, which gives the public the right of access to records of Federal agencies. OCR will not release any information to any other agency or individual except in accordance with the provisions of FOIA and the Privacy Act, or otherwise provided by law.

FOIA gives the public the right of access to records of Federal agencies, except to the extent that the records or parts of them are protected from public disclosure by one of nine exemptions. 5 U.S.C. § 552(b). In addition, a Federal agency's use of any one of the FOIA exemptions is discretionary. Individuals may obtain items from many categories of records of the Federal government, not just materials that apply to them personally. OCR must honor requests for records under FOIA, with some exceptions. Although each request will be reviewed on a case-by-case basis, generally, OCR is not required to release documents during complaint evaluation and investigation or enforcement proceedings, if the release could affect OCR's law enforcement activities. 5 U.S.C. § 552(b)(5) and (b)(7). Also, a Federal agency may refuse a request for records if their release would result in an unwarranted invasion of privacy of an individual. 5 U.S.C. § 552(b)(6).



Kate Jones
521 61st Street
Kenosha, WI 53143
kcjones@wisconsinumc.org

SB 405?

December 31, 2009

Senator Luther Olsen
Room 22 South
State Capitol
P.O. Box 7882
Madison, WI 53707-7882

Dear Senator Olsen:

Thank you for taking the time to consider my comments. I appreciate your service to our state and on this very important committee. Few things we do collectively are more important than educating our next generation. My schedule does not allow me to appear in person at the hearing on January 5, 2010 to express my views.

I write to you to express my support for Senate Bill 405 (MPS Mayoral Governance).

I had the good fortune to receive a high quality public education—some of it in Japan, which has perhaps the finest public education in the world. Subsequently, I earned graduate degrees in law, divinity and counseling. My work experiences include serving as a guardian ad litem for children in need of protection and services, psychoeducational teaching in and outside a house of corrections and teaching master level social work students. (I am on the Adjunct Faculty at Loyola University of Chicago School of Social Work.) Currently, I serve as the pastor of Central United Methodist Church, which is located in one of Milwaukee's poorest neighborhoods. Everyday, I encounter broken souls who manifest the failures of our society.

The Milwaukee Public School (MPS) system operates under the assumption that parents know what is best for their children and will seek it out. Competent, parents in stable situations do ensure that their children get a great education in the Milwaukee Public System. MPS has some great teachers, great buildings and great resources. It is possible to get a great education in the MPS as it stands today. That assumption does not hold for all the children in Milwaukee that we as a society are called to educate. We have children of illiterate, addicted, mentally ill, absent, overwhelmed and otherwise unstable parents who do not go to school boards and will not see to it that their children are educated. I see many young children who appear to be raising themselves (and sometimes younger siblings). These children are my primary concern. A good education is their only hope. It is their ticket out of poverty. Those that we fail to educate we will pay to incarcerate or otherwise support at great human and financial cost to our entire state. MPS is failing many of these children. Our failure to lift them up will bring us all down.

I have heard the laments MPS teachers, including one young high school math teacher whose first classroom had forty-some students enrolled and only room for 30 desks in the classroom. He was told by his supervisor, not to worry because many of his students would never show up. Those missing students who may intermittently attend several school in a year are of great concern to me.

Most of us believe in collaborative decision-making, and democratic process in most situations—but not when the largest stakeholders (children without advocates) have no voice and not when we are in crisis situation. I believe that centralized control with appropriate accountability is appropriate under these circumstances. I believe SB405 is a good beginning toward improving MPS.

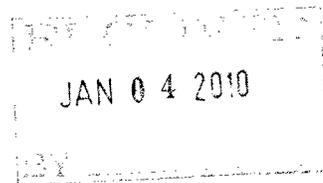
Einstein said that insanity is doing the same thing over and over again and expecting different results. We can't just keep on keeping on and hope for positive change. We are our children's keepers. Please do what you can to improve the chances of the Milwaukee children who are failing because our system is failing.

Thank you for your consideration,

Kathryn C. Jones

C: Senator Robert Wirch





Kate Jones
521 61st Street
Kenosha, WI 53143
kcjones@wisconsinumc.org

December 31, 2009

Chair, Senator John Lehman
Room 310 South
State Capitol
P.O. Box 7882
Madison, WI 53707

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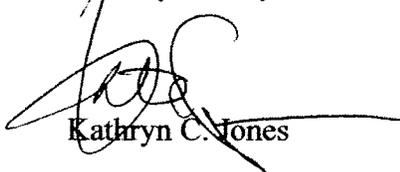
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Thank you for your consideration,

A handwritten signature in black ink, appearing to read 'Kathryn C. Jones', with a long horizontal flourish extending to the right.

C: Senator Robert Wirch