

# BOARD OF SCHOOL DIRECTORS MILWAUKEE, WISCONSIN FEBRUARY 23, 2023

Regular meeting of the Board of School Directors called to order by President Peterson at 5:43 p.m.

Present — Directors Carr, Garcia (6:29 p.m.), Gokalgandhi, Leonard, O'Halloran, Siemsen, and President Peterson — 7.

Absent and Excused — Directors Herndon and Taylor — 2.

Before proceeding with the Board's agenda, the Chair called for a moment of silence to commemorate the passing of the following members of the MPS Community:

- Rafael Acevedo, a retired teacher from Forest Home Avenue School;
- Mary Addison, a retired food service assistant from Carver Academy;
- Kevin Alvarado-Morales, a student in the Milwaukee Virtual Program;
- Debra Anderson, a food service assistant at Lincoln Middle School;
- Josephine Mosley, a retired principal from Dr. King Elementary School;
- Jamarri Paige, a student at Hartford Avenue School; and
- Kenneth Tabaka, a retired boiler attendant trainee from Hamilton High School.

## AWARDS AND COMMENDATIONS

### (Item 1) **Winners of the Dr. Martin Luther King, Jr., Writing, Art, and Speech Contests**

Dr. Martin Luther King, Jr., was an activist committed to peace, justice, and equality. Dr. King's essential thoughts on non-violence, social policy, integration, black nationalism, and the ethics of love and hope, and his many testimonies have resonated over the past 39 years through the voices of our youth. "Working Toward a World of Peace," this year's theme of the Dr. Martin Luther King, Jr., Writing, Art, and Speech Contests, laid the groundwork for our students to prepare their notable artwork, creative writings, and eloquent speeches, which had them reflect and write about how it related to themselves or others in their families, schools, neighborhoods, and the world.

This year's contest theme was "Working Toward a World of Peace," and Milwaukee Public Schools students demonstrated what that meant to them as they performed, delivered speeches, and shared artwork during this year's event.

The following are the MPS students who placed in the contest:

<b>Art Contest</b>	3 <sup>rd</sup> Place..... Eleanor Lawton, Milwaukee Parkside
Grades K-2	Grades 9-12
1 <sup>st</sup> Place ..... Jayla Santana, Trowbridge	2 <sup>nd</sup> Place..... Angelina Xiong, Rufus King High School
2 <sup>nd</sup> Place..... Hazel Pacheco Chapman, Milwaukee German Immersion	3 <sup>rd</sup> Place..... Raylen Jones, MacDowell Montessori
3 <sup>rd</sup> Place..... Matias Reyes Castillo, Riley Dual Language Montessori	
Grades 3-5	<b>Speech Contest</b>
1 <sup>st</sup> Place ..... Marra Chrara, Milwaukee Academy of Chinese Language	Grades K-2
2 <sup>nd</sup> Place..... Brielle Duncan, Richard Kluge	1 <sup>st</sup> Place ..... Ashe Henry, Lowell Elementary
3 <sup>rd</sup> Place..... Jaiiden Suarez Otero, Riley Dual Language Montessori	2 <sup>nd</sup> Place..... Rosalie Pakalske-Buchanan, Craig Montessori
Grades 6-8	3 <sup>rd</sup> Place..... Aariah Shanklin, Forest Home Avenue
2 <sup>nd</sup> Place..... Yuritzy Sanchez Mendoza, Manitoba	Grades 3-4
	1 <sup>st</sup> Place ..... Priscilia Nsau, Lowell Elementary

2<sup>nd</sup> Place..... Raymond Mitchell, Forest Home Avenue

3<sup>rd</sup> Place..... Grace Wierer, Craig Montessori

**Grades 5-6**

1<sup>st</sup> Place ..... Christian Lara, Lowell Elementary

2<sup>nd</sup> Place..... Kingston Pearson-Lockett, Samuel Clemens

3<sup>rd</sup> Place ..... Adenike Precious Olowu, Gold Meir

**Grades 7-8**

1<sup>st</sup> Place ..... Kayle Phillips, Golda Meier

3<sup>rd</sup> Place ..... Marceana Akins, Dr. Martin Luther King, Jr., Elementary

**Grades 9-10**

1<sup>st</sup> Place ..... Harmony Allen, Riverside University High School

3<sup>rd</sup> Place ..... Chanerion Mike, Barack Obama SCTE

**Grades 11-12**

1<sup>st</sup> Place ..... Malcolm Bishop, Vincent High School

2<sup>nd</sup> Place..... Brandon Gorton, Ronald Reagan IB High School

**Writing Contest**

**Grades K-1. Group Project**

1<sup>st</sup> Place ..... Grade 1, Fairview School  
Constance Michaud, Teacher  
Jada Biddle; Sienna Brenaman; Sara Chavez-Madrigal; Jonael Colon-Morrobel; Mason Correa Reyna; Naomi Cruz; Mason Erving; Esmeralda Estrella; Jasmine Flowers; Alan Fregoso; Addilyn Gostomski; Jaden Green; Aviana Herbert; Finch Johnson; Arya Kreischer; Angel Lara; Jr.; Brielle Lewitzke; Derek Martinez Acevedo; Alma Mutsch; Kaylani Navarrette; Finley Pierce;

Declan Rzad; Nehemias Santana; Brayden Schlicke; Brighton Schwartz; Chemistry Sims; Abel Stewart; Olivia Vinson; Amelia Webber

**Grades 2-3**

1<sup>st</sup> Place ..... Khyei Thang, Richard Kluge

2<sup>nd</sup> Place..... Lizmarie Soto, Richard Kluge

3<sup>rd</sup> Place ..... Brielle Denson, Trowbridge

**Grades 4-5**

1<sup>st</sup> Place ..... Mahogany Hill, Samuel Clemens

2<sup>nd</sup> Place..... Leigha Stewart, Samuel Clemens

3<sup>rd</sup> Place ..... Isaiah Price, Samuel Clemens

**Grade 6**

1<sup>st</sup> Place ..... Harper Edmonds, Milwaukee Parkside

2<sup>nd</sup> Place..... Milan Hardrick, Milwaukee Parkside

**Grades 7-8**

1<sup>st</sup> Place ..... Sy’Ria Winston-Robertson, Hi-Mount Community

2<sup>nd</sup> Place..... Kaleigha Weber, Milwaukee School of Languages

3<sup>rd</sup> Place ..... Lilyana Sanders, Manitoba

**Grades 9-10**

1<sup>st</sup> Place ..... Taliyah Grant, Riverside University High School

2<sup>nd</sup> Place..... Auggie Hoffman, Riverside University High School

3<sup>rd</sup> Place ..... Donavan Coleman, Riverside University High School

**Grades 11-12**

1<sup>st</sup> Place ..... Tatiyana Dockery, Riverside University High School

2<sup>nd</sup> Place..... Darius Solomon, Riverside University High School

3<sup>rd</sup> Place ..... Jennifer Adongo, Bay View High School

At this meeting of the Board, MPS students presented their 2022-23 award-winning speeches. Congratulations to all winners of this year’s Dr. Martin Luther King, Jr., Art, Speech, and Writing Contests.

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**APPROVAL OF MINUTES**

The minutes of the special and regular board meetings of January 2023 were approved by consensus.

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By consensus of the Board, Item One of the Reports and Communications from the Board Clerk/Chief Officer of the Office of Board Governance was taken up next.

**(Item 1) Action on a Request to Retire to Closed Session Regarding Litigation in Which the Board Is or Is Likely to Become Involved**

**Background**

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Pursuant to Wis. Stat., §19.85(1)(g), the Board may retire to closed session to confer with legal counsel for the Board who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

**Statute, Administrative Policy, or Board Rule Statement**

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Board Rule 1.18, Legal Representation

**Recommendation**

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That the Board determine how it wishes to proceed with this item.

Director O'Halloran moved to retire to closed session to consider this item, pursuant to Wisconsin Statutes, §19.85(1)(g), which allows a government a body to hold a closed session to confer with legal counsel for the Board who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

The motion passed, the vote being as follows:

Ayes — Directors Carr, Gokalgandhi, Leonard, O'Halloran, Siemsen, and President Peterson — 6.  
Noes — None.

The Board retired to closed session at 6:01 p.m.

The Board reconvened in open session at 7:29 p.m. No action was taken.

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## **REPORTS AND COMMUNICATIONS FROM THE SUPERINTENDENT OF SCHOOLS**

**(Item 1) Monthly Report, with Possible Action, from the Superintendent of Schools**

**Background**

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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's 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.

### **MPS's "Black Lives Matter at School" Week of Action**

The Milwaukee community participated in opportunities to listen, to learn, and to add their voices to the Black Lives Matter narrative to bring about positive change. Leading off Black History Month in February, the national Black Lives Matter at School Week of Action, February 6-10, 2023, was designed to engage communities in discussions about the injustices of race, class, and gender. Activities focused on improving the school experience for students of color. Topics centered on the Black Lives Matter at School's guiding principles based upon the Black Lives Matter movement.

MPS wishes to congratulate Brenda Robbins of Roosevelt Middle School for winning the Black Lives Matter at School's logo contest. Her design appears on T-shirts available to MPS students and staff.

### **National School Counseling Week, February 6-10**

Every day, school counselors help children find success in school. National School Counseling Week, sponsored by the American School Counselors' Association, was February 6-10, 2023. This year's theme, School Counselors: Helping Students Dream Big, highlights the tremendous impact that school counselors can have in helping students achieve in school and plan for future success.

School counselors promote success by seeing each child for his or her own needs and taking steps to meet those needs. Throughout the school year, counselors are actively engaged in helping students to examine their abilities, strengths, interests, and talents; working in partnership with parents; focusing on positive ways to enhance students' academic, career, and social/emotional development; and working with educators to provide an educational system in which students can realize their potential.

MPS is proud of the work being done every day by school counselors to help students achieve in school and support their personal well-being. Thank you, counselors!

### **"We Are the Drum," February 24-26**

Talented Milwaukee singers, dancers, actors, and choreographers are preparing to wow audiences with this year's production of "We Are the Drum." This annual high-energy musical revue promises an exciting evening of music and dance. Performances run February 24-26, 2023, at Milwaukee Marshall High School, 4141 N. 64<sup>th</sup> Street, Milwaukee.

Students of all ages from a number of MPS schools will be performing in this year's show. "We Are the Drum" is a community program offered by City at Peace in the Arts (CAPITA) Productions, a nonprofit organization with the mission of bridging cultural gaps, uniting Milwaukee-area youth, and offering a constructive outlet for creative expression.

Talented staff members and volunteers bring their energy to develop the talents of children who participate. A fee is not charged for children who take part in the show.

### **Youth Apprenticeships and Internships**

We are excited to share that 32 students participated in apprenticeships and 168 students participated in internships during the first semester of the 2022-23 school year. These apprenticeships and internships varied in the fields of interest, including hospitality and tourism; health sciences; transportation, distribution, and logistics; agriculture, food, and nutrition resources; arts, audiovisual technology, and communications; manufacturing; informational technology; education and training; finance; STEM (science, technology, engineering, and mathematics); and law, public safety, corrections, and security. We will continue to work with our youth and partnerships to place more students in internships and apprenticeships.

### **Spelling Bee Finals Are Just Around the Corner**

The MPS 2023 Districtwide Spelling Bee Finals, scheduled for April 15 and 22, 2023, are quickly approaching. This event will be held at Harold S. Vincent High School on Saturday, April 15, for students in grades 3-5 and on Saturday, April 22, for students in grades 6-8. More than 30 schools will participate in the MPS 2023 Districtwide Spelling Bee Finals.

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

**(Item 1) Action on a Request to Retire to Closed Session Regarding Litigation in Which the Board Is or Is Likely to Become Involved**

*This item had been considered previously in this meeting, immediately after the approval of the minutes.*

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**(Item 2) Action on a Request to Retire to Closed Session for Consideration of, and Possible Action on, Employment, Compensation, and Performance-evaluation Data Relative to the Senior Director, Office of Accountability and Efficiency**

*This item was postponed to the end of the meeting.*

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**(Item 3) Monthly Report, with Possible Action, on Legislative Activities Affecting MPS**

**Background**

Governor Evers announced his proposed budget on Wednesday, February 15. In his address on the State Budget, Evers committed significant resources to students across Wisconsin and called for the reimbursement rate for Special Education to be immediately moved to 60%.

Provided under separate cover is a press release regarding Governor Evers's budget initiatives to support K-12 schools. The following list of the Governor's updated K-12 initiatives to be included in the 2023-25 biennial budget proposal has been taken from the press release:

**Overall Investment**

To ensure that children and educators have the resources they need to be successful, Governor Evers is providing an overall state investment of more than \$2.6 billion in general and categorical aids for public schools. Governor Evers's historic education budget proposes:

- \$1 billion over the biennium through the State's general equalization-aid formula, the second-largest proposed direct investment in state general aids since the 1995-97 biennium;
- a more than \$1 billion increase in special education aid over the biennium, which would increase reimbursement rates to 60 percent in both years of the biennium;
- granting districts a sizable increase in revenue-raising authority, with per-pupil revenue limit increases of \$350 in fiscal year (FY) 2023-24 and an additional \$650 in FY 2024-25 — the largest per-pupil adjustments since revenue limits were imposed;
- a low revenue-ceiling increase of \$450 per pupil in FY 2023-24 and an additional \$750 per pupil in FY 2024-25, increasing revenue-limit equity among school districts;
- a combined increase of \$1,000 per pupil over the biennium while keeping the estimated gross school levy's increase below one percent on a statewide basis in both fiscal years;
- a per-pupil aid investment of \$46.5 million over the biennium, resulting in a \$24 per pupil increase in FY 2023-24 and an additional \$45 per pupil in FY 2024-25;
- per-pupil payment increases of \$374 in FY 2023-24 and another \$695 in FY 2024-25 for independent charter schools and schools participating in a parental choice or special needs scholarship program. These increases are commensurate with the increased spending power provided to public school districts through revenue-limit adjustments and per-pupil aid increases; and
- a freeze on enrollment in schools participating in a parental choice program for school year 2024-25 at year 2023-24 enrollments, allowing families continued access to private schools while affirming the State's commitment to robust funding for Wisconsin's excellent public schools.

**Special Education**

Wisconsin, like its peers across the nation, is experiencing a staffing crisis in special education. Special education teachers are 2.5 times more likely to leave the profession than are their general education peers. Before Governor Evers took office, special education funding in Wisconsin had been held flat for a decade, during a period when costs for special education had skyrocketed. Under the Governor’s leadership, the final 2019-21 biennial budget included the largest increase in special education aid in state history. Governor Evers is now proposing an increase of more than 10 times that record-setting amount by:

- providing a more than \$1 billion investment in special education aid, reaching 60 percent in both years of the biennium and going beyond his fall proposal with a historic and critical investment of \$491.4 million in FY 2023-24 and \$521.7 million in FY 2024-25; and
- investing \$1.6 million in FY 2023-24 and \$5.9 million in FY 2024-25 to increase high-cost special education reimbursements, increasing the reimbursement rate from 39.5 percent today to 60 percent at the end of the biennium.

The Governor’s proposed budget includes funding for a variety of other investments in public education which are detailed in the full proposal statement provided under separate cover.

**Strategic Plan Compatibility Statement**

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

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

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Board Governance Policy BG 2.13, Board Legislation Program

**Fiscal Impact Statement**

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This item does not authorize expenditures.

**Implementation and Assessment Plan**

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The District will continue to pursue appropriate support for students as part of the MPS Legislative Agenda.

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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**

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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.

## **Report to the Milwaukee Board of School Directors, February 2023**

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The Office of Accountability and Efficiency (OAE) 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 the fiscal stewardship of Milwaukee Public Schools.

During the reporting period, the Office of Accountability and Efficiency continued to implement the FY23 OAE Work Plan.

### **Accountability and Efficiency Services**

Between January 14, 2023, and February 11, 2023, Accountability and Efficiency Services fulfilled four requests for information/research, seven constituent inquiries, and four special projects. Accountability and Efficiency Services also completed one request for data analysis and completed the activities associated with the District's five-year forecast.

Accountability and Efficiency Services collaborated with the Department of Student Services in the Office of School Administration to review educational services offered to students after expulsions and their potential impact on on-time graduation. Further longitudinal analysis is required.

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

### **Contract Compliance Services (CCS)**

During the reporting period, Contract Compliance Services staff members focused on student-engagement programming. CCS collaborated with the Department of Career and Technical Education (CTE) to create resumé sessions. These sessions provided juniors and seniors the opportunity to create and update resúmes in preparation for the upcoming district-wide job fairs at UW-Milwaukee. CCS aligned the sessions with our career-education contract requirements. By doing so, CCS created the space in which our contractors and vendors could support our students by providing their expertise and tips on resumé writing while satisfying their contract-compliance requirements.

Additionally, CCS created five work-based learning internships at Groppi, Pulaski, and Vincent high schools. Students will gain one-on-one mentorship from internal school staff in the areas of administrative services and library operations.

Lastly, MPS high-school students were interviewed for internships in actuarial services, culinary arts, transportation, and tutoring services. CCS successfully placed six students within three of these industries.

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

### **Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

### **Statute, Administrative Policy, or Board Rule Implication Statement**

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

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

### **(Item 1) Action on the Reports of the Independent Hearing Officers of the Milwaukee Board of School Directors (Student Expulsions)**

The Board Clerk presented nine reports of the Independent Hearing Officers of the Milwaukee Board of School Directors from the following dates and times for the Board's consideration:

- January 30, 2023, at 10:00 a.m.

- February 1, 2023, at 9:00 a.m., 10:00 a.m., and 12:00 noon
- February 2, 2023, at 9:00 a.m., 10:00 a.m., and 12:00 noon
- February 13, 2023, at 10:30 a.m.
- February 15, 2023, at 10:30 a.m.

Also provided under separate cover for the Board's information were the monthly expulsion summaries.

Director Carr moved to accept the reports of the Independent Hearing Officers from January 30, 2023, and February 1, 2, 13, and 15, 2023.

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

Ayes — Directors Carr, Garcia, Gokalgandhi, Leonard, O'Halloran, Siemsen, and President Peterson — 7.  
Noes — None.

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## **REPORTS OF THE STANDING COMMITTEES**

Separate consideration was requested of the following items:

- Report of the Committee on Accountability, Finance and Personnel, Item Three, Report with Possible Action on Resolution 2223R-009 by Directors Siemsen and Peterson on Collaborative/Shared Leadership, which had been set aside at the request of President Peterson;
- Report of the Committee on Accountability, Finance and Personnel, Item Four, Action on a Request to Incorporate a Remote-work Provision, which had been set aside because it had been forwarded to the Board without recommendation; and
- Report of the Committee on Student Achievement and School Innovation, Item One, Action on a Request to Approve the MPS FY23 Head Start Federal Continuation Grant Application, which had been set aside because it had forwarded to the Board without recommendation.

On the motion of Director O'Halloran, the balance of the Committees' Reports was approved, the vote being as follows:

Ayes — Directors Carr, Garcia, Gokalgandhi, Leonard, O'Halloran, Siemsen, and President Peterson — 7.  
Noes — None.

### **REPORT OF THE COMMITTEE ON ACCOUNTABILITY, FINANCE, AND PERSONNEL**

Director Herndon presented the following report for the Committee on Accountability, Finance, and Personnel:

TO THE BOARD OF SCHOOL DIRECTORS:

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



**(Item 1) Action on Monthly 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**

**Classified Personnel Transactions**

Code	Name	Position	Salary	Date
<b>New Hires</b>				
4	Rafael Acosta	Building Service Helper I	\$15.90/hr.	01/09/2023
2	Adrianna Barron	Building Service Helper I	\$15.90/hr.	01/09/2023
2	Daqwon Brooks	Building Service Helper I	\$16.96/hr.	01/09/2023
2	Tevin Humes	Building Service Helper I	\$18.02/hr.	01/27/2023
2	Zaria Miller	Building Service Helper I	\$15.90/hr.	01/09/2023
2	Robert Moore	Building Service Helper I	\$15.90/hr.	01/23/2023
2	Antanete Pugh	Building Service Helper I	\$15.90/hr.	01/09/2023
2	Tirrell Pugh	Building Service Helper I	\$16.43/hr.	01/27/2023
4	Robert Santiago	Building Service Helper I	\$15.90/hr.	01/09/2023
2	Aniya Watts	Building Service Helper I	\$15.90/hr.	01/09/2023
3	Matthew Robinson	Children's Health Assistant	\$18,992.00	01/09/2023
2	Mya Simmons Ward	Children's Health Assistant	\$22,662.00	12/16/2022
2	Shay Weaver	Duplicating Equipment Operator	\$39,624.00	01/03/2023
2	Sharon Hearn	Food Service Assistant	\$16.85/hr.	01/17/2023
2	Mia Johnson	Food Service Assistant	\$16.38/hr.	01/17/2023
2	Myles Mack	Food Service Assistant	\$15.90/hr.	01/17/2023
2	Danisha Taylor	Food Service Assistant	\$15.90/hr.	01/17/2023
4	Neida Valle	Food Service Assistant	\$15.90/hr.	01/17/2023
2	Anquana Williams	Food Service Assistant	\$15.90/hr.	01/19/2023
2	Dtaune Reynolds	Groundskeeper	\$54,213.00	12/21/2022
6	David Gonzalez	IT Service Technician	\$53,724.00	12/19/2022
3	Vang Xiong	IT Service Technician	\$54,788.00	01/03/2023
4	Samir Benjumea	Paraprofessional	\$19,758.00	01/23/2023
2	Salessa Billups	Paraprofessional	\$22,418.00	01/17/2023
2	Donjerey Boyd	Paraprofessional	\$22,418.00	01/03/2023
4	Fabiana Cortez	Paraprofessional	\$20,970.00	01/23/2023
2	Lovleigh Dawson	Paraprofessional	\$19,758.00	01/18/2023
2	Breonna DuPriest	Paraprofessional	\$19,758.00	01/11/2023
2	Ganiyat Edu	Paraprofessional	\$19,758.00	01/11/2023
2	Reneju Fitzgerald	Paraprofessional	\$19,758.00	01/09/2023
5	Sarah Gerbasi	Paraprofessional	\$19,758.00	01/04/2023
2	Katari Johnson	Paraprofessional	\$19,758.00	01/03/2023
4	Mizraim Juardo	Paraprofessional	\$19,758.00	01/10/2023
5	Makayla Kartz	Paraprofessional	\$21,699.00	12/20/2022
5	Georgina Kasprzak	Paraprofessional	\$19,758.00	01/09/2023
5	Megan Labuda	Paraprofessional	\$20,241.00	01/23/2023
2	Tyler Le Roy	Paraprofessional	\$20,970.00	01/10/2023
4	Teresa Llamasa-Garcia	Paraprofessional	\$21,699.00	01/23/2023
2	Renee Mckinley	Paraprofessional	\$20,970.00	01/03/2023
4	Kaia Morales	Paraprofessional	\$19,758.00	01/18/2023
2	Danette Phillips	Paraprofessional	\$21,699.00	01/23/2023
4	Catherine Ries	Paraprofessional	\$19,758.00	01/17/2023
2	Aisha Smith	Paraprofessional	\$19,758.00	01/03/2023
3	Jacqueline Smith	Paraprofessional	\$23,876.00	01/03/2023
2	Kayla Smith Wiggins	Paraprofessional	\$19,758.00	01/03/2023
4	Maria Torres	Paraprofessional	\$20,970.00	01/23/2023
4	Elisa Wiberg	Paraprofessional	\$19,758.00	01/20/2023
2	Tiffany Williams	Paraprofessional	\$19,758.00	01/18/2023
2	Angela Zigich	Paraprofessional	\$19,758.00	01/23/2023
2	April Williams	School Nursing Associate	\$36,345.00	01/23/2023
2	Brianna Battiste	School Safety Assistant	\$24,624.00	01/19/2023
2	Tradonna Davis	School Safety Assistant	\$24,624.00	01/19/2023

Code	Name	Position	Salary	Date
2	Alexander Evans	School Safety Assistant	\$24,624.00	01/19/2023
2	Jacquelyn Green	School Safety Assistant	\$28,978.00	01/19/2023
2	James Harris Jr.	School Safety Assistant	\$24,624.00	01/19/2023
2	Wesley Jordan	School Safety Assistant	\$24,624.00	01/19/2023
4	Jakob Mayerstein	School Safety Assistant	\$24,624.00	01/19/2023
2	Jada Mckinney	School Safety Assistant	\$24,624.00	01/19/2023
2	Ericka Merritt	School Safety Assistant	\$24,624.00	01/19/2023
2	Walter Parker	School Safety Assistant	\$28,978.00	01/19/2023
2	Iyonda Rainey	School Safety Assistant	\$24,624.00	01/19/2023
2	Robert Redeaux	School Safety Assistant	\$24,624.00	01/19/2023
4	Lazaro Rosales	School Safety Assistant	\$24,624.00	01/19/2023
2	LaMont Sargent	School Safety Assistant	\$24,624.00	01/19/2023
2	Gantry Schultz	School Safety Assistant	\$24,624.00	01/19/2023
4	Nickolas Vega	School Safety Assistant	\$24,624.00	01/19/2023
5	Ashley Cheever	Secretary I — 11-month	\$34,469.00	01/03/2023
2	Atiya Muhammad	Secretary I — 12-month	\$34,382.00	12/27/2022
4	Elaine Diaz	Secretary II	\$45,580.00	01/03/2023

**Promotions**

2	Stanley Brown	Building Service Helper II	\$49,858.00	01/09/2023
4	Luis Martinez Delgado	Building Service Helper II	\$37,253.00	01/09/2023
2	Maritzabel Saunders	Boiler Attendant	\$46,597.00	01/09/2023
2	Tafarah Rutledge-Estese	Paraprofessional — Parent Involvement	\$26,345.00	12/21/2022
5	Emma Jarvey	Secretary I — 10-month	\$27,331.00	01/09/2023
4	Emilia Pacheco	School Bookkeeper — 12-month	\$45,864.00	12/21/2022
5	Patrick Brennan	School Engineer II	\$62,682.00	01/09/2023
2	Annga Brown	School Engineer II	\$61,407.00	01/09/2023
2	Cora Childs	School Engineer II	\$58,857.00	01/23/2023
2	Demetrie Woods	School Engineer II	\$56,307.00	01/23/2023
2	Demetrous Elam	School Engineer III	\$64,667.00	01/23/2023
2	Kierra Evans	School Engineer III	\$66,080.00	01/23/2023
4	Orlando Gonzalez Rivera	School Kitchen Manager I	\$29,022.00	12/12/2022
2	Peace Dixon	School Engineer III — Over 250,000 ft.	\$66,098.00	01/23/2023
2	Theresa Lewis	School Engineer III — Over 250,000 ft.	\$68,807.00	01/23/2023
2	KaTandra Williams	Secretary II	\$42,605.00	12/21/2022

**Rehires**

2	Tiawanda Campbell	Building Service Helper I	\$16.96/hr.	01/09/2023
5	Jason Loucks	Electrician	\$46.38/hr.	01/09/2023
2	Hope Crawley	Food Service Assistant	\$15.90/hr.	01/17/2023
2	Brittany Mitchell	Food Service Assistant	\$16.85/hr.	01/17/2023
4	Felipe Cruz Hernandez	Paraprofessional	\$20,241.00	01/10/2023
5	Kristine Kimber	Paraprofessional	\$22,418.00	01/03/2023
5	Cynthia Nowak	Paraprofessional	\$23,147.00	01/23/2023
2	Willie Wade	Paraprofessional	\$23,876.00	01/09/2023
2	Jada Kyles	School Safety Assistant	\$24,624.00	01/20/2023
2	Ty-Asia Love	School Safety Assistant	\$28,035.00	01/09/2023
2	Brittany Williams	School Safety Assistant	\$25,238.00	01/09/2023
2	Christopher Wills	School Safety Assistant	\$24,624.00	01/19/2023
2	Sylvia Harris	Secretary I — 12-month	\$40,934.00	01/24/2023
2	Derriann Taylor	Social Work Aide II	\$18,212.00	01/05/2023

**Codes:**

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

**Certificated Appointments**

Codes	Name	Appointment	Level	Salary	Date
<b>Teachers</b>					
2, nr	West, Yolanda	Educational Operations	01/BA	\$67,697.00	1/10/2023
5, r	Zacone, Matthew T	Spec Ed Multicateg.	01/BA	\$46,979.00	1/20/2023
<b>Occupational Therapist</b>					
5, r	Gremminger, Rachel	Therapist — Occupational	01/OTM	\$50,362.00	1/3/2023
<b>Teachers, Early Start</b>					
2, r	Ayeni, Olatunde	Science	01/BA	\$49,860.00	1/20/2023
2, r	Ball, Otho	Multicategorical Comp. SEN	01/BA	\$46,979.00	1/1/2023
3, r	Guo, Ziling	Mathematics	01/BA	\$46,979.00	1/25/2023
5, r	Meyer, Julia	Multicategorical Comp. SEN	01/BA	\$46,979.00	12/20/2022
<b>School Counselor, Early Start</b>					
5, r	Adams, Donald	Guidance	01/MA	\$69,100.00	1/25/2023
<b>Permit Teachers</b>					
5, nr	Anderson, Trevor	AMPHPE	XX/4W2	\$46,144.00	1/9/2023
4, r	Coronado Berrones, Ana Maria	Early Childhood, Spec Ed	XX/4W2	\$46,144.00	1/19/2023
2, r	Dillard, Laverne	Spec Ed Multicateg.	XX/4W2	\$46,144.00	1/23/2023
2, r	Mmekam, Rosemary	Gen'l Elem & K8 — All Grades	XX/4W2	\$46,144.00	1/11/2023
5, r	Smith, Michelle K	Spec Ed Multicateg	XX/4W2	\$46,144.00	1/30/2023
4, r	Sotelo Duenas, Jose De Jesus	Gen'l Elem & K8 — All Grades	XX/4W2	\$46,144.00	1/13/2023
2, r	Wade, Yezlin D	Regular (five-year-old) Kindergarten	XX/4W2	\$46,144.00	12/14/2022
2, r	Womack, Alfreda	Lrng Coord; Implementor	XX/4W2	\$46,144.00	1/23/2023
<b>Permit Teachers, Early Start</b>					
2, r	Ajayi, Opeyemi Olusanmi	Cat Math, High-school	XX/4W2	\$46,144.00	1/23/2023
2, r	Enegare, Matthew	Science	XX/4W2	\$49,860.00	1/13/2023
2, r	Goodluck, Rukayat	Foreign Language	XX/4W2	\$46,144.00	1/11/2023
3, nr	Habib, Fozia	Art	XX/4W2	\$46,144.00	1/17/2023
5, nr	Hoffmann, Kailey	Cat Math, Middle-school	XX/4W2	\$46,144.00	12/12/2022
5, nr	Morgen, Madelyn	English	XX/4W2	\$46,144.00	12/12/2022
2, r	Stephens, Tiffany L	Spec Ed Multicateg	XX/4W2	\$46,144.00	1/9/2023
<b>Permit School Counselor, Early Start</b>					
2, r	Wallace, Jill D	Guidance	XX/4W2	\$46,144.00	1/25/2023

Code	Teachers	SSWs	Psychologists	Other	Total
1 Native American	0	0	0	0	0
2 African American	11	0	0	1	12
3 Asian/Pacific Islander	2	0	0	0	2
4 Hispanic	2	0	0	0	2
5 White	6	0	0	2	8
6 Other	0	0	0	0	0
7 Multi-ethnic	0	0	0	0	0
Male	8	0	0	1	9
Female	13	0	0	2	15

Levels (Teachers)

B, BA Bachelor's Level  
 C, MA Master's Level

**Certificated Leaves of Absence**

	<u>Present Assignment</u>	<u>Effective From</u>
Illness Leave, December 2022 Richard Bukosky	Hi-Mount School	December 22, 2022

Illness Leave, January 2023		
Jamie Crawford	Pratt Elementary School	January 3, 2023
Jeffery Bolle	Milwaukee High school of the Arts	January 9, 2023
Tanzanique Carrington	Morse Middle School	January 17, 2023
Samaria Ortiz-Colon	Allen-Field School	January 18, 2023
Personal Leave, January 2023		
Hannah Kinney	Goodrich School	January 17, 2023
Illness Leave, March 2023		
Oluwaseun Adetiba	Milwaukee Spanish Immersion	March 9, 2023

### Report on Certificated Resignations and Classified Retirements

Reason	Yrs Svc	Code	Name	Position	Location	Date
<b>Certificated Resignations</b>						
Personal	7.3	5	Chris Aho	Teacher	Pulaski	12/12/2022
Retire	29.3	2	Kirsten Brown	Principal	Gaenslen	08/08/2023
Personal	0.4	5	Hannah Brusewitz	Teacher	Wedgewood Park	01/02/2023
Retire	27.6	3	Gitanjali Chawla	Principal	Honey Creek	01/16/2023
Personal	3.3	5	Christine Cowan	Sup Assoc II	Central Svcs	12/31/2022
Other Dist	1.4	5	Jesse Doiron	Teacher	Audubon HS	01/19/2023
Retire	32.0	2	Nelson Foley	Teacher	Vincent	02/01/2023
Personal	15.4	2	Shawanda Ford	Counselor	Congress	02/08/2023
Personal	2.4	5	Dominic Freres	Teacher	Meir	01/06/2023
Personal	7.4	4	Samuel Guerrero	Teacher	Central Svcs	01/03/2023
Personal	2.3	2	Sheree Jackson	Nurse	Central Svcs	11/22/2022
Other Dist	23.4	5	Scott Julius	Teacher	Franklin	01/20/2023
Personal	1.0	5	Jennifer Kastilahn	Lib Med Spec	ALBA	12/16/2022
Retire	32.4	5	Kristine Koopmann	Teacher	Bryant	06/16/2023
Personal	1.0	5	Julie Love	Teacher	95th Street	01/10/2023
Other Dist	7.4	5	Jinna Lusty	SST	Milw Sign Lang	01/22/2023
Other Dist	6.3	5	Rebecca Martinez	Teacher	Hayes	01/03/2023
Retire	30.0	5	Jennifer McCoy	Teacher	Humboldt Park	06/30/2023
Personal	0.3	2	Dana McFarlan	Nurse	Central Svcs	12/14/2022
Personal	4.0	2	Rochella Mister	Nurse	Central Svcs	12/23/2022
Retire	33.3	5	Jayne Mohr	Teacher	Browning	12/02/2022
Personal	2.0	5	Wyatt Moore	Teacher	Marshall	12/30/2022
Retire	20.0	5	Michael Mueller	Teacher	Humboldt Park	02/01/2023
Retire	30.4	5	Susan O'Brien	Teacher Leader	Central Svcs	12/30/2022
Retire	12.0	2	Patricia Perry Wright	Spec, I MPSU	Central Svcs	02/03/2023
Retire	20.3	2	Vernita Phillips	Teacher	Rufus King MS	05/24/2023
Retire	33.4	5	Matthew Ray	Teacher	Fernwood	06/16/2023
Retire	29.3	4	Mary Lou Rocha	Teacher	ALBA	02/17/2023
Personal	0.4	2	Chauncey Russell Huley	Rec Assoc II	Central Svcs	01/21/2023
Retire	32.4	5	Susan Salamone Sheahan	Teacher	Hawley	06/16/2023
Personal	0.2	2	Simone Sharpe	Teacher	Clarke	11/25/2022
Retire	31.2	2	Lena Sills	Teacher	Central Svcs	01/24/2023
Other Dist	0.4	3	Perry Smith	Teacher	Sherman	01/04/2023
Retire	24.4	5	Douglas Syme	Teacher	HS of the Arts	08/04/2023
Other Dist	0.3	5	Tamika Tupta	Teacher	Siefert	12/21/2022
Retire	22.4	5	Elizabeth Turner	Teacher Leader	Franklin	01/20/2023
Personal	4.0	4	Kristin Valentin	Teacher	Hayes	12/30/2022
Retire	5.0	4	Moises Vallejos	Teacher	Mitchell	01/03/2023
Retire	14.3	5	Monica VanLieshout	Teacher	Vincent	02/01/2023
Other Dist	26.2	5	Jill Weber	Spec Ed Sup	Central Svcs	01/22/2023
Personal	5.0	2	Yvonne West	Teacher	LaFollette	01/20/2023
Other Dist	3.1	5	Joseph Willerth	Teacher	Bradley Tech	01/09/2023
Other Dist	7.8	4	Joandy Williams	Supervisor II	Central Svcs	01/18/2023
Personal	10.5	2	JaTerrance Young	Teacher	Congress	01/13/2023
Other Dist	0.3	5	Zoe Zeman	Teacher	Siefert	12/21/2022

Reason	Yrs Svc	Code	Name	Position	Location	Date
<b>Classified Retirements</b>						
Retire	28.0	2	Jomina Black	CHA	Gaenslen	01/13/2023
Retire	23.0	2	Stephen Bowen	BSH II	Marshall	01/07/2023
Retire	9.0	4	Maria De La Garza	CHA	Allen Field	01/01/2023
Retire	20.4	5	Therese Freiberg	Director II	Central Svcs	01/18/2023
Retire	22.4	5	Elaine Gaulke	Plumber	Plumbing Shop	01/07/2023
Retire	44.1	4	Ramon Gely	Para	Forest Home	01/02/2023
Retire	25.0	2	Brian Hobson	Safety Asst	School Safety	01/09/2023
Retire	0.7	2	Linda Hopgood	SWA II	Central Svcs	12/31/2022
Retire	10.4	2	Sharon Multani	Para	Sherman	01/18/2023
Retire	15.1	5	Lori Nadeau Hall	BSH II	Bradley Tech	01/04/2023
Retire	21.3	2	Brandon Purdy	Engineer III	Central Svcs	01/01/2023
Retire	31.3	5	Jennifer Smith	Sch Secty I	Milw Sch of Languages	01/01/2023
Retire	28.2	1	Jeffrey Thomas	Engineer III	Central Svcs	01/08/2023
Retire	6.4	2	Betty Veal	Kitchen Mgr II	Central Svcs	12/23/2022

**Summary**

Other District ..... 10  
 Other Work ..... 0  
 Personal ..... 17  
 Retirement ..... 32 (14 Classified & 18 Certificated)

**Affirmative Action Report**

The Affirmative Action monthly personnel transaction report for January 2023 is attached to the minutes of your Committee’s meeting. This is an informational item, and no action is required.

**Committee’s Recommendation**

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

*Approved with the roll call vote to approve the balance of the Committees’ reports.*

\* \* \* \* \*

**(Item 2) Action on Recommended Administrative Appointments, Promotions, Reassignments; and Reclassifications, Salary Increases/Decreases, and Limited-term Employment (LTE) Contracts Exceeding 60 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
5, nr	Angela Fleming	Principal I, Franklin	Office of the Chief of School Administration	03	13T	\$113,390
2, r	Mora Anderson	Supervisor I, State & Federal Programs	Office of the Chief of Finance	03	09A	\$111,477
5, r	Kristin Bueno	Curriculum Specialist IV, Student Services	Office of the Chief of Communications & School Performance	03	11A	\$99,640
2, nr	Fontella Dye Thompson	Assistant Principal III, Washington High School	Office of the Chief of School Administration	03	12C	\$99,177
5, nr	Michael Gaatz	Assistant Principal I, Pratt	Office of the Chief of School Administration	03	10C	\$97,323
5, r	Christine Lemon	Assistant Principal III – Pulaski High School	Office of the Chief of School Administration	03	12C	\$95,234

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
5, nr	Tatiana Chaplin	Budget Analyst I, State & Federal Programs	Office of the Chief of Finance	03	05A	\$78,735
2, r	Austin Russell	Assistant Principal III, Audubon	Office of the Chief of School Administration	03	11C	\$77,963
5, r	Carol Deptolla	Communication Coordinator III	Office of the Chief of Communications & School Performance	03	08A	\$77,377
5, nr	Kara Posnanski	Coordinator I, Social Media	Office of the Chief of Communications & School Performance	03	06A	\$75,285
2, r	Yilitha Semons	Accountant IV, Finance	Office of the Chief of Finance	03	06A	\$74,737
3, r	Yia Vang	Benefits Associate I, Employee Benefits	Office of the Chief of Human Resources	03	03A	\$74,422
5, r	Tamara Tyrrell	Analyst I, Compensation	Office of the Chief of Human Resources	03	05A	\$71,294
2, r	Toquinne Lamar-Hannah	Benefits Analyst I, Employee Benefits	Office of the Chief of Human Resources	03	05A	\$71,145
2, r	Laura Polk	Planning Assistant II, Student Services	Office of the Chief of School Administration	03	02A	\$68,332
5, nr	Heidi Hojnacki	Special Education Supervisor	Office of the Chief of Academics	03	09C	\$68,021
5, nr	Heidi Egner	Special Education Supervisor	Office of the Chief of Academics	03	09C	\$66,688
2, r	Lydia Nimke	Programmer/Tech II	Office of the Chief of Communications & School Performance	03	04A	\$64,975
2, r	Sparkle Stevens	Planning Assistant II, Student Services	Office of the Chief of School Administration	03	02A	\$57,139
5, r	Kali Norton	Associate II, Recreation Supervisor	Office of the Chief of Operations	03	04A	\$55,749
2, r	Angela Ewing	Fiscal Associate I	Office of the Chief of Accountability and Efficiency	03	03A	\$72,518

## Codes:

1	Native American	4	Hispanic	7	Two or more ethnic codes
2	African American	5	White		
3	Asian/Oriental/Pacific Islander	6	Other		
r	Resident	nr	Non-resident		

### **Recommended Limited-term Employment (LTE) Contracts Exceeding 60 Days**

Your Committee recommends that the Board approve the following limited-term employment (LTE) contracts exceeding 60 days, pursuant to Administrative Policy 6.23(4)(b), to be effective as indicated.

Codes	Name	Position	Assignment	Hourly	
				Wage	Dates
5, r	James Dunn	Employment Relations Specialist	Office of the Chief of Human Resources	\$55.00	01/03/23-06/30/23
2, nr	Debra Rash	Employment Relations Specialist	Office of the Chief of Human Resources	\$55.00	01/17/23-07/17/23
2, r	Redona Williams	Principal Support	Office of the Chief of School Administration	\$40.00	01/03/23-05/30/23
2, r	Thyra Handford	Administrator Coaching & Mentoring	Office of the Chief of School Administration	\$40.00	01/01/23-06/30/23
2, r	Winifred Tidmore	Administrator Coaching & Mentoring	Office of the Chief of School Administration	\$40.00	01/01/23-06/30/23
2, r	Beverly Conner	Administrator Coaching & Mentoring	Office of the Chief of School Administration	\$40.00	01/01/23-06/30/23
5, r	Joseph Hartlaub	Administrator Coaching & Mentoring	Office of the Chief of School Administration	\$40.00	01/01/23-06/30/23

4, nr	Janine Cano-Graber	Administrator Coaching & Mentoring	Office of the Chief of School Administration	\$40.00	01/01/23-06/30/23
5, nr	Sue Apps	Administrator Coaching & Mentoring	Office of the Chief of School Administration	\$40.00	01/01/23-06/30/23
2, r	Yvette Martel	Administrator Coaching & Mentoring	Office of the Chief of School Administration	\$40.00	01/01/23-06/30/23
5, r	Virginia McFadden	Administrator Coaching & Mentoring	Office of the Chief of School Administration	\$40.00	01/01/23-06/30/23
5, r	Ruth Messnick	Administrator Coaching & Mentoring	Office of the Chief of School Administration	\$40.00	01/01/23-06/30/23
2, r	Peggie Swift	Administrator Coaching & Mentoring	Office of the Chief of School Administration	\$40.00	01/01/23-06/30/23
2, r	John Sanchez	Administrator Coaching & Mentoring	Office of the Chief of School Administration	\$40.00	01/01/23-06/30/23
6, r	Ali Hatab	Administrator Coaching & Mentoring	Office of the Chief of School Administration	\$40.00	01/01/23-06/30/23
2, r	Thressessa Childs	Administrator Coaching & Mentoring	Office of the Chief of School Administration	\$40.00	01/01/23-06/30/23
2, r	Janie Hatton	Administrative Coach	Office of the Chief of School Administration	\$40.00	01/01/23-06/30/23
4, r	Dr. Tatiana Joseph	Liaison for District Multilingual Multicultural Advisory Council	Office of the Chief of Academic	\$35.00	01/05/23-06/05/23
5, r	Jennifer Gluekert	ESL Literacy Resource Instructor	Office of the Chief of School Administration	\$35.00	01/18/23-05/31/23
2, nr	Kimberly Hubbard	Reading Interventionist	Office of the Chief of School Administration	\$30.00	01/01/23-06/30/23
5, r	Karen Green	Computer Science Instructional Coach	Office of the Chief of Academic	\$30.00	01/01/23-07/31/23
5, r	Julie Kenney	Climate Assistant	Office of the Chief of School Administration	\$25.00	02/23/23-05/26/23
2, r	Jacqueline Davis	Human Resources Assistant (IRMAA Reimbursement Project 2022)	Office of the Chief of Human Resources	\$25.00	02/01/23-04/28/23
2, r	Lavenia Shorter	Safety Assistant	Office of the Chief of School Administration	\$22.00	02/16/23-06/16/23
2, nr	Kennedi Adams	School Support	Office of the Chief of School Administration	\$16.50	02/15/23-06/23/23
2, r	Dave Siekmann	Math Counts	Office of the Chief of School Academics	\$15.00	01/01/23-06/30/23
5, r	Nancy McGrew	K4/K5/1st Class-size Reduction	Office of the Chief of School Administration	\$15.00	01/01/23-06/30/23
1, r	Kerrien Higgs	Athletic Assistance for Volleyball	Office of the Chief of Academics	\$10.00	01/09/23-03/01/23

Codes:

- |   |                                 |    |              |   |                          |
|---|---------------------------------|----|--------------|---|--------------------------|
| 1 | Native American                 | 4  | Hispanic     | 7 | Two or more ethnic codes |
| 2 | African American                | 5  | White        |   |                          |
| 3 | Asian/Oriental/Pacific Islander | 6  | Other        |   |                          |
| r | Resident                        | nr | Non-resident |   |                          |

*Approved with the roll call vote to approve the balance of the Committees' reports.*

\* \* \* \* \*

**(Item 3) Report, with Possible Action, on Resolution 2223R-009 by Directors Siemsen and Peterson on Collaborative/Shared Leadership**

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

## **Background**

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On October 27, 2022, Resolution 2223R-009 on Collaborative/Shared Leadership was introduced by Directors Siemsen and Peterson. At its meeting on November 17, 2022, the Board adopted Resolution 2223R-009.

The Resolved portion of the resolution, as adopted, reads:

RESOLVED, That the District adopt a set of practices and standards for shared leadership that would include, but not be limited to, the following leader responsibilities/expectations:

1. intentional creation of a positive culture and climate;
2. creation of an environment that has tolerance for risk and failure;
3. acknowledgment of the strengths of the staff and reliance on them to help solve problems and to lead initiatives;
4. ensuring that there are systems in place for ongoing and timely communication and encouragement of intentional collaboration between staff members; and
5. building of a community in which people pull together to identify problems, to create solutions, to make decisions collectively, and to share accountability, with the understanding that this a responsibility of people at every level of the organization; and be it

FURTHER RESOLVED, That school leaders (principals, assistant principals, and teacher leaders) participate in professional development on the practices and standards of shared leadership at least twice a year; and be it

FURTHER RESOLVED, That non-school administrator leaders participate in professional development on the practices and standards of shared leadership at least twice a year, and be it

FURTHER RESOLVED, That these practices and standards become part of the five-year Strategic Plan, and be it

FURTHER RESOLVED, That the Administration report back to the Board on this resolution no later than the February 2023 board cycle with:

1. proposed revisions to the above set of practices and standards;
2. a schedule for professional development for school and departmental leaders starting in March of 2023; and
3. a plan to introduce this initiative at school and departmental levels.

The Administration is presenting the following report, relative to the implementation of the resolution.

### **Update on Resolution 2223R-009, Collaborative/Shared Leadership**

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- Adopted by the Board on November 17, 2022
- Identifies practices and standards for collaborative leadership
- Requires professional development for school- and district-level leaders

### **Practices and Standards for Shared Leadership**

- Intentional creation of a positive culture and climate
- Creation of an environment that has tolerance for risk and failure
- Acknowledgement of the strengths of the staff and reliance on them to help solve problems and to lead initiatives
  - Ensuring that there are systems in place for ongoing and timely communication and encouragement of intentional collaboration between staff members
  - Building of a community in which people pull together to identify problems, to seek out a diversity of opinions to create solutions, to make decisions collectively, and to share accountability, with the understanding that this is a responsibility of people at every level of the organization.

### **Professional Development Plan**

March & April.....Introduce initiative and provide professional development to central office/district leaders

May/June 2023 .....Introduce initiative and provide professional development to school leaders

Ongoing .....Review initiative in subsequent PLI and departmental meetings



### **Incorporation of Shared Leadership**

- Emphasis on collaborative leadership in the Emerging Leaders and Aspiring Leaders programs
- Exploration of potential opportunities to incorporate characteristics in the hiring process
- Consultation with the Institute for Educational Leadership (IEL)/university partners on ways to further encourage collaborative leadership among school-based and district leaders

### **Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

### **Statute, Administrative Policy, or Board Rule Implication Statement**

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Administrative Policy 6.01, General Personnel Policies

### **Fiscal Impact Statement**

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This item does not authorize expenditures.

The Board having considered this report, no action was taken.

\* \* \* \* \*

### **(Item 4) Action on a Request to Incorporate a Remote-work Provision in the Employee Handbook**

#### **Background**

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The COVID-19 pandemic fundamentally altered the workplace landscape and forced employers to rethink how work can be done. As a result, many employers have implemented remote-work opportunities for employees.

To remain competitive in the job market, the Administration has explored making remote work available to employees. Specifically, the Administration launched a remote-work pilot program in November 2022. In the pilot, eligible employees in the areas of finance, human resources, and technology were allowed to work remotely for up to three days per week. The Administration believes offering a remote-work option in these three areas is a critical recruitment and retention strategy for the district.

#### **Remote Work Update**

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##### **Remote-work Employers**

###### Local Public Employers

- Milwaukee Area Technical College
- City of Milwaukee
- Milwaukee County
- State of Wisconsin
- UW-Milwaukee

###### Large School Districts

- Dallas Independent School District
- Hawaii Board of Education

- Portland Public Schools
- San Diego Public Schools
- Tacoma Public Schools

###### Other Employers

- Green Bay Public Schools
- City of Madison
- Northwestern Mutual
- Racine Unified School District
- UW-Madison

#### **Pilot and Eligibility, beginning November 2022**

- Departments: Finance, Human Resources, and Technology
- Set schedule with up to three days of remote work per week
- Positions' suitability
- Duties and responsibilities
- Departmental and district operations
- Provision of service

**Request Process**

- Supervisors inform employees of eligibility to participate
- Employees are provided with remote-work guidance
- Employees complete request forms for approval
- Supervisors submit completed forms to Human Resources
- Forms are maintained in Human Resources

**Pilot Participation**

Human Resources.....	16.5%
Finance .....	50.5%
Technology .....	33.0%

**Remote Work Days**

One day .....	3.0%
Two days.....	29.3%
three days .....	67.7%

**Best Practices**

- Frequent communication
- Expectations and accountability
- Ongoing feedback
- Team engagement
- Accessibility

**Recommendations**

- Continue implementation within the three identified areas
- Strengthen remote-work guidance
- Update Employee Handbook to include remote-work provision
- Explore possible expansion into other departments

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Administrative Policy 6.01, General Personnel Policies

**Fiscal Impact Statement**

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This item does not authorize expenditures.

**Implementation and Assessment Plan**

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Upon approval by the Board, the Administration will update the Employee Handbook by including the recommended remote-work provision.

**Committee’s Recommendation**

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The Administration had recommended that the Board approve the following remote-work provision, as revised subsequent to your Committee’s meeting, to be included in the Employee Handbook.

B. REMOTE WORK PROGRAM  
Applicable Group(s) B:

1. PURPOSE

Milwaukee Public Schools recognizes the growing desire of employees to have options when it comes to their work location. To remain competitive in the job market and improve employee retention, MPS implements a remote work program.

2. DEFINITIONS

Remote work program — The performance of all job duties and responsibilities in accordance with department and district, rules, policies, and procedures carried out from an alternate worksite for up to three days per week based on a set schedule.

Alternate worksite — Location other than the assigned MPS work location, generally employee’s home. The alternate worksite must be comfortable, safe and distraction free.

Eligible employee — a centrally assigned non-school based employee whose position has been identified as suitable for remote work.

3. ELIGIBILITY

Not all employees are eligible for remote work. Eligibility for centrally assigned non-school based employees is at the discretion of the supervisor and based on the nature of the position, duties and responsibilities, and the department and district needs. Employees who are on a performance improvement plan are not eligible. An employee who has their request for remote work denied by their supervisor, may request a review of the denial by the office’s chief. The supervisor may modify or revoke remote work at any time. There are no appeal rights regarding the approval, modification or revocation of remote work requests.

4. PERFORMANCE EXPECTATIONS AND AGREEMENTS

Employees approved to work remote agree to facilitate job responsibilities and duties within regular work hours while complying with all department and district, rules, policies, and procedures. Employees participating in remote work must read, sign, and agree to the terms and conditions of the remote work program.

5. REVIEW AND TERMINATION

The district may revise or terminate the remote work program at any time. At minimum, the remote work program will be reviewed annually for revisions, continuation, and termination.

Your Committee has forwarded this item to the Board without recommendation.

President Peterson passed the gavel to Director Siemsen at 7:52 p.m.

The gavel was returned at 7:56 p.m.

Director O’Halloran moved that

1. the Board approve the Administration’s recommendation as outlined in the revised proposal presented above; and
2. a productivity report be brought back to the Board within the April 2023 board cycle with criteria for requesting remote work and other items relative to the remote-work policy.

The motion passed, the vote being as follows:

Ayes — Directors Carr, Garcia, Gokalgandhi, Leonard, O’Halloran, Siemsen, and President Peterson — 7.  
 Noes — None.

\* \* \* \* \*

**(Item 5) Action on Monthly Finance Matters: Authorization to Make Purchases; Report on Change Orders in Excess of \$25,000; Report on Revenues and Expenses; Monthly Expenditure Control Report; Report on Contracts under \$50,000 and Cumulative Total Report; Report on Monthly Grant Awards; and Acceptance of Donations**

**Purchases**

\_\_\_\_\_ Authorization to Issue a Purchase Order to Pioneer Valley Books for Materials to Support Guided Reading and Smal-group Instruction

The Administration is requesting authorization to issue a purchase order to Pioneer Valley Books for materials to support guided reading and small-group instruction. Items to be purchased include 1,563 boxed sets of comprehension cards, 1,563 boxed sets of word study cards, 1,556 six-packs of magnetic letter trays, 1,556 packs of uppercase magnetic letters, and 4,668 packs of lowercase magnetic letters (3 packs per classroom).

Guided reading is a specific teaching approach in which teachers work with students in small groups to provide explicit teaching and support for reading increasingly challenging texts. This method of differentiated instruction is critical to meeting the needs of the various reading levels in our classrooms, which have been exacerbated by the pandemic. The primary purpose of purchasing these materials is to provide K5-8th-grade

teachers with the resources that they need to implement the guided-reading method. These resources have been referenced at ongoing guided-reading professional development.

This purchase is being made under the Interlocal Purchasing System (TIPS) cooperative agreement #210301.

The total cost will not exceed \$203,841.70.

Budget Code: S22-0-I-9C3-CI-ESUP (Curriculum & Instruction — Purchases) ..... \$203,841.70

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
NA	NA	NA	NA	0	0	NA	NA	0	0

\_\_\_\_\_ Authorization to Issue a Purchase Order to Lexia Learning Systems, Inc., for LETRS Literacy Training Service

The Administration is requesting authorization to issue a purchase order to Lexia Learning Systems for training in Language Essentials for Teachers of Reading and Spelling (LETRS). Teaching reading requires a deep understanding of the processes and science behind it. And while teachers are the most essential factor in students’ success, only about half of teaching institutions effectively prepare teachers for literacy instruction. The LETRS suite is professional learning that provides educators and administrators with deep knowledge necessary to be literacy and language experts in the science of reading by teaching the skills needed to master the fundamentals of reading instruction.

LETRS will be offered to Milwaukee Public Schools district-wide. Cohorts will be provided in six-hour, 12-hour, or 24-hour units of study involving administrators, instructional coaches and school support teachers, pre-K teachers, and K5-3rd-grade teachers.

The LETRS training cohorts would have capacity for 80 school leaders, 40 school support teachers and instructional coaches, 80 K4 teachers, and 320 K5-3rd-grade teachers. Additionally, 10 participants will be afforded the opportunity to become facilitators trained in LETRS in order to provide internal district training in the future.

Currently there are 16 districts in Wisconsin using LETRS.

This purchase is being made under the Interlocal Purchasing System (TIPS) cooperative agreement #210301.

The total cost of the goods purchased will not exceed \$436,420.00.

Budget Code: S52-0-S-8H3-CI-ETCS (Early Childhood — ESSER Project 244) ..... \$436,420.00

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
NA	NA	NA	NA	0	0	NA	NA	0	0

**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.

**B0001498 Eagle Movers**

Original Contract Amount ..... \$49,999.00  
 RCC 12/28/22 ..... \$49,000.00  
 Ending amount ..... \$98,999.00

On August 1, 2022, the Milwaukee Board of School Directors and Eagle Movers entered into professional services contract number B0001498, with a term of August 1, 2022, through July 31, 2023, for moving services. On December 28, 2022, additional funds of \$49,000 were added due to an increased demand for moving services related to textbooks.

**C030627 Cooperative Educational Service Agency #1 (CESA #1)**

Original Contract Amount .....\$261,800.00  
 RCC 1/5/23 ..... \$39,000.00  
 Ending amount: .....\$300,800.00

On July 1, 2022, the Milwaukee Board of School Directors and Cooperative Educational Service Agency #1 (CESA #1) entered into professional services contract number C030627, with a term of July 1, 2022, through June 30, 2023, for instructional coaching. On January 5, 2023, additional funds of \$39,000 were added to cover additional coaching in the Central Region’s Comprehensive Support and Improvement Schools.

**C029837 Bicycle Federation of Wisconsin**

Original Contract Amount .....\$410,700.00  
 RCC 11/7/2022.....\$206,000.00  
 Ending amount .....\$616,700.00

On July 1, 2021, the Milwaukee Board of School Directors and Bicycle Federation of Wisconsin entered into professional services contract number C029837, with a term of July 1, 2021, through June 30, 2023, for instructors, bikes, and helmets. On November 7, 2022, additional funds of \$206,000 were added due to increased demand.

**Routine Monthly Reports**

The report on revenues and expenses, the monthly expenditure control report, 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
<b>Monetary Donations over \$5,000</b>			
German Immersion School	Consulate General	\$15,058.50	General School Supplies
<i>Total Monetary Donations over \$5,000</i>		<i>\$15,058.50</i>	
<b>Monetary Donations</b>			
Audubon Technology and Communication Middle School	Paul & Kathy Oman	\$500.00	General School Supplies
Audubon Technology and Communication Middle School	Charities Aid Foundation America	\$500.00	General School Supplies
Auer Avenue School	Jeanne Stadler	\$200.00	General School Supplies
Auer Avenue School	United Way of Greater Milwaukee & Waukesha County	\$1,000.00	My Very Own Library
Auer Avenue School	Karen M Brubakken	\$1,000.00	My Very Own Library
Brown Street School	United Way of Greater Milwaukee & Waukesha County	\$1,000.00	My Very Own Library
Browning School	United Way of Greater Milwaukee & Waukesha County	\$1,000.00	My Very Own Library
Clement Avenue School	Natural Resources Foundation of Wisconsin	\$500.00	Go Outside Trips
Doerfler School	United Way of Greater Milwaukee & Waukesha County	\$1,000.00	My Very Own Library
Eighty-first Street School	Particia Ellis	\$100.00	T-Shirts for School
Elm Creative Arts School	Alisha Jones	\$50.00	PBIS Store
Fratney Street School	Anonymous	\$40.00	Recruitment and Retention
Gaenslen School	Charities Aid Foundation America	\$500.00	General School Supplies
German Immersion School	Anonymous	\$25.00	Playground Supplies
Hayes Bilingual School	Generac Power Systems*	\$250.00	Generac Gives Program
Hopkins Street School	United Way of Greater Milwaukee & Waukesha County	\$1,000.00	My Very Own Library

Location	Donor	Amount	Gift or Purpose
Gwen T. Jackson School	United Way of Greater Milwaukee & Waukesha County	\$1,000.00	My Very Own Library
Albert E. Kagel School	United Way Greater Milwaukee & Waukesha County	\$1,000.00	My Very Own Library
King High School	Anonymous	\$65.00	Choral Concert
King High School	Renee Joos & Brandt Mylott	\$250.00	RKHS Cross Country
Kluge School	United Way of Greater Milwaukee & Waukesha County	\$1,000.00	My Very Own Library
Lincoln Avenue School	United Way of Greater Milwaukee & Waukesha County	\$1,000.00	My Very Own Library
Lincoln Middle School	Mix Church, Jake Wirth	\$500.00	Thanksgiving Food HEP Students
Longfellow Elementary	United Way of Greater Milwaukee & Waukesha County	\$1,000.00	My Very Own Library
Milwaukee School of Languages	Center for the Humanities, UWM-Madison	\$1,600.00	Great World Text WI Program
Office of Academics - Montessori	Educators Credit Union Via Brett Nielsen	\$500.00	Montessori School Summit
Obama School of Career and Technical Education	Unforgettable Events Milwaukee, LLC	\$100.00	Prom
Parkside School	Whole Kids Foundation	\$3,000.00	Garden Program
Riley School	United Way of Greater Milwaukee & Waukesha County	\$1,000.00	My Very Own Library
Milwaukee Sign Language School	Kidsgardening.org	\$1,000.00	Budding Botanist
Strategic Partnerships and Customer Service	Stafford Rosenbaum	\$250.00	MPS Mitten Tree Drive
Strategic Partnership and Customer Service	Christine Jameson	\$25.00	MPS Mitten Tree Drive
Strategic Partnerships and Customer Service	Dolores Kaczowski	\$25.00	MPS Mitten Tree Drive
Strategic Partnerships and Customer Service	Roderick Place	\$100.00	MPS Mitten Tree Drive
Strategic Partnerships and Customer Service	Chr Hansen Inc.	\$500.00	MPS School Supply Drive
Thoreau School	Educators Credit Union	\$500.00	General School Supplies
Townsend School	United Way of Greater Milwaukee & Waukesha County	\$1,000.00	My Very Own Library
Trowbridge School	William Reitman	\$100.00	STEAM
Trowbridge School	Andrew Ish	\$150.00	STEAM
Trowbridge School	Roberta Drews	\$300.00	STEAM
Trowbridge School	Anonymous	\$400.00	Families In Need
Vincent High School	Milwaukee County Farm Bureau	\$3,500.00	AG Program
Zablocki School	United Way of Greater Milwaukee & Waukesha County	\$1,000.00	My Very Own Library
<i>Total Monetary Donations</i>		\$29,530.00	
<b>Non-monetary Donations</b>			
Allen-Field School	DonorsChoose	\$422.91	General School Supplies
Doerfler School	DonorsChoose	\$446.14	General School Supplies
Auer Avenue School	Heather & Aaron Klug	\$500.00	Large Doll House and 3 Bins of Doll House Items
Bay View High School	DonorsChoose	\$521.72	Kitchen Supplies
Bradley Trade & Tech	DonorsChoose	\$273.10	Books
Kilbourn School	DonorsChoose	\$306.02	General School Supplies
Dr. B. Carson Academy of Science	DonorsChoose	\$179.49	General School Supplies
Dr. B. Carson Academy of Science	DonorsChoose	\$185.59	Loving Llama Llama

Location	Donor	Amount	Gift or Purpose
Dr. B. Carson Academy of Science	DonorsChoose	\$747.55	Food, Clothing & Hygiene
Dr. B. Carson Academy of Science	DonorsChoose	\$795.05	Feelin' Good at School
Engleburg School	DonorsChoose	\$373.52	Food, Clothing & Hygiene
Forest Home Avenue School	DonorsChoose	\$260.15	Art Supplies
Meir School	DonorsChoose	\$391.31	Sensory Stimulation
Greenfield School	DonorsChoose	\$137.39	I Finally Like Books
Greenfield School	DonorsChoose	\$362.93	General School Supplies
Gwen T. Jackson School	DonorsChoose	\$591.34	New Supplies for 1st Grade
Vincent High School	DonorsChoose	\$895.60	General School Supplies
Hartford University School	DonorsChoose	\$430.14	Roaring into Reading
Hayes Bilingual School	DonorsChoose	\$219.57	General School Supplies
Hayes Bilingual School	DonorsChoose	\$371.09	Student Desks for Every Student
Hayes Bilingual School	DonorsChoose	\$399.00	S.T.E.A.M. Everyday
Hayes Bilingual School	DonorsChoose	\$415.18	Welcoming Great Start
Thoreau School	DonorsChoose	\$299.22	Essential Items for the Library
Thoreau School	DonorsChoose	\$418.67	In-School Sewing Club
Thoreau School	DonorsChoose	\$425.41	Art Supplies
Hi-Mount School	DonorsChoose	\$241.04	3rd Grade Reboot 2022
Riley School	DonorsChoose	\$568.35	Instructional Technology
Keefe Avenue School	Kai Trimble-Lea	\$4,000.00	Toys
Keefe Avenue School	DonorsChoose	\$349.54	Kalimba + Kids = Kaleidoscopic
King High School	Brian McClain, Jr.*	\$4,958.33	Music Technology Equipment Donation
Kluge School	Really Good Stuff c/o Discount School Supply	\$724.16	Book Donation
Goodrich School	DonorsChoose	\$362.96	General School Supplies
Goodrich School	DonorsChoose	\$539.79	Endless Words
Goodrich School	DonorsChoose	\$1,235.54	1st Grade Reboot
Maple Tree School	DonorsChoose	\$266.10	K5 Supplies
Bethune Academy	DonorsChoose	\$450.71	Sensory Supports
Milwaukee School of Languages	DonorsChoose	\$283.48	General School Supplies
Spanish Immersion School	DonorsChoose	\$536.48	General School Supplies
Morgandale School	DonorsChoose	\$434.94	Start The Year Prepared
Ninety-fifth Street School	DonorsChoose	\$158.28	ABC Board Books
Ninety-fifth Street School	DonorsChoose	\$278.88	Yummy Snowman Mittens
Ninety-fifth Street School	DonorsChoose	\$329.32	Art Supplies
Ninety-fifth Street School	DonorsChoose	\$343.52	Wobbles for Wiggles
Holmes School	DonorsChoose	\$452.17	Legos in the Library
Holmes School	DonorsChoose	\$587.45	Building and Having Fun
Riverside High School	DonorsChoose	\$171.63	Feed the Children
Riverwest Elementary	Alex Ayala	\$1,500.00	Turkey Dinners
Sherman School	Nicole Semanski	\$1,250.00	Toys For the Students/Holiday
Office of Academics — Specialized Services	MARTA c/o Debra Jupka*	\$1,941.43	Socks, Gloves, Bath & Body Works Products HEP Program
Strategic Partnerships and Customer Service	Sarah Bogenschutz	\$20.00	MPS Mitten Tree Drive
Strategic Partnerships and Customer Service	Barbara Walls	\$25.00	MPS Mitten Tree Drive
Strategic Partnerships and Customer Service	Ingeborg Hammond	\$45.00	MPS Mitten Tree Drive
Strategic Partnerships and Customer Service	Andrea Meurer	\$82.00	MPS Mitten Tree Drive
Strategic Partnerships and Customer Service	Lindsay Garric	\$107.00	MPS Mitten Tree Drive
Strategic Partnerships and Customer Service	Abby Rojas	\$125.00	MPS Mitten Tree Drive

Location	Donor	Amount	Gift or Purpose
Strategic Partnerships and Customer Service	Carol Carlin	\$330.00	MPS Mitten Tree Drive
Strategic Partnerships and Customer Service	CMCO Magnetek Inc.	\$500.00	MPS Mitten Tree Drive
Strategic Partnerships and Customer Service	Taylor Sonnenberg	\$27.00	MPS Mitten Tree Drive
Townsend School	DonorsChoose	\$468.73	Instructional Technology
Trowbridge School	DonorsChoose	\$285.09	Magna-Tiles
Victory School	DonorsChoose	\$477.36	Building a Foundation
Vieau School	DonorsChoose	\$672.58	Instructional Technology
Walt Whitman School	DonorsChoose	\$564.43	General School Supplies
Washington High School	DonorsChoose	\$945.48	Back to Basics
William Cullen Bryant School	DonorsChoose	\$240.77	Centers Galore
Zablocki School	John Hlavachek	\$200.00	Science Supplies
Zablocki School	DonorsChoose	\$265.44	Healthy Hydration
<i>Total non-monetary Donations</i>		\$37,713.07	
Total Value of Donations		\$82,301.57	
<i>*Donations from MPS Alumni</i>		\$7,149.76	

**Committee’s Recommendation**

Your Committee recommends that the Board:

1. authorize the purchases; and
2. 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 Committees’ reports.*

\* \* \* \* \*

**(Item 6) Action on the Award of Professional Services Contracts**

RFP 1097 Authorization to Issue a Blanket Contract with CH Coakley for Moving Services

The Administration is requesting authorization to enter into a blanket contract with CH Coakley for moving services. This Contractor will be used to provide moving services for schools and departments. Contractor will primarily be used for moving books, but will also be engaged for a wider variety of moving services between MPS buildings, with occasional off-site pick-ups.

Contractor was chosen pursuant to RFP 1097, which closed on January 16, 2023. The contract will run from March 1, 2023, through February 28, 2026.

The total cost of the contract not exceed \$225,000.

Budget Code: 000-0-0-000-BL-ECTS (budget code varies)..... \$225,000

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
94	41	26	Yes	0	NA	NA	NA	100	10

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

**Statute, Administrative Policy, or Board Rule 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 contract 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 contract 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 Committees’ reports.*

\* \* \* \* \*

**(Item 7) Action on the Award of Professional Services Contracts in the Office of Board Governance**

RFP 1039 Authorization to Extend a Contract with Hubbard, Wilson, Zelenkova, LLC, for Legislative and Lobbying Services

The Office of Board Governance is requesting authorization to extend a contract with Hubbard, Wilson & Zelenkova, LLC, (“HWZ”) for lobbying services. Legislative liaison and lobbying services are specifically related to working and communicating with state and federal officials and regulatory agencies regarding educational policy, funding, and other related subjects as identified by the Office of Board Governance- Governance Relations.

Contractor was chosen pursuant to RFP 1039. The original contract provided for two one- year options to extend if certain performance metrics were met. The Contract was previously extended for the first, one-year term, from April 1, 2022, through March 31, 2023 (Year 2). Hubbard, Wilson, Zelenkova, LLC, has met the performance metrics codified in the contract during Year 2; therefore, MPS is exercising the second, and final, option year for the contract. This contract extension will run from April 1, 2023, through March 31, 2024, and will not exceed \$80,000.

Budget Code: ADT-0-0-OBG-OB-ECTS (Board Governance Contracted Services) ..... \$80,000

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
NA	NA	NA	No	NA	NA	NA	NA	100	10

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

**Statute, Administrative Policy, or Board Rule 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 contract 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 contract 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 Committees’ reports.*

\* \* \* \* \*

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

\_\_\_\_\_ Authorization to Issue a Contract with the Board of Regents of the University of Wisconsin System on behalf of University of Wisconsin-Milwaukee for Teachers’ Professional Development

The Administration is requesting authorization to enter into a contract with Board of Regents of the University of Wisconsin System on behalf of 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 two mentors to support new arts teachers. These mentors will serve visual arts, and one will work with teachers focused on interdisciplinary arts integration during their first five years of service. UWM will also support those art teachers in post-baccalaureate and on-the-job training through coaching, observation, and stipends to support professional development, student field trips, and classroom resource. (There are currently 16 teachers in this cohort). 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 summer lab, teacher reconvenes, artist workshops, field trips, and residencies. This will provide support to MPS’s general education teachers as well as 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 contract will run from March 1, 2023, through February 28, 2025, and will not exceed \$170,000.

Budget Code: SDV-0-S-VD3-CI-ECTS (Contracted Services)..... \$170,000

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
NA	NA	NA	NA	0	0	NA	NA	0	0

\_\_\_\_\_ Authorization to Contract with Human Rights Campaign Foundation to Cultivate a District-wide Cohort of Facilitators for Welcoming Schools

The Administration is requesting authorization to enter into a contract with Human Rights Campaign Foundation to cultivate a district-wide cohort of up to 20 facilitators for Welcoming Schools professional development training. Participants will be chosen through an application process initiated by the school district in collaboration with Welcoming Schools’ staff. Successful candidates will have facilitator experience, LGBTQ+ and social justice competence, and the capacity to provide professional development to schools.

Over the last school year, the Department of Gender & Identity Inclusion has been working to support girls of color and LGBTQ+ students throughout the district. Our team understands that building inclusivity practices enhances the overall culture and climate of our schools. We know that working with contractor will allow us the resources and tools to fully equip Milwaukee Public Schools with the ability to ensure that classrooms, schools, and all buildings serving students, families, and staff are inclusive and welcoming for not just LGBTQ+ students and families, but all students and families.

The Human Rights Campaign Foundation will provide a license to use the Welcoming Schools portal and for all facilitators’ material and instructional intellectual property for use within the Milwaukee Public Schools system.

The exception to bid was granted on the basis of one-of-a-kind: there are no available competitive alternative contractors that can provide this service. (Administrative Policy 3.09(7)(E)(1)(b)(i))

The contract will run from April 1, 2023, through March 31, 2026. The total cost of the contract will not exceed \$64,000, which includes a services fee of \$62,000 and an educational materials fees of \$100 per participant.

Budget Code: DTI-0-S-8K3-BZ-ECTS (Leadership Services — Contracted Services)..... \$64,000

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
NA	NA	NA	NA	0	0	NA	NA	0	0

Authorization to Contract with TNTP, Inc., for Training, Support, and Other Services to Increase Capacity for the Parent-and-community-engagement Function

The Administration is requesting authorization to enter into a contract with TNTP, Inc., for training, support, and other services to increase capacity for the parent-and-community-engagement function. These services will support MPS and the Family Engagement Team with visioning and alignment; internal capacity building, direct support, and sustainability.

Services will complement the District Improvement Strategic Plan’s initiatives that are currently underway. TNTP has experience developing family engagement within school districts similar in size and scope to MPS and their skillset in working with parent coordinators.

The exception to bid has been granted on the basis of one-of-a-kind: there are no available competitive alternative contractors that can provide this service. (Administrative Policy 3.09(7)(E)(1)(b)(i))

The contract will run from March 1, 2023, through June 30, 2024. The total cost of the contract will not exceed \$155,725.

Budget Code: PRT-0-S-9D3-IF-ECTS. (Parent Information — Contracted Services)..... \$155,725

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
NA	NA	NA	NA	0	0	NA	NA	0	0

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.09, Purchasing and Bidding Requirements

**Fiscal Impact Statement**

This item authorizes expenditures.

- Board of Regents of the University of Wisconsin System on behalf of University of Wisconsin Milwaukee, for Teacher Professional Development;  
SDV-0-S-VD3-CI-ECTS ..... \$170,000
- Human Rights Campaign Foundation to Cultivate a Districtwide Cohort of Facilitators;  
DTI-0-S-8K3-BZ-ECTS ..... \$64,000

- TNTP, Inc., for Training, Support and Other Services to Increase Capacity for Parent and Community Engagement Function; PRT-0-S-9D3-IF-ECTS ..... \$155,725

**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 Committees’ reports.*

\* \* \* \* \*

**(Item 9) Action on a Request to Extend a Contract with Baker Tilly US, LLP, for Fiscal Audit and Student Membership Audit Services in the Office of Board Governance**

**Background**

The Office of Board Governance is requesting authorization to extend a contract with Baker Tilly US, LLP, (formerly Baker Tilly Virchow Krause, LLP) to perform fiscal audit and student membership audit services. This contractor will be used to deliver required audits of the District’s financial records and accounts and audits of membership counts.

Baker Tilly provides state- and board-required audits performed in accordance with generally accepted auditing standards, the standards set forth for financial audits in the Government Auditing Standards issued by the Comptroller General of the United States, OMB, and State Single Audit Guidelines issued by the Wisconsin Department of Administration.

Baker Tilly was chosen pursuant to RFP 1028, which closed on February 5, 2020. The original contract had a term of July 1, 2020, through June 30, 2023, (the “Initial Term”) with two additional one-year options to extend if certain performance metrics incorporated into the contract are met.

The performance metrics that were applicable were met by Baker Tilly. Based on continuity of services, along with continuity of Baker Tilly’s team that has performed this engagement, it is requested that the first one-year option be approved at this time.

The term of the contract will be from July 1, 2023, through June 30, 2024, and will not exceed \$327,170

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

**Statute, Administrative Policy, or Board Rule 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.

Budget Codes: SCF-00-CTG-DW-EAUS (Special & Contingent Fund — Audit Services) ..... \$277,170  
 ADT-0A-1Ax-OB-EAUS (Title I — Audit Services) ..... \$50,000

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
3,900+	611	1.870	No	25%	25%	TBD	NA	300	10

**Implementation and Assessment Plan**

Upon approval by the Board, the contract 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 contract 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 Committees’ reports.*

\* \* \* \* \*

**(Item 10) Action on Monthly Facilities Matters: FMS Award of Professional Services Contract, Contract Modification, and Report of Emergency Contract**

**Professional Services Contract**

RFP 6094 Elevator & Lift Testing at Various MPS Locations

In response to a request for proposal (RFP) issued by Facilities and Maintenance Services to obtain a firm to provide testing for elevators and lifts at various MPS sites, Northwestern Elevator II Co. was selected. The contract period is February 24, 2023- February 23, 2026.

Budget Code: Various ..... \$212,596.00

**Contract Modification**

\_\_\_\_\_ Authorization to Increase a Contract with Decibel Associates, LLC

The Administration is requesting approval to increase the expenditure authority with Decibel Associates, LLC, by an additional \$150,000 per year, for a total expenditure authority not to exceed \$250,000 for each year of the contract.

The vendor was chosen pursuant to RFP #22-003, blanket contract BC1001290, with a term of May 27, 2022, through May 26, 2025.

Budget Code: Various

**Report of Emergency Contract**

This emergency contract is being reported as required by Administrative Policy 3.09, Purchasing and Bidding Requirements. This is an informational item, and no action is required.

\_\_\_\_\_ Lease of Portable Modular Classrooms from Vesta Housing Solutions, LLC, for Milwaukee High School of the Arts

The exterior curtain/window wall system and classroom-unit ventilators are being replaced at Milwaukee High School of the Arts as part of the ESSER II construction work. The Department of Facilities & Maintenance Services (DFMS) has been working with the IDP contractor which had procured equipment and developed the final schedule for completing the work. It became apparent that additional temporary classroom space would be necessary. Construction work is scheduled to begin March 1, 2023, requiring the temporary classroom structure to be in place in early February 2023 to allow utility connections and other occupancy activities prior to March 1.

In September 2022, DFMS chose to work with Vesta Housing Solutions, LLC, (Vesta) based on their pricing per the E&I Cooperative Services contract, Master Agreement #CNR01524. DFMS ensured Vesta could meet the schedule with a building that met the needs of MPS. DFMS also began working with the City of Milwaukee to review building-permit issues and confirm that the design which Vesta had provided would be allowed. On December 5, 2022, MPS received a proposal from Vesta that met the requirements.

MPS has been working with the City of Milwaukee to issue a building permit based on Vesta’s plans. DFMS has also been working with Vesta on the development of the contract, which includes the delivery, installation, and eventual removal of the structure, along with the leasing terms. Due to the time necessary to

finalize the contract with Vesta and to delays due to the holidays, the contract was not ready to be presented to the Board at its January meeting; therefore, the contract was issued and is being reported as an emergency to allow the delivery of the building on February 1, 2023.

The contract was funded through ESSER II funds.

Budget Code: CST0A9J3FMECNC, Project 8327..... \$230,325.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.09,Purchasing and Bidding Requirements

**Fiscal Impact Statement**

Listed below are the contracts recommended for the Board’s approval at this meeting:

Professional Services Contract

- Northwestern Elevator II Co., for elevator lift testing at various sites; various ..... \$212,596.00

Contract Amendment

- Decibel Associates, LLC, for low-voltage inspection and project management at various MPS locations; Code; various — an additional \$150,000.00 per year, not to exceed annually ..... \$250,000.00

Report of Emergency Contract:

- Lease of Portable Modular Classrooms from Vesta Housing Solutions, LLC, for Milwaukee High School of the Arts; CST0A9J3FMECNC..... \$230,325.00

**Implementation and Assessment Plan**

Upon the Board’s approval, the professional services contract and contract amendment, as attached to the minutes of your Committee’s meeting, will be executed.

**Committee’s Recommendation**

Your Committee recommends that the Board approve the professional services contract and the contract amendment as attached to the minutes of your Committee’s meeting.

*Approved with the roll call vote to approve the balance of the Committees’ reports.*

\* \* \* \* \*

**(Item 11) Report with Possible Action on Limited-term Employees, July-December 2022**

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 accordance with Administrative Policy 6.37, the Administration. on a semi-annual basis in August and February, is to 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 through December 2022.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 6.37, Limited-term Employment Positions

**Fiscal Impact Statement**

N/A

*Approved with the roll call vote to approve the balance of the Committees' reports.*

\* \* \* \* \*

**REPORT OF THE COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT**

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

**(Item 1) Update on the District's Multi-tiered System of Supports and Interventions**

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

**Multi-Tiered System of Supports and Interventions, February 7, 2023**

The following report is an update of activities to support proactive approaches through a Multi-tiered System of Support (MTSS) in alignment with the Five Priorities for Success.

**Proactive Supports and Interventions**

All Discipline Champions received guidance and best practices on culture and climate throughout the year. The focus in January was on bullying awareness. Best practices from Children's Wisconsin, teaching digital citizenship, and other sources were shared with school leaders and Discipline Champions. Time was spent sharing the 4-A Response Process of affirming the student's feelings, asking questions, assessing the child's safety, and acting.

PBIS coaches met with school-based PBIS Tier 1 teams and Building Intervention Teams (BITs) regarding school data, support, and school-improvement plans' goals and action steps. PBIS Coaches provide ongoing coaching support for identified staff members in need of coaching regarding classroom climate.

Every school has a Building Intervention Team (BIT) which ensures that students in need of additional support are offered Tier 2 and Tier 3 interventions within the PBIS framework. Below are the numbers of Tier 2 and Tier 3 interventions provided year to date for the 2022-23 school year.

Tier 2/Tier 3 Intervention	Students
Check-in/Check-out (CICO)	1,699
Individualized CICO	376
Social Academic Instructional Group (SAIG)	1,112
Behavior Assessment/Intervention Plan (BAIP)	102
FBA/BIP	172
Educational Wraparound and RENEW	113
Total Interventions	3,574

In January, sessions of Courageous Conversations about Race (CCAR) Exploration were held with elementary teachers, school secretaries, and Central Services staff members. A new cohort with seven staff members began working with Courageous Conversations about Race working towards becoming a certified

Courageous Conversations about Race Practitioner. Cohort involves a book study, multiple webinars, module completion, and racial-equity coaching. Upon completion, participants are recognized as CCAR Practitioners.

Total documented classroom strategies used for January 1 through January 31, 2023, across all schools are included in the table below.

Strategy	Total	Strategy	Total
Brain Breaks	142	Parental Contact	3,812
Behavioral Contract	98	Planned ignoring	1,207
Rewind/Broken Record	187	Redirection	4,583
Buddy Classroom	578	Recovery area (within room)	278
Community Service	13	Referral to BIT	52
Collection of Property	293	Restorative conversation	262
Engagement opportunities	100	Restorative Circle	31
Go Guardian	31	Secret Signal	17
Independent work	77	Support staff consultation	1,897
Mindfulness	120	Self-monitoring	53
Moving their seats	544	Tangible Acknowledgement System	144
One-on-one conversation	5,987	Reflection sheet	116
Proximity Control	914	VABB	11
Praise 5:1	40		

### Student, Staff, and Community Collaboration

A mid-year analysis was conducted of all Student Discipline Committees' minutes throughout the year. The table below shows topics selected most often by students to discuss at their meetings.

Relationships with staff	37	Mental health	17
School policies	27	Safe at school	16
Relationships with students	24	Instruction/curriculum	12
School pride	18	District policies	9
Classroom engagement	17		

Our second quarterly Community Conversation occurred virtually on January 11, 2023. The topic was the MPS Culture, Climate & Alternatives to Suspension Toolkit and promoting positive attendance.

Next Steps:

We will be hosting virtual Courageous Conversations about Race collaborations to use protocols to discuss disciplinary disproportionality and anti-racism.

A presentation on interrupting bias within classroom management from the Culture, Climate and Alternatives to Suspension Toolkit will be facilitated at the Principal Leadership Institute.

A 28-day challenge will take place in February for staff to reflect on disciplinary disproportionality through daily articles and videos shared throughout the district.

### Data for January 1-31, 2023

Below are all behavioral events that led to out-of-school suspensions or Student Services suspensions across the district from January 1, 2023, through January 31, 2023, as recorded in Infinite Campus.

Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multi-ethnic	Total
Arson				4				4
Assault	5		1	17		2	1	26
Battery	6			54		1	1	62
Bomb Threats				1				1
Bullying	2	0	0	15	0	0	2	19
Burglary				2				2
Chronic Disruption or Violation of School Rules	58	2	3	402	1	8	18	492
Disorderly Conduct	104	1	4	461	1	14	23	608
Endangerment of Physical Safety/Mental Well-being	30	1	4	194		6	5	240
False Fire Alarms				1				1
Fighting	73	1	10	488		7	13	592



Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multi-ethnic	Total
Gambling				10				10
Gang Activity				8				8
Inappropriate Personal Property	2		1	26			3	32
Inappropriate use of electronic communication devices	8			51			2	61
Leaving the Classroom without Permission	1			6		1		8
Loitering				1				1
Other Substances/Materials	5			39		1		45
Personal Threat	9	1		33		3	2	48
Possession of Drug Paraphernalia	5			11				16
Possession/Ownership/Use of Alcohol				3			1	4
Possession/Ownership/Use of Drugs	11	1		34		1	2	49
Possession/Ownership/Use of Weapon Other Than Gun	2			1				3
Robbery	5			22		2	2	31
Sexual Assault				1				1
Sexual Harassment	1			8				9
Skipping Class				4				4
Substantial Environmental Disruption	5			44		1	3	53
Theft				9				9
Use of Tobacco, Including Chewing	16		1	28		2	3	50
Vandalism	3			9				12
Verbal Abuse/Profanity/Harassment	5		1	21		4		31
Grand Total	359	7	25	2,013	2	53	82	2,541

**Total Suspension Events by Grade Level**

K4-K5	16	5 <sup>th</sup> Grade	112	10 <sup>th</sup> Grade	316
1 <sup>st</sup> Grade	27	6 <sup>th</sup> Grade	263	11 <sup>th</sup> Grade	191
2 <sup>nd</sup> Grade	27	7 <sup>th</sup> Grade	329	12 <sup>th</sup> Grade	70
3 <sup>rd</sup> Grade	64	8 <sup>th</sup> Grade	422		
4 <sup>th</sup> Grade	78	9 <sup>th</sup> Grade	626		

**Alternatives to Suspension**

The following alternatives to suspension were used by administrators through January 31, 2023.

Conference	155	Mediation	100	Repairing Harm Circle	5
Counselling	1,294	Referral to BIT	23	Restorative Conference	54
Detention	85	Referral to Support Staff	47		

**Suspension Events**

	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multi-ethnic
Population	28%	1%	8%	50%	≈0%	9%	4%
YTD Suspension Events	14%	1%	1%	79%	≈0%	2%	3%

**Positive Behavior Interventions & Supports (PBIS)**

**Vision**

The vision of PBIS in Milwaukee Public Schools is for students to feel validated, affirmed, and empowered to succeed.

**Mission Statement**

The mission of PBIS in MPS is to use a proactive, data-informed, systemic approach to school-wide behavior within an equitable multi-tiered system of supports framework.

**Tiers**

*Tier 1*

- Build meaningful relationships and community
- Co-create expectations, procedures, and agreements
- Collectively teach and practice expectations, procedures, and agreement
- Develop a system for holding self and others accountable
- Acknowledge all students and recognize their worth

*Tier 2*

- Check-in/Check-out
- Social Academic Instructional Group (SAIG)
- Behavioral Assessment/Intervention Plan (BAIP)

*Tier 3*

- RENEW
- Educational wraparound
- FBA/BIP

**Coaching**

- PBIS Tier 1 Teams
- Building Intervention Teams (BIT)
- Schoolwide strategies, systems, expectations, and procedures
- Classroom Tier 1 universal supports
- Best practices

**School Improvement**

- Continuous-improvement process
- Culture and climate strategies
- Monthly minutes
- Tiered Fidelity Inventory (TFI)

**Professional Development**

- Facilitate schoolwide and district professional development
- Sessions available through LMS

**Data**

- Monthly snapshot to determine needs
- Behavioral interventions
- Progress monitoring

**Lancaster School**

Valencia Tank, Principal  
K-8<sup>th</sup> Grade, 332 students

**Vision**

The Lancaster Community is a school where all participants are engaged in moving students forward to high school and beyond. All staff will analyze data frequently to adjust instruction to meet all students' needs. Lancaster will engage, inspire, and challenge our school community to prepare students to be innovative citizens in a complex, interconnected, changing world.

- Positive relationships as the anchor of everything
- "Knight Way Is the Right Way!"
- Greeting scholars upon arrival and at each class period
- Intentional morning meetings
- Mending relationships after trust has been broken or poor behavior has been displayed
- Including parents into the Lancaster community
- Behavior Check-in/Check-out (CICO)
- Opportunity to check-in with multiple teachers
- Positive reinforcement to change behavior
- There's a positive in every day
- Monthly assemblies

- Bi-weekly PBIS acknowledgement
- Positive phone calls home and positive attendance calls
- Visual attendance information throughout the building
- Celebrations and contests

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

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Administrative Policy 1.06, Equity in MPS

**Fiscal Impact Statement**

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N/A

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**(Item 2) Report with Possible Action on Services Provided to Students with Disabilities in the Least Restrictive Environment (LRE)**

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**

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Least restrictive environment (LRE) is one of the most significant components in the 2004 Individuals with Disabilities Education Act (IDEA). It requires that, to the maximum extent appropriate, children with disabilities be educated with children who are not disabled. Removal of students with disabilities from the regular educational environment occurs only when the severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

The Milwaukee Public Schools is committed to ensuring that students with disabilities are educated in environments with their non-disabled peers. The preference of the law is that students be educated using the general curriculum in the regular education classroom, with the use of supplementary aids and services. Best practices and research strongly support education in the least restrictive environment (LRE), with access to the general curriculum, because it leads to higher achievement outcomes for students with disabilities.

There are 17 performance indicators that help steer states to develop State Improvement Plans that target special education:

Indicator #1	Graduation Rates	Indicator #10	Inappropriate Identification in Specific Disabilities Categories
Indicator #2	Drop-out Rates	Indicator #11	Timely Evaluation
Indicator #3	Assessments	Indicator #12	Pre-school Transition, Part C, Part B
Indicator #4	Suspensions/Expulsion	Indicator #13	Transition Goals, Ages 16 and over
Indicator #5	Educational Placement, Ages 6-21	Indicator #14	Post-school Outcomes
Indicator #6	Educational Placements, Ages 3-5	Indicator #15	Resolution Sessions
Indicator #7	Pre-school Outcomes	Indicator #16	Mediation
Indicator #8	Parental Involvement	Indicator #17	State Systemic Improvement Plan
Indicator #9	Inappropriate Identification in Special Education		

**LRE for Higher Outcomes**

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As part of the LRE’s focus on increasing academic and behavioral outcomes for students with disabilities, the Department of Specialized Services reports to the Administration quarterly the number of students who are receiving special education services in the least restrictive environment. The Department of Specialized Services’ plan is to educate students with disabilities, in accordance with their individual education program (IEP), in the regular education environment with their non-disabled peers.

**LRE Data**

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Indicator 5 addresses the documentation of programs and services in the least restrictive environment for students 6 to 21 years of age. Wisconsin’s data for this indicator provide each school district with the target in each of the following categories:

- Indicator 5A Percent of students ages 6 through 21 with IEPs who are served inside the regular class 80% or more of the day
- Indicator 5B Percent of students ages 6 through 21 with IEPs who are served inside the regular class less than 40% of the day
- Indicator 5C Percent of students ages 6 through 21 with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.

The information below compares MPS’s LRE data-relative services with the projection in DPI’s 2016 Annual Performance Report Summary for Wisconsin school districts. The MPS percent includes all students who have IEPs, including speech and language services.

	State’s Target	May 2022	August 2022*	September 2022	October 2022	November 2022	December 2022	January 2023
5A	70.00%	84.22%	85.45%	85.39%	85.68%	85.89%	86.32%	86.89%
5B	7.90%	15.32%	14.11%	14.22%	13.99%	14.05%	13.17%	11.64%
5C	0.95%	0.28%	0.27%	0.25%	0.25%	0.25%	0.20%	0.17%

\*The data for the August 2022 LRE report is a combination of the students with disabilities enrolled in the schools on the early-start calendar and the projected enrollment for our schools on the traditional calendar.

The additional reports attached to the minutes of your Committee’s meeting include the District’s information as well as each school’s percentage.

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

Administrative Policy 8.01, Student Nondiscrimination, Complaints and Appeals

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**REPORT OF THE COMMITTEE ON STUDENT ACHIEVEMENT AND SCHOOL INNOVATION**

Director Siemsen presented the following report for the Committee on Student Achievement and School Innovation:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Student Achievement and School Innovation presents the following report:

**(Item 1) Action on a Request to Approve the MPS FY23 Head Start Federal Continuation Grant Application**

**Background**

The Administration for Children and Families (ACF) requires the participation of the Milwaukee Public Schools Head Start Policy Council and Milwaukee Board of School Directors through the review, feedback, and approval of the MPS FY23 Head Start Federal Continuation Grant Application.

The funded enrollment for the federal MPS Head Start grant is 1,506. The federal grant is expected to be in the amount of \$11,650,539.

The FY23 MPS Head Start Federal Continuation Grant Application is due March 1, 2023.

Attached to the minutes of your Committee’s meeting are the Head Start Final Narrative and the Head Start Budget Narrative, 2023-28.

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

### **Statute, Administrative Policy, or Board Rule Implication Statement**

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

### **Fiscal Impact Statement**

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Does not authorize expenditures.

### **Implementation and Assessment Plan**

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Upon the Board's approval, the Administration will submit the FY23 Head Start Federal Continuation Grant Application to the Office of Head Start.

### **Committee's Recommendation**

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Your Committee is reporting this item to the Board without recommendation.

Director Gokalgandhi moved to approve the Administration's recommendation.

The motion passed, the vote being as follows:

Ayes — Directors Carr, Garcia, Gokalgandhi, Leonard, O'Halloran, Siemsen, and President Peterson — 7.

Noes — None.

\* \* \* \* \*

### **(Item 2) Update with Possible Action on Resolution 2223R-012 Student Voter Education and Registration**

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**

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At its meeting on December 22, 2022, the Board adopted Resolution 2223R-012, which directed the Administration, in accordance with state law and the Wisconsin Standard for Social Studies, to develop a specific plan and timeline to increase voter registration and actual voting by eligible high-school students.

This update provides information on the process to date, including information on the plan, timeline, and activities.

#### **Voter Registration Plan**

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##### Goals

- To get students the needed paperwork and IDs necessary to register and to vote
- To register all students who are eligible
- To ensure students can get to their polling sites for the November and April elections.

##### Timeline

##### *August and January*

##### Communications

- Correspondence will go out to the schools
- Coordinators and Voter Champion teams will be identified

##### Training

- Voter Champion Teams will be trained in how to register voters

##### *September*

- Milwaukee Public Schools' Week of Civic Engagement, September 24-30, 2023
- Voter Registration Event, September 26, 2023

*Interim Months*

Engage with Future Eligible Students

- Prepare for subsequent years’ registration and voting
- Voter champion teams will work with students to assess their needs
- Voter champion teams will review major data points

*April and November*

Ensure students can get to a polling site for the November and April elections.

**Strategic Plan Compatibility Statement**

Goal 2, Student, Family and Community Engagement

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

Administrative Policy 8.18, Student Involvement in Decision Making

**Fiscal Impact Statement**

N/A

**Implementation and Assessment Plan**

N/A

\* \* \* \* \*

**(Item 3) Report with Possible Action on the Regional Showcase — Citywide 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**

The monthly Regional Showcase item provides a thorough picture of a particular region, including goals and progress made 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 Citywide Region is featured. The Citywide Region, which comprises 13 schools, serves 4,883 students in diverse settings to meet their varied needs. Schools in the Citywide Region include Alcott; Andrew Douglas; Gaenslen; Hi-Mount; Lincoln Center of the Arts; Martin Luther King, Jr; Morse Middle; River Trail; Roosevelt; Rufus King Middle; Townsend; and Wedgewood.

**Citywide Regional Showcase**

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

- Our Scholars: 4,883
- Our Schools: 13
- Our Staff: 587
- Students with disabilities: 25.3%
- English-language learners: 5%
- Our Regional Team: 6

**Demographics**

- |  |                                   |
|--|-----------------------------------|
| • 0.1% Native Hawaiian or Other Pacific Islander | • 4.1% White                      |
| • 0.5% American Indian or Alaskan Native         | • 4.7% Multi-ethnic               |
| • 3.2% Asian                                     | • 15.2% Hispanic/Latino           |
|  | • 72.2% Black or African American |

- 25.3% Students with Disabilities
- 5.0% English Learners
- 82.8% Economically Disadvantaged

### Elementary Schools (K-8<sup>th</sup> Grades)

School	Special Programs
Alcott	Neighborhood School
Gaenslen	Orthopedically-impaired Students
Grantosa	Community School
Hi-Mount	Neighborhood School
King Elementary	Community School; African American Immersion
River Trail	Agriculture Science Focus
Townsend	Neighborhood School

### Middle Schools (6<sup>th</sup>-8<sup>th</sup> Grades)

School	Special Programs
Douglas	Neighborhood School; African Immersion
King Middle	International Baccalaureate
Lincoln Middle	Arts Integration
Morse	Gifted and Talented; International Baccalaureate Candidate
Roosevelt	Arts Integration
Wedgewood	International Baccalaureate

### State Report Card, 2021-22

K-8 Schools		Middle Schools	
	<u>Accountability Rating</u>		<u>Accountability Rating</u>
Alcott	68.1 Meets Expectations	Douglas	37.3 Fails to Meet Expectations
Gaenslen	58.3 Meets Expectations	King MS	48.5 Meets Few Expectations
Grantosa	57.1 Meets Few Expectations	Lincoln Ctr/Arts	55.3 Meets Few Expectations
Hi-Mount	57.7 Meets Few Expectations	Morse	37.6 Fails to Meet Expectations
King, Jr.	70.9 Exceeds Expectations	Roosevelt	55.6 Meets Few Expectations
River Trail	69.2 Meets Expectations	Wedgewood	63.7 Meets Expectations
Townsend	55.6 Meets Few Expectations		

### Opportunities for growth

- Citywide regional goals
- Increase student voice and choice (ESCC and YRBS)
- Increase and improve teachers' feedback
- Increase proficiency levels
- Improve attendance
- Improve culture and climate
- Foundational skills in early literacy
- High-school readiness
- Extracurricular activities
- Parental involvement and expectations for success

### School Spotlight: Alcott Elementary School

#### Mission Statement

Alcott Elementary School is to instill lifelong learning through a positive and well-structured multicultural learning environment in which all students attain a quality education. This will be achieved through the development of strong academic programs, the enhancement of technological skills, and involvement in extracurricular activities.

#### Data Points

- Attendance average of 89.3%
- Suspension rate of 2.9%
- STAR participation rate of 94%
- Regional intervention winner
- State Report Card Overall Score of 68.1, Meets Expectations

#### Points of Pride

- Increased Enrollment
- Celebration of different cultures
- Focus on art
- Good News club
- Successful CICO systems
- SEL curriculum led by social worker
- Class-attendance competitions
- After-school activities
- Ballroom dancing
- Annual field day

**Foundational Skills**

Early Childhood Success

- Hands-on Learning
- Frog Street Centers
- Math Counting Collections
- Parental Involvement
- Monthly Projects
- End-of-year surveys

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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

**Fiscal Impact Statement**

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N/A

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**(Item 4) 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**

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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:

- Alignment: Academics, Pathways and Engagement,
- Filling Gaps: Equitable Access and Opportunity. And
- Strengthening Outcomes: College and Career Readiness.

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.

**Update**

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**Demographics**

- 2,013 students
- 8 schools
- 0.2% English-language learners
- 24.3% students with disabilities
- 88.3% economically disadvantaged
- 0.3% American Indian
- 0.3% Asian
- 92.8% Black/African American
- 3.7% Hispanic
- 0.1% Hawaiian/ Pacific Islander
- 0.6% White
- 2.2% Multi-ethnic

**Initiative’s Actions Since October**

- Hired new 53206 Initiative Coordinator
- Hosted Community Conversation at North



- African American Immersion Program
- 53206 Promise Partnership School Leaders meet and collaborate monthly

**53206 Performance Measures**

**53206 Cohort STAR Performance Measures**

*Percent of Students Performing Proficient or Advanced*

	Benchmark (Spring 2022)	Target	Actual (Winter 2022)
Early Literacy	8.4%	13.4%	14.7%
Reading	2.0%	7.0%	2.8%
Mathematics	1.8%	6.8%	1.8%

**53206 Cohort WSAS Performance Measures**

*Percent of Students Performing Proficient or Advanced*

	Benchmark (2022)	Target (Spring 2023)
English Language Arts	2.0%	7.0%
Mathematics	0.8%	6.0%
Science	2.1%	7.0%
Social Studies	4.8%	10%
ACT: English Language Arts	0.0%	5.0%
ACT: Math	2.0%	5.0%

**53206 Cohort School Climate Performance Measures**

*Last-Year-to-Date (LYTD) Compared with Year-to-Date (YTD)*

	LYTD	YTD
Daily Attendance Rate	66.8%	74.2%
Four-Year Cohort Graduation Rate (LYTD=2021 v. YTD=2022)	30.1%	48.5%
Classroom Incident Referrals	11,345	4,783
Positive Resolutions	NA	

**53206 Cohort Staffing Performance Measures**

*Last-Year-to-Date (LYTD) Compared with Year-to-Date (YTD)*

	LYTD	Target	YTD
Certified Vacancy Fill Rate	71%	100%	58%
Two-year Teacher Retention Rate	76%	100%	61%
Three-year Teacher Retention Rate	57.7%	100%	58%

**Recruitment Efforts**

- Monthly meetings with the Senior Director of Human Resources
- Recruitment Fairs scheduled for the year
- 53206 "Our Lights are On!"
- 17 teachers (two International) have been hired to serve 53206 schools

**Retention Efforts**

- On-boarding guide/calendar shared with school leaders
- The 53206 Stay Incentive will be promoted during the hiring cycles A and B this year
- To date, seven of the 17 new teachers hired have signed the Stay Incentive

**Recognition Efforts**

- A calendar of activities to support and recognize staff throughout the year
- Focus on identifying positive behaviors in staff and students

## **Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

## **Statute, Administrative Policy, or Board Rule Implication Statement**

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

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### **(Item 5) Report with Possible Action on Black Lives Matter Week Campaign and Planning for 2022-23 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**

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In August 2020, the Board adopted Resolution 2021R-010, instituting an annual Black Lives Matter Week of Action. The Administration has implemented the resolution for the 2022-23 school year. This included assembling the 2022-23 Black Lives Matter (BLM) Week of Action and a Year of Purpose Advisory Committee and creating sub-groups. The Administration is continuing this important work for the 2022-23 school year, and planning is underway.

For the 2022-23 school year, the committee and sub-groups were updated. The Administration will continue to provide quarterly reports to the Board on its planning for the current school year relative to three key areas:

- Curriculum & Professional Development
- Week of Action
- Monthly School Projects.

#### **Black Lives Matter Quarterly Update**

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##### **Areas of Engagement**

- Community Connections
- Partnerships
- District Initiatives

##### **Mission**

MPS Black Lives Matter aims to decrease the racial and social disparities by activating our voice, sparking action in our steps, ensuring that equitable practices exist, and uniting humanity for a better tomorrow.

##### **Theme**

A Lifetime of practice with Power in our Voice and Action in our Steps

##### **Curriculum Committee Updates**

###### **December**

- Presented BLM monthly activity and yearly initiatives during the AP & SST Institute
- Developed culturally-responsive teaching modules to be placed in the Learning Management

System

###### **January**

- Revisited the proposal to support direct training and to develop a plan on district-wide use of the assessment tool

February

- Provided curricular resources in social studies and literacy with coaching and modeling and interactive technology support from instructional coaches

**Week of Action Committee Updates**

December

- Completed T-shirt logo contest and selected a winner, Brenda Robbins, a 7<sup>th</sup>-grade student from Roosevelt Middle School, who was presented with an award from our partners, the MTEA
- Distributed T-shirt order forms to departments and administrators to order BLM T-shirts with the 2023 student logo
- Confirmed Week of Action’s keynote speaker, empowering activities, and facilitators/participants

January

- Finalized the Week of Action
- Advertised the Week of Action on approved social media and district platforms

February

- Hosted the Week of Action, “A Lifetime of Practice, with Power in our Voice and Action in our Steps,” February 6-10

**Monthly Activities Updates**

December

- Planned monthly activities for January and February
- Selected MLK Writing Contest winners

January

- Focused on Collective Value: Individuals with Disabilities
- Collaborated with C&I: MLK Celebration was held on January 16, 2023

February

- Created and provided activities aligned with Black history to teachers during Learning Institutes with principals, AP’s and SSTs

**Strategic Plan Compatibility Statement**

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

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

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

**Fiscal Impact Statement**

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N/A

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**(Item 6) Report with Possible Action Regarding Ambitious Instruction**

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**

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**Ambitious Instruction: Accelerating Learning** is the instructional framework for the 2022-23 school year. It embodies the District's Five Priorities for Success, focusing on increasing academic achievement and accountability, developing our staff, and strengthening communication and collaboration. The Ambitious Instruction Plan, which aligns with the Academic Standards presented on September 29, 2022, serves as the foundation for instruction in the classroom and for professional development for school staff, school leaders, and families.

The Ambitious Instruction Plan and Professional Development Roadmap help schools identify how to provide impactful learning experiences for all students in the various content areas.

Ambitious Instruction: Accelerating Learning includes all content areas in ensuring that all students are provided with equitable access to high-quality, grade-appropriate instruction covered in the Common Core State Standards (CCSS), Common Core Essential Elements (CCEE), Next Generation Science Standards, English Development Standards (ELD), Wisconsin Model Early Learning Standards (WMELS), or Wisconsin Academic Standards.

## **Ambitious Instruction Update**

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### **Diving D.E.E.P. (Developmentally-informed [grade-level appropriate], Evidence-based, Equitable Practices)-er!**

#### **Ambitious Instruction: Accelerating Learning**

- Formative Practices
- Explicit Instruction
- Engagement

#### **Impact of Formative Practices**

##### ***Science***

The phenomenon-and inquiry-based approach to instruction has led to a 39% increase in STEM Fair participation.

##### ***Reading***

91% of K5/K-8 schools have attended guided-reading training.

##### ***ELA***

89 more teachers are implementing formative writing assessments.

##### ***Mathematics***

Through ESSER, 15,875 students have engaged with new high-quality instructional materials.

#### **Impact of Explicit Instruction**

##### ***Language Acquisition***

Oracy training district-wide has had an impacted on approximately 12,000 English-learners

##### ***Music***

13,932 student musicians are building beats using Sound Trap

##### ***Social Studies***

4,923 students and 618 teachers are using DBQ (Document-based Questions)

##### ***Physical Education***

10,800 students have been impacted by the SPARK™ curriculum (an evidence-based physical education and physical-activity program)

**Joy in Learning**

- Learning to teach in early childhood
- Learning to be a nurse
- Using science to teach English
- Working alongside WE Energies
- Exploring STEM on Saturdays
- Integrating art into math

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Administrative Policy 7.02, Instructional Priority Objectives

**Fiscal Impact Statement**

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N/A

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**(Item 7) 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**

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The Montessori Strategic Plan, which was adopted on March 28, 2019, and revised on May 26, 2022, is a framework for structural supports for our eight Montessori schools which educate more than 3,500 students.

**Montessori Strategic Plan Update**

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**Completed Work**

- Conducted Montessori Advisory Committee's monthly meetings
- Finalized process for Montessori-sponsorship documents
- Held teacher sessions on Montessori's secondary expectations
- Revised Infinite Campus Grade Book
- Attended Kindergarten Enrollment Fair
- Held All-Montessori professional development

**Current Work**

- Holding monthly Montessori principals' meetings
- Supporting orders for social studies textbook-adoption alternative
- Establishing secondary Materials Standard of Care
- Determining staffing needs
- Attending Association Montessori International's annual conference
- Holding Montessori Community Summit
- Capturing new marketing photographs

**Montessori-specific Professional Development**

Cultivating Antiracist Instruction in the Montessori Environment, presented by Britt Hawthorne

**Montessori Community Summit**

- Saturday, February 11, 2023, 1-4 p.m.
- See Glass Classrooms and attend breakout sessions
- Enrollment resources are available onsite.

- Free childcare for school-aged children.

### **Staffing**

Sponsorship — Process developed  
 Recruitment — Survey  
 Retention — Coaching  
 Certification — New graduates

### **Next Steps**

#### March 2023

- Montessori Advisory Committee meeting on March 13, 5:30pm
- Sponsorship information session on March 13, 4:30 p.m.
- American Montessori Society's conference — teacher recruitment
- Social studies textbook-adoption alternate purchases approval process

#### April 2023

- Montessori Advisory Committee meeting on April 17, 5:30 p.m.
- Sponsorship information session on April 17, 4:30 p.m.
- Developing Montessori secondary material standard of care

#### May 2023

- Montessori Advisory Committee meeting on May 8, 5:30 p.m.
- Sponsorship information session on May 8, 4:30 p.m.
- Finalizing Montessori summer school curriculum

### **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 Rule Implication Statement**

Board Governance Policy BG 2.10, Board Advisory Committees

### **Fiscal Impact Statement**

This item does not authorize expenditures.

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### **(Item 8) Report with Possible Action on Gifted and Talented Identification**

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**

Wisconsin Statutes, chapters 121.02(1)(t) and 118.35, require school boards to establish guidelines for identification of, and to provide access to programs for, students who are identified as gifted and talented. In Wisconsin, "gifted and talented pupils" means students enrolled in public schools who give evidence of high-performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

Milwaukee Public Schools begins this process through the identification of students by administering the CogAT, which is a cognitive-reasoning assessment, to 2<sup>nd</sup>-grade students. Additionally, schools that are part of the Javits Grants (SEE US!, SURGE, and Expanding Excellence) use the Teacher's Observation of Potential in Students (TOPS) tool to identify gifted potential in under-represented students.

This presentation will review this year's CogAT and TOPS nominations results. This screening process has been expanded to result in a more equitable identification of giftedness. This includes identifying advanced cognitive and intellectual abilities through CogAT and gifted potential using TOPS in the following nine domains: learns easily, shows advanced skills, displays curiosity and creativity, has strong interests, shows advanced reasoning and problem-solving, displays spatial abilities, social perceptiveness, and leadership. Additionally, programming opportunities for identified students will be discussed.

### **Report on Gifted and Talented Identification**

#### **Screener Analysis of Local Norms**

MPS Students with High Ability, High Potential

National Norms = 204 Students

Local Norms = 395 Students

National norms compare a student's performance to grade-level peers across the nation. Local norms compare a student's performance to grade-level peers within the same district.

	Norm Used	
	National	Local
American Indian or Alaska Native	6.37%	7.34%
Asian	8.82%	8.10%
Black or African American	10.78%	17.22%
Hispanic	24.02%	28.35%
Native Hawaiian or Other Pacific Islander	<1%	<1%
White	50.00%	38.99%
Multi-ethnic	<1%	<1%
Special education students	7.84%	9.62%
EL status	11.76%	13.67%
Economically disadvantaged	41.18%	50.63%
Female	52.94%	52.91%
Male	47.06%	47.09%

#### **Identified Students from CogAT Screener, Fall 2022**

The CogAT screener identified 204 second-grade students who scored in the 7<sup>th</sup>, 8<sup>th</sup>, or 9<sup>th</sup> stanines nationally, making them eligible for the post-screener. Those identified students came from 52 different schools, compared with 65 schools in 2021, 67 schools in 2019, 73 schools in 2018, and 37 schools in 2017.

Twenty-nine percent of students (92) who took the post-screener scored in the 9<sup>th</sup> stanine on at least one section of the assessment, compared with 31% in 2021.

Additional identification of students at the 8<sup>th</sup> stanine on at least one section of the assessment added 71 students, bringing the total to 131.

#### **Expanding Identification Criteria**

To attain equity and to increase representation of ethnically-diverse students, MPS will use local norms to identify students with high ability/high potential to meet their advanced learning needs.

#### **Students Identified to Take the Post-screener**

High Ability/High Potential vs. Gifted

High-ability/high-potential students are those above the average-ability student in a given domain who require a Tier 2 response to fully develop their talents.

Gifted students are pupils significantly above the average-ability students in a given domain who need a Tier 2 or Tier 3 level of differentiation.

**Identification using Teachers' Observation of Potential in Students (TOPS) in Javits Schools**

US DOE Javits Grants, 2022-23

*SEE US! Schools*

<u>School</u>	<u>Region</u>	<u>School</u>	<u>Region</u>	<u>School</u>	<u>Region</u>
Bethune	Central	Sherman	Central	Stuart	Northwest
Clarke	Central	Story	Central	Thoreau	Northwest
Clemens	Central	Congress	Northwest	Siefert	East
Jackson	Central	Kilbourn	Northwest		
Keefe	Central	Parkview	Northwest		

*SURGE Schools*

<u>School</u>	<u>Region</u>	<u>School</u>	<u>Region</u>	<u>School</u>	<u>Region</u>
Hartford	East	Lowell	Southwest	Emerson	Northwest
Garland	East	Manitoba	Southwest		
Hawthorne	Northwest	Rogers St.	Southwest		
Hayes	Southwest	Zablocki	Southwest		

*Expanding Excellence (Expansion) Schools*

<u>School</u>	<u>Region</u>
ALBA	Southwest
AAL	Southwest
Allen-Field	Southwest
Forest Home	Southwest

Students Identified Using TOPS

	<u>Students</u>		<u>Students</u>		<u>Students</u>
2017-18	180	2020-21	336	Total	1,930
2018-19	248	2021-22	413		
2019-20	301	2022-23	452		

**Other Services for G/T Students**

- Grade or subject acceleration
- Flexible grouping
- Access to STEM/STEAM camps
- Summer enrichment camps
- Advanced courses offered during Summer Academy for grades 1-5
- Parental-engagement activities (e.g., informational meetings, GT101, family STEM nights, parental support)

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Administrative Policy 7.14, Gifted Students: Programs

**Fiscal Impact Statement**

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NA

**Implementation and Assessment Plan**

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NA



**(Item 9) Report with Possible Action on Sustainability Collaboration and Climate Justice**

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**

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At its meeting on February 27, 2020, the Milwaukee Board of School Directors referred Resolution 1920R-016 by Director Peterson to the Committee on Student Achievement and School Innovation (SASI). At its meeting on March 17, 2020, the Board adopted Resolution 1920R-016. The Board’s original action directed that a Climate Justice Curriculum Advisory Committee and a District Sustainability Team be established to carry out implementation of the resolution. In response to the Board’s action, the Administration is providing its regular quarterly report relative to implementing the resolution.

The Office of Academics is leading the Climate Justice Curriculum Advisory Committee, and the Office of School Administration is leading the District Sustainability Team. To ensure alignment to the resolution and consistency, there is cross-representation between them. The Climate Justice Team presented to your Committee work completed in partnership with the Department of Public Instruction. We have curated a Milwaukee Public Schools Climate Justice Resource Hub, which will be the future site of the online climate-justice resources for the District.

The Climate Justice Curriculum Advisory Team has been re-established and met in January to begin work on this important initiative. The District Sustainability and Climate Justice Curriculum Teams, along with a partnering non-profit organization, hosted a delegation from Seattle, Washington, to share best practices with climate-change initiatives and sustainability practices. Grant work is being done to look at the health outcomes for students using our Green and Healthy Schoolyards, installing raised-bed pollinator gardens across the district, and implementing new methods to improve recycling.

The District Sustainability Team presented to your Committee statistics regarding green schoolyard constructed since program inception, including number of trees planted, gallons of water captured, and asphalt surfacing removed. \$5.6 million in grant funding has been secured for the next cohort of five schoolyards to be transformed in summer 2023. Applications have been submitted for both federal- and-state level renewable energy grants.

The District Sustainability and Climate Justice Curriculum teams collaborated with School Nutrition Services and the GE Innovation Labs to share their operations, facilities, and opportunities for waste reduction. MPS high-school students in an environmental intern program organized by a local non-profit agency have presented their spring service projects and are working toward spring project completion.

**Strategic Plan Compatibility Statement**

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

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

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

**Fiscal Impact Statement**

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N/A

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**REGULAR ITEMS OF BUSINESS**

**(Item 1) Reports of the Board’s Delegates**

The Board received reports from its delegates to the Wisconsin Association of School Boards (WASB), to the Head Start Policy Council, and to the District Advisory Council.

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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 MPS's Vision and Mission, the President's activities from January and February 2023 included the following:

**Academic Achievement**

- Attended the monthly meetings of the Board and its committees
- Met twice with social studies teachers and the Administration to discuss high-school graduation requirements in social studies
- Met with social studies leaders to discuss status of critiques of social studies textbooks
- Met with Dr. Posley and DPI Superintendent Jill Underly
- Met with the social studies leader and a consultant regarding status of the Inclusive Perspective Social Studies Committee
- Attended ribbon cutting at Gaenslen library and enjoyed speaking with staff
- On January 27, met with Jennie Ektstein, social studies specialist
- Met with Climate Justice Instructional Coach and Sustainability Manager
- Attended the Wisconsin State Reading Association's convention
- Joined a webinar on ecopsychology, an inter-disciplinary and trans-disciplinary field that focuses on the synthesis of ecology and psychology and the promotion of sustainability

**Effective and Efficient Operations**

- Toured MPS's production kitchens with school nutrition workers
- Went on a walk-through of a building near Rufus King High School with facilities personnel
- Attended the kindergarten enrollment fair
- Visited La Escuela Fratney for a tour of three-year-old learning environments

**Student, Family, and Community Engagement**

- Worked with Director Garcia on an upcoming resolution and worked with Director Leonard to create a resolution regarding an Early Years Success Center
- Supported the work of Resolution 2223r-012 on student voter education & registration
  - Met with administrators to discuss implementation
  - Met with community members
  - Attended a follow-up meeting on voter ID
- Attended national meetings of the Educator Climate Action Network to share the work of MPS and to learn from other districts about climate justice. Also attended several other meetings of the Network
- Met with members of Common Ground to discuss its tutoring program
- Met with Governor Evers regarding budget and other matters
- Joined Dr. Martin Luther King, Jr., Day festivities, including the breakfast and the Speech, Writing, and Art Contest celebration
- Attended the Wisconsin Association of School Boards' state conference
- Received an update on the Reagan renovation in a meeting with the Superintendent, Sean Kane, and Director O'Halloran
- Responded to emails and phone-call inquiries, questions, and concerns from parents, students, staff, and community.

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## RESOLUTIONS

### Resolution 2223R-014

By Directors Peterson and Leonard

WHEREAS, Milwaukee Public Schools is legally obligated and committed to serve all students; and  
 WHEREAS, There exists a need for additional supports for students who have experienced repeated behavior challenges that extend beyond what current programs can address; and

WHEREAS, Some of the students with these severe needs can be successfully serviced and taught at their school of origin, while others require a temporary placement in programs away from their school of origin; and

WHEREAS, MPS has one program in particular for 4th-12th-graders called the Success Center that has proven successful in servicing students whose “behavioral challenges create a significant barrier to their success, happiness; and well-being at school’ with the goal of transitioning those students back to their school of origin after 12 weeks; and

WHEREAS, There has been conversations among some MPS staff about the need to create a similar “Early Years Success Center” for students in K-4 to 3rd grades who have similar behavioral challenges; now, therefore, be it

RESOLVED, That the Administration, working with appropriate staff members including educators from the Success Center, develop a comprehensive plan with the goal of starting a “Early Years Success Center” no later than two months after the start of the (traditional) 2023-24 school year; and be it

FURTHER RESOLVED, That such a plan include the identification of an appropriate MPS facility and a plan to have the Early Years Success Center fully staffed in time for adequate training and planning before receiving students; and be it

FURTHER RESOLVED, That the Administration report back to the Board in the April 2023 board cycle with:

- a) a timeline and description of how they will approach the necessary planning, and
- b) a detail of the anticipated costs so that such costs can be included in the 2023-2024 budget.

*Referred to the Committee on Student Achievement and School Innovation*

### Resolution 2223R-015

by Director Garcia

WHEREAS, Board Governance Policy 1.01, Vision and Mission, states that “[i]ncreased operational and financial efficiencies are consistently pursued to support learning opportunities for our students”; and

WHEREAS, Administrative Policy 4.04, Student Transportation Services, states that “[t]he major purpose of the Milwaukee Public Schools’ Transportation Services is to provide safe, adequate, efficient, and economical service to all eligible Milwaukee resident student”; and

WHEREAS, The Board has consistently adopted budget parameters to “explore operating efficiencies including those related to transportation”; and

WHEREAS, On July 16, 2020, the Board approved an MPS School Reopening Plan for the 2020- 2021 school year which included adoption of a three-tier bell schedule to maximize the efficiency of bus utilization and support social distancing needs under the COVID-19 pandemic; and

WHEREAS, The implementation of the three-tier bell schedule moved eight schools from their previous Tier 1 starting time of 7:30 a.m. to a new Tier 3 starting time of 9:00 a.m.; and

WHEREAS, The eight schools that moved from Tier 1 to Tier 3 were selected with the intent to equitably distribute the impacts of such a change throughout the District and the city; and

WHEREAS, At the conclusion of the 2022-2023 school year, three full school years will have elapsed, providing a reasonable sample of time and data which may be used to analyze and assess the impacts of the Tier changes; now, therefore, be it

RESOLVED, That the Board direct the Administration, in collaboration with the Office of Accountability and Efficiency, to review the impacts of the Tier changes on the eight schools that moved from Tier 1 to Tier 3; and be it

FURTHER RESOLVED, That the analysis of impacts related to the Tier movement include, but not be limited to, enrollment rates at effected schools and those surrounding; and be it

FURTHER RESOLVED, That this review and possible recommendations be brought back to the Board no later than the June 2023 board cycle.

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

**Resolution 2223R-016**

By Director Carr

WHEREAS, Milwaukee Public Schools is perfectly positioned to engage in the exploration of new and innovative school instructional models that will meet the needs of today's student learners and teachers, while also mitigating learning loss, improving districtwide culture and climate, establishing healthy partnerships, demonstrating fiscally responsible spending, and recruiting and retaining quality talent; and

WHEREAS, While the COVID-19 pandemic has presented many new challenges and has widened the pre-existing academic disparities that have significantly impacted historically disadvantaged students the hardest, the pandemic simultaneously has presented opportunities to design and to implement rigorous strategies of evidence-based initiatives, including the piloting and monitoring of new and innovative approaches; and

WHEREAS, Even before the COVID-19 pandemic interrupted learning, many of MPS's students were at a severe disadvantage with disproportionate representation in the lowest percentile of academic achievement in mathematics, reading and science, due to many factors including the digital divide, insufficient academic interventions and special education services, social deprivation, and persistent mental health crises; and

WHEREAS, According to the recent National Assessment of Education Progress (NAEP) report, for grade levels K-8, 14% of MPS students were proficient in English Language Arts while 8% were proficient in Math - MPS achievement data has consistently reflected declines for several years; and

WHEREAS, Many school districts across the country have adopted innovative, robust, and culturally responsive school restructuring strategies/models to prioritize: planning and professional development for Educators; extended, rigorous reading and mathematics instruction; the mental health and social emotional needs of students; student extended-learning opportunities with the support of businesses and community-based organizations; and

WHEREAS, Milwaukee Public Schools' "Mission Aligned Partners" initiative supports the training and development of parents, students, teachers and industry leaders to: gain access to career exploration opportunities, align academic instructional plans to workforce labor market demands, and provide increased flexibility for students to earn credit beyond the traditional school day; and

WHEREAS, Community organizations, small minority-owned businesses, and leaders in youth development have all expressed a desire to collaborate with MPS to provide additional educational and youth-development services, including drivers education, dual enrollment, restorative practices, financial literacy, career pathways and college readiness, and other life-skills training and development opportunities; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby directs the Administration to explore the feasibility of implementing an innovative, robust, and culturally responsive modified school week and instructional model such as a four/five day school week; year-round schools; an early release day once per week; or a late start day once per week. The purpose of this study is to determine how to create more innovative and effective ways to retain our teachers, recruit more, establish a strong and safe districtwide culture, urgently address academic achievement and mental health of students, and leverage community businesses and organizations to support the other non-academic needs of our students and families; and be it

FURTHER RESOLVED, That this feasibility study shall include, but not be limited to:

- analyses of a representative sampling of districts that are comparable with MPS which have implemented a modified school week schedule or innovative instructional model, including the impacts on student achievement; school culture and climate; recruitment and retention of teachers and staff; and any other factors that may have been engendered by such implementation;
- the Wisconsin Department of Public Instruction's mandates for instructional time and structures, including the legality and enforceability of different types of modified school week schedules;

- the probability of students, Teachers, families, community-based organizations, small businesses, funders, and other prospective community partners funding and participating in this initiative;
- the support and resources for, and the feasibility of, employers and business partners supporting this effort with paid internships and apprenticeships and professional extended learning opportunities for students and families of the district;
- the legality and practicality of using underutilized MPS buildings to support local, small minority- owned and -operated businesses with youth-specific service models and deliveries;
- the impact of an innovative school-week schedule on families’ needs for childcare, food and nutritional services, and transportation, and ways in which to address these needs; and
- the feasibility of developing a Parent Engagement Institute where Parent Coordinators will provide additional supports to the parents and families of MPS students; and be it

FURTHER RESOLVED, that the feasibility study should contemplate and make recommendations regarding the design and implementation of a potential pilot program for a modified school week schedule in order to gain a better understanding of the costs and benefits before considering district- wide implementation; and be it

FURTHER RESOLVED, That a School Scheduling Task Force be created to ensure the fidelity of the study, to engage diverse stakeholder groups who are affected by the school day and school week schedule, consider the final conclusions of the feasibility study and make recommendations to the Board for its consideration; and be it

FURTHER RESOLVED, That the Administration and the School Scheduling Task Force are to report their findings to the Board no later than the December 2023 board cycle.

*Referred to the committee on Student Achievement and School Innovation*

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Having disposed of the balance of its agenda, the Board returned to Item Two of the Reports and Communications from the Board Clerk/Chief Officer, Office of Board Governance.

**(Item 2) Action on a Request to Retire to Closed Session for Consideration of, and Possible Action on, Employment, Compensation, and Performance-evaluation Data Relative to the Senior Director, Office of Accountability and Efficiency**

**Background**

Consideration will be given to employment, compensation, and performance-evaluation data relative to the Senior Director, Office of Accountability and Efficiency.

Pursuant to Wisconsin Statutes, §19.85(1)(c), the Board may convene in executive session for the purpose of “considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.”

If the Board determines that it will take action on matters discussed in the closed session, it will do so in open session. Otherwise, the Board may return to open session to proceed with its agenda or the Board may adjourn from the closed session.

**Strategic Plan Compatibility Statement**

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

**Recommendation**

The recommendation is that the Board retire to a closed session, pursuant to Wisconsin Statutes, §19.85(1)(c), to consider employment, compensation, and performance-evaluation data relative to the Senior Director, Office of Accountability and Efficiency.

Director Carr moved to retire to closed session to consider employment, compensation, and performance-evaluation data relative to the Senior Director, Office of Accountability and Efficiency, pursuant to Wisconsin Statutes, §19.85(1)(c).

The motion passed, the vote being as follows:

Ayes — Directors Carr, Garcia, Gokalgandhi, Leonard, O'Halloran, Siemsen, and President Peterson — 7.

Noes — None.

The Board retired to closed session at 8:38 p.m.

The Board adjourned from the closed session at 9:06 p.m.

JACQUELINE M. MANN, Ph.D.  
Board Clerk