

BOARD OF SCHOOL DIRECTORS MILWAUKEE, WISCONSIN FEBRUARY 25, 2021

Regular meeting of the Board of School Directors called to order by President Miller at 6:31 p.m. p.m.

Present — Directors Báez, Herndon, O'Halloran, Peterson, Phillips, Siemsen, Taylor (7:17 p.m.),
Woodward, and President Miller — 9.
Absent and Excused — None.

AWARDS AND COMMENDATIONS

Excellence in Education Award

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

Joyce D. Peoples, Marcus Performing Arts Center’s 2021 Dr. Martin Luther King, Jr., Teacher of the Year

Milwaukee Public Schools recognizes Mrs. Joyce Peoples for her tireless dedication to her students and for being selected as the Marcus Performing Arts Center’s 2021 Dr. Martin Luther King, Jr., Teacher of the Year.

Mrs. Peoples, who teaches middle-school English language arts at Hartford Avenue University School, has been teaching in Milwaukee Public Schools for 20 years. She has been involved with Milwaukee’s Dr. Martin Luther King, Jr., Birthday Celebration for the past 19 years.

The Marcus Performing Arts Center acknowledged Mrs. Peoples as a champion for the annual Dr. King Birthday Celebration in Milwaukee. Her work includes providing enrichment activities and encouraging her students to use their unique abilities, including in the Dr. King art, speech, and writing contests.

Each year since 2014, the steering committee of Milwaukee’s annual Dr. Martin Luther King Birthday Celebration selects a teacher who has shown a high level of commitment to the event over a number of years. Mrs. Peoples was selected for the energy and enthusiasm that she brings to the event via her students.

Milwaukee Public Schools recognizes Joyce D. Peoples for being selected as the Marcus Performing Arts Center’s 2021 Dr. Martin Luther King, Jr., Teacher of the Year. We are MPS Proud!

The Milwaukee Board of School Directors recognizes and honors Joyce Peoples for her dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

Winners of the Dr. Martin Luther King, Jr., Writing, Art, and Speech Contests

Our classrooms throughout the district carried out many exciting activities to honor and reflect upon the legacy of Dr. Martin Luther King, Jr., leading up to and on the national holiday celebrating his birthday. These activities included the 2020-21 Dr. Martin Luther King, Jr., Art, Speech and Writing Contests presented by Bader Philanthropies, Inc.

This year’s Dr. Martin Luther King, Jr., contests produced outstanding entries from students and many winners. The district is pleased to recognize the following students for their amazing work around this year’s theme, “Keep Moving Forward.”

Congratulations to all winners of this year’s Dr. Martin Luther King, Jr., Art, Speech, and Writing Contests.

2021 Art Contest Winners

*Grades K-2*1st Place

Remi Davies,
Lloyd Barbee Montessori School, Grade 1
Teacher: Ashley Boese

2nd Place

Sam Solis,
Burbank School, Grade 2
Teacher: Anna Petersen

3rd Place

Florence Okidi,
Milwaukee Spanish Immersion School, Grade 2
Teacher: Tracy Matel

*Grades 3-5*1st Place

Jaden Old Coyote,
Burbank School, Grade 5
Teacher: Anna Petersen

2nd Place

Nora Synovic,
Milwaukee German Immersion School, Grade 5
Teacher: Karen Silber

3rd Place

Matthew Tania Munoz Prada,
ALBA School, Grade 5
Teacher: Jennifer Santiago

2021 Speech Contest Winners*Grades K-2*1st Place

Essence Green,
Craig Montessori School,
K5
Teacher: Susan Starkman

2nd Place

Jurni Johnson,
Elm Creative Arts School, Grade 1
Teacher: Therese Kroll

*Grades 3-4*1st Place

Niles Janzen,
Fernwood Montessori School, Grade 4
Teacher: Katy Gabor

2nd Place

Justice Edwards,
Golda Meir Lower Campus, Grade 3
Teacher: Erin Bailey

3rd Place

Orjan Oulahan,
Maryland Ave. Montessori School, Grade 4
Teacher: Lauren Belinski

*Grades 6-8*1st Place

Nandar Oak,
Wedgewood Park IB School, Grade 7
Teacher: Margaret Fish

2nd Place

Zachariah Lara,
Wedgewood Park IB School, Grade 6
Teacher: Margaret Fish

3rd Place

Mariana Lopez Carro,
Escuela Vieau School, Grade 7
Teacher: Laura Lofton

Grade 9-12

1st Place

Aubrey Jilla,
Milwaukee High School of the Arts, Grade 10
Teacher: Amanda Wojnar

2nd Place

Camorra Forrest,
Milwaukee High School of the Arts, Grade 9
Teacher: Amanda Wojnar

3rd Place

Bryonna Saygo,
Milwaukee High School of the Arts, Grade 11
Teacher: Brendan Senne

*Grades 5-6*1st Place

Kayle Phillips,
Golda Meir Upper Campus, Grade 6
Teacher: Nicole Price

3rd Place

Cornel Penager Davidson,
Fernwood Montessori School, Grade 6
Teacher: Sara Raasch

*Grades 7-8*1st Place

Zora Penager Davidson,
Fernwood Montessori School, Grade 8
Teacher: Sara Raasch

2nd Place

Raya El-Hajjar,
Maryland Ave. Montessori School, Grade 8
Teacher: Gina Follstad

3rd Place

Sahmii Dixon,
Lincoln Center of the Arts, Grade 7
Teacher: Sandra Meeks

Grades 9-10

1st Place
Janiya Williams,
Golda Meir Upper Campus, Grade 10
Teacher: Jayme Timmons

2nd Place
Brandon Gorton,
Reagan IB High School, Grade 9
Teacher: Kristoffer Puddicombe

2021 Writing Contest Winners

Grades 2-3

1st Place
Leslie White,
Golda Meir Lower Campus, Grade 3
Teacher: Erin Bailey

2nd Place
Zariah Bowers,
Golda Meir Lower Campus, Grade 3
Teacher: Erin Bailey

Grades 4-5

1st Place
Isabella Krieger-Silva,
Fernwood Montessori School, Grade 4
Teacher: Jean Vogel

2nd Place
Dahlia Santiago,
Golda Meir Lower Campus, Grade 5
Teacher: Kermit McClendon

3rd Place
Kya Barnes,
IDEAL School, Grade 5
Teacher: Karla Zuehlke

Grade 6

1st Place
Cornel Penager Davidson,
Fernwood Montessori School, Grade 6
Teacher: Nikolai Gurda

2nd Place
Claire Wise,
IDEAL School, Grade 6
Teacher: Amy Rognsvoog

Grades 11-12

1st Place
Taira McClellan,
Vincent High School, Grade 12
Teacher: Jennifer Koss

3rd Place
Mohammad Faisal Khan Mohammad Rofiq,
Milwaukee High School of the Arts, Grade 11
Teacher: Sarah Harley

Grades 7-8

1st Place
Victoria Kona,
Milwaukee Academy of Chinese Language, Grade 7
Teacher: Bianca Gasparri

2nd Place
Bilal Hassan,
Trowbridge School, Grade 7
Teacher: Linda Lemmen

3rd Place
Aniah Gilbert,
Trowbridge School, Grade 8
Teacher: Frederick Franklin

Grades 9-10

2nd Place
Destiny Dokes,
Rufus King IB High School, Grade 9
Teacher: Kelly O'Keefe Boettcher

3rd Place
Ashton Schmidt,
Rufus King IB High School, Grade 9
Teacher: Kelly O'Keefe Boettcher

Grades 11-12

2nd Place
Nevaeh Biddle,
Rufus King IB High School, Grade 11
Teacher: Dawn Schlipp

3rd Place
Tyra Wilson,
Milwaukee Marshall High School, Grade 11
Teacher: Michael Hirsch

MPS students presented their 2020-21 award-winning Dr. Martin Luther King, Jr., speeches at the Board's regular February 2021 meeting.

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APPROVAL OF MINUTES

The minutes of the January 2021 Special and Regular meetings of the Milwaukee Board of School Directors were approved as presented.

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REPORTS AND COMMUNICATIONS FROM THE SUPERINTENDENT OF SCHOOLS

(Item 1) Monthly Report of the Superintendent of Schools

The Superintendent's Report is designed to provide the Milwaukee Board of School Directors and the MPS community with an update on current activities underway to support the district goals of academic achievement; student, family and community engagement; and effective and efficient operations as they are aligned to the district's strategic objectives and the Five Priorities for Success:

- Increasing academic achievement and accountability
- Improving district and school culture
- Developing our staff
- Ensuring fiscal responsibility and transparency
- Strengthening communication and collaboration

Activities from late January through mid-February are also included in the following report.

MPS Celebrates Black History Month

Black History Month is coming alive in Milwaukee Public Schools! Students and staff across the district are planning and taking part in projects and performances to honor the contributions of Black Americans who have helped build our country and promote peace and equality. We are proud of the efforts of our schools in bringing Black History Month to life.

MCTS Announces Winners of Rosa Parks Tribute Scholarship Essay Contest

On civil rights pioneer Rosa Parks's birthday, which is also National Transit Equity Day, Milwaukee County Transit System (MCTS) announced the winners of its first-ever Rosa Parks Tribute Scholarship essay contest. High-school seniors in Milwaukee County who will attend a trade school, college, or university were invited to submit short essays inspired by Parks's famous quote, "Each person must live their life as a model for others."

Rosa Parks was arrested on December 1, 1955, after refusing to give up her seat to a white man in Montgomery, Alabama. Her small act of civil disobedience led to a landmark Supreme Court ruling that outlawed segregation on public transportation.

Every year, on December 1, which is recognized nationally as Rosa Parks Day, MCTS honors Parks by reserving a seat on board all buses in its fleet. Each reserved seat includes a red rose and a placard that features Parks's photo and a message about her courageous act.

More than 50 essays were submitted and reviewed by a diverse panel of staff from MCTS, the Milwaukee County Department of Transportation, and the Milwaukee County Office on African American Affairs. The following MPS students were chosen to each receive \$1,000 scholarships towards their higher education:

Kayla Jimenez, Ronald Reagan High School
Anya Ramos, Audubon Technology and Communication High School
Iman Snobar, Ronald Reagan High School

The essay contest provided an opportunity to honor those who, like Rosa Parks, came before us and to invest in our future leaders who will guide us in achieving racial equity.

2021 Milwaukee Times Newspaper's Black Excellence Louvenia Johnson Scholarship Winners

Ten MPS students were selected to receive 2021 Louvenia Johnson Scholarships as part of the prestigious *Milwaukee Times* newspaper's 2021 Black Excellence Awards. The rigorous process includes an essay, exceptional grades, a summary of accomplishments, and volunteer service, as well as nomination by a principal, counselor, teacher, pastor, mentor, or advisor. We are proud of the following MPS students for being selected to receive 2021 Louvenia Johnson Scholarships:

Janae Adams, Rufus King International High School
David Alepembwe, Bradley Tech High School
Trinay Austin, Madison Academic High School
Shaylin Crosby, Rufus King International School
Jonillia Davis, Bradley Tech High School
Leroy Hope, Milwaukee School
of Languages Jakobie Jackson, Golda Meir High School
Anyiah Lobley, Golda Meir High School
Jalen Reed, Rufus King International High School
Fardowso Shidad, Rufus King International High School

The Lester L. Carter, Jr., Scholarship is also awarded as part of the Black Excellence Awards each year. This year's winner was Joshua Wilder, a Riverside University High School student.

Congratulations to all of these student leaders!

Money is Available for College Through the FAFSA!

High-school seniors dreaming of college or career should fill out the FAFSA to find money available to pay for school. The Free Application for Federal Student Aid, better known as FAFSA, is the first step on the road to college. This application determines eligibility for grants and loans and is used by colleges across the country to develop each student's financial-aid package.

Rayona Howled is a graduate of MPS South Division High School who is currently attending Alverno College. She says that filling out the FAFSA made it possible for her to pay for her education.

My counselors pushed me to apply because it's so important. Filling it out isn't difficult if you take your time," she said. "There's no way I could pay for college if not for FAFSA. FAFSA gave me the opportunity to further my education and I'm very grateful. I want to tell other students to go for it!

MPS has College and Career Centers in 20 high schools to help students fill out the FAFSA, to explore colleges, to write essays, and to complete college applications. Virtual access varies by school. MPS students can contact any College & Career Center to get the help they need from a college and career advisor. For more information about College & Career Center locations, hours, and services, visit the MPS College & Career Centers page.

School Counselors Are Spotlighted

Thank you to MPS school counselors! Every day, school counselors impact the lives of students and help children find success in school.

National School Counseling Week, sponsored by the American School Counselor Association (ASCA), took place February 1-5, 2021. This allowed the opportunity to focus public attention on the unique contributions of professional school counselors within schools in helping students to achieve in school, to navigate life, and to plan for careers. School counselors promote success by seeing each child for his or her own needs and taking steps to meet those needs, whether through a new backpack or comfort after the loss of a loved one.

During a typical school year, counselors are actively engaged in working with parents to understand a child's personal situation; in focusing on positive ways to enhance students' social/personal, educational, and career development; and in working with teachers and other educators so students can realize their potential and set healthy aspirations for themselves. The training and experience of school counselors makes them an integral part of the total education program.

Congratulations Lois Womack, a Winner of the 2020 Presidential Award for Excellence in Mathematics and Science Teaching!

Congratulations to Lois Womack of Marvin Pratt Elementary School! Womack is one of five Wisconsin educators named by State Superintendent Carolyn Stanford Taylor for the 2020 Presidential Awards for Excellence in Mathematics and Science Teaching. The award is considered the highest honor bestowed by the U.S. government for math and science teachers.

Womack is a Milwaukee Public Schools alumna who attended Hopkins and Maple Tree Elementary schools, and her parents were both MPS educators. She started with the district in 1994 and has served at several schools and in the Office of Academics as a math teaching specialist. She has taught a 4th- and 5th-grade split class for five years and is especially passionate about math, which has always been her focus.

**MPS Hosted Kindergarten Enrollment Fairs
on February 6 and 20, 2021**

Milwaukee Public Schools hosted two virtual Kindergarten Enrollment Fairs on February 6 and 20, 2021, from 9:00 a.m. to 2:00 p.m. The Fair helped families explore schools, make choices, and enroll students for fall 2021. Wisconsin law requires children to complete five-year-old kindergarten before entering first grade.

All MPS schools that offer Head Start and kindergarten were available to video chat so families could ask questions, learn about programs, and identify the best options for their children. Families had the chance to speak directly with school staff. Families learned about the many programs and offerings in MPS schools.

Head Start

Free preschool is available through the federal Head Start program for families who meet income limits. Head Start prepares children for school and teaches important early skills. Transportation is available.

Kindergarten

Three-year-old Kindergarten

Limited programs are available at some schools. Children must turn three by September 1 to be eligible.

Four-year-old Kindergarten

Programs are available at most schools across the district. Children must turn four by September 1 to be eligible.

Five-year-old Kindergarten

Programs are available at most schools across the district. Children must turn five by September 1 to be eligible.

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**REPORTS AND COMMUNICATIONS FROM THE BOARD CLERK/CHIEF
OFFICER, OFFICE OF BOARD GOVERNANCE**

(Item 1) Monthly Report, with Possible Action, on Legislative Activities Affecting MPS

Background

The Board’s Legislative Policy Specialist presented the monthly update on legislative activities affecting MPS.

Strategic Plan Compatibility Statement

- Goal 1, Academic Achievement
- Goal 2, Student, Family and Community Engagement
- Goal 3, Effective and Efficient Operations

Fiscal Impact Statement

NA

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REPORTS AND COMMUNICATIONS FROM THE OFFICE OF ACCOUNTABILITY AND EFFICIENCY

(Item 1) Monthly Report, with Possible Action, on Activities within the Office of Accountability and Efficiency

Background

The monthly report of the Office of Accountability and Efficiency (OAE) provides the Milwaukee Board of School Directors and the public with an update on current activities in service areas headed by the Senior Director of the OAE:

- Accountability and Transparency Services
- Process Improvement and Efficiency Services
- Contract Compliance Services

The following report includes activities from late January through mid-February.

Monthly Report

The Office of Accountability and Efficiency was established to enhance transparency, oversight, and accountability to the District's financial operations; to evaluate fiscal performance; and to recommend solutions in furtherance of fiscal stewardship of Milwaukee Public Schools. Each month, the OAE's monthly report will provide a highlight of one area of the OAE Work Plan and Work Plan progress from the previous month.

Work Plan Highlight: RFP/BID Appeals

In accordance with Administrative Policy 3.09, Purchasing and Bidding Requirements, the BID/RFP appeals process allows for vendors or prospective vendors to protest alleged irregularities or improprieties during MPS's procurement process. The OAE independently reviews all appeals and formulates a recommendation within 10 days of receiving an appeal. The OAE processed one RFP/BID appeal in FY20.

Accountability and Efficiency Services

Between January 19, 2021, and February 15, 2021, Accountability and Efficiency Services fulfilled 11 requests for information/research, one request for independent hearing officer's (IHO) assignment, two requests for data analysis/visualization, and one constituent inquiry. Additionally, Accountability and Efficiency Services completed five special projects.

Also during the reporting period, Accountability and Efficiency Services worked to increase capacity for implementation of Administrative Policy 6.35, Whistleblower Protections. This work was made necessary by the increasing number of reports received by the Office of Accountability and Efficiency and reflects the OAE's commitment both to receive and to review all reports with fidelity. Ongoing capacity-building efforts include physical enhancements to ensure confidentiality of reports and a thorough review of office procedures for receiving and reviewing reports. These enhancements will ensure that the OAE's capacity to implement Administrative Policy 6.35 can support the volume of concerns raised under this policy.

Accountability and Efficiency Services also continued to support the District's implementation of Administrative Policies 3.09 and 6.35.

Contract Compliance Services

Contract Compliance Services continued to support the District's implementation of Administrative Policies 3.10 and 3.13.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

**Statute, Administrative Policy, or Board
Rules Implication Statement**

Board Governance Policy BG 3.08, Role of the Management of the Office of Accountability and Efficiency

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REPORTS OF STANDING COMMITTEES

With no items set aside for separate consideration, Director Baez moved to approve the Reports of the Standing Committees. The motion passed, the vote being as follows:

Ayes — Directors Báez, Herndon, O'Halloran, Peterson, Phillips, Siemsen, Woodward, and President Miller — 9.
Noes — None.

REPORT OF THE COMMITTEE ON ACCOUNTABILITY, FINANCE, AND PERSONNEL

(Item 1) Action on Monthly Personnel Matters: Action on Classified Personnel Transactions, Action on Certificated Appointments, Action on Leaves of Absence, Report on Certificated Resignations and Classified Retirements, Affirmative Action Report, and Remote Work Plan Report

Classified Personnel Transactions

Code	Name	Position	Salary	Date
New Hires				
5	Brian Bartlett	Auto Mechanic	\$57,198.00	01/25/2021
2	Carl Bezold	Building Service Helper I	\$15.00/hr.	01/11/2021
2	Steven Boyd	Building Service Helper I	\$15.00/hr.	01/25/2021
2	Tangela Bradford	Building Service Helper I	\$15.00/hr.	01/11/2021
2	Nathaneil Hampton	Building Service Helper I	\$15.00/hr.	01/25/2021
2	Savanna Hewings	Building Service Helper I	\$15.00/hr.	01/11/2021
2	Debra Jackson	Building Service Helper I	\$15.00/hr.	01/11/2021
2	Cornelius Mitchell	Building Service Helper I	\$15.00/hr.	01/04/2021
2	Arleana Smith	Building Service Helper I	\$15.00/hr.	01/11/2021
3	Truong Cao	Carpenter	\$38.97/hr.	01/19/2021
5	Scott Nye	Carpenter	\$38.97/hr.	12/21/2020
2	Anaiz Connors	Duplicating Equipment Operator	\$31,200.00	01/11/2021
2	Mironda Ruffin	Human Resources Assistant	\$40,387.78	12/28/2020
2	Dorothy Evererre	Information Specialist	\$45,397.00	01/11/2021
2	Alan Ingram	IT Service Technician	\$53,703.00	01/05/2021
2	Brandyce Tolbert Rivas	Para Ed Assistant — Parent Involvement	\$27,294.00	01/04/2021
2	Zhane Brewer	Para Ed Assistant	\$18,642.00	01/27/2021
4	Morgan Cravillion	Para Ed Assistant	\$19,099.00	01/21/2021
2	Ashley Croft	Para Ed Assistant	\$20,470.00	01/28/2021
2	Tyrionna Hicks	Para Ed Assistant	\$19,785.00	01/19/2021
2	Jelani Johnson	Para Ed Assistant	\$18,642.00	01/04/2021
2	Elijah Phillips	Para Ed Assistant	\$19,785.00	01/19/2021
5	Emily Porn	Para Ed Assistant	\$18,642.00	01/11/2021
5	Elizabeth Tess	Para Ed Assistant	\$20,470.00	01/19/2021
5	Laura Vanderbilt	Para Ed Assistant	\$18,642.00	12/15/2020
2	Ebony Whitmore	Para Ed Assistant	\$22,526.00	01/19/2021
5	Shannon Williams	Para Ed Assistant	\$18,642.00	01/04/2021
3	Ncuab Yang	Para Ed Assistant	\$19,785.00	01/11/2021
2	Valerie Edwards	School Secretary I — 10-month	\$30,510.42	01/04/2021

Code	Name	Position	Salary	Date
5	Andrew Wolf	School Engineer I	\$46,833.00	01/04/2021
2	Marquis Brisco II	Youth Apprentice	\$13.00/hr.	01/19/2021
2	Elijah Gibbs	Youth Apprentice	\$13.00/hr.	01/19/2021
2	Danaro Harrell	Youth Apprentice	\$13.00/hr.	01/19/2021
4	Luz Maldonado Romo	Youth Apprentice	\$13.00/hr.	01/19/2021
2	Treviante Thomas	Youth Apprentice	\$13.00/hr.	01/19/2021
5	Manuel Webb Jr.	Youth Apprentice	\$13.00/hr.	01/19/2021

Promotions

2	Joseph Thompson	Building Service Helper II	\$35,152.00	01/25/2021
4	Abel Whitley	Boiler Attendant Trainee	\$36,652.00	01/04/2021
5	Robert Stephenson	Electrician Charginan	\$46.06/hr.	01/19/2021
5	Scott Williams	Laborer Charginan	\$34.65/hr.	01/11/2021
2	Laquana Beverly Fitzgerald	School Engineer I	\$47,963.00	01/04/2021
5	Richard Desjardin	School Engineer I	\$46,833.00	01/04/2021
4	Charles Jones	School Engineer I	\$47,963.00	01/04/2021
2	Marcus Leach	School Engineer I	\$50,224.24	01/04/2021
2	Michael Nash	School Engineer I	\$53,616.00	01/04/2021
4	Zyad Selim	School Engineer I	\$46,833.00	01/04/2021
2	Ulyssees Robinson	School Engineer III	\$65,014.00	01/04/2021
2	Isaac McGinty	School Engineer III – Over 250,000 ft	\$64,920.00	01/04/2021
2	Charita Bates	Secretary II	\$37,389.19	01/04/2021

Rehires

2	Nadia Gates	Building Service Helper I	\$15.00/hr.	01/25/2021
2	Clayton Moore	Building Service Helper I	\$15.00/hr.	01/11/2021
2	Michelle Whitfield	Building Service Helper I	\$15.00/hr.	01/25/2021
2	Marquetta Flowers	Para Ed Assistant	\$18,642.00	01/25/2021
4	Manuel Irias	Para Ed Assistant	\$19,785.00	01/11/2021
2	Charlesha Mayes	Para Ed Assistant	\$18,642.00	01/04/2021
2	Angela Mayweather	Para Ed Assistant	\$19,785.00	12/17/2020
2	Christy Roberts	School Secretary I — 10-month	\$30,510.42	01/04/2021

Codes:

1	Native American	5	White
2	African American	6	Other
3	Asian/Oriental/Pacific Islander	7	Two or more ethnic codes
4	Hispanic		

Certificated Appointments

Codes	Name	Appointment	Salary	Date
2, r	Brown, Monique D	Gen Elem & K8 — All Grades	\$62,244.00	1/25/2021
5, r	Liimatta, Emily S	Gen Elem & K8 — All Grades	\$44,325.00	1/11/2021
2, r	Lubow, Haley	Gen Elem & K8 — All Grades	\$44,325.00	1/25/2021
2, r	Muex, Brandy N	Gen Elem & K8 — All Grades	\$49,161.00	10/1/2020

Library Media Specialists

5, r	Snyder, Stephanie M	Library	\$70,134.00	1/26/2021
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School Social Workers

2, r	Brown, Jasmine C	Social Work	\$55,639.00	1/11/2021
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Teachers, Early Start

5, nr	Beaulieu, James A	Multicateg. Comp. Sen	\$55,728.00	1/4/2021
5, r	Eppelsheimer, David V	Spec Ed Multicateg.	\$54,099.00	1/4/2021
2, r	Johnson, Victoria A	Cat Eng High	\$47,379.00	1/19/2021
4, r	Mata, Bridget N	Art	\$44,325.00	1/4/2021

Codes	Name	Appointment	Salary	Date
5, r	Silberg, Anna Rebecca	High School — General	\$50,943.00	1/19/2021
2, r	Taylor, Brittany E	Business Ed	\$44,325.00	1/25/2021

School Counselors, Early Start

2, r	Anthony, Brandi	Guidance — Various	\$54,506.00	12/21/2020
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School Psychologists

5, r	Michelson, Caroline Ashley	C.S. — Psychological Services	\$76,146.00	1/19/2021
4, nr	Moreno, Victor	C.S. — Psychological Services	\$83,272.00	1/19/2021

Permit Teachers

2, nr	Ellsworth, Cheryl Michelle	Multicateg. Comp. Sen	\$43,537.00	1/4/21
4, nr	Gallman, Laurel	Early Childhood — Spec Ed	\$43,537.00	1/4/21
4, nr	Garcia, Maria		\$43,537.00	1/25/21

Permit Teachers, Early Start

5, r	Clifford, Emily J	Science	\$43,537.00	1/11/2021
2, nr	Grayson, Jimmie R	Computer Science	\$43,537.00	12/23/2020
2, nr	Payne, Stephanie M	Gen Elem & K8 — All Grades	\$43,537.00	1/25/2021
2, r	Robinson, Wendelin	Spec Ed Multicateg.	\$43,537.00	1/19/2021

Codes:	Counts				
	Teachers	SSWs	Psychologists	Other	Total
1 Native American	0	0	0	0	0
2 African American	11	1	0	1	13
3 Asian/Oriental/Pacific Islander	0	0	0	0	0
4 Hispanic	5	0	1	0	6
5 White	6	0	1	1	8
6 Other	0	0	0	0	0
6 Two or more ethnic codes	0	0	0	0	0
Males	6	0	1	0	7
Females	16	1	1	2	20
r Resident					
nr Non-resident					

Leaves of Absence

	<u>Present Assignment</u>	<u>Effective From</u>
Personal Leave, February 2021		
Lindsay Haumschild	Gaenslen	02/08/2021

Report on Certificated Resignations and Classified Retirements

Reason	Code	Years		Position	Location	Date
		Svc	Name			

Certificated Resignations

Retire	5	20.0	Sheri Abresch	Teacher	Stuart	01/29/2021
Personal	2	0.2	Austin Allen Walker	Teacher	LaFollette	12/22/2020
Personal	2	1.1	Pandora Brown	Teacher	Hartford	01/22/2021
Retire	5	23.0	Lisa Chatman	Curr Spec	Central Svcs	02/05/2021
Retire	5	25.3	Brenda DePriest	Teacher	Hawthorne	05/28/2021
Personal	5	3.1	Lisa Dick	Teacher	Kluge	02/02/2021
Retire	5	21.1	Dorothy Hancock	Teacher	Central Svcs	12/14/2020
Personal	5	0.3	Claire Hankins	Counselor	Pulaski	02/05/2021
Other Work	5	8.4	Stacia Holtz	Teacher	Fairview	01/29/2021
Personal	5	13.5	Karen Horn	SSW	Central Svcs	01/27/2021
Personal	2	1.3	Derrick King	Teacher	Central Svcs	01/06/2021
Retire	5	30.4	SallyAnne Krueger	Teacher	Whitman	06/15/2021

Reason	Code	Years		Name	Position	Location	Date
		Svc					
Retire	5	26.5		Amy Mondry	Teacher	Story	02/19/2021
Personal	5	3.6		Natalie Nordlund	Psych	Westside Acad	06/18/2021
Retire	5	24.6		Susan Sauerberg	Teacher	Lincoln Ave	06/30/2021
Personal	2	6.4		Naomi Smith	Teacher	53rd Street	01/04/2021
Retire	5	17.0		Susan Suchecki	Teacher	Fernwood	06/15/2021
Personal	2	0.8		Umenia White	Teacher	Holmes	01/08/2021
Personal	4	0.5		Carolina Zuniga Solarte	Speech Path	ALBA	01/27/2021

Classified Retirements

Retire	2	33.6		Kevin Brown	Engineer III	Bay View	12/08/2020
Retire	5	5.4		John Corfeld	Safety Asst	School Safety	01/09/2021
Retire	2	12.3		Zelma Fulbright	CHA	Vieau	12/31/2020
Retire	2	8.4		John Grisson	Accountant	Finance Dept	01/04/2021
Retire	5	30.3		Joan Orłowski	Gen Ed Asst	Grant	01/05/2021
Retire	5	17.3		Susan Paulsen Mcneede	Interpreter	Milw Sign Lang	01/05/2021
Retire	2	21.6		Beverley Reid	BSH I	JMAC	12/19/2020
Retire	2	21.9		Lavenia Shorter	Safety Asst	School Safety	01/05/2021
Retire	2	30.4		Lanita Tate	Engineer I	Burdick	01/04/2021

Codes:

1	Native American	5	White
2	African American	6	Other
3	Asian/Oriental/Pacific Islander	7	Two or more ethnic codes
4	Hispanic		

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for January 2021 is attached to the minutes of your Committee’s meeting. This is an informational item, and no action is required.

Remote Work Plan Report

Total Remote Work Forms Submitted by Office*, as of 02/05/2021

Office	Total Submitted
Academics	566
Accountability & Efficiency	7
Board Governance	1
Communications & School Performance	104
Finance	160
Human Resources	20
School Administration	15
School-based	5,378
Superintendent	3
Total Received	6,254

*All district staff have been directed to maximize the amount of remote work consistent with the Board’s action.

Committee’s Recommendation

Your Committee recommends that the Board approve the promotions, appointments, and leaves as listed, to be effective upon approval by the Board.

Approved with the roll call vote to approve the balance of the Committee’s reports.

* * * * *

(Item 2) Action on the 2020-2021 Revised ASC's Salary Schedule**Background**

On October 29, 2020, the Milwaukee Board of School Directors approved the 2020-2021 MPS salary schedules, which included the salary schedule for the Administrators & Supervisors Council (ASC).

In alignment with the Board's approval of the job description for the Restorative Practices Coach — Classified position, the following adjustment to the previously approved ASC Salary Schedule is necessary.

Administrators & Supervisor Salary Schedule

This group includes positions ranging from administrative assistants through cabinet-level and can be either classified or certificated.

Salaries range from 200 to 260 days, as indicated by Grade: A = 260; B = 260 @ six hours/day; C & D = 200; T = 220.

Grade	Job Title	Min	Mid	Max
00A	Assistant	\$36,556	\$41,093	\$45,630
01A	Assistant I	\$45,384	\$53,080	\$60,775
02A	Assistant II, Paralegal	\$47,086	\$56,200	\$65,314
02C	Assistant II	\$40,747	\$48,606	\$56,466
03A	Assistant III, Associate I, Technician I, Accountant I	\$48,916	\$59,566	\$70,217
04A	Associate II, Technician II, Accountant II, Performance Auditor I	\$52,599	\$64,071	\$75,542
05A	Associate III, Analyst I, Accountant III	\$56,502	\$68,899	\$81,296
05D	Associate III, Analyst I, Accountant III	\$46,414	\$60,060	\$73,705
06A	Coordinator I, Analyst II, Accountant IV, Performance Auditor II	\$63,410	\$77,370	\$91,331
06C	Coordinator I, Analyst II, Accountant IV, Performance Auditor II	\$54,749	\$66,748	\$78,748
07A	Coordinator II, Analyst III	\$66,428	\$81,073	\$95,718
07C	Coordinator II, Analyst III	\$57,332	\$69,918	\$82,505
08A	Coordinator III, Specialist I	\$69,609	\$84,976	\$100,343
08B	Coordinator III, Specialist I (6 hours)	\$51,473	\$63,530	\$75,588
08C	Coordinator III, Specialist I	\$60,071	\$73,271	\$86,471
09A	Supervisor I, Specialist II	\$72,997	\$89,088	\$105,179
09C	Supervisor I, Specialist II	\$62,920	\$76,767	\$90,614
10A	Supervisor II, Specialist III	\$76,439	\$93,347	\$110,254
10C	AP I — Elem, Supervisor II, Specialist III	\$65,912	\$80,434	\$94,955
11A	Manager I, Specialist IV	\$80,105	\$97,844	\$115,582
11C	AP II — MS, Manager I, Specialist IV	\$69,054	\$84,287	\$99,520
12A	Manager II	\$83,959	\$102,570	\$121,180
12C	Manager II, AP III - HS	\$72,324	\$88,301	\$104,278
13A	Manager III	\$88,001	\$107,528	\$127,056
13T	Principal I — K-6, Principal I - K-8	\$83,365	\$101,830	\$120,295
14A	Director I, Principal I — 9-12, Principal I — K-12	\$92,251	\$112,739	\$133,226
14T	Principal I — 6-8, Principal II — K-8	\$86,761	\$106,433	\$126,104
15A	Director II, Comptroller, Principal II — 9-12, Principal II — K-12	\$96,705	\$118,204	\$139,703
16A	Sr. Director, Regional Superintendents	\$101,388	\$123,946	\$146,504
18A	Chiefs	\$143,104	\$157,159	\$171,214
19A	Deputy Superintendent	\$148,776	\$163,393	\$178,010
4R	Management Intern (two-year)	\$35,716	\$36,704	\$37,692

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 6.21, Salary Schedules: Staff

Fiscal Impact Statement

This item does not authorize expenditures. There is no fiscal impact in adding the Restorative Practices Coach — Classified position to the ASC's salary schedule.

Implementation and Assessment Plan

Upon approval by the Board, the Administration will update the current ASC’s salary schedule to reflect the Restorative Practices Coach — Classified position.

Committee’s Recommendation

Your Committee recommends that the Board approve the revised ASC’s salary schedule as presented above.

Approved with the roll call vote to approve the balance of the Committee’s reports.

* * * * *

(Item 3) Action on a Request for Approval of Job Description for Restorative Practices Coach —Classified

Background

Pursuant Administrative Policy 6.19, the Superintendent is bringing forth approval the job description for the Restorative Practices Coach — Classified.

The Restorative Practices Coach — Classified job description, as attached to the minutes of your Committee’s meeting, will provide the Administration flexibility to recruit and to hire highly-skilled individuals in the area of restorative practices who do not hold licenses with the Department of Public Instruction.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 6.19, Positions: Staff

Fiscal Impact Statement

This item does not authorize expenditures.

Committee’s Recommendation

Your Committee recommends that the Board approve the job description for Restorative Practices Coach — Classified as attached to the minutes of your Committee’s meeting.

Approved with the roll call vote to approve the balance of the Committee’s reports.

* * * * *

(Item 4) Action on Recommended Administrative Appointments, Promotions, Reassignments and Reclassifications, Salary Increases/Decreases, and Limited-term Employment (LTE) Contracts Exceeding Sixty Days

Recommended Appointments

Your Committee recommends that the following individuals be appointed to the classifications indicated, to be effective upon approval by the Board.

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
4, nr	Adria Maddaleni	Chief Human Resource Officer	Office of the Chief of Human Resources	03	18A	\$156,581
5, nr	Therese Freiberg	Employment Relations Director II	Office of the Chief of Human Resources	03	15A	\$121,280
2, nr	Christina Hall	Social Work Supervisor I	Office of the Chief of Academics	03	09A	\$105,179

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
5, r	Michele Bavuso	Special Education Supervisor	Office of the Chief of Academics	03	09C	\$90,614
3, r	Carla Fries	Grant Development Manager I	Office of the Chief of Finance	03	11A	\$84,110
5, r	Melannie Litscher	Special Education Supervisor (School Psych)	Office of the Chief of Academics	03	09C	\$79,000
2, r	Kikora Smith	Restorative Practice Coach — Classified	Office of the Chief of Communications & School Performance	03	05D	\$73,705
4, nr	Rebecca Longoria	Special Education Supervisor (School Social Work)	Office of the Chief of Academics	03	09C	\$73,387
5, nr	Barbara Tenin	Special Education Supervisor	Office of the Chief of Academics	03	09C	\$64,178
5, r	Katherine Coldwell	Restorative Practice Coach — Classified	Office of the Chief of Communications & School Performance	03	05D	\$58,634
2, r	Angela Ewing	Planning Assistant III	Office of the Chief of Finance	03	02A	\$48,988

Recommended Reassignments

Your Committee recommends that the following individual be reassigned as indicated, to be effective upon approval by the Board.

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
2, nr	Jeremiah Holiday	Instructional Leadership Director I	Office of the Chief of School Administration	03	14A	\$156,581*

*Base salary will be adjusted, effective July 1, 2021

Recommended LTE Contracts (to be effective upon the Board's approval)

Your Committee recommends that the Board approve the following LTE contracts exceeding sixty days, pursuant to Administrative Policy 6.23(4)(b), to be effective as indicated

Codes	Name	Position	Assignment	Hourly	
				Wage	Dates
2, nr	John Grisson	Accountant IV	Office of the Chief of Finance	\$40.00	01/11/21-06/30/21
5, nr	Mark Ganas	Sr. Programmer Analyst I	Office of the Chief of Academics	\$38.40	11/02/20-05/28/21
5, r	Michele Butz	Montessori Support	Office of the Chief of School Administration	\$30.00	03/02/21-05/01/21
2, r	Rosemary Hayes	Administrative Assistant III	Office of the Chief of Academics	\$30.00	12/15/20-06/15/21
2, r	Jacqueline Davis	Human Resources Assistant	Office of the Chief of Human Resources	\$25.00	02/01/21-05/07/21
5, r	Lisa Mahan	ESL Support	Office of the Chief of School Administration	\$20.00	02/11/21-05/22/21
3, r	Meghan Wagner	Assistant Analyst	Office of Accountability & Efficiency	\$20.00	01/04/21-06/30/21
5, r	Nancy McGrew	K4/K5 Assistant	Office of the Chief of School Administration	\$15.00	01/01/21-06/30/21

Codes:

- | | | | |
|---|---------------------------------|---|--------------------------|
| 1 | Native American | 5 | White |
| 2 | African American | 6 | Other |
| 3 | Asian/Oriental/Pacific Islander | 7 | Two or more ethnic codes |

4 Hispanic
nr Non-resident

r Resident

Approved with the roll call vote to approve the balance of the Committee's reports.

* * * * *

(Item 5) Action on a Request to Rename James Whitcomb Riley School to Riley Dual Language Montessori School

Background

As Riley School prepares to enter its fifth year as a Montessori school, the Riley community is requesting a name change to accurately reflect the identity of the school as a Montessori school that offers a unique dual-language educational program. The request is based on school community conversations and data gathered from stakeholders. Riley School is currently the only MPS Montessori school that does not have the *Montessori* designation in its name. Additionally, the community's use of multiple names (Riley Elementary, Riley Dual Language, etc.) causes confusion for the school's current and future families.

The school community is confident that the proposed name change will better explain the school's specialized programming and will result in increased enrollment.

The proposed name change also meets the criteria set forth in Administrative Policy 5.01, Facilities, which includes a section (6) on the naming of school facilities:

- b. Changing the name of a school building shall be limited to elementary and middle schools. The recommendation of a name change shall be brought to the Board through the local governance structure of the school.

The Administration recommends that the Board approve renaming James Whitcomb Riley School to Riley Dual Language Montessori School, effective for the 2021-2022 school year.

Strategic Plan Compatibility Statement

- Goal 1, Academic Achievement
- Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 5.01, Facilities

Fiscal Impact Statement

This item does not authorize expenditures. Any costs associated with the name change will be absorbed in the school's budget.

Implementation and Assessment Plan

Upon approval by the Board, the Administration will work with the school to implement the name change.

Committee's Recommendation

Your Committee recommends that the Board approve renaming James Whitcomb Riley School to Riley Dual Language Montessori School, effective for the 2021-2022 school year.

Approved with the roll call vote to approve the balance of the Committee's reports.

* * * * *

(Item 6) Action on Monthly Finance Matters: Authorization to Make Purchases, Report on Change Orders in Excess of \$25,000 and Cumulative Purchases in Excess of \$50,000; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Report on Contracts under \$50,000 and Cumulative Total Report; Report on Monthly Grant Awards; and Acceptance of Donations.

Purchases

RFB 5792 Authorization to Enter into a Blanket Agreement with Best Ed, LLC, dba Best Ed Business, for N95 NIOSH-approved Surgical Respirators

The Administration is requesting authorization to enter into a blanket agreement with Best Ed, LLC, dba Best Ed Business, (“Best Ed”) to provide N95 NIOSH-approved surgical mask. These masks, which have been approved by the National Institute for Occupational Safety and Health (NIOSH) as respirators and cleared by the FDA as surgical masks, will be used by teachers, nurses, CHAs, and paras in grades K3 through 1st grade. They will provide a barrier for fluid resistance, bacterial and particulate filtration efficiencies, and breathing resistance.

Contractor was chosen pursuant to RFB 5792, which closed on February 12, 2021. Best Ed was the lowest-complying bidder.

The blanket agreement will run from March 1, 2021, through February 28, 2022, (the “Initial Term”). The agreement shall provide for two one-year options to extend if certain performance metrics are met, based on the continued needs of the district.

The total cost of the blanket agreement in the Initial Term will not exceed \$1,000,000.

Budget Code: GSP-0-S-CR1-DW-ESUPCOVID (COVID Supplies)\$1,000,000

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
NG	NG	NG	Yes	10%	100%	TBD	NA	400	10

Report on Change Orders in Excess of \$25,000

In compliance with Administrative Policy 3.09(10)(e)1, the Administration is reporting change orders to existing contracts whose collective net value exceed \$25,000.

Milwaukee Recreation entered into an agreement with the following agency to provide funding for in-person virtual learning support services for Milwaukee youth through operation of Community Learning Centers. This increase represents funding for an expanded programming.

Vendor.....Silver Spring Neighborhood Center
 Contract.....C029665
 Scope..... Community Learning Center
 Original Contract amount..... \$178,500
 Increase \$29,285

Routine Monthly Reports

The report on revenues and expenses; monthly expenditure control report; the report on school funds transfers; the report on contracts awarded with a value under \$50,000 and cumulative total report; and the report on monthly grant awards are attached to the minutes of your Committee’s meeting. These are informational items, and no action is required.

Donations

Location	Donor	Amount	Gift or Purpose
Monetary Donations Over \$5,000			
Bay View High School	Hope House of Milwaukee Incorporated	\$13,100.00	Mindfulness through visual arts
<i>Total Monetary Donations Over \$5,000</i>		<i>\$13,100.00</i>	
Monetary Donations			
Alliance High School	Stefan Gendelman	\$100.00	Turkeys For Turkey Raffle
Bradley Trade & Tech	Bradley Tech Alumni Association*	\$500.00	Incentives For PBIS
Anna F. Doerfler School	United Way	\$1,000.00	United Way My Very Own Library
Fernwood School	United Way	\$22.00	General School Supplies
Fratney Street School	Sylvia Buckman	\$200.00	Green School Project
Hawley Environmental School	Supporting Families Together	\$150.00	Supporting Families Together
Hayes Bilingual School	Madeleine Meiners-Cibon	\$285.00	Helping Families with Expenses
I.D.E.A.L. At Sholes	Holli /Steven Johnson	\$300.00	Winter Gloves
Keefe Avenue School	The Blackbaud Giving Fund	\$260.00	General School Supplies
King High School	Greater Milwaukee Foundation, Inc.	\$964.00	Chamberlin Memorial Scholarship
King High School	Carol Langoehr	\$9.00	General School Supplies
King High School	Riley Bina	\$15.00	General School Supplies
Morse Middle School	Richard & Nansi Hawkins	\$200.00	Science Classroom Supplies
Morse Middle School	Richard & Nansi Hawkins	\$200.00	Science Classroom Supplies
Ninety-Fifth Street School	Donors Choose	\$464.82	Brown Books
North Division High School	Ndhs Alumni Association	\$400.00	PBIS Donation
Riley School	Riley's PTA	\$700.00	Playwork PTA Contribution
Obama School of Career and Technical Education	Kwik Trip, Inc.	\$5.16	General School Supplies
Obama School of Career and Technical Education	James W. Turner	\$50.00	General School Supplies
Thurston Woods	Pinsetter Parts Plus Llc	\$300.00	Math Turkey Night Meals
<i>Total Monetary Donations</i>		<i>\$6,124.98</i>	
Non-monetary Donations			
Bradley Trade & Tech	Glen Dawursk	\$55.00	Bluetooth Speaker
Bradley Trade & Tech	Glen Dawursk	\$484.25	Hats & Gloves
Clemens School	Donors Choose	\$1,286.49	Learn...Unlearn...And Relearn
Fernwood School	Stonecreek Coffee	\$1,056.00	Staff Stonecreek Coffee
Fernwood School	Donors Choose	\$224.30	Montessori-Ing Through A New Lens
Fernwood School	Donors Choose	\$803.36	Montessori And Our World
Franklin School	Sec Education	\$1,360.00	SCC Education Donation
Fratney Street School	Donors Choose	\$154.71	Educational Resources In Spanish
Fratney Street School	Donors Choose	\$224.76	General School Supplies
Goodrich School	Donors Choose	\$345.71	Hands To Mind Reading Kit
Goodrich School	Stonecreek Coffee	\$285.00	10,000 Thank Yous
Goodrich School	Donors Choose	\$356.52	Virtually Visual
Grantosa Drive School	Donors Choose	\$165.69	SPED Classroom Supplies
Grantosa Drive School	Donors Choose	\$1,046.94	Learning At Home Supplies
Gwen T. Jackson School	Donors Choose	\$529.56	Extended Speech & Language
Gwen T. Jackson School	Donors Choose	\$617.45	Extended Speech & Language
Hartford University School	Donors Choose	\$2,344.24	General School Supplies

Location	Donor	Amount	Gift or Purpose
Hayes Bilingual School	Donors Choose	\$287.92	Teacher Pay Teacher Gift Card
Hayes Bilingual School	Donors Choose	\$485.00	Scholastic News Subscription
Hayes Bilingual School	Donors Choose	\$587.00	At Home Learning Materials
Hayes Bilingual School	Donors Choose	\$542.55	Scholastics Magazine Subscription
Humboldt Park School	Donors Choose	\$576.14	Bowden Easels
Humboldt Park School	Donors Choose	\$692.06	Weisse Headsets
Kagel School	Hilton Milwaukee City Center	\$1,674.71	Hilton Staff Turkey And Pies
Kagel School	Christopher Kidd And Associates LLC	\$1,255.91	Kagel School Health Supply
Kilbourn School	Donors Choose	\$250.88	General School Supplies
King Elementary	Donors Choose	\$596.38	Books
Kluge School	Donors Choose	\$123.69	Books
MacDowell Montessori	Donors Choose	\$876.56	General School Supplies
MacDowell Montessori	Donors Choose	\$300.46	General School Supplies
MacDowell Montessori	Donors Choose	\$314.75	General School Supplies
MacDowell Montessori	Donors Choose	\$329.38	General School Supplies
MacDowell Montessori	Donors Choose	\$229.98	General School Supplies
MacDowell Montessori	Donors Choose	\$229.98	General School Supplies
Manitoba School	Donors Choose	\$496.77	General School Supplies
Manitoba School	Donors Choose	\$410.11	General School Supplies
Manitoba School	Donors Choose	\$230.77	General School Supplies
Marshall High School	Donors Choose	\$677.52	Books For SpEd Students
Meir School	Donors Choose	\$1,246.14	Books
Morgandale School	Donors Choose	\$1,702.14	Books
Morgandale School	Donors Choose	\$610.59	Classroom Cleaning Supplies
Morgandale School	Donors Choose	\$921.27	Workbooks For Distance Learning
Morgandale School	Donors Choose	\$862.96	Math Materials For Home
Morgandale School	Donors Choose	\$436.16	Play-Doh For Students
Neeskara School	Jamee Lemonds	\$267.42	School Supplies Bags And Hats
Ninety-Fifth Street School	Donors Choose	\$453.12	Holts Cooking Kit Stem
Ninety-Fifth Street School	Donors Choose	\$356.35	Kargol Virtual Learning
Ninety-Fifth Street School	Donors Choose	\$361.09	Stangel Learning Materials
Ninety-Fifth Street School	Donors Choose	\$272.71	Shields Books
Ninety-Fifth Street School	Donors Choose	\$438.79	Shields Classroom Library
Ninety-Fifth Street School	Donors Choose	\$225.32	Kargol Hybrid Supplies
Ninety-Fifth Street School	Donors Choose	\$101.50	Denofre Sensory Walk
Ninety-Fifth Street School	Donors Choose	\$638.25	Stephan Math Supplies
Ninety-Fifth Street School	Donors Choose	\$341.94	Books Virtual Supplies
Ninety-Fifth Street School	Donors Choose	\$314.72	Books Virtual Supplies
Ninety-Fifth Street School	Donors Choose	\$297.61	Bukosky Books
Ninety-Fifth Street School	Donors Choose	\$339.18	Kargol Hybrid Supplies
Ninety-Fifth Street School	Donors Choose	\$672.32	Kargol Shelves
Ninety-Fifth Street School	Donors Choose	\$255.72	Kargol Books
Ninety-Fifth Street School	Donors Choose	\$232.72	Kargol Games
Ninety-Fifth Street School	Donors Choose	\$190.49	Bukosky Board
Ninety-Fifth Street School	Donors Choose	\$350.47	Spivey Books
Ninety-Fifth Street School	Donors Choose	\$316.66	Lewis Books And Supplies
Ninety-Fifth Street School	Donors Choose	\$456.44	Mutz Stem Materials
Ninety-Fifth Street School	Donors Choose	\$240.42	Mutz Learning Supplies
Ninety-Fifth Street School	Donors Choose	\$356.69	Mutz Chapter Book Set
Ninety-Fifth Street School	Donors Choose	\$272.34	Kargol Supplies
Ninety-Fifth Street School	Donors Choose	\$364.55	Kargol Books
Ninety-Fifth Street School	Donors Choose	\$246.73	Corcoran Supplies
Ninety-Fifth Street School	Donors Choose	\$259.92	Kargol Math Skills Supplies

Location	Donor	Amount	Gift or Purpose
Ninety-Fifth Street School	Donors Choose	\$414.09	Mcilhone Classroom Books
Ninety-Fifth Street School	Donors Choose	\$318.40	Kargol Holiday Games
North Division High School	Donors Choose	\$346.74	Art Materials
Marvin Pratt	Donors Choose	\$471.04	Books
Marvin Pratt	Ascension Columbia St Mary	\$150.00	Thanksgiving Basket
Spanish Immersion School	Donors Choose	\$542.00	Hands-on Virtual Connections
Story School	Donors Choose	\$656.87	General School Supplies
Story School	Donors Choose	\$312.21	General School Supplies
Trowbridge School	Donors Choose	\$1,776.76	Breathe for Change Professional Development
Trowbridge School	Donors Choose	\$402.86	General School Supplies
Trowbridge School	Donors Choose	\$408.58	Dive into Learning
Trowbridge School	Donors Choose	\$2,113.06	Yoga, Social and Emotional Learning PD
Victory School	Donors Choose	\$680.71	Remote Learning Supplies
Victory School	Donors Choose	\$964.47	Visual Learning Home Supplies
Victory School	88Nine Radio Milwaukee	\$1,985.00	General School Supplies
Vincent	Donors Choose	\$197.60	General School Supplies
Zablocki School	Scholastic Book Clubs	\$500.00	Scholastic Books For Students
Zablocki School	Donors Choose	\$1,000.00	General School Supplies
Office of Communications and School Performance — Contracted School Services	First United Methodist Church of Waukesha Missions	\$800.00	2020 Mitten Tree
Office Of Academics- Curriculum & Instruction	John Grisson	\$100.00	Full-size Violin
<i>Total Non-monetary Donations</i>		<i>\$51,323.15</i>	
Total Value for January 2021		\$70,548.13	

**Donations from MPS Alumni \$500.00*

Fiscal Impact Statement

This item authorizes expenditures as indicated on the attachment to the minutes of your Committee’s meeting.

Committee’s Recommendation

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

Approved with the roll call vote to approve the balance of the Committee’s reports.

* * * * *

(Item 7) Action on the Award of Professional Services Contracts

RFP 1024 Authorization to Modify the Contracts with Catapult Learning West, LLC; Mainstream Development Educational Group, LLC; and Owners Group, dba Learning Exchange, for Title IA Services to Eligible City of Milwaukee Students Enrolled in Non-public Schools, Title IIA Professional Development Services, Title IIIA Services, Title IVA Student Support/Academic Achievement Services to Non-public School Personnel, the Elementary and Secondary School Emergency Relief (ESSER) Services, and to Add the Governor’s Emergency Education Grant (GEER) Services

The Administration is requesting authorization to modify the contracts with Catapult Learning West, LLC; Mainstream Development Educational Group, LLC; and Owners Group, dba Learning Exchange, for Title IA Services to eligible City of Milwaukee students enrolled in non- public schools, Title IIA Professional Development Services, Title IIIA Services, Title IVA Student Support/Academic Achievement Services to

non-public school personnel, the Elementary and Secondary School Emergency Relief (ESSER) services and to add the Governor’s Emergency Education Grant (GEER) services.

MPS is required by federal legislation to provide equitable Title IA services to eligible Milwaukee-resident students in non-public schools, Title IIA professional development services for non-public school personnel, Title IIIA services to eligible non-public school students who are English-language learners, Title IVA student support/academic achievement, ESSER and GEER services to non-public school personnel. Services include supplemental instruction for students at risk of failing and those who are English-language learners, professional development for educational staff, parental-involvement activities, and resources to address the needs of private school student, families, and teachers resulting from the COVID-19 pandemic.

These vendors were chosen pursuant to RFP 1024. These contracts will run from July 1, 2020, through June 30, 2021. The contracts may be extended for two additional one-year terms as approved by the Milwaukee Board of School Directors each year.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 3.09, Purchasing and Bidding Requirements

Fiscal Impact Statement

This item authorizes expenditures as indicated in the attachments to the minutes of your Committee’s meeting. The modified contract amounts are based on estimated budget amounts, using a formula determined by federal law and the Wisconsin Department of Public Instruction's guidance. The total modified contracted amount for non-public school services shall not exceed \$45,098,291 and is available through the following budget codes for the following third-party providers:

Budget Codes:	Catapult Learning West, LLC
	GOE-0-I-1N1-1S-ECTV0000 (Instructional Services — Title IA)\$10,110,910.54
	PRT-0-S-1N1-1S-ECTS0000 (Family Engagement Services — Title IA).....\$83,151.08
	MSS-0-S-T21-1S-ECTS0000 (Contract Services — Title IIA).....\$1,197,858.65
	GOE-0-I-T31-1S-ECTS0000 (Contract Services — Title IIIA).....\$325,061.01
	MSS-0-S-4B1-1S-ECTS0000 (Contract Services — Title IVA).....\$1,030,624.92
	MSS-0-S-6H1-1S-ECTS0000 (Contract Services — ESSER)\$6,667,092.48
	GOE-O-I-6ZX-1S-ECTV0000 (Contract Services — GEER)\$1,289,331.02
	Not to Exceed..... S20,704,029.70
Budget Codes:	Mainstream Development Educational Group, LLC
	GOE-0-I-1N1-1S-ECTV0000 (Instructional Services — Title IA)\$1,952,179.70
	PRT-0-S-1N1-1S-ECTS0000 (Family Engagement Services — Title IA).....\$16,054.54
	MSS-0-S-T21-1S-ECTS0000 (Contract Services — Title IIA).....\$169,563.80
	GOE-0-I-T31-1S-ECTS0000 (Contract Services — Title IIIA).....\$8,559.73
	MSS-0-S-4B1-1S-ECTS0000 (Contract Services — Title IVA).....\$145,890.90
	MSS-0-S-6H1-1S-ECTS0000 (Contract Services — ESSER)\$855,194.35
	GOE-O-I-6ZX-1S-ECTV0000 (Contract Services — GEER)\$165,122.84
	Not to Exceed.....\$3,312,565.86
Budget Codes:	Owners Group, dba Learning Exchange
	GOE-0-I-1N1-1S-ECTV0000 (Instructional Services — Title IA)\$9,785,547.26
	PRT-0-S-1N1-1S-ECTS0000 (Family Engagement Services — Title IA).....\$80,475.38
	MSS-0-S-T21-1S-ECTS0000 (Contract Services — Title IIA).....\$1,211,901.99
	GOE-0-I-T31-1S-ECTS0000 (Contract Services — Title IIIA).....\$254,495.42
	MSS-0-S-4B1-1S-ECTS0000 (Contract Services — Title IVA).....\$1,042,707.65

MSS-0-S-6H1-1S-ECTS0000 (Contract Services — ESSER)\$7,289,231.56
 GOE-O-I-6ZX-1S-ECTV0000 (Contract Services — GEER)\$1,417,336.18
 Not to Exceed.....\$21,081,695.44

Catapult Learning West, LLC

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
5,700	2,249	3,644	No	20%	20%	TBD	NA	600	10

Mainstream Development Educational Group, LLC

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
150	125	135	Yes	20%	20%	TBD	NA	600	10

Owners Group, d/b/a Learning Exchange

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
91	15	86	Yes	20%	20%	TBD	NA	600	10

Implementation and Assessment Plan

Upon approval by the Board, the contracts will begin as indicated in the attachments to the minutes of your Committee’s meeting.

Committee’s Recommendation

Your Committee recommends that the Board authorize the professional services contracts as set forth in the attachments to the minutes of your Committee’s meeting.

Approved with the roll call vote to approve the balance of the Committee’s reports.

* * * * *

(Item 8) Action on the Award of Exception-to-bid Contracts

_____ Authorization to Extend a Contract with Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin Milwaukee for Teachers’ Professional Development

The Administration is requesting authorization to extend a contract with Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin Milwaukee (“UWM”) for teachers’ professional development services as stated in the Margaret A. Cargill Philanthropies grant MPS Arts: New Teacher Support. UWM will be used to provide five mentors to support new arts teachers. These mentors will mentor those teachers in the first five years of service. UWM will also support those teachers through coaching, observation, and stipends to support professional development, student field trips, and classroom resources. Lastly, UWM will provide arts-integration opportunities as supported through Lynden Sculpture Garden, also working in conjunction with the Cargill program. This will include teacher support through the Lynden summer institute, teacher reconvenes, artist workshops, field trips, and residencies. This will provide support to MPS general education teachers as well as to arts teachers.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis that the services under this contract are required pursuant to a grant (Administrative Policy 3.09(2)(c)).

The original contract provided for two one-year options to extend, based upon mutual consent of the parties and the Board’s approval. MPS is exercising the first option year of the contract. The first contract extension will run from March 1, 2021, through February 28, 2022. The total cost of the contract in this extension term will not exceed \$75,000.

Budget Code:	SDV-0-S-VD1-CI-ECTS (New Teacher Support — Contracted Services)	\$75,000
HUB Participation		
	Required.....	0%
	Proposed	0%
	\$ Value.....	0
Student Engagement (hours per 12-month contract)		
	Paid Student Employment-hour Commitment:	0
	Student Career-awareness Commitment:	0

————— Authorization to Modify a Contract with Cooperative Education Service Agency (CESA) #1 for Title IA, Title ID, Title IIA, Title IVA, and Elementary and Secondary School Emergency Relief (ESSER) Services and to Add the Governor’s Emergency Education Grant (GEER) Services

The Administration requests authorization to modify a contract with Cooperative Education Service Agency #1 (“CESA #1”) for Title IA, Title ID, Title IIA, Title IVA, and ESSER services and to add the Governor’s Emergency Education Relief grant (“GEER”) services. CESA #1 will provide the following:

- Title ID, Title IIA, Title IVA, ESSER, and GEER services at Milwaukee Academy;
- Title IA, Title ID, Title IIA, Title IVA, ESSER, and GEER services at St. Rose Youth and Family Center;
- Title IA, Title ID, Title IIA, Title IVA, ESSER, and GEER services at St. Charles Youth and Family Center’s Focus Program; and
- Title ID services at Bakari Center.

The contract includes the CESA #1 membership and service flat fee.

MPS, as the Local Education Agency, is obligated to provide Title IA, Title ID, Title IIA, Title IVA, ESSER, and GEER services for students at these institutions, especially for students at risk of failing. The allocation amounts, which are provided through the Wisconsin Department of Public Instruction, are estimated based on a formula determined by federal law.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis that the services under this contract are required via a grant (Title I grant funding) (Administrative Policy 3.09(2)(c))

This contract will run from July 1, 2020, through June 30, 2021. The contract may be extended for two additional one-year terms, if approved by the Milwaukee Board of School Directors each year. The total modified cost of the contract in this initial term will not exceed \$195,665.95.

Budget Codes:	Final Estimated Allocation for CESA Service Fees:	
	SCF-0-0-CTG-DW-ECTS (The Basic CESA Membership Fee).....	\$12,500.00
	SCF-0-0-CTG-DW-ECTS (A Basic Service Flat Fee)	<u>\$900.00</u>
	Total.....	\$13,400.00
	Final Estimated Allocation for CESA Services at Milwaukee Academy	
	GOE-0-I-9A1-KY-ECTS (Title ID).....	\$44,275.47
	MSS-0-S-T21-1S-ECTS (Title IIA).....	\$1,613.09
	MSS-0-S-4B1-1S-ECTS (Title IVA).....	\$1,387.88
	MSS-0-S-6H1-1S-ECTS0000 (ESSER)	\$11,191.92
	GOE-O-I-6Z1-1S-ECTV0000 (GEER)	<u>\$2,160.96</u>
	Total.....	\$60,629.32
	Final Estimated Allocation for CESA Services at St. Charles Youth & Family Services	

GOE-0-I-9A1-25-ECTS (Title ID)	\$48,555.24
GOE-0-I-1N1-1S-ECTV (Title IA)	\$14,910.87
MSS-0-S-T21-1S-ECTS (Title IIA).....	\$1,423.31
MSS-0-S-4B1-1S-ECTS (Title IVA).....	\$1,224.60
MSS-0-S-6H1-1S-ECTS0000 (ESSER)	\$9,216.88
GOE-O-I-6Z1-1S-ECTV0000 (GEER)	<u>\$1,779.61</u>
Total.....	\$77,110.51
Estimated Allocation for CESA Services at St. Rose Youth & Family	
GOE-0-I-9A1-57-ECTS (Title ID)	\$10,688.83
GOE-0-I-1N1-1S-ECTV (Title IA)	\$5,964.35
MSS-0-S-T21-1S-ECTS (Title IIA).....	\$569.32
MSS-0-S-4B1-1S-ECTS (Title IVA).....	\$489.84
MSS-0-S-6H1-1S-ECTS0000 (ESSER)	\$3,950.09
GOE-O-I-6Z1-1S-ECTV0000 (GEER)	<u>\$762.69</u>
Total.....	\$22,425.12
Estimated Allocation for CESA Services at Bakari Center	
GOE-0-I-9A1-5A-ECTS (Title ID)	\$22,101.00
Total.....	<u>\$22,101.00</u>
Not to Exceed.....	<u>\$195,665.95</u>

HUB Participation

Required.....	0%
Proposed	0%
\$ Value.....	0

Student Engagement (hours per 12-month contract)

Paid Student Employment-hour Commitment:	0
Student Career-awareness Commitment:	0

———— Authorization to Contract with Bicycle Federation of Wisconsin for Bicycle and Walking Safety Programs

The Administration is requesting authorization to contract with Bicycle Federation of Wisconsin in furtherance of a grant obtained from the State of Wisconsin Department of Transportation. Contract coordinator and staff will teach MPS children at MPS sites how to walk and bike safely within the school community. The coordinator will schedule and teach biking and walking units entitled “Walking Wisdom” and “Bike Driver’s Ed,” which include both in-class and outdoor components and rides. The contractor is working with MPS to provide virtual learning and is following CDC guidelines for any in-person learning, including using social distancing and masks. The contractor will also coordinate the repair and maintenance of a fleet of used bikes through the Valid Bike Shop Program, currently located inside North Division High School.

Due to high population density, mixed-use zoning, and schools being embedded in neighborhoods, Milwaukee has a good environment for increased walking and biking. In addition, the Complete Streets resolution recently passed by the Milwaukee Common Council is designed to make walking and biking safer and, thus, increase the likelihood of youth needing the education in pedestrian and bike safety. Since its inception in 2005, more than 25,000 students have participated in the program, and it has shown a 14% increase in safety knowledge. There has been an increase in walking and biking by as much as 22% in some neighborhoods.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis that the services under this contract are required pursuant to a grant obtained from the State of Wisconsin Department of Transportation (Administrative Policy 3.09(2)(c)).

The contract will run from July 1, 2021, through June 30, 2023. The total cost of the contract will not exceed \$411,700.

Budget Code: CSV-0-S-SA2-OW-ECTS (Fine Arts — Contracted Services)	\$328,800
GN6-0-0-AME-CI-ECTS (Fine Arts — Contracted Services)	\$82,200

HUB Participation	
Required.....	0%
Proposed	0%
\$ Value.....	0
Student Engagement (hours per 24-month contract)	
Paid Student Employment-hour Commitment:	0
Student Career-awareness Commitment:	0

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 3.09, Purchasing and Bidding Requirements

Fiscal Impact Statement

This item authorizes expenditures as indicated in the attachments to the minutes of your Committee’s meeting.

Implementation and Assessment Plan

Upon approval by the Board, the contracts will begin as indicated in the attachments to the minutes of your Committee’s meeting.

Committee’s Recommendation

Your Committee recommends that the Board authorize the exception-to-bid requests as set forth in the attachments to the minutes of your Committee’s meeting.

Approved with the roll call vote to approve the balance of the Committee’s reports.

* * * * *

(Item 9) Action on Monthly Facilities Matters: FMS Award of Construction Contract

Construction Contracts

Electrical Service Upgrade

Audubon Multi-plex

Prime Contractor

WIL-Surge Electric, Inc.
13201 West Silver Spring Road
Butler, WI 53007

Low Bidder, Base Bid of.....\$223,682.00

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
25	5	1	No	20%	20%	\$44,736.40	15%	100	0

Funds are available for the Electric Service Upgrade project from account code EQM 00 MMP DW EMTC (Project No. 5893). The project start date is scheduled for February 26, 2021 and completion date is July 2, 2021.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 3.09, Purchasing and Bidding Requirements

Fiscal Impact Statement

Total construction contract dollars awarded.....	\$223,692.00
Total dollars HUB participation.....	\$44,736.40
% of HUB participation.....	20%
% Minority employees within company.....	20%
% Women employees within company.....	4%

Implementation and Assessment Plan

Upon the Board’s approval, the construction contract as attached to the minutes of your Committee’s meeting shall be executed.

Committee’s Recommendation

Your Committee recommends that the Board approve the construction contract as attached to the minutes of your Committee’s meeting.

Approved with the roll call vote to approve the balance of the Committee’s reports.

* * * * *

(Item 10) Report with Possible Action on Limited-term Employees, July-December 2020

Your Committee reports having received the following report from the Administration. Although this item has been noticed for action, no action is required.

Background

Per Administrative Policy 6.37, the Administration, on a semi-annual basis, in August and February, shall present a report on all limited-term employees (LTEs) active during that period, their life-to-date earnings as LTEs, and an indicator of how long each individual has served as an LTE.

Attached to the minutes of your Committee’s meeting is the current list of LTEs active during July-December 2020.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 6.37, Limited-term Employment Positions

Fiscal Impact Statement

This item does not authorize expenditures.

* * * * *

(Item 11) Report with Possible Action on the MPS Foundation

Your Committee reports having received the following report from the Administration. Although this item has been noticed for action, no action is required.

Background

Established in 1997 and reconstituted as an independent 501(C)(3) corporation with its own Board of Directors in 2015, the MPS Foundation provides equity in education for MPS students, promotes educational excellence, and works to strengthen community participation in MPS through philanthropic commitments to student achievement.

During the February meeting of the Committee on Accountability, Finance, and Personnel, the Foundation reported on 2020 activities and equitable levers which allowed MPS and families to navigate the challenges of the pandemic by having its highest fundraising impact since inception, with over \$3 million dollars in philanthropic contributions. 2020 highlights include:

- \$1.1 Million for internet hotspots for the #ConnectMilwaukee Internet campaign
- \$80,000 for academic and household supplies
- \$170,000 for adult meals
- \$1.5 million in support to its traditional programming — arts, workforce development, college-and-career-readiness, literacy, STEM and STEAM, United Nations, First Nations, and more than \$130,000 in scholarships.

The MPS Foundation's Board would like to exercise its authority to provide its director, Wendell Willis, a stipend for the 2020-2021 school year of \$12,500 due to the increase in duties associated with the position.

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement
Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 1.01, Vision, Mission, Core Beliefs, and Goals

Fiscal Impact Statement

N/A

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REPORT OF THE COMMITTEE ON LEGISLATION, RULES AND POLICIES

(Item 1) Action on Resolution 2021R-020 by Directors Miller and Siemsen on COVID Funding

Background

On December 17, 2020, Directors Miller and Siemsen introduced Resolution 2021R-020 on COVID funding:

- WHEREAS, School districts across the state have made incredible efforts to continue to provide educational opportunity to students in the midst of the COVID-19 public health pandemic which, to date, has left millions ill and which has caused over 350,000 deaths to date; and
- WHEREAS, Students, parents, teachers, administrators, have all taken on the challenge to protect the health and welfare of our communities as our understanding and knowledge about a highly contagious, airborne virus has evolved over the past ten months; and
- WHEREAS, Since the onset of the pandemic, the nation's leading epidemiologists and doctors have consistently warned that multiple safety factors must be adhered to in order to diminish the spread of the disease and ensure the safety of those in public spaces; and
- WHEREAS, School districts across the state have repeatedly asked for assistance and leadership from the federal and state levels in order to mitigate the spread of the disease; and
- WHEREAS, The federal-level assistance available to support communities and schools has not met the moment and continues to be delayed; and

WHEREAS, The state-level response includes a proposal from leadership in the State Assembly that would subvert local control and retroactively impose punitive fiscal penalties upon school districts engaged in virtual education; and

WHEREAS, To put forth such a draconian policy proposal, so unlike any measure proposed elsewhere in the nation, in the middle of a pandemic, is counterintuitive and does not provide school districts with the assistance they need in order to keep providing educational opportunities to children during this pandemic; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors join with its partners across the state to once again ask elected officials at all levels to lead at this time of immense need; and, be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors calls on Congress to immediately pass legislation of sufficient size to protect and support the citizens of Wisconsin; to provide the tools and resources necessary to decrease the spread of COVID-19; to fund rapid testing and contact tracing; to fund sufficient levels of personal protection equipment for health care workers and for school district students and staffs; and, be it

FURTHER RESOLVED, The Milwaukee Board of School Directors calls on Congress to provide the resources necessary to support extraordinary costs already incurred as districts have moved to remote education; and, be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors calls on all levels of government to provide the resources necessary to ensure that physical spaces within schools include smaller, socially distanced classrooms and are in all other ways safe; and, be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors hereby joins with President- Elect Biden in the call for all citizens to fight the pandemic together by wearing masks, socially distancing, avoiding gatherings, and taking all of the steps that are urgently recommended by our doctors and health officials; and, be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors is committed to working together with stakeholders, over the upcoming months, to create a state budget with a fiscal policy that continues to protect citizens and students and recognizes the unprecedented amount of time, intelligence, leadership and level of resources that the children and families of Wisconsin will need, both immediately and over the long-term, to emerge stronger from this moment.

From the onset of the pandemic, MPS has made incredible efforts to continue to provide educational opportunities to students in the midst of the COVID-19 public health pandemic. MPS has been diligent in its efforts to adhere to the multiple safety factors recommended by the nation's leading epidemiologists and doctors in order to diminish the spread of the disease and to ensure the safety of those who utilize our spaces.

School districts across the state, including MPS, have repeatedly asked for assistance and leadership from the federal and state levels in order to mitigate the spread of the disease.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement
Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rules Implication Statement

Board Governance Policy BG 2.13, Board Legislation Program

Fiscal Impact Statement

This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends adoption of Resolution 2021R-020.

Approved with the roll call vote to approve the balance of the Committee's reports.

* * * * *

(Item 2) Action on Resolution 2021R-023 by Directors Peterson, Báez, and Woodward on COVID, Education, and Cuban Relations

Background

On January 28, 2021, Directors Peterson and Báez introduced Resolution 2021R-023 on COVID, education, and Cuban relations:

- WHEREAS, As of January 2021, the United States has the highest number of COVID-19 cases and deaths in the world — 25 million infected, and deaths exceeding 420,000, with these deaths and disabilities falling disproportionately on Black and Latino/a communities, seniors, and increasingly among our youth; and
- WHEREAS, This disease has caused severe disruption in our efforts to educate our children and has put teachers, staff, and students at serious risk; and
- WHEREAS, This crisis demonstrates the importance of international cooperation and solidarity in the fields of public health as well as education for the common good; and
- WHEREAS, In 1960, the US government adopted a policy intended “...to bring about hunger, desperation, and overthrow of the government” in Cuba resulting in the longest and “...most comprehensive set of US sanctions [imposed] on any country...” and
- WHEREAS, The Trump administration severely tightened the constraints against Cuba, enacting more than 40 new restrictive measures in 2020 alone, including restrictions on the right to attend professional conferences and other curbs on our right to travel, all of which was a reversal of the policies enacted by President Obama, who visited Cuba; and
- WHEREAS, This policy of hostility has provided no benefits to the people of the US and has cruelly impacted the standard of living of the 11.3 million Afro-Latino/a people of Cuba; and
- WHEREAS, Cuba, a small and poor nation, has prioritized education and universal healthcare and is currently providing free medical education to students from all over the world, including the US, one whom is Alexandra Skeeter, a 2010 graduate of Rufus King High School; and
- WHEREAS, In 2017 Cuba sent medical experts to Chicago to work with public health authorities in addressing the high rate of infant mortality on its southside, a serious public health issue we also face in Milwaukee; and
- WHEREAS, Cuba’s biomedical research has produced many medicines, including one used successfully by a West Bend, Wisconsin resident to treat his stage three lung cancer (who traveled illegally to receive treatment), and one that reduces the need for amputations among sufferers of diabetes, which disproportionately affects people of color in the US; and
- WHEREAS, Cuba has responded to the COVID pandemic by implementing public health measures that have limited fatalities to 194 deaths among its over 11 million people [Johns Hopkins University], compared to Wisconsin with over 6,000 deaths among half that population; and
- WHEREAS, Cuba has shared its expertise all around the world by sending 4,000 medical practitioners to 38 countries to assist their local efforts to fight COVID; and
- WHEREAS, Cuba has also shared its methods for advancing literacy in many countries, including here in Milwaukee, where Cuban teachers have made presentations to our teachers and families; and
- WHEREAS, Cuba’s educational system has been recognized by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Laboratorio Latinoamericano de la Calidad de la Educación, and in numerous studies and by educational scholars — including U.S. scholars — for its investments in education, its consistently high academic performance, its focus on cultural inclusiveness, equity, and student engagement — all things that U.S. educators could benefit from through cultural exchanges; and
- WHEREAS, All MPS students, staff and families, particularly those of Cuban heritage would benefit from closer ties to educators in Cuba; now, therefore, be it
- RESOLVED, That the Milwaukee Board of School Directors call on the Biden administration and all other appropriate political, health, and educational authorities to promptly invite negotiations with their Cuban counterparts to explore mutually beneficial cooperation, as a step toward normalization of relations between our countries.

As of January 2021, the United States has the highest number of COVID-19 cases and deaths in the world — approximately 25 million infected, and deaths exceeding 420,000, with these deaths and disabilities falling disproportionately on Black and Latino/a communities, seniors, and increasingly among our youth.

This disease has caused severe disruption in our efforts to educate our children and has put teachers, staff, and students at serious risk.

This resolution concerns the importance of international cooperation and solidarity in the fields of public health and education for the common good, relative to the relationship between the United States and Cuba.

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rules Implication Statement

Board Governance Policy BG 2.13, Board Legislation Program

Fiscal Impact Statement

This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends adoption of Resolution 2021R-023.

Approved with the roll call vote to approve the balance of the Committee's reports.

* * * * *

(Item 3) Action on Resolution 2021R-024 by Director O'Halloran on Fair Maps

Background

In January 28, 2021, Director O'Halloran introduced Resolution 2021R-024 on fair maps:

WHEREAS, Gerrymandering is a practice by which a dominant political party within a legislative body — such as a state legislature, a city council, or a local school board — attempts to divide the electorate under that body's jurisdiction into Districts in such a way as to give that party an electoral majority in a large number of Districts while concentrating the voting strength of the opposition in as few Districts as possible; and

WHEREAS, Gerrymandering has a long, sad history in national, state, politics as a tool to be employed by whatever political party may be in the majority to perpetuate and to expand its political fortunes; and

WHEREAS, Gerrymandering undermines American democracy by weighting elections in favor of one party, thereby stifling voters' voices and causing voters to question if their ballots really matter; and

WHEREAS, Wisconsin's electoral Districts have been redrawn without public input, resulting in heavily gerrymandered Districts; and

WHEREAS, Funding for public schools in Wisconsin has stagnated under the Districts as currently drawn — particularly funding for special education services in Wisconsin, which was described as the worst in the nation during testimony given by national experts before the Blue Ribbon Commission on School Funding, a bipartisan group of state legislators and school District administrators; and

WHEREAS, Efforts to redress this lack of sufficient funding on behalf our students have been hampered by the effects of partisan gerrymandering; and

WHEREAS, Organizations and citizens throughout the country and across the state have joined in the call for "fair maps," a reform in redistricting; and

WHEREAS, Voters in 55 of 72 counties and in dozens of municipalities, representing 80% of Wisconsin's population, have passed referenda or resolutions in support of fair District mapping; and

WHEREAS, These referenda passed with a 3-1 margin on average; and

WHEREAS, The next round of Wisconsin's legislative redistricting is scheduled to take place during the 2021-23 legislative session; now, therefore be it

RESOLVED, That the Milwaukee Board of School Directors join with community groups in demanding that voters be empowered to choose their representatives, rather than representatives choosing their voters; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors call upon the state legislature to redraw the Districts in 2021 in an open and transparent manner that allows the public to engage meaningfully in and to help shape the process; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors implore the state legislature to embrace democratic principles by welcoming the participation of its members who are independents as well as Democrats and Republicans and by taking into serious consideration the demographic and geographic diversity of the state; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Office of Board Governance to send this resolution to the Governor, to the People's Maps Commission, to the Speaker of the State Assembly, and to the President of the State Senate.

Gerrymandering has long been used as a tool to undermine American democracy by weighting elections in favor of one party, thereby stifling voters' voices and causing voters to question if their ballots really matter.

Wisconsin's electoral districts have been redrawn without public input, resulting in heavily gerrymandered districts. This has had a negative impact on public schools in Wisconsin — including MPS — where funding has stagnated under the districts as currently drawn. This is particularly true for special education funding in Wisconsin, which was described as the worst in the nation during testimony given by national experts before the Blue Ribbon Commission on School Funding, a bipartisan group of state legislators and school district administrators. Efforts to redress this lack of sufficient funding on behalf our students have been hampered by the effects of partisan gerrymandering.

The next round of Wisconsin's legislative redistricting is scheduled to take place during the 2021-23 legislative session.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rules Implication Statement

Board Governance Policy BG 2.13, Board Legislation Program

Fiscal Impact Statement

This item does not authorize expenditures.

Implementation and Assessment Plan

Should the Board approve this resolution, the Office of Board Governance will prepare and disseminate the resolution as directed.

Committee's Recommendation

Your Committee recommends adoption of Resolution 2021R-024.

Approved with the roll call vote to approve the balance of the Committee's reports.

* * * * *

(Item 4) Action on the Creation of Administrative Policy and Procedure 3.14, Contractor Code of Conduct

Background

In August 2020, the Board adopted Resolution 2021R-008 by Directors O'Halloran and Herndon, which called for the Administration, the Office of Accountability and Efficiency, and the Office of Board Governance to work collaboratively to establish a code of conduct for outside contractors and their employees. The draft policy and procedure presented for approval in this item are the result of that work.

As further directed, the policy requires the Code of Conduct to be included in all contracts (except those for non-instrumentality charter schools). Specific language has been included relative to contractors'

interaction with students. Possible penalties for failure to adhere to the Code of Conduct are included, along with a companion procedure for investigating alleged violations of the Code.

The recommendation is that the Board adopt Administrative Policy and Procedure 3.14, as presented in the attachments to the minutes of your Committee's meeting.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations
Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rules Implication Statement

Board Rule 1.10, Communications, Petitions, Resolutions for Referral

Committee's Recommendation

Your Committee recommends that the Board approve the creation of Administration Policy and Procedure 3.14, as presented in the attachments to the minutes of your Committee's meeting.

Approved with the roll call vote to approve the balance of the Committee's reports.

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REPORT OF THE COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT

(Item 1) Action on Resolution 2021R-019 by Director Phillips and Director Taylor Regarding Programming that Focuses on Girls and on the Creation of an Annual Survey

Background

At its meeting on December 17, 2020, the Milwaukee Board of School Directors referred Resolution 2021R-019 by Director Phillips to the Committee on Parent and Community Engagement (PACE):

WHEREAS, The Milwaukee Public Schools, in fulfilling its role *in loco parentis*, has a legal, professional, and moral obligation to safeguard and to promote the wellbeing of all children under its jurisdiction; and

WHEREAS, The Milwaukee Board of School Directors, as the governing body of the Milwaukee Public Schools, in recent years has demonstrated its determined commitment to fulfilling that obligation, most prominently through its investment in helping young boys through the creation of the Department of Black and Latino Male Achievement (BLMA); and

WHEREAS, One study has shown that, while boys and girls tend to feel equally confident until the age of 12, between the ages of 8 and 14, girls' confidence levels tend to plummet by 30 percent; and

WHEREAS, A report by the Alverno College Research Center for Women and Girls, in partnership with the Girl Scouts of Wisconsin Southeast, states that the number of girls in Wisconsin who experience anxiety, contemplate self-harm, and experience bullying has increased in the last decade; and

WHEREAS, Recent trends demonstrate that more girls than boys in Wisconsin have reported that they have contemplated suicide and have exhibited suicidal, as well as self-harming, behaviors; and

WHEREAS, another study revealed frequent social media use disproportionately affects teen girls' mental health more negatively than that of teen boys; and

WHEREAS, Girls and nonbinary children of color are more likely to be subjected to higher rates of violence and discipline and are more likely to be targets of human trafficking; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop and present to the Board a catalogue of all existing or available programming that focuses on girls within MPS; and be it

FURTHER RESOLVED, That the MPS Office of Communications and School Performance, through its Research, Assessment and Data Team, be directed to work collaboratively with psychologists, social workers, and school counselors, as well as any appropriate community partners, to create an annual student survey of students in the fifth through twelfth grades enrolled in the Milwaukee Public Schools to measure the following as they relate to race, gender, and ability:

- self-confidence and self-image;
- indicators of self-harm and suicidal ideation;
- rates of traditional and social media consumption;
- attitudes/behaviors as it relates to relationships
- violence against students; and
- bullying; and be it

FURTHER RESOLVED, That this annual survey shall be used to track trends and improvements in these areas and to develop appropriate interventions to increase the wellbeing of girls and nonbinary children at MPS schools, to include, but not be limited to:

- increasing the levels of confidence in girls;
- providing education in critical thinking about media consumption, especially as it relates to promoting healthy self-image;
- healthy relationships and prevention of violence; and
- self-advocacy and leadership; and be it

FURTHER RESOLVED, That this survey shall be presented, through the Board's Committee on Parent and Community Engagement, each year for public hearing and comment; and be it

FURTHER RESOLVED, That, throughout each year, the Administration shall bring to the Board, for its approval, recommendations for the development and improvement of such interventions as the annual survey shall indicate are necessary; and be it

FURTHER RESOLVED, That the Administration shall seek appropriate resources — such as budgetary dollars, philanthropic funds, grants, and other sources of revenue — to fund such interventions and programs for girls in the district.

The Administration is in agreement with the intent of the resolution, with minor amendments as detailed below, to allow for additional flexibility and broad student participation. In order to align efforts for greatest efficiency and to realize greatest student participation in the proposed surveying, the Administration is suggesting the exploration of current district survey mechanisms within which the proposed survey areas could be included.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement
Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 1.01, Vision, Mission, Core Beliefs, and Goals

Fiscal Impact Statement

This item does not authorize expenditures.

Implementation and Assessment Plan

Upon approval by the Board and for the purpose of efficiency and alignment of efforts, the Administration will explore current annual MPS survey mechanisms of students that could be used to address the following as they relate to race, gender, and ability:

- self-confidence and self-image;
- indicators of self-harm and suicidal ideation;
- rates of traditional and social media consumption;
- attitudes/behaviors as it relates to relationships
- violence against students; and
- bullying.

Once this exploration has been completed, the Administration will collaborate with psychologists, social workers, school counselors and appropriate community partners relative to next steps.

Committee's Recommendation

Your committee recommends that the Board adopt Resolution 2021R-019 by Director Phillips and Director Taylor as amended below:

RESOLVED, That the Board direct the Administration to develop and present to the Board a catalogue of all existing or available programming that focuses on girls within MPS; and be it

FURTHER RESOLVED, That the MPS Office of Communications and School Performance, through its Research, Assessment and Data Team, ~~be directed to work collaboratively with psychologists, social workers, and school counselors, as well as any appropriate community partners, to create an annual student survey~~ explore current MPS survey mechanisms of students in the fifth through twelfth grades enrolled in the Milwaukee Public Schools that could be used to measure the following as they relate to race, gender, and ability:

- self-confidence and self-image;
- indicators of self-harm and suicidal ideation;
- rates of traditional and social media consumption;
- attitudes/behaviors as it relates to relationships
- violence against students; and
- bullying; and be it

FURTHER RESOLVED, That this annual surveying ~~shall~~ may be used to ~~track~~ consider trends and improvements in these areas and to ~~develop~~ consider appropriate interventions to ~~increase~~ support the wellbeing of girls and nonbinary children at MPS schools, to include, but not be limited to:

- increasing the levels of confidence in girls;
- providing education in critical thinking about media consumption, especially as it relates to promoting healthy self-image;
- healthy relationships and prevention of violence; and
- self-advocacy and leadership; and be it

FURTHER RESOLVED, That this surveying shall be presented, through the Board's Committee on Parent and Community Engagement, each year for public hearing and comment; and be it

FURTHER RESOLVED, That, throughout each year, the Administration shall bring to the Board, for its approval, recommendations for the development and improvement of such interventions as the annual surveying shall indicate are necessary; and be it

FURTHER RESOLVED, That the Administration shall seek appropriate resources — such as budgetary dollars, philanthropic funds, grants, and other sources of revenue — to fund such interventions and programs for girls in the district.

Approved with the roll call vote to approve the balance of the Committee's reports.

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(Item 2) Report with Possible Action Regarding 2020-21 School-year Planning for Parents

Your Committee reports having received an update from the Administration on tentative plans for in-person learning in the 2020-21 school year. Although this item has been noticed for possible action, no action is required.

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 1.01, Vision, Mission, Core Beliefs, and Goals

Fiscal Impact Statement

N/A

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(Item 3) Report with Possible Action Regarding Data and Progress Associated with the Office of Civil Rights (OCR) Report

Your Committee reports having received the following from the Administration. Although this item has been noticed for possible action, no action is required.

Background

In 2014-15, the Office for Civil Rights (OCR) conducted a biennial review of data and discovered a disproportionality of African American students receiving referrals, suspensions and other disciplinary actions.

The Administration has been working with the U.S. Department of Education Office for Civil Rights (OCR) to fulfill ten agreed upon action items to ensure the equity of discipline measures within the District and in compliance with the Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d (Title VI), and its implementing regulation, 34 C.F.R. Part 100, which prohibit discrimination based on race, color, or national origin by a recipient of Federal financial assistance.

In September 2020, the Administration provided a report regarding the submission of the district's end of year report to the Office of Civil Rights (OCR). At that time, the Board took action to direct the Administration to report monthly on progress relative to the ten agreed upon action items, as well as a report on suspensions, expulsions, and referrals. The February 2021 report follows.

Monthly Disproportionality Report, January 1-31, 2021

Below you will find an update of activities and benchmarks aligned to the action steps aligned to Resolution #05-14-5003 with the Office of Civil Rights. All data and other information are updated as of January 31, 2021. Action steps 1, 6, and 8 are considered to have been met, pending feedback from the Office of Civil Rights.

Action Step 2: Early Identification of Students At-risk for Behavioral Difficulties and Early Intervention

Ongoing implementation of the behavioral multi-tiered system of support continues districtwide to identify students at risk for behavioral difficulties. All schools are documenting behaviors and supports within PLP Classroom Behavior in Infinite Campus. School teams utilize this data to inform teacher practice, identify school-wide trends in behaviors, and to identify students at risk for early intervention. Documentation of data indicates that staff members are working with students with behavioral difficulties without having to resort immediately to disciplinary practices.

As of January 31, 2021, there were 863 documented Tier 2 behavior interventions and 105 Tier 3 behavior interventions across the district.

January Benchmark & Timeline:

By January 31, 2021, documented Tier 2 interventions will increase by 10%, supporting students identified for early intervention.

Outcome:

Benchmark has been met. This is a 26% increase from 683 Tier 2 interventions and a 25% increase from 84 Tier 3 interventions on December 31, 2020.

February Benchmark & Timeline:

By February 28, 2021, documented Tier 2 interventions will increase by 10%, supporting students identified for early intervention.

Action Step 3: Outreach to Students

During January, middle and high schools held virtual Student Discipline Committee meetings with minutes and discussions submitted online.

January Benchmarks & Timeline:

By January 31, 2021, 100% of traditional middle and high schools will submit evidence validating that two virtual Student Discipline Committee meetings occurred in which specific student recommendations and student-interest topics were discussed.

Outcome:

Benchmark has been met.

Report Summary:

School committees continued their regular meetings, providing a space for students to share their concerns and recommendations with classroom climate, behaviors and discipline. In January school teams also conducted meetings specifically discussing the inauguration, antiracist education, Covid19, and other student interest topics. On January 26, Teaching Tolerance held a webinar on Combatting Online Youth Radicalization in which some staff facilitators attended and are working with the district discipline manager to create resources and mini lessons to use in upcoming Student Discipline Committee meetings.

February Benchmark & Timeline:

By February 28, 2021, 100% of traditional middle and high schools will submit evidence validating that two virtual Student Discipline Committee meetings occurred, at which specific student recommendations and student-interest topics were discussed.

Action Step 4: Outreach to District Staff

All schools have a Discipline Work Group that meets monthly to analyze disproportionality data, identify specific strategies, and identify specific professional development and support for staff members and students. The district discipline manager continues to send a weekly email to discipline champions containing best practices, supports, and articles for reflection.

January Benchmark & Timeline:

By January 31, 2021, 100% of MPS schools will have submitted evidence validating their Discipline Work Group met during the month.

Outcome:

Benchmark has been met.

Report Summary:

Discipline Champions receive a weekly email with updates, best practices, and articles for reflection to implement and share throughout their school community. After reviewing their school data, Discipline Work Groups identify specific strategies for implementation. Examples of some of these identified strategies include specific relationship building, engaging student voice, creating a structure in virtual learning for interventions with identified students, updating the school T-chart, and pre-correcting behaviors prior to transition.

February Benchmark & Timeline:

By February 28, 2021, 100% of MPS schools will submit evidence validating their Discipline Work Group met during the month.

Action Step 5: Outreach to Community Members

On Wednesday January 13, 2021, from 6:00-7:00 p.m., the district held its third of four community conversations discussing district climate and student voice. There were 20 MPS facilitators and 238 participants including administrators, school staff, families, and community members in attendance. January's focus was on the importance of positive student teacher relationships. A variety of best practices

and activities to look for were shared with those in attendance. Afterwards a discussion occurred in the chat of best practice activities utilized across the district. The session was recorded, and all facilitators are following up on any questions not addressed. The final community conversation for the 2020-2021 school year is scheduled for Wednesday, February 10, 2021.

January Benchmark & Timeline:

By January 31, 2021, we will hold our January community conversations.

Outcome:

Benchmark has been met.

February Benchmark & Timeline:

By February 28, 2021, we will hold our final community conversation for the 2020-2021 school year.

Action Step 7: Staff Professional Development

The following is a sampling of professional development opportunities that were offered to staff members during January through the district's Learning Management System (LMS).

Title	Audience	Enrollment
Brave Space for Race	Park View, Fratney, French Immersion	142
Bias in Discipline	Bryant, Hawthorne, Bethune, Story	130
Disproportionality Best Practice: Engaging Student Voice	All staff members	25
Disproportionality Best Practice: Interrupting Bias in Vulnerable Decision Points	All staff members	12
Disproportionality Best Practice: Talking about race	All staff members	23
De-escalation	All staff members	21
Equity in action: building relationships through culturally and linguistically responsive practices	All staff members	35
Equity in action: deep dive into building cultural competence	All staff members	16

In alignment with Resolution 05-14-5003 with the Office for Civil Rights and the Milwaukee Board of School Directors Resolution 1920R-005 and Resolution 2021R-010 regarding antiracism and Black Lives Matter, a three-year plan is underway to engage all MPS staff members and the community in professional development and discussion on antiracism and bias.

Mission: Provide professional development and ongoing support and best practice for staff members to work with students and the Milwaukee community to address race, work towards being antiracist through a series of professional development opportunities and the development of internal MPS facilitators to sustain the work.

Vision: Contribute to becoming a district and community that collaborates to address the role of race, and in which all staff, students and community members actively work towards being antiracist and interrupting bias.

Year 1: February 2021-June 2021

Summary

The first year of individuals identified for professional development will be all teachers, administrators, and support staff at traditional middle and high schools. These identified individuals will attend Virtual Courageous Conversation Exploration (VCCE).

A Courageous Conversations Cabinet will be created that will meet quarterly to monitor implementation goals and metrics, overall fidelity, and identify action steps throughout the district.

There will also be a creation of a cohort of 10 internal facilitators who will complete the two-part professional development from Courageous Conversations to become licensed and certified to conduct all professional development from Courageous Conversations within MPS.

Year 2: August 2021-June 2022

Summary

The second year of individuals identified for professional development will be all paraprofessionals from traditional middle and high schools, all new educators hired and assigned to middle and high schools, two cohorts of centralized services leaders, and remaining cohorts for elementary administrators, teachers, and support staff (counselors, social workers, psychologists). All identified individuals will attend Virtual Courageous Conversation Exploration (VCCE). The cohort of 10 individuals who began the certification process in Year 1 will continue in Year 2, completing Level 1 prior to the end of December 2021 and joining Level 2 in February 2022. Participants will complete Level 2 and be certified prior to August 2022.

Year 3: August 2022-June 2023

Summary

The third year of individuals identified for professional development will be all remaining MPS staff members including secretaries, nurses, social work aides, safety aides, centralized services staff members, etc. All identified individuals will attend Courageous Conversation Exploration (CCE). The cohort of 10 individuals who began the certification process in Year 1 will be certified to conduct professional development within MPS beginning in August 2022. Professional development will be offered throughout the school year for the identified staff members who have not attended prior. All new educators will attend CCE during their induction process.

Year 4 and Beyond

Summary

Each year going forward all new educators will attend Courageous Conversation Exploration (CCE) as part of their induction. MPS certified facilitators will offer professional development throughout the year, as well as integrate activities and best practices throughout all district professional development.

January Benchmark & Timeline:

Begin second cohort of staff members engaged with the Antiracist Lens Universal Supports professional development series.

Outcome:

Benchmark has been met.

February Benchmark & Timeline:

Increase enrollment in all self-guided professional development opportunities.

Action Step 9: Data Evaluation

Below are all behavioral events and administrator resolutions documented across the district from January 1, 2020, through January 31, 2020. There were 29 referrals in which 29 events were found. As of January 31, 2020, there have been 227 behavior events year-to-date, as compared with 31,509 behavior events year-to-date during the 2019-2020 school year.

Behavior Event	Hispanic	American Indian	Asian	Black	Pacific Islander	White	2+ Races	January Total	December Total	Year to date	Administrator Resolution Used*
Bullying Due to Sex										1	
Bullying Reason Unknown											
Bullying Other Reason											
Chronic Disruption	3		1	1		2		7	9	60	2,9,13,18
Disorderly Conduct	1			1				2	1	15	18

Behavior Event	Hispanic	American Indian	Asian	Black	Pacific Islander	White	2+ Races	January Total	December Total	Year to date	Administrator Resolution Used*
Endangerment of Physical Safety/Mental Well-being				1				1		2	17
Inappropriate Dress											
Inappropriate Personal Property											
Inappropriate use of electronic communication devices	2			9		1		12	12	96	1,2,4,9,10,13,17,18
Other Substances/Materials											
Personal Threat				3				3		6	9
Possession/Ownership/Use of Drugs				1				1		2	18
Possession/Ownership/ Use of a Gun										4	
Possession/Ownership/Use of Weapon Other than Gun										2	
Sexual Assault										1	
Sexual Harassment										1	
Substantial Environmental Disruption									1	8	
Use of Tobacco, Including Chewing										3	
Vandalism			1					1	1	2	18
Verbal Abuse/Profanity/Harassment				2				2	3	19	18
Grand Total	6	2	17	4				29	28	230	

*Code	Resolution	*Code	Resolution
1	Alternative Virtual Instruction	12	Referral- BIT
2	Conference	13	Referral School Social Worker/School Psychologist
3	Counsel	14	Remain Present School
4	CS Conference Scheduled	15	Suspension
5	Handled at Local Level	16	Suspension Pending
6	IEP Review	17	Virtual Discipline Process
7	Investigative Review	18	In process
8	Alternative School Reassignment		
9	Parent Contact		
10	Police Involvement		
11	Preliminary Expulsion Hearing		

Year-to-date Behavioral Events

Hispanic	19.6%	Pacific Islander.....	0.0%
American Indian	0.9%	White.....	11.3%
Asian.....	2.2%	Two or more races.....	0.9%
Black.....	65.2%		

Action Step 10: Implementation Plan

On January 5, 2021, the District Discipline Disproportionality Leadership Team met and discussed school data and Discipline Work Group meeting minutes. Specifically, the team discussed supporting school teams understanding data analysis, student and staff member supports needed, the role of bias and race, virtual learning engagement, and the upcoming community conversations.

Cohorts of staff members reading Glenn Singleton’s *Courageous Conversations About Race* held two additional meetings covering a chapter of the book and completing related activities at each session. There are currently 32 administrators and 16 central services staff members participating in the cohorts. January’s sessions focused on inviting others to the conversations, creating a working definition of race, and practicing using the *Courageous Conversation Compass* while engaged in conversations on race.

Two cohorts of school-based staff members reading Ibram X. Kendi’s book *How to be an Antiracist* held an additional two meetings and discussed specific activities educators can engage in towards becoming antiracist. A discussion was held around topics laid out by Ibram X. Kendi including the role of empathy, the role of policies causing disparities between racial groups, and how society manufactures fear of Black bodies.

Milwaukee French Immersion School started a six-session series on race and disproportionality. They have identified 10 school facilitators who meet with the district discipline manager to review each session and then facilitate the session with a small school-based group. La Escuela Fratney has started a six-session series on race and disproportionality facilitated by the district discipline manager and monthly “chat and chew” sessions for staff members to attend over lunch to discuss various topics of race in education.

A formal collaboration and contract between Milwaukee Public Schools and Glenn Singleton’s Courageous Conversations to provide a variety of professional development has been approved. A three-year plan is under development to engage all MPS staff and community members in the professional development, as well as have a cohort of 10 staff members trained as trainers of the professional development going forward. For the remainder of the 2020-2021 school year, all teachers and support staff at traditional middle and high schools will attend an all-day session Virtual Courageous Conversations Exploration. This session is designed to guide participants to consider race, its construction and impact in their lives, workspaces, and the marketplace.

Participants will learn more about the three components of the Courageous Conversation™ Protocol. During the 2021-2022 school year the focus will be on identifying elementary schools to attend the Virtual Courageous Conversations Exploration, as well as provide additional support and coaching to staff in middle and high schools who have attended the Virtual Courageous Conversations Exploration. The cohort of district facilitators will begin self-paced modules towards becoming licensed facilitators in May and will be fully licensed to provide any of the professional development within the district starting in August 2022. An MPS Courageous Conversations Cabinet will be created to identify the mission, vision, and goals of the work within MPS, as well as monitor overall implementation and needed ongoing support.

During February, the school social work and school psychologist departments are hosting a viewing and discussion of *Pushout: The Criminalization of Black Girls in Schools*. Individuals will watch the documentary, review some district-wide data, and engage in breakout room discussion identifying next steps for themselves in their roles.

Additional self-paced and school-facilitated professional development has been created, including a session on the historical framework of race in Milwaukee and America, as well as understanding multiple perspectives and the role of race in our lives.

The Wisconsin (WI) Disproportionality Network is offering an Educational Equity Leadership Series with a variety of local and national speakers on a variety of topics on race and equity. All opportunities are offered by the WI Disproportionality Network for all educators throughout the state. Each session includes a presentation followed by an online discussion by participants. The first two sessions offered were: The Essence of Racial Equity Lens, which 32 MPS staff members attended, and The Roots of Whiteness, which 33 MPS staff members attended.

January Benchmark & Timeline:

1. Complete 6-part series with Parkview staff members on the role of race in my life and creating an antiracist classroom community.

Outcome:

Benchmark has been met.

1. Begin six-part series with Milwaukee French Immersion School staff members on Brave Space for Race, meeting twice per month, with two sessions held in January.

Outcome:

Benchmark has been met.

February Benchmark & Timeline:

Facilitate documentary viewing and discussion of *Pushout: The Criminalization of Black Girls in Schools* with school psychologist and school social worker departments.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 1.06, Equity in MPS

Fiscal Impact Statement

N/A

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(Item 4) Report with Possible Action Regarding Bilingual Education and the District Multicultural Multilingual Advisory Council (DMMAC)

Your Committee reports having received the following report from the Administration. Although this item has been noticed for possible action, no action is required.

Background

In June 2014, the Milwaukee Board of School Directors adopted Resolution 1415R-003 regarding bilingual multicultural education. The Board’s action promotes bilingualism through the implementation of essential aspects to enhance our one-way and two-way dual-language programs.

Our goals related to bilingual education are that students graduate academically prepared in English and Spanish and conversant in other languages and capitalize on the cultural and linguistic backgrounds of all English-learner students (Els).

Another important component of the Board’s action is encouraging the participation of parents, staff, and other community stakeholders. To that end, the District Multicultural Multilingual Advisory Council (DMMAC) is supporting these efforts.

Since the Board’s action, district staff has been working with the community to implement the resolution. The following presentation will provide a brief overview regarding progress and next steps, as well as a DMMAC update.

Bilingual Schools, 2020-21

• 12,795 students	American Indian	0.5%
• 20 schools	Asian	4.1%
• 37.9% English-language learners	Black.....	21.5%
• 23.4% students with disabilities	Hispanic	68.1%
• 88.0% economically disadvantaged	HI/PI	0.1%
	Two or more ethnic codes.....	1.8%
	White	3.9%

Bilingual Multicultural Education Department

Mission

The mission of the Department of Bilingual Multicultural Education is to provide equitable access to quality multilingual and multicultural programming in Milwaukee Public Schools.

Vision

MPS students graduate with strong cultural and linguistic identities, leveraging these assets to navigate college, career, and life as global citizens in an inclusive society.

Fundamentals of Resolution 1415R-003

- Bilingual expansion and programming
- Parental engagement and marketing
- District Multicultural Multilingual Advisory Council (DMMAC)
- Seal of Biliteracy
- Professional development to schools
- Bilingual support during virtual learning

Expansion Update

Expansion	Work in Progress	Next Steps
Hamilton High School	Support with bilingual program's implementation.	Continue with related professional development.
Riverside University High School	Addition of a junior-level course for the 2020-21 school year.	Continue conversation about the needs for the school to grow the bilingual program.
Morgandale School	Exploring options for adding dual-language program at the K4 level and growing to 8 th grade.	Meet with principal and explore best program options for expansion. Review current staff and third-Friday enrollment data. Develop survey and begin sharing with the community. Due to the pandemic, we will monitor enrollment and move forward next year.
Kagel	One-on-one support for K4 and K5 dual-language teachers.	Addition of 1 st -grade two-way dual-language class. Addition of 6 th -grade bilingual classroom for the 2021-22 school year to allow those students already enrolled to remain as the program grows.
Riley	Expansion has taken place at K3 through 2 nd grade. Remote Learning Dual-language Montessori report card	Addition of 3 rd -grade Montessori two-way dual language. Continue professional development
Lincoln Avenue	Conversations to grow the existing program.	The addition of a K4 bilingual classroom has occurred. Monitor enrollment data to adjust program as needed. Due to the pandemic, we will monitor the enrollment and make adjustments to grade configurations as needed.
Curtin	Become a stand-alone ESL school.	Examine the data for ESL services for the 2021-22 school year.

Updates

Item Update	Work in Progress	Next Steps
District Multicultural Multilingual Advisory Committee (DMMAC)	DMMAC has presented information on various topics that are in line with its strategic plan.	DMMAC will continue to meet and provide PD and information to members of the community. The next meeting will be February 17, 2021.
Parental Engagement and Marketing	Work with the office of communications will continue to create marketing materials around the programs offered by the district.	BME's staff will be at the Kindergarten Enrollment Fairs on February 6 and 20 to provide information regarding program offerings. BME will provide program information to communications for development of marketing.
Bilingual Task Force	The Task Force has met three times since our last report. The next meeting is scheduled for February 10, 2021.	Meetings will be held monthly until the requirements of the resolution are met.
Seal of Biliteracy	Professional development for the Seal of Biliteracy's coordinators and advisors on implementation. School coordinators and advisors are confirming candidates for this year's Seal of Biliteracy Award.	Coordinators will meet with individual student candidates to develop sociocultural competency guidelines and deadlines.

Item Update	Work in Progress	Next Steps
	Students are being identified for the Assessment of Performance toward Proficiency in Languages (AAPPL). Seal of Biliteracy website	AAPPL test on March 10, 2021. The website will be updated every year.

District Multicultural Multilingual Advisory Committee (DMMAC)

Community Language Opportunities

Working in collaboration with the Milwaukee Recreation Department to provide language opportunities to the community.

Parental Support with Virtual Portals

Working in collaboration with individual schools and MPS’s IT department to provide a resource page for parents to access virtual portals.

Working in collaboration with CO and IT department to ensure all videos and tutorials for parents are translated into multiple languages.

Multilingual Recruitment Campaign

Working in collaboration with schools and CO to recruit students for schools with language programs.

World Language Expansion

Working in collaboration with the BME Office to encourage the expansion of world-language opportunities to K-8th-grade students in the district.

Updates

Item Update	Work in Progress	Next Steps
Bilingual professional development (PD) to schools around new online resources for Spanish literacy.	Weekly support sessions for teachers. Additional PD specific to new bilingual teachers.	Continue to support all bilingual teachers.
	Differentiated support for classroom teachers.	Continue to develop biliteracy units for <i>Arriba La Lectura</i> and <i>Galeria de lengua y cultura</i> .
English as a Second Language (ESL)	The bilingual and the (ESL) team provided professional development to bilingual teachers	Co-plan and co-present sessions on strategies to increase students’ talk-time to develop language.
	A book study to increase collaboration and communication to address English-learners’ achievement.	Five sessions with 23 bilingual teachers during 2 nd semester
English-learner enrollment	Met with three representatives from Congolese community; learned about their experiences in MPS and what life was like in the DRC/Congo.	Disseminate information to schools serving students from this country; continue to increase communication and collaboration with community.
Renewed Refugee School Impact and Refugee Youth Mentoring grants	Order 60 Chromebooks for newest arrivals	Hold distribution and provide orientation to students and families about how to use Chromebook for academic purposes.

Strategic Plan Compatibility Statement

- Goal 1, Academic Achievement
- Goal 2, Student, Family and Community Engagement

**Statute, Administrative Policy, or Board
Rules Implication Statement**

Administrative Policy 7.15, Bilingual Instruction and Bicultural Education

Fiscal Impact Statement

N/A

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(Item 5) Report with Possible Action on Parental Engagement

Your Committee reports having received the following report from the Administration. Although this item has been noticed for possible action, no action is required.

Background

FAST is an evidence-based program focused on strengthening the bond among families, children, and schools that has been operating at Milwaukee Public Schools (MPS) since 2017. The families from Auer Avenue, Keefe Avenue, Hopkins Lloyd, Brown Street Academy, and Engleburg participate in the program. The FAST partnership with MPS is supported by funding from the Wisconsin Department of Children and Families.

The purpose of the presentation attached to the minutes of your Committee's meeting is to provide an update on family-engagement activities and to highlight the work being done with the FAST (Families and Schools Together) program during virtual learning.

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

**Statute, Administrative Policy, or Board
Rules Implication Statement**

Administrative Policy 9.11, School Engagement Councils

Fiscal Impact Statement

N/A

Implementation and Assessment Plan

N/A

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REPORT OF THE COMMITTEE ON STUDENT ACHIEVEMENT AND SCHOOL INNOVATION

(Item 1) Action on a Request for Mutual Termination of the Non-Instrumentality Charter School Contract with Kathryn T. Daniels University Preparatory Academy to be Effective on the Last Regularly Scheduled Day of the 2020-2021 School Year

Background

Kathryn T. Daniels University Preparatory Academy (KT Daniels) , located at 4834 North Mother Daniels Way, was established as a non-instrumentality charter school beginning with the 2011-12 school year. The current contract is for up to a maximum of 250 full-time-equivalent (FTE) pupils in grades K4 through 8. Kathryn T. Daniels received a one-year contract renewal in its previous renewal cycle.

On January 14, 2021, the Department of Contracted School Services received written communication (attached to the minutes of your Committee's meeting) from representatives of KT Daniels notifying MPS of KT Daniels's request for mutual termination of its non-instrumentality charter school contract, to be effective on the last regularly scheduled day of the 2020-21 school year.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement
 Goal 2, Student, Family and Community Engagement
 Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 9.12, Charter Schools

Fiscal Impact Statement

N/A

Implementation and Assessment Plan

The Administration will assist families in finding new school placements for fall as needed.
 The Administration will notify Wisconsin Department of Public Instruction of the expiration of the non-instrumentality charter school contract.

Committee's Recommendation

Your Committee recommends that the Board approve the mutual termination of the non-instrumentality charter school contract with KT Daniels, to be effective on the last regularly scheduled day of the 2020-2021 school year.

Approved with the roll call vote to approve the balance of the Committee's reports.

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(Item 2) Action on Areas to Be Opened for Textbook Study During the 2020-21 School Year for Texts to Be Used Beginning with the 2021-22 School Year

Background

MPS Administrative Policy 7.26 and Administrative Procedure 7.26, Textbooks/Instructional Materials Adoption, provides that, as adoptions near expiration, the Administration shall report the subject areas, along with the titles of the textbooks/instructional materials which have been in use seven years or more and may be discontinued at the end of the following school year.

In order to provide for inclusion and alignment to the district's Ambitious Instruction 3.0 plan, general criteria for textbooks/instructional materials evaluation are provided to the textbooks/instructional materials evaluation committees. These criteria include availability of Spanish partner language and high-quality materials for use in bilingual classrooms; alignment to the district' literacy and language-development goals; and the materials' alignment to adopted standards and graduation requirements. In addition, each evaluation committee will develop its own specific criteria applicable to the subject area under consideration.

The Administration may also recommend opening any subject areas for adoption study in which no textbook adoption is in effect, but in which an adoption is considered desirable.

Every student has the need for, and right to, textbooks/instructional materials that support learning and achievement. Since 2018, MPS has worked to develop and to refine a comprehensive plan to improve student outcomes. The plan has two main elements: Five Priorities for Success, a series of organizational-wide strategies to reinforce key efforts, and a regional-development effort to increase the number of high-performing seats throughout the district while creating learning pathways for students and families and also improving the capacity of quality community-support activities. The district's goals guide all of MPS's efforts: Academic Achievement, Student, Family, and Community Engagement, and Effective and Efficient Operations.

Administration’s Analysis

The Administration is recommending opening the subject area of literacy, including bilingual and English as a Second Language (Gr. K-8), for adoption study during the 2020-21 school year:

Due to the significant number of students with print disabilities, MPS needs to ensure that alternative formats (audio, large print, Braille, digital, accessible web-based, site licenses for electronic access), as well as supplemental intervention resources, are available at the time of the adoption of new textbook/instructional materials. Instructional materials include, but are not limited to, electronic resources (e-books) or other technology and manipulative materials. Publishers will be requested to provide information about the availability of the above-mentioned formats.

Strategic Plan Compatibility Statement

- Goal 1, Academic Achievement
- Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 7.26, Textbooks/Instructional Materials Adoption

Fiscal Impact Statement

This item does not authorize expenditures. The estimated cost of implementing the textbook adoption for these areas is \$12,000,000.

Curricular areas participating in the 2020-2021 textbook/instructional materials study will be as follows:

Curricular Area for Adoption	Enrollment	Estimated Cost per Student (print, digital, materials)	Estimated Cost, plus 20%
Literacy K-8	60,000 students	\$120	\$8,640,000.00
Bilingual Literacy K-8	5,000 students	\$120	\$720,000.00
English and a Second Language	5,000 students	\$120	\$720,000.00
Professional Development	N/A	N/A	\$1,920,000.00
Total			\$12,000,000.00

Implementation and Assessment Plan

The procedures listed below will be implemented following the Board’s action with respect to opening subject areas for textbook adoption study.

1. When a subject area is to be opened for adoption, an evaluation committee led by a curriculum specialist will be established to study and to evaluate available materials and to make recommendations to the Superintendent concerning textbook/instructional materials adoptions for the subject areas.
2. Principals and teachers will be notified.
3. Parents will be notified and invited to serve on the parental advisory committee for textbook/instructional material evaluation. In addition, community organizations such as the District Advisory Committee, La Causa, United Community Center, NAACP, and Urban League will be invited to send parent representatives. In an effort to further increase parental involvement in the textbook/instructional material evaluation process, the Administration will also solicit parents through school engagement councils.
4. Publishers will be notified.
5. Teachers’ nominations and expressions of interest in serving on textbook/instructional materials evaluation committees for the various subject areas will be obtained.
6. Textbook/instructional materials evaluation committees will be appointed.
7. Curriculum specialists will provide training for textbook/instructional material evaluation committees’ members on selecting culturally-responsive materials that promote critical thinking.
8. Textbook/instructional materials evaluation committees will establish criteria for evaluating materials, based on the most recent literature and research related to

instruction in that area. The committees will obtain and evaluate available materials, will meet with parents and publisher' representatives, and will solicit reactions and assistance from other teachers, department chairpersons, curriculum committees, etc.

9. Curriculum Specialists and the Department of Procurement will review the proposals submitted by the publishers of textbook/instructional materials.
10. Textbook/instructional materials evaluation committees will formulate recommendations with respect to the subject areas and the materials under evaluation for possible adoption and will present the recommendations for textbooks/instructional materials' adoptions to the Superintendent in a confidential report. A textbook/instructional materials evaluation committee may recommend a single adoption for a subject/course or it may recommend delaying adoption, pending further study.

Based upon the proposed timeline, textbook/instructional material evaluation committees would be appointed no later than March 2021. The committees will conduct the study during the months of March and April and submit a recommendation to the Superintendent in April 2021. After considering the evaluation committees' report, the Superintendent will submit a recommendation to the Milwaukee Board of School Directors for consideration in May 2021.

Professional development will be scheduled for July and August 2021.

Committee's Recommendation

Your Committee recommends that the Board approve the following areas to be opened for textbook study for texts to be used during the 2021-2022 school year: Literacy K-8, Bilingual Literacy K-8, English as a Second Language K-8.

Approved with the roll call vote to approve the balance of the Committee's reports.

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(Item 3) Report with Possible Action Regarding Black Lives Matter Week Campaign and Planning for the 2020-2021 School Year

Your Committee reports having received the following report from the Administration. Although this item has been noticed for possible action, no action is required.

Background

At its July 2020 meeting, the Board referred Resolution 2021R-010 by Director Miller, regarding Black Lives Matter week of action, to the Committee on Student Achievement and School Innovation. At its August 27, 2020, meeting, the Board took action to adopt Resolution 2021R-010.

Since the Board's action, the Administration has started implementing the resolution. The Office of School Administration assembled the 2020 Black Lives Matter (BLM) Week of Action and a Year of Purpose Advisory Committee in alignment with the resolution. The resolution's items were identified and addressed with the BLM committee, and sub-groups were created that are focusing on the following areas: curriculum and professional development; week in action; and monthly BLM projects. All sub-groups include student representation to ensure that student voice is heard.

The committee and sub-groups continue to meet regularly, and the first phase of implementation for all schools has been identified. The Administration has provided updates to the Board beginning with the October 2020 board cycle and will continue to report its progress relative to implementing Resolution 2021R-010 monthly.

Following is a summary of the planning that has taken place since the December 2020 report.

Black Lives Matter Campaign Planning

Core Committee Members

Curriculum and Professional Development

- Dr. Latish Reed, Chair
- Felice Beal, Administrator

- Nuntiata Buck, Co, Chair
- Tanya Evans
- Chauna Perry-Finch
- Paul Moga
- Michelle Wade
- Jeremiah Jackson, Jr.

- Dr. Patricia Ellis
- Stanley McWilliams
- Cendi Trujillo Tena (LIT)
- Johnny Spingola (LIT), Student
- Zion Rogers, Student

Week of Action

- Angela Harris, Chair
- Felice Beal, Administrator
- Cynthia Wilson, Administrator
- Zion Rogers, Student , Co-Chair
- Janiya Williams, Student
- Nico Schudson (YES), Student
- Ryan Hurley, United Way
- Larry Miller, President, Milwaukee Board of School Directors
- Patrice Townsend, Para, professional
- Sequanna Taylor, Milwaukee Board of School Directors
- Janet Moreno
- Dr. Ebony Davis
- Jane Audette, MICAH

Monthly School BLM Projects

- Ingrid Henry, Walker, Chair
- Dr. Toni Dinkins, Administrator
- Jeremiah Jackson, Co, Chair
- Nina Scott, Para-professional
- Erika Ashford
- School Safety
- Derrick Rogers (414)
- Javonte Rodriquez (YES)
- Celeste Ochonogor
- David Valdes (Student Engagement)
- Darrion Whitfield (SSAC), Student
- Abdul Al Bassam (SSAC) , Student
- Dr. Christlyn Stanley

Curriculum & Professional Development Update

- Developed the Racial Equity Readiness Assessment
Goal: To identify different levels of awareness and capacity
 - Self-awareness
 - Suggested corresponding lessons and resources to be used with students
 - Roadmap to needed professional development
- Presented BLM monthly activity and yearly initiatives during the AP Institute & SST Institute.
- Collaborated with Student Services' staff to plan on how to integrate racial-equity professional learning within their departments.
- Developed a proposal to support direct training on how to utilize the assessment tool, provide feedback, and have additional resources provided by teachers (beginning stages).
- Completed three modules with equity/culturally responsive teaching
 - Will continue to work on the BLM curricular connections

Monthly Activities Update

- January's activity was Black Radical Educators.
- Students' submissions increased this month.
- Students engaged in instruction regarding civil rights and Septima Clark, a black American educator and civil rights activist.
- February's activity is Celebrating a Month of Black Lives Matter (due February 23, 2021).

Week of Action Update

- Week of Action occurred February 1-5
 - Live student panel discussion
 - A community conversation with Dr. Ghouldy Muhammed
 - Talent Showcase and Poetry Night
 - Intergenerational talk-back
 - Revolutionary Black Arts and Awards Night
- Community Supports
 - Provided gift cards to student panelists

— Engaged in panel discussions, activities, and awards

Strategic Plan Compatibility Statement

- Goal 1, Academic Achievement
- Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 1.01, Vision, Mission, Core Beliefs, and Goals

Fiscal Impact Statement

N/A

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(Item 4) Report with Possible Action Regarding First Nations Studies Survey Results

Your Committee reports having received the following report from the Administration. Although this item has been noticed for possible action, no action is required.

Background

At its August 27, 2020 meeting, the Milwaukee Board of School Directors referred Resolution 2021R-015, regarding the establishment of Indigenous Peoples Day within MPS, by Directors O’Halloran and Peterson to the Committee on Student Achievement and School Innovation. The Board adopted the resolution at its meeting on September 24, 2020.

In alignment with the Board’s action, Monday, October 12, 2020, was recognized and celebrated as Indigenous Peoples’ Day in Milwaukee Public Schools. To commemorate Indigenous Peoples’ Day throughout the district, the following took place to stand in solidarity with Indigenous People:

1. opportunities to reflect upon how to better promote understanding by our students of the Indigenous Peoples of Wisconsin; and
2. celebrations of the thriving cultures and values of the Indigenous Peoples.

The Board’s action also directed the MPS First Nations Studies Program to get input from Native American community partners, staff, parents, and students as to how the district can better serve our Native American students’ academic and social emotional needs. The MPS First Nations Studies Program has compiled this information has provided an update, which is summarized below:

First Nations Studies Survey Results

Of 91 respondents:

- 18 (49.8%) were students
- 51 (56%) were parents/guardians
- 15 (16.5%) were community members
- 11 (12.1%) were teachers.

Emotional Support

Do you believe the social needs of First Nations children are adequately met in MPS?

Yes 57.1% No..... 42.9%

Academics

Do you believe the academic needs of First Nations children are adequately met in MPS?

Yes 59.6% No..... 40.4%

Indigenous Peoples' Day

Should Indigenous Peoples' Day be an observed holiday?

Yes 94.5% No..... 5.5%

Curriculum

Do you feel it to be important that the curriculum within MPS be updated?

Yes 93.4% No..... 6.6%

All Grade Levels

Do you think First Nations history and culture should be taught in all grade levels?

Yes 95.6% No..... 5.4%

High-school Course

Do you think First Nations history and culture should be taught as its own course in MPS high schools?

Yes 90.1% No..... 9.9%

Rank in Order of Importance

- 1st choice.....Opportunities for language and culture taught in school
- 2nd choice.....History books from a First Nations Perspective
- 3rd choiceHistory and information about First Nations people of WI
- 4th choiceSocial and emotional needs of First Nations children being met in school
- 5th choiceProfessional development (PD) for teachers on Act 31 — refers to the statutory requirement that all public school districts and pre-service education programs provide instruction on the history, culture, and tribal sovereignty of Wisconsin's eleven federally-recognized American Indian nations and tribal communities
- 6th choiceInformation about going to college
- 7th choiceProfessional development for social workers and psychologists on the social and emotional needs of First Nations students

Important Issues and Events

What monumental events or important issues should our MPS students be educated about? (More than one could be selected)

- The 11 federally-recognized tribes of Wisconsin..... 83
- An accurate history of Thanksgiving 77
- Treaties between First Nations and the US Government 85
- First Nations’ sovereignty 80
- The Trail of Tears..... 71
- Boarding schools 71

Teachers’ Professional Development

Do you think that all teachers should have professional development on how to teach First Nations children and youth?

Yes 78 (85.7%)
No..... 14 (15.4%)

Follow-up Plans

First Nations Studies, BME Department

- Annual Act 31 professional development
- Book studies
- Thursday Updates utilized to share resources
- Act 31 resource webpage
- Develop resources for Native American Heritage Month

Office of Academics

- Ensure that Core Curriculum Specialists attend Act 31 professional development
- Assist with development of Act 31 professional development for the district
- Ongoing development of programs for district regarding First Nations Peoples

Strategic Plan Compatibility Statement

- Goal 1, Academic Achievement
- Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 1.01, Vision, Mission, Core Beliefs, and Goals

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(Item 5) Report with Possible Action on MPS Montessori Strategic Plan

Your Committee reports having received the following report from the Administration. Although this item has been noticed for possible action, no action is required.

Background

The Montessori Strategic Plan, which was adopted on March 28, 2019, is a framework for structural supports for our eight Montessori schools, which educate more than 4,000 students.

Following is an update on the implementation of the Montessori Strategic Plan, covering items that have been completed and what is being worked on at this time and providing an outline of future work. Included will be the MPSU’s (Milwaukee Public Schools University’s) pathways for Montessori training and the district’s updated Montessori marketing efforts.

Montessori Strategic Plan Update

Montessori Strategic Plan’s Progress

Completed Work

- Presented professional development to districtwide Montessori staff
- Coordinated and developed the six-week virtual curriculum guides for weeks 19-24
- Montessori Advisory Committee met monthly in December, January, February
- Distributed year-two Montessori scholarships
- Oriented new teacher who had recently arrived from Mexico
- Participated in the Kindergarten Enrollment Fair on February 6 and 20
- Montessori marketing completed

Current Work

- Holding monthly virtual Montessori principals’ meetings
- Participating in bi-weekly virtual Montessori school support teachers’ meetings
- Providing targeted support for Montessori virtual instruction
- Coordinating and developing the six-week virtual curriculum guides for weeks 25-30
- Developing a retention survey for the Montessori program’s employees

Montessori Schools’ Demographics

- 3,536 students
- 8 schools (Riley Elementary Montessori is through Grade 2)
- 1.2% English-language learners
- 14.6% students with disabilities
- 47.5% economically disadvantaged

American Indian 0.6%
 Asian..... 2.5%

Black/African American.....	33.2%
Hispanic.....	16.3%
White	40.1%
Two or more ethnic codes	7.3%

Montessori Expansions

- Bay View
 - Second campus
 - Montessori through grade 7
- MacDowell
 - Added five classes in the last five years
- Riley Bilingual
 - Montessori through grade 2
 - Traditional and bilingual through grade 5

MPS Employees in Montessori Certification

Cincinnati Montessori Secondary Teacher Education Program (MPSU).....	17
Alverno (MPSU)	17
Global Montessori Educators Institute	7
UW- River Falls (MPSU).....	6
National Center for Montessori in the Public Sector	2
Seton Montessori Institute.....	2
Midwest Montessori Teacher Training Center	1

Montessori Strategic Plan: Next Steps

March 2021

- Montessori Advisory Committee’s meeting
- Finalize Montessori material-ordering requirements for expansions
- Establish secondary-education committee to define expectations for the implementation of Montessori middle-school curriculum

April 2021

- Montessori Advisory Committee’s meeting
- Finalize MPSU’s pathway for state licensing support for Montessori teachers completing Montessori certification
- Continued support for Montessori virtual instruction will be developed and provided as deemed necessary

May 2021

- Montessori Advisory Committee’s meeting
- Develop Montessori-specific summer school curriculum
- Develop Montessori teacher-to-administrator pathway

Strategic Plan Compatibility Statement

- Goal 1, Academic Achievement
- Goal 2, Student, Family and Community Engagement
- Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 2.12, Advisory Committees: Administration-originated

Fiscal Impact Statement

This item does not authorize expenditures.

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(Item 6) Report with Possible Action on the Regional Showcase — Central Region

Your Committee reports having received the following report from the Administration. Although this item has been noticed for possible action, no action is required.

Background

Based on the Board’s action, the 2020-2021 monthly Regional Showcase item will provide a thorough picture of each region, including goals and progress in attaining them. In addition, strategies that are being successfully implemented within the region and that may be replicated will be included.

This month, the Central Region is featured. The Central Region, which comprises 24 schools, serves 7,273 students in diverse settings to meet the varied needs of our students. Schools in the Central Region include Auer Avenue, Barbee Montessori, Bethune Academy, Burbank, Clarke, Clemens, Fifty-Third Street School, Franklin, Grant Gordon Learning Center, Hawley Road, Hi-Mount, Hopkins Lloyd, Gwen T. Jackson, Keefe Avenue, LaFollette, Marvin E. Pratt, Metcalfe, Milwaukee French Immersion, Neeskara, Sherman, Frances Starns Discovery Learning Center, Frances Starns Early Childhood Center, Story, and Westside Academy.

The Central Region offers a variety of programs and services to support our students towards their academic goals. The Central Region is successful due to the committed staff members and dedicated community partnerships, a vital component to the success of students.

Central Region Schools

K-5 Neighborhood

- Samuel Clemens
- Gwen T. Jackson
- Neeskara
- Keefe Avenue

- Ralph H. Metcalfe School
- Starns Discovery Learning Center
- Story Elementary

- Milwaukee French Immersion (K-5)
- Sherman Multicultural Arts (Turnaround Arts K-8)
- Marvin Pratt (K-5 Primary-years IB Candidate School)

K-8 Neighborhood

- Mary McLeod Bethune
- Luther Burbank
- Clarke Street
- Fifty-Third Street
- Benjamin Franklin
- Hi-Mount Community School
- Robert M. LaFollette

Academic Specialty

- Lloyd Barbee (K-6 Montessori)
- Hawley (K-5-Environmental)
- Grant Gordon (Early Childhood)
- Starns EC (Early Childhood)

Community Schools

- Auer Avenue (K-5)
- Hopkins-Lloyd (K-8)
- Westside Academy (K-5)

Central Region’s Demographics, 2020-21

• 7,284 students	American Indian	0.4%
• 24 schools	Asian	7.4%
• 6.4% English-language learners	Black/African American	78.2%
• 20.6% students with disabilities	Hispanic	6.1%
• 91.7% economically disadvantaged	Hawaiian or Pacific Islanders	0.1%
	White	4.1%
	Two or more ethnic codes.....	3.7%

Central Region’s State Report Card Scores

Significantly Exceeds Expectations	Burbank Elementary	69.0
Marvin Pratt Elementary	Bethune Academy	65.3
Meets Expectations	Starns Elementary.....	63.8
Milwaukee French Immersion.....	Neeskara Elementary	63.3
Clemens Elementary		

Meets Few Expectations		Auer Avenue.....	56.0
Metcalf Elementary	62.1	Clarke Street Elementary.....	55.4
Hawley Environmental School.....	61.7	Westside Academy	54.4
Hopkins Lloyd Community School.....	61.0	Barbee Elementary	54.0
Franklin Elementary	60.6		
Fifty-Third Elementary.....	59.6	Fails to Meet Expectations	
LaFollette Elementary	59.3	Sherman Elementary	51.8
Hi-Mount Elementary.....	58.9	Keefe Avenue Elementary.....	51.2
Story Elementary.....	57.0	Jackson Elementary	48.1

Mary McLeod Bethune Academy

Vision Statement

At Mary McLeod Bethune Academy, we strive to be a K-8 school that is highly regarded for its academic excellence, by producing major gains in student achievement and actively serving and improving the community in which it operates.

Not for myself, but for others...
— Mary McLeod Bethune

Bethune Academy’s Demographics, 2020-21

- 612 students
 - 34.3% English-language learners
 - 19.3% students with disabilities
 - 97.5% economically disadvantaged
- | | |
|-------------------------------|-------|
| Asian..... | 36.9% |
| Black/African American..... | 58.8% |
| Hispanic..... | 2.5% |
| White | 1.5% |
| Two or more ethnic codes..... | 0.3% |

State Report Card Scores, 2018-19

65.3 — Meets Expectations

Exceeding the State’s Performance, 2018-19

	Bethune	State
School Growth	69.8/100	66/100
ELA Growth	38.7/50	33/50
Closing Gaps	78.7/100	73.9/100
ELA Achievement Gaps	40.6/50	37.2/50
Math Achievement Gaps	38.1/50	36.7/50

Safe and Supportive Culture

- Safety First
- Teamwork
- PBIS (Positive Behavior Intervention Supports)
- SEL (Social Emotional Support)
- Sports Program
- Awards and Recognition
- Wildcat Pride
- CLC (Community Learning Center)

Committed Staff

Staff Attendance 92% staff attendance rate

Teaching Experience 67% of our teaching staff have at least one master's degree

Teacher Retention..... 78% of our staff have been at Bethune for at least six years.

Staff Volunteers..... 80% of our staff volunteer for monthly family events

Translators..... On-site staff speaking Karen, Hmong, Spanish, and Chinese (28% of students speak Karen; 5% of students speak Hmong; 3% of students speak other languages)

Committed to Giving..... In the last three years, an average of 60 staff members (85%) have contributed more than \$23,000 to the MPS United Way Combined Giving Campaign.

Years of Teaching Experience

0-5 Years 17.9%
6-30 Years 82.1%

Engaging Families with Community

- Bethune Academy’s Traffic Safety Community Walk
- ESL
- Social/emotional Learning
- Children’s Hospital of Milwaukee
- Blood Center of Wisconsin
- Milwaukee Public Library

Next Steps

- After-hours online support for students
- Increasing state report card scores from Meets to Exceeds Expectations
- Professional development to build capacity of all staff in formal coaching conversations
- Promoting family agency through learning opportunities in the areas of wellness, financial literacy, personal and entrepreneurial ownership, and community citizenship

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 1.01, Vision, Mission, Core Beliefs, and Goals

Fiscal Impact Statement

N/A

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(Item 7) Report with Possible Action Regarding the 53206 Initiative

Your Committee reports having received the following report from the Administration. Although this item has been noticed for possible action, no action is required.

Background

To better serve the community in the 53206 ZIP code, the Board approved implementation of the 53206 Initiative. The 53206 Initiative is focused on three pillars Strengthening the K-12 Narrative, College and Career Readiness, and Equitable Resources.

The Principals’ Cohort, consisting of nine school leaders from North Division, Andrew Douglas, Auer Avenue, Benjamin Franklin, Hopkins-Lloyd, Gwen T. Jackson, Keefe Avenue, Green Bay Avenue Success Center and Lafollette, continue to meet regularly to further discuss the needs in 53206 schools.

The following update provides an overview of the progress that has been made to date.

53206 Initiative Update

Strengthening the Narrative

- Academic Achievement supported by standards-based instructional system
- Aligned and Integrated programming pathway
- Branding community connections and partnerships

Equitable Resources

- Collaborating with MPS Talent Management on staffing priorities
- Creating framework for specialized PD both for teachers and for leaders
- Engaging school community's partners
- Alternative Certification Fair

College and Career Readiness

- Early exposure (K4)
- Integration of grade-level standards
- Focus on STEM (science, technology, engineering, mathematics)
- Career opportunities
- STEM high-school pathway
- Yearly college/university field experiences

On the Horizon in 53206*Strengthening the K-12 Narrative*

Work in Progress

- Engaging workgroups in a strategic planning process
- Refining driver diagram to unpack strategies for academic achievement, branding, and programming
- Developing aligned practices supporting academics, project-based learning, and STEM pathway
- Working in conjunction with MPSU to develop 2021-22 learning plan to support 53206.

Next Steps

- Create learning modules to support project-based learning in K-8 schools for grades K, 1, and 8
- Develop K-12 protocols for leading and learning collaborative planning, data analysis, and lesson design
- Hold cross-cohort parental instructional-support sessions

Equitable Resources

Work in Progress

- Conducting school staff audits for the 2021-22 school year
- Developing teachers' competencies in 53206 schools
- Using the 2021-22 school budget process to set aside funds for pre-service training for teachers

Next Steps

- Create continuous supports framework for staff for 2021-22 school year. Provide COMP training for all novice teachers in 53206
- Implement a preferential-hiring window and hold a recruitment fair for 53206 schools.
- Survey staff in 53206 schools to determine professional learning needs
- Cross Cohort professional development (K-12)
- 53206 leadership retreat
- 53206 town hall meeting
- Advisory Task Force for 53206 Initiative

College & Career Readiness

Work in Progress

- Conducting a needs assessment to identify exemplar college and career current goals, strategies, and practices in 53206's elementary and middle schools
- Meeting with the Counseling Department to determine grades 3, 5, and 8 Career Cruising activities that align with STEM and STEAM
- Steering Committee members from across the 53206 network create grade-based STEAM activities
- Ongoing professional development aligned to Ambitious Instruction 3.0 to support teachers integrating STEAM strategies

Next Steps

- Develop professional development in implementation and instruction of STEAM standards and strategies
- Discuss measurable goals and create rubric to measure students’ proficiency and pillar expectations
- Establish partnerships with universities/colleges to ensure a health-and-science focus in schools
- Develop a partnership agreement for post-secondary institutions to better understand ways in which they can provide support to partnering schools
- All students in grades 3, 5, and 8 will complete Career Plans and identify skills needed to be efficient in their career paths.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 1.01, Vision, Mission, Core Beliefs, and Goals

Fiscal Impact Statement

N/A

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(Item 8) Report with Possible Action Regarding the MPS/MKE Early Childhood 1,825 Initiative

Your Committee reports having received the following report from the Administration. Although this item has been noticed for possible action, no action is required.

Background

In November 2018, Milwaukee Public Schools, in collaboration with the City of Milwaukee and other public and private partners, announced an initiative and call to action to improve early childhood education across the city. The first five years (or 1,825 days) of life are the most important when it comes to a child’s education and development. MPS and city leaders joined together to build on past momentum and to push forward with the MPS/MKE Early Childhood 1,825 Initiative.

The mission of this work is to improve the learning experiences for children from birth through five years in the city of Milwaukee by ensuring that all educators and childcare providers, who directly impact our students’ learning, possess the understanding, skill set, knowledge base, capacity, and resources needed to provide high-quality instruction to all students participating in early childhood education programs.

This report provides an update on the work, accomplishments, and future tasks of the MPS/MKE Early Childhood 1,825 Initiative.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rules Implication Statement

Administrative Policy 7.01, Teaching and Learning Goals

Fiscal Impact Statement

N/A

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REGULAR ITEMS OF BUSINESS

(Item 1) Reports of the Board’s Delegates

The Board received the monthly reports of the Board’s delegates to the Head Start Policy Council and the District Advisory Council (DAC).

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rules Implication Statement

Board Rule 1.28, Board Memberships

Fiscal Impact Statement

No fiscal impact.

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(Item 2) Monthly Report of the President of the Milwaukee Board of School Directors

In an effort to support the goals identified by MPS as essential to the accomplishment of the MPS Vision and Mission, the President’s activities during the month of January 2021 included the following:

Academic Achievement

Met or had conversations with individuals or groups on:

- Black Lives Matter at Schools
- ASC’s and MTEA’s leadership

Effective and Efficient Operations

- Met with the Superintendent and Board Clerk regularly for information sharing and to ensure that the Board’s operations continue during COVID-19
- Met with school leaders to get their thoughts on school operations and remote learning
- Received Legislative updates from the Governor Tony Evers and state legislators

Student, Family, and Community Engagement

Met (virtually) or held conversations with school and community groups:

- Took part in meetings of the Milwaukee Library Board as the Board’s delegate
- Having previously assumed role as Chair of Milwaukee Library Board’s Innovation and Strategy Committee, led the February 2021 meeting
- Participated in community conversations and briefings on the outcomes of a survey on virtual learning

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rules Implication Statement

Board Rule 1.17, President’s Duties and Powers; *Ex officio* Membership

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February 25]

658

[2021

The Board adjourned at 7:42 p.m.

JACQUELINE M. MANN, Ph.D.
Board Clerk

