

**Action on the Disposition of Unfinished Business Pending before the Board and Its Committees at the Close of Business on April 20, 2017**

Item	Topic	Author	Page # <sup>1</sup>	Committee	Date Referred	Action
[1] Resolution 1617R-002	To create a Summer Jobs Guarantee program.	Director Bonds	3	AFP	September 29, 2016	None
[2] Resolution 1617R-004	To waive all student fees.	Director Bonds	4	AFP	October 27, 2016	None
[3] Resolution 1617R-003	To develop a policy on the use of drones.	Director Falk	5	LRP	October 27, 2016	None
[4] Resolution 1617R-006	To develop a policy on equity in education within MPS.	Directors Bonds and Harris	6	LRP	October 27, 2016	None
[5] New Business	Proposed revisions to Administrative Policy 7.34, Final Examinations	Administration	8	LRP	March 30, 2017	None

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<sup>1</sup> Refers to the following pages on which the item may be found.



## Resolution 1617R-002

### By Director Bonds

WHEREAS, The mission of the Milwaukee Public Schools states, “MPS is a diverse district that welcomes all students and prepares them for success in higher education, post-educational opportunities, work, and citizenship”; and

WHEREAS, Milwaukee Public Schools offers students a variety of programs during the academic year to prepare them for post-educational opportunities, including Project Lead the Way, National Academy Foundation (NAF) programs, ProStart, School to Work Transition Program, and student employment; and

WHEREAS, As an extension of academic-year programming, Milwaukee Public Schools offers summer academy, freshmen bridge, and other positive, structured engagement opportunities during the summer months to improve educational outcomes; and

WHEREAS, Summer youth employment has also been shown to improve educational outcomes (Schwartz, Leos-Urbel, & Wiswall) in addition to reducing violence (Heller) and risky and adverse social behaviors (Sum); and

WHEREAS, The national summer employment rate for teens hit a record low in 2010 and has been slow to recover; and

WHEREAS, Current summer employment initiatives in Milwaukee have limited placement opportunities compared with the number of working-age youth needing employment; now, therefore, be it

RESOLVED, That the Board direct the Administration to create a MPS Summer Job Guarantee Program to be funded with any unexpended funds identified at the end of the fiscal year; and be it

FURTHER RESOLVED, That the MPS Summer Job Guarantee Program provide all MPS students in grades 9 through 12 who have 2.0 GPAs or higher the opportunity for employment by partnering with local business, nonprofit, community, and faith-based organizations; and be it

FURTHER RESOLVED, That the program begin in summer 2017; and be it

FURTHER RESOLVED, That the Administration bring a plan for implementation of the MPS Summer Job Guarantee Program to the Board no later than the February 2017 Board cycle.

Heller, S. B. (2015). Summer Jobs and Youth Violence. *Translational Criminology*, 12.

Schwartz, A. E., Leos-Urbel, J., & Wiswall, M. (2015). *Making Summer Matter: The Impact of Youth Employment on Academic Performance* (No. w21470). National Bureau of Economic Research.

Sum, A. (2015). The Summer Employment Experiences and the Personal/Social Behaviors of Youth Violence Prevention Employment Program Participants and Those of a Comparison Group. *EPRN*.

September 29, 2016

## Resolution 1617R-004

### by Director Bonds

WHEREAS, According to a trend analysis of U.S. census data conducted by researchers at the University of Wisconsin-Madison, poverty in Wisconsin reached a 30-year high during the five-year period ending in 2014, with an average of 13% of Wisconsin residents living in poverty; and

WHEREAS, The United States Census Bureau reports that, in 2010-2014, the median household income was only \$35,489; and

WHEREAS, The number of Wisconsin residents living in poverty averaged 13% across that post-recession time frame — the highest since 1984, according to the analysis by UW-Madison's Applied Population Laboratory; and

WHEREAS, A study by the Economic Innovation Group has ranked Milwaukee as the seventh-most distressed city in America, with 52% of the population considered economically distressed; and

WHEREAS, According to the MPS District Fact Sheet, 70% of the more than 75,000 students in MPS are economically disadvantaged; and

WHEREAS, The Milwaukee Board of School Directors is committed to the success of every student, regardless of race, ethnicity, family economics, mobility, gender, sexual orientation, disability, or initial proficiencies; and

WHEREAS, Success in school and a well-rounded education is not predicated only on classroom instruction and homework, but also on extracurricular activities such as athletics, art, clubs, etc.; and

WHEREAS, MPS already does not charge our students for certain programs, such as universal free breakfast and lunch to our students, because we recognize both the importance of these programs and the financial adversity which our students and their families face; now, therefore, be it

RESOLVED, That, beginning in the 2016-17 school year, the Board shall waive all fees charged to students, including those for student activities (towels, swimsuits, school newspaper, assembly programs, locks for gym lockers, etc.), supplementary subject-area materials, club activities, graduation ceremonies (cap and gown rental, class gift, flowers, graduation programs, etc.), and athletic participation, instrument rental or music lessons, driver education, and work permits; and be it

FURTHER RESOLVED, That the Administration be directed to explore partnerships with community-based organizations, residents of Milwaukee, MPS alumni, and governmental entities to the greatest extent possible to help defray these costs; and be it

FURTHER RESOLVED, That for any outstanding costs that cannot be covered through outside funding sources, schools shall be reimbursed from carryovers of School Operations funds in each fiscal year in which this waiver is in effect; and be it

FURTHER RESOLVED, That the Administration is to report back on the implementation of this resolution no later than the December 2016 Board cycle.

*October 27, 2016*

## Resolution 1617R-003

### By Director Falk

WHEREAS, Unmanned aircraft systems (UASs) — or “drones,” as they are popularly known — have become increasingly affordable and accessible by the general public; and

WHEREAS, As drones have become more sophisticated and commonplace, and the use of this technology has rapidly expanded into recreation, research and education, business and commerce (including the media), and even public safety, school districts around the country are now beginning to realize the need to establish rules, policies, and guidelines for the use of drones within their grounds and even within their buildings, both by students and staff and by outside people and entities; and

WHEREAS, As school leaders have learned from the rapid rise of cell phones and other, similar devices, there is a need to try, if not to keep ahead of new technological advances, at least to keep pace with them in the development and revision of administrative policies governing their use; and

WHEREAS, The use of drones on or around district property raises serious concerns regarding:

- compliance with federal, state, and local laws and regulations;
- safety, not only of students and staff, but of residents of and visitors to the neighborhoods around our buildings;
- privacy, as it relates to the use of cameras and recording equipment attached to the drones; and
- liability, including personal injury, property damage, and insurance coverage; now, therefore, be it

RESOLVED, That the Administration be directed to develop policies and procedures governing the use of drones by students, staff, and the public on and around school property; and be it

FURTHER RESOLVED, That while this policy must be designed to limit the District’s liability as much as possible in regard to the use of drones, it must avoid placing any unreasonable limits on the opportunities for students to explore the productive, beneficial, and creative use of drones; and be it

FURTHER RESOLVED, That, in developing this policy, the Administration be directed to consult

- the rules and regulations of the Federal Aviation Administration;
- the applicable Wisconsin Statutes (such as Chapter 114 and 941.292);
- the WIAA’s policy for unmanned aerial vehicles (UAVs);
- the applicable policies already developed by Wisconsin school districts
- the resources of the Wisconsin Association of School Boards (WASB), which has already begun extensive examination of the subject; and
- any other resources that Administration deems appropriate; and be it

FURTHER RESOLVED, That proposed policy be brought back to the Board as soon as possible, but no later than April of 2017.

*October 27, 2016*

## Resolution 1617R-006

### By Directors Bonds and Harris

WHEREAS, The Milwaukee Board of School Directors is committed to the success of every student, regardless of race, ethnicity, family economics, mobility, gender, sexual orientation, disability, or initial proficiencies; and

WHEREAS, The Milwaukee Board of School Directors believes that equity in education is about inclusiveness and social justice and must not be confused with the principles of equality, which dictate that all students are to be treated the same; and

WHEREAS, It is the equitable, rather than equal, allocation of resources that will maximize the academic achievement of every child; and

WHEREAS, Education is a major — if not the major — pathway by which our students may become healthy, prosperous adults, nurturing parents, and productive citizens, and, therefore, the foundations of a more equitable and just society rest strongly upon the principles of educational equity; and

WHEREAS, Every student can learn at the highest levels when all staff provide equitable access and opportunity for learning, and hold every student to high expectations; and

WHEREAS, In order to break the predictive link between demographics and student achievement, and to ensure that our students have access to the highest-quality education possible, the District must apply the principle of equity to all of its policies, programs, operations, and practices and ensure that all students have access and opportunity to high-quality education; and

WHEREAS, It is the moral imperative of the District to eliminate disparities and to prepare all its students to be college-and-career-ready; and

WHEREAS, The Milwaukee Board of School Directors believes that equity can be achieved only by putting processes in place which help students overcome socio-economic barriers that may prevent them from attaining their full potential; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop and bring back to the Board for its approval by May 2017 an administrative policy addressing equity in education in the Milwaukee Public Schools; and be it

FURTHER RESOLVED, That this new educational equity policy is to incorporate, but not necessarily be limited to, the following components:

- the use of data, disaggregated by race, ethnicity, language, special educational needs, gender, sexual orientation, socioeconomic background, and mobility rates (when available), to inform all decision making within the District;
- the creation and nurturing of an inclusive and welcoming environment for all students, families, and staff;
- the equitable provision of access to high-quality curricula, effective teachers and principals, adequate facilities, and relevant support services, to include any necessary differentiation of resource allocations;
- the recruitment, hiring, and retention of high-quality personnel who reflect student demographics at all levels of the District;

- the assignment of personnel at all levels of the District to support and to promote culturally responsive practices and delivery of services;
- the identification of culturally biased instructional materials, assessments, and pedagogies that result in achievement disparities;
- the incorporation into decision making of the voices and perspectives of students, families, and communities that reflect student demographics; and
- the assurance that the District’s Strategic Plan embraces the principle of equity as a key feature of the District’s mission and goals and defines measurable outcomes in achieving the goal of ensuring that students are prepared for college and careers; and be

FURTHER RESOLVED, That, in developing this educational equity policy, the Administration seek the input of a broad spectrum of stakeholders, including — but not necessarily limited to — school leadership, community-based and faith-based organizations, special needs advocates, student-advocacy groups, parent groups, minority rights advocates, LTGB rights organizations, and legal experts in the area of equity.

**Meeting Date:** 3/30/2017 - 6:30 PM

**Category:** New Business (for Referral to Committee unless Otherwise Indicated)

**Type:** Action

**Subject:** 1. Action on Proposed Revisions to Administrative Policy and Procedure 7.34, Final Examinations

**Strategic Plan Compatibility Statement:** Goal 1  
Academic Achievement

**Policy:** Admin Policy 7.34 - Final Examinations

**Attachments:** Proposed Revisions to Administrative Policy 7.34  
Proposed Revisions to Administrative Procedure 7.34

**File Attachment:**  Proposed Revised Administrative Policy 7.34.pdf  
 Proposed Revised Administrative Procedure 7.34.pdf

Proposed revised Administrative Policy 7.34, Final Examinations, and proposed revised Administrative Procedure 7.34 have been updated to reflect best practices in standards-based grading.

All students should have the opportunity to demonstrate their proficiency in course standards throughout the entire semester. Students who have not demonstrated proficiency in course standards by the end of the class should have an opportunity to demonstrate mastery of those standards. Likewise, students who are proficient need opportunity to excel and demonstrate an advanced level of learning.

**Background:**

This assessment may remain as an examination or be another appropriate activity such as a written, oral, comprehensive, and/or performance-based assessment to measure students' learning in the designated standards. The major change in this policy is that a single examination will not be counted as 25 percent of a student's grade, but will be included in the final course grade in the same manner as is the body of proficiency evidence recorded during the duration of the semester.

**Fiscal Impact Statement:**

**Implementation and Assessment Plan:** If these revises are approved by the Board, the Office of Academics will provide appropriate professional development to staff so they are successful in the implementation of this revised policy and procedure.

**Recommendation** The Administration recommends that the Board approve the changes as submitted.

**Recommended By:**

**Signed By:** *Signature*  
Stewart, Melanie - Director

**Approvals:** **Signed By:** *Signature*  
Maegli, Ruth - Chief

**Signed By:** *Signature*  
Driver, Dr. Darienne - Superintendent

## ADMINISTRATIVE POLICIES OF THE MILWAUKEE PUBLIC SCHOOLS

### ADMINISTRATIVE POLICY 7.34

#### FINAL EXAMINATIONS Evidence of Proficiency

(1) ~~Final examinations~~ There shall be a final assessment for given to all students in grades 9-12 to prove proficiency in any standard(s) of a course. These final assessments will take place as a part of the final school days of each semester ~~a designated examination schedule~~ in accordance with district procedures developed by the Superintendent and approved by the Board.

(2) Students who are excusably absent during this time ~~from a final examination~~, if unable to take advantage of the ~~examination~~ final opportunity to prove proficiency before the close of the current semester, shall have the ~~examination deferred~~ opportunity extended until not no later than the fourth week of the following that semester, and the final mark shall be held open until the examination that extended time period is completed.

(3) Students who are inexcusably absent during this time ~~from an examination~~ shall have no additional evidence toward proficiency in course standards be marked as factored into the final grade ~~having failed the examination and shall have the failure counted in averaging the semester grade.~~

(4) Students who have demonstrated proficiency on all standards prior to the final days of the semester shall may be given the opportunity to produce evidence of advanced work in the course content/skills, which shall be factored into the final grade. Some students may be eligible to qualify for exemptions in accordance with district procedures developed by the Superintendent.

(5) Under limited circumstances, and in accordance with designated district procedures developed by the Superintendent, students may obtain high-school credits and grades that are included in their cumulative GPAs by successfully completing a district-sanctioned and -monitored comprehensive course exam.

**History:** Adopted 2-7-78; revised 2-22-95, 3-29-12, 7-30-13

**Previous Coding:** Admin. Policy IKAA, prior to May 1995; Admin. Policy 9.34, May 1995-August 1996

**Contract Ref.:** MTEA Contract (Teachers)

**Cross Ref.:** Admin. Proc. 7.34 Final Examinations

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## ADMINISTRATIVE PROCEDURES OF THE MILWAUKEE PUBLIC SCHOOLS

### ADMINISTRATIVE PROCEDURE 7.34

#### FINAL EXAMINATIONS Evidence of Proficiency

(1) Final ~~examinations~~ evidence of proficiency will be:

(a) ~~an assessment given during the final school days of each semester~~-to all students in grades 9-12 ~~during~~ including a special ~~examination~~ schedule, with no more than three periods per day for the last three half days of each semester;

~~(b) scheduled during the final week of the course;~~

~~(b) (c) given in all courses, with the exception of such courses specifically exempted by the Superintendent or a designee;~~

~~(c) (d) of written, oral, comprehensive and/or performance in nature, as is determined by the teacher with the approval of the principal following involvement of the department chairperson. Three weeks prior to the end of the current semester examinations, teachers are to will file with the principal a copy of the final evidence of proficiency plan examinations (for written examinations) or a plan of the examinations (for oral or performance examinations);~~

~~(d) (e) given a weight of 25% of the final course grade; and included in the final course grade in the same manner as the body of proficiency evidence recorded during the duration of the semester~~

~~(e) (f) required of all students, with students being eligible to exercise two exemptions under the following conditions:~~

1. a B course evidence average of 85 percent or greater in the course and a grade of B or better in the final mark period of the course;

2. no unexcused absences; and

3. 95% or better attendance in that course; and

~~(f) (g) aligned to course standards allowing students the opportunity to demonstrate proficiency or higher on all standards taught during the semester. In final exams, students may be exempt from certain sections for which they have already demonstrated proficiency on those specific standards. This partial exemption does not count towards the eligible two complete exemptions in (1)(f), above.~~

(2) Copies of ~~examinations and student answer sheets (for written examinations), as well as the plans of examinations~~ student results in for final evidence of proficiency ~~used in oral or performance examinations, are to be kept on file for a period of one year.~~

(3) Credits will be awarded upon successful completion of a course in grades 9-12.

~~(4) Course exams can be used as evidence of student proficiency needed to earn high school credits towards a diploma. Students may obtain high school credits and grades that are included in their cumulative GPAs by successfully completing a district-sanctioned and -monitored comprehensive course exam only in the following circumstances:~~

(a) Home-schooled students who enter high school after a portion of their 9th-grade year or later;

(b) Students who have reached proficiency in high-school course standards in middle school;

(c) Students who are native speakers in a world language other than English can earn credits in that world language course by proving their proficiency on course standards.

(5) Students who choose to waive one semester course, 0.5 credits, of physical education based on participation in an organized sport or athletic program must submit a participation log, approved by the Superintendent's designee, and successfully complete a district-sanctioned exam in lifetime sports. Students must apply for this waiver option with their school counselors before the start of the replacement program and then must submit the logs and the exams to complete the waiver. The

program must be a minimum of fifty hours over a minimum of six weeks to meet participation requirements.