

**Minutes for Approval at the Regular October 2021  
Meeting of the Milwaukee Board of School Directors**

**PLEASE REVIEW PRIOR TO THE  
OCTOBER 28, 2021, BOARD MEETING**

	<u>Pages</u>
September 9, 2021 .....	303-312
September 21, 2021 .....	313
September 30, 2021, Regular Monthly Board Meeting.....	315-393



# BOARD OF SCHOOL DIRECTORS MILWAUKEE, WISCONSIN SEPTEMBER 9, 2021

Special meeting of the Board of School Directors called to order by President Peterson at 5:53 p.m.

Present — Directors Carr, Garcia, Gokalgandhi, Herndon, O'Halloran, Taylor, and President Peterson — 7.

Absent and Excused — Directors Leonard and Siemsen – 2.

The Board Clerk read the following call of the meeting:

September 2, 2021

SPECIAL BOARD MEETING  
5:30 p.m., Thursday, September 9, 2021

*(or immediately following the meeting of the Committee on Parent and Community Engagement scheduled to begin at 4:30 p.m.)*

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Robert E. Peterson, a special meeting of the Board of School Directors will be held at 5:30 P.M. on Thursday, September 9, 2021 to consider the following item of business:

1. Follow-up Report with Possible Action on Resolution 2122R-009 Regarding COVID-19 Vaccinations

The Board may retire to closed session, pursuant to Wis. Stat., §19.85(1)(g), to confer with legal counsel 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 Board of School Directors will continue to hold its committee meetings virtually; however, members of the Board may join the meeting from the Central Services building.

JACQUELINE M. MANN, Ph.D.  
Board Clerk

## **(Item 1) Report with Possible Action on Resolution 2122R-009 Regarding COVID-19 Vaccinations**

### **Background**

At its regular meeting on July 29, 2021, the Board referred Resolution 2122R-009 by Director Peterson to the Committee on Accountability, Finance, and Personnel. The resolution directed the Administration to explore the feasibility of implementing mandatory COVID-19 vaccinations for all employees.

At its regular meeting on August 26, 2021, the Board adopted Resolution 2122R-009, as amended, with the understanding that the Administration would bring a plan to a special board meeting the week of September 6, 2021.

The plan outlined below includes details of the findings and feasibility for consideration. The plan outlines employee vaccinations, incentives for eligible students and staff, and health and safety factors.

### **Report Related to Resolution 2122R-009**

#### **Why is a Vaccine Mandate Being Considered?**

MPS has a duty to provide and to maintain healthy and safe learning and work environments for students and staff. Vaccination is the most effective method of reducing the spread of COVID-19. A significant portion of our student population (under the age of 12) is vulnerable to contracting COVID-19, as they are unable to receive the vaccine.

The U.S. Food and Drug Administration has fully approved the Pfizer BioNTech vaccine for people aged 16 and older.

**Vaccine Mandate: Factors to Consider**

**COVID-19 Vaccines for Wisconsin residents**

Updated: 9/3/2021

Percent of Wisconsin residents who have received at least one dose = 55.1% (3,205,962)

**Age**

12-15 .....43.0%	18-24..... 49.2%	35-44 .....61.1%	55-64..... 72.1%
16-17 .....49.1%	25-34..... 53.4%	45-54 .....62.8%	65+..... 84.9%

**Sex**

Female .....58.1%  
 Male .....51.4%  
 0.5% of records were reported without sex.

**Race**

American Indian.....39.0%  
 Asian .....54.9%  
 Black .....32.0%  
 White.....50.4%  
 5.5% of records reported a race of "Other," while 5.5% of records reported an unknown race.

**Ethnicity**

Hispanic.....44.0%  
 Non-Hispanic .....52.9%  
 5.1% of records were reported without ethnicity.

**Vaccine Doses for Wisconsin Residents by Week**

Week	Doses	Week	Doses	Week	Doses	Week	Doses
12/13/20	11,174	3/7/21	304,521	5/30/21	88,711	8/22/21	69,702
12/20/20	29,533	3/14/21	324,734	6/6/21	103,234	8/29/21	71,733
12/27/20	44,045	3/21/21	369,508	6/13/21	75,596	9/5/21	51,860
1/3/21	75,841	3/28/21	390,418	6/20/21	55,670	9/12/21	61,372
1/10/21	88,353	4/4/21	432,783	6/27/21	44,865	9/19/21	49,014
1/17/21	109,097	4/11/21	356,605	7/4/21	37,582	9/26/21	38,895
1/24/21	201,822	4/18/21	318,948	7/11/21	38,799	10/3/21	36,008
1/31/21	223,463	4/25/21	269,996	7/18/21	42,596	10/10/21	10,536
2/7/21	209,896	5/2/21	218,136	7/25/21	46,119	Total	6,283,843
2/14/21	206,986	5/9/21	182,408	8/1/21	55,870		
2/21/21	247,765	5/16/21	170,148	8/8/21	54,524		
2/28/21	299,782	5/23/21	107,922	8/15/21	57,273		

From: <https://www.dhs.wisconsin.gov/covid-19/vaccine-data.htm#map>

July 1	July 8	July 15	July 22	July 29	August 5	August 12	August 19	August 26	September 2
Rate of COVID-19 Cases per 100,000 over Seven Days									
<i>This metric determines current disease burden. Increased burden increases rates of transmission.</i>									
Moderate			Substantial			Extreme			
13.2	16.9	25.9	50.7	95.4	218.4	232.5	224.5	227.2	247.4
Percentage Test Positivity over Seven Days									
<i>This metric determines percent positivity. Percent positivity indicates test availability and transmission trends</i>									
Low			Moderate		High		Substantial		
1.3%	2.0%	3.1%	5.0%	7.5%	10.9%	10.4%	9.7%	9.2%	9.4%
City's Adult Vaccination Rate									
<i>Vaccination rate is calculated based on the City of Milwaukee's adult population (individuals 16 or older)</i>									
47.7%	48.9%	49.5%	50.0%	50.5%	51.0%	51.5%	52.0%	52.7%	53.4%

Data Source: Wisconsin Immunization Registry (WJR) and Wisconsin Electronic Disease Surveillance System (WEDSS)

The metrics used to determine re-opening phases were updated on 3/18/2021, based on CDC's guidance (<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/indicators.html>) and best practices for Milwaukee.

Who will be covered by the mandate?

*All Staff?*

- Certificated staff, classified staff, part-time/seasonal staff, L TEs, Milwaukee Board of School Directors, Office of Board Governance's staff, Office of Accountability & Efficiency's staff, etc., and all interns, student teachers, and volunteers.
- Newly-hired staff.

*Outside Contractors?*

- Which contractors would the mandate apply to?
- Do our service contracts allow for this?
- Do we have to renegotiate our service contracts?

**Consider Implementation Deadlines for All Doses**

- Timeline regarding additional doses.
- Will time off for vaccination be provided or be compensable? How will it be coded and tracked?
- How will proof of vaccination be provided, verified, and stored?

**Establish a Process for Medical or Religious Accommodations**

Pursuant to applicable employment laws, employees would be able to request medical or religious accommodations. COVID-19 testing will be required for individuals who have reasonable accommodations. Any request for accommodation will likely need to be supported by appropriate documentation.

**What Will Be the Consequences of Failing to Comply with a Vaccine Mandate?**

Options include unpaid leave, misconduct proceedings, or termination.

**What Will Be the Options for Getting a Vaccination?**

- MPS school-based clinics
- Community clinics
- Other healthcare providers

Note: There would potentially be fewer legal barriers to providing incentives if vaccinations are provided off-site by third parties.

**Will There Be Testing Options? If Yes, What Will They Be?**

Will mandatory weekly testing be a substitute for being vaccinated?

Caution must be exercised, as the test is considered a medical exam, and differentiating between vaccinated and unvaccinated could lead to exposure.

**Additional Staff and Financial Resources Needed**

- Staff to set up and manage the process, such as technological and human resources.
- Staff to verify compliance and to engage in enforcement and Monitoring of testing
- Staff to process and to manage accommodation requests.
- Staff to respond to requests for information.
- Technological resources to handle the uploading and storage of the compliance data.

**Implementation Considerations**

**Mandate**

- Employees to upload photos of vaccination cards
  - How will employees upload the information? Not all employees have the technology or technical ability. Options:
    - > PeopleSoft has a self-service option for document upload.
    - > Frontline has a health module that could be purchased which would allow for employees to upload medical records and for secure storage/limited access.

- Confidentiality — only select employees should have access.
- Verification — who will verify the documentation?
  - Each card would need to be manually verified.
    - > No capacity in Employment Relations or MPS nursing to verify.
    - > There would need to be follow-up with employees.
    - > Would likely require hiring additional staff or temporary staff.

#### Timeline — How Long Will Staff Have to Implement?

- Vaccines' side effects: time off (not deducted from sick leave) if employee experiences side effects.
- Potential booster — Might need to be mandated as well.
- Customer Service — Would likely need an email and/or a phone number to field staff's questions.
  - Part-time employees — They change quarterly or seasonally. Could be difficult to monitor and to mandate.

#### Testing

The District currently participates in the Department of Health Services' K-12 school testing program. This program may be used for individuals with accommodations who will be tested.

The Administration of weekly COVID-19 testing is to occur offsite — two or three weekly tests

#### *Communication of results*

Employees will continue to work while awaiting test results.

Verification of results?

#### Vaccine Mandate for Contractors/Vendors

There is no standard language in MPS's professional service contracts requiring contractors to comply with MPS's administrative policies and procedures. Some contracts (ex. with Goodwill TalentBridge) might include language in scope of services requiring contractors to abide by all terms and conditions of MPS's Employee Handbook, which includes adherence to MPS's policies and procedures.

To potentially require compliance with a vaccine mandate would require modifications/amendments to existing contracts.

A vaccine mandate may result in reduction of services received from contractors.

#### Existing Administrative Policies and Authority to Implement

- Wisconsin Statutes, Sections 120.13(1), 120.13(35)(a)
- Administrative Policy 6.07, Employee Rules of Conduct
- Administrative Policy 6.08, Health and Safety Staff
- Administrative Policy 6.14, Personnel Records

#### **What are Other Districts Doing?**

##### Washington State School Districts

- Any worker for an operator of an educational institution must be vaccinated by 10/18/2021 (applies to all public and charter schools).
- Policy covers volunteers and on-site contractors. Individuals, such as delivery drivers, who have brief or fleeting contact are exempt.
- Exemptions for disability or sincerely-held religious belief.

##### Philadelphia School District

- All school district employees are required to be fully vaccinated against COVID-19 and to submit appropriate proof of full vaccination status.
- Exemptions for medical reasons and sincerely-held religious beliefs.
- Mandate to apply to contractors.

### Loudoun County Virginia (D.C. Area)

- Mandatory vaccination or submission to weekly testing for all employees.
- After Oct. 1, 2021, employees who have not demonstrated full or partial vaccination status will have to begin weekly testing for COVID-19.
- All staff required to be vaccinated by November 1, 2021.

### Other Units of Government

#### Dane County

- All employees are required to present proof of being fully vaccinated against COVID-19 by August 20, 2021.
- If an employee does not provide proof of his/her fully vaccinated status, he/she must provide proof of a COVID-19 PCR test by August 23, 2021. Thereafter, weekly results are required.
- Failure to follow the vaccination policy may result in disciplinary action, up to and including termination.

#### Milwaukee County

- All employees ( except for Public Safety) are required to submit proof of vaccination by October 1, 2021.
- Medical and religious accommodations will be made.
- Contractors working in high-risk or group-living facilities will be required to be fully vaccinated by October 11, 2021.

#### City of Milwaukee

- Employees must submit proof of vaccination or receive the vaccination by October 29, 2021.
- Medical and religious accommodations are granted.
- Employees who do not comply with the mandate by the deadline will be placed on unpaid leave for up to 30 days. Further failure to comply with the policy will result in separation from employment.
- The Milwaukee Health Department will host vaccination clinics for city employees during the week of September 5, 2021.

### Incentives

#### State of Wisconsin

##### *COVID-19: \$100 Vaccine Reward Program*

Wisconsin residents ages 12 and up who get their first dose of any COVID-19 vaccine from a vaccine provider located in Wisconsin, Michigan, or Minnesota between August 20 and September 19 are eligible for the incentive.

#### Employee-incentive Guidance

##### *The Laws*

- Americans with Disabilities Act
- Genetic Information Non-discrimination Act

##### *EEOC's Guidance*

- Employers can offer vaccine incentives
- Only requesting proof of employee's vaccination — no limits provided
- Restrictions apply if the employer is administering the vaccine
- Incentives (or penalties) are permissible so long as they are "not so substantial as to be coercive."

## Implementation Considerations

### Incentives

#### Options:

- Monetary — ranging from \$100 to \$500
- Paid time off (could be at high cost to District)
- MPS merchandise, gift cards, potential raffle, etc.
- For students: school merchandise, waiver of student fees, etc.

### Employees

#### Districts Offering Incentive to Employees

- Henry County, Georgia: \$1,000
- Detroit, Michigan: \$500
- Porterville, California: \$500
- Anderson County, South Carolina: \$500
- Marlboro County, South Carolina: \$500
- Manteca, California: \$350
- Little Rock, Arkansas: \$300
- Joplin, Missouri: \$250 and a chance to win one of four \$2,500 cash prizes
- San Marcos, Texas: \$250
- Searcy, Arkansas: \$200
- Orange County, Florida: \$200
- Anderson, Indiana: \$150

#### Sample Staff Incentives

##### Raffle

Prize	Number	Total Cost
\$500 donation*	50	\$25,000
\$1,000 donation*	25	\$25,000
Total	75	\$50,000

\*Prizes will be donated to MPS schools or classes of winners' choice.

### Students

#### Districts Offering Incentive to Students

- Anderson County, South Carolina: \$100 for any HS student who voluntarily provides vaccination proof and has guardian consent.
- D.C. Public Schools: Students 12-17 who are vaccinated at upcoming school events receive a \$51 gift card and AirPods (< \$100 value).

#### Sample Student Incentives

##### Raffle

Prize	Number	Total Cost
\$50 Visa gift cards	125	\$6,250
Apple iPads (~\$350)	25	\$8,750
\$1,000 scholarships	10	\$10,000
\$5,000 scholarships	5	\$25,000
Total	165	\$50,000

#### Sample Incentive Costing

		Estimated Cost by Amount of Incentive				
		\$100	\$150	\$200	\$250	\$300
Estimated Eligible Students 12 Years Old or Older	31,205	\$3,120,500	\$4,680,750	\$6,241,000	\$7,801,250	\$9,361,500
Estimated Eligible Staff	11,404	\$1,140,400	\$1,710,600	\$2,280,800	\$2,851,000	\$3,421,200
Total	42,609	\$4,260,900	\$6,391,350	\$8,521,800	\$10,652,250	\$12,782,700

#### Use of ESSER Funds for Incentives

Yes, to the extent that it does not violate any other state or federal laws.

Incentives must be "reasonable" under 2 CFR 200.

A school "might give each vaccinated student a nominal gift card or any other allowable incentive that is reasonable in size and scope and likely to lead to an increase in the rate of vaccinations."

### **Ethical Considerations**

Larger incentives are more likely to induce students and staff to make medical decisions which they would not normally choose.

Vaccine hesitancy among certain segments of our community.

### **Quarantines**

#### **Who Needs to Quarantine**

Individuals who were within six feet of someone with COVID-19 for a total of 15 minutes or more over the course of a day (24 hours). Excludes students who are properly masked within three to six feet of a student with COVID-19.

Individuals who live in the same household as someone with COVID-19.

#### **How Long to Quarantine**

A 14-day quarantine period is recommended for individuals exposed to COVID-19.

Individuals who are fully vaccinated and not experiencing symptoms are not required to quarantine.

Whether or not fully vaccinated, individuals exposed to COVID-19 should watch for symptoms such as fever, cough, shortness of breath, chills, headache, muscle pain, sore throat, or loss of taste or smell for 14 days.

Options that may be considered to shorten quarantine when the individual remains without symptoms:

- Ten-day quarantine without testing.
- Seven-day quarantine with a negative PCR test. Test must occur on fifth day after exposure or later.

### **Contact Tracing**

The District identifies and reports positive cases, symptomatic cases, and close contact cases for students and staff.

Staff and families are notified in writing in the event of exposure to COVID-19 in schools.

MPS continues to collaborate with the Milwaukee Health Department in relation to MPS's students.

Case monitoring is conducted during the regular school day as well as evening and weekend hours to ensure timely notification.

### **Drinking Water in Schools**

All MPS schools have clean drinking water available for students and staff throughout the day.

All drinking fountains have filters to abate lead, particles, etc.

Some drinking fountains have been turned off, but all schools have adequate water-bottle filling stations or fountains available for students and staff.

### **Criteria for Possible Flexible Scheduling**

#### **Schools**

MPS may convert a school to flexible scheduling in the event 3% or more of the total school population tests positive for COVID-19 within a 14-day period.

#### **Classes**

MPS may convert a class to flexible scheduling for 10 days if there are five confirmed positive COVID-19 cases within a 14-day period.

#### **Other Considerations for Possible Flexible Scheduling**

- Size of class or school
- Substantial school spread
- Staffing capacity

- Impact of shared student materials
- School events

### **Plexiglass Barriers**

Plexiglass barriers are available in all schools. Plexiglass barriers are optional where all children are facing forward, but are required where children are facing each other in the classroom. Plexiglass barriers are collected and cleaned, and additional plexiglass barriers may be purchased as needed.

### **Testing Strategy**

MPS is offering lab-based PCR tests to students and staff who exhibit COVID-19 symptoms. Testing is voluntary and will only be conducted with written consent.

MPS will conduct voluntary testing of asymptomatic students and staff in randomly selected schools. A new consent form for any new testing strategy must be distributed and returned.

### **Recommendations**

#### **Vaccine**

The Administration recommends that all Milwaukee Public Schools' employees be required to be fully vaccinated against COVID-19 as a condition of employment or be approved for a medical or religious accommodation. The vaccine mandate will apply to all district employees, including, but not limited to, certificated staff, classified staff, part-time/seasonal staff, limited-term employees (LTEs), the Milwaukee Board of School Directors, staff of the Office of Board Governance and of the Office of Accountability & Efficiency, etc. "Employees" shall also include all interns, student teachers, and volunteers.

All current MPS employees are required to submit proof of being fully vaccinated no later than November 1, 2021, unless a reasonable religious or medical accommodation is approved. All individuals who receive approved accommodations will be required to test for COVID-19 two times a week. Employees not in compliance will be placed on unpaid leave. Continued noncompliance may result in termination.

All newly-hired employees required to submit proof of being fully vaccinated upon hire, unless a reasonable religious or medical accommodation is approved.

#### **Incentives**

The Administration recommends incentivizing all eligible staff and students to be fully vaccinated by November 1, 2021, to protect the health and wellness of all MPS communities.

#### **Health and Safety**

The Administration recommends implementation of the health and safety measures as outlined in this presentation, along with the health and safety measures currently being implemented as outlined in the Roadmap to Readiness plan.

### **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**

Administrative Policy 6.08, Health and Safety

### **Fiscal Impact Statement**

N/A

Director Peterson moved to consider the resolution in four components as follows:

1. Implementing mandatory COVID vaccinations for all employees.
2. Offering incentives for those students who have been vaccinated.
3. Offering incentives for staff who have been vaccinated.

4. Consideration of COVID protocols in MPS.

The motion passed, the vote being as follows:

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

The question being on component #1, implementing mandatory COVID vaccinations for all employees Director Peterson moved approval of the recommendation of the Administration, specifically:

- that all Milwaukee Public Schools employees be required to be fully vaccinated against COVID-19 as a condition of employment or be approved for a medical or religious accommodation;
- the vaccine mandate will apply to all district employees, including, but not limited to, certificated staff, classified staff, part-time/seasonal staff, limited-term employees (LTEs), the Milwaukee Board of School Directors, the staffs of the Office of Board Governance and of the Office of Accountability & Efficiency staff, etc. "Employees" shall also include all interns, student teachers, and volunteers;
- all current MPS employees are required to submit proof of being fully vaccinated no later than November 1, 2021, unless a reasonable religious or medical accommodation has been approved;
- all individuals who receive an approved accommodation will be required to test for COVID-19 two times a week;
- employees not in compliance will be placed on unpaid leave. Continued noncompliance may result in termination; and
- all newly hired employees will be required to submit proof of being fully vaccinated upon hire, unless a reasonable religious or medical accommodation is approved.

The gavel was passed to Vice President Taylor at 7:18 p.m. and returned to President Peterson at 7:23 p.m.

The gavel was passed to Vice President Taylor at 7:38 p.m. and returned to President Peterson at 7:42 p.m.

The gavel was passed to Vice President Taylor at 7:52 p.m. and returned to President Peterson at 7:54 p.m.

The motion passed, the vote being as follows:

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

The question being on component #2, offering incentives for those students who have been vaccinated, Director Herndon moved approval of a \$100 vaccination incentive for students 12 years of age and older who can provide proof of vaccination by November 1, 2021.

The motion passed, the vote being as follows:

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

The gavel was passed to Vice President Taylor at 8:35 p.m. and returned to President Peterson at 8:36 p.m.

The gavel was passed to Vice President Taylor at 9:47 p.m. and returned to President Peterson at 9:49 p.m.

Consideration was given to components #3 and #4 — offering incentives for staff who have been vaccinated, and COVID protocols in MPS, respectively — but no action was taken on either component.

The Board adjourned at 9:54 p.m.

JACQUELINE M. MANN, Ph.D.  
Board Clerk

DRAFT

**BOARD OF SCHOOL DIRECTORS  
MILWAUKEE, WISCONSIN  
SEPTEMBER 21, 2021**

Special meeting of the Board of School Directors called to order by President Peterson at 5:18 p.m.

Present — Directors Garcia, Gokalgandhi, Herndon, Leonard, O'Halloran, Taylor (5:35 p.m.), and  
President Peterson — 7.  
Absent and Excused — Directors Carr and Siemsen — 2.

The Board Clerk read the following call of the meeting:

September 17, 2021

SPECIAL BOARD MEETING  
5:15 p.m., Tuesday, September 21, 2021

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Robert E. Peterson, a special meeting of the Board of School Directors will be held at 5:15 P.M. on Tuesday, September 21, 2021 for the consideration of the following item of business:

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

Executive Session Notice

With respect to Item 1, above, the Board may retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(f), for the purpose of considering disciplinary data of specific persons, and may reconvene in open session to take action on matters considered in executive session and/or to continue with the remainder of the agenda.

This meeting will be broadcast via livestream.

JACQUELINE M. MANN, Ph.D.  
Board Clerk

Wisconsin Statutes, §120.13(1)(e)3, and MPS's Administrative Policy 8.32, Student Expulsion, paragraph (8), a report of the Independent Hearing Officer shall be presented to the Board for approval at the Board's regular monthly meeting and no later than 30 days after the date of an IHO's expulsion order. As more than 30 days would have passed between the regular August and the regular September meetings of the Milwaukee Board of School Directors, the two reports of the Independent Hearing Officers of the Milwaukee Board of School Directors from August 27, 2021, at 9:00 a.m. and 10:30 a.m. were forwarded to the Board for its consideration.

Director Herndon moved to accept the reports of the Independent Hearing Officers from August 27, 2021, at 9:00 a.m. and 10:30 a.m.

The motion passed, the vote being as follows:

Ayes — Directors Garcia, Herndon, Leonard, and President Peterson — 4.  
Noes — Directors Gokalgandhi and Taylor — 2.  
Abstention — Director O'Halloran — 1.

The Board adjourned at 5:37 p.m.

JACQUELINE M. MANN, Ph.D.  
Board Clerk



# BOARD OF SCHOOL DIRECTORS MILWAUKEE, WISCONSIN SEPTEMBER 30, 2021

Regular meeting of the Board of School Directors called to order by President Peterson at 5:34 p.m.

Present — Directors Carr, Garcia, Gokalgandhi, Herndon, Leonard, O'Halloran, Siemsen, Taylor, and President Peterson — 9.

Absent and Excused — None.

Before proceeding with the agenda, President Peterson asked for a moment of silence to commemorate the passing of the following members of the MPS Community:

- Rydell Ards-King, a student at Marshall High School;
- Carole Bailey, a former MPS teacher;
- Nadine Barthuli, a retired teacher from Hayes Bilingual and Riley Montessori;
- Lois Clementi, a former MPS employee;
- Jeanne Crawford, a retired teacher at Doerfler School;
- Brenda Giles, an education assistant at Auer Avenue School;
- Master Anthony Ellis, a student at Bradley Tech
- Sharon Grant, a former manager of the Department of Student Services;
- Olga Jaquez, a retired teacher at Milwaukee Spanish Immersion School;
- Lunell Hughes, a retired teacher from Hopkins-Lloyd School;
- Jose Hurtado, a student at Pulaski High School;
- Peter Leshin, a teacher at Marshall High School;
- Leilani Niese, a former MPS teacher;
- William Quinn, a retired teacher and coach from Madison High School;
- Mimi Soto, a former assistant principal at Hayes Bilingual School; and
- Margetrie Watts, a retired teacher from Carson Academy

## APPROVAL OF MINUTES

The minutes of the special and regular board meetings of August 2021 were approved as printed.

\* \* \* \* \*

## REPORTS AND COMMUNICATIONS FROM THE SUPERINTENDENT OF SCHOOLS

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

#### Background

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

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

Activities from late August through mid-September are also included in the following report.

## **Superintendent's Report, September 2021**

### **Community Kicks Off School Year at Run Back to School Race**

Excitement was truly in the air as Superintendent of Schools, Dr. Keith Posley, kicked off the festivities at Wick Playfield for the 14<sup>th</sup> annual Run Back to School race. On Saturday, August 28, hundreds of runners, volunteers, community leaders, staffers, and students safely gathered for the 5K run/1.5-mile walk through Washington Park to celebrate the start of the 2021-22 school year, which began on August 16 for those schools on the early-start calendar and on September 2 for those schools on the traditional calendar.

After shifting to a series of virtual challenges in 2020, the Run Back to School returned in person this summer to its traditional spot on the final Saturday of August. MPS alumni, teachers, administrators, parents, students, and southeastern Wisconsinites all attended the run to support MPS' growth within the city. The positive energy was palpable throughout the entire morning, as the greater MPS community joined together in the spirit of school unity. Proceeds from the event are used to support youth recreation, wellness, and sports programs throughout the district.

Schools with at least 25 registrants received \$500 mini-grants for their wellness programs. This year, eight schools — MacDowell Montessori, Milwaukee German Immersion, Fernwood Montessori, South Division High School, Hamilton High School, Milwaukee School of Excellence, Zablocki School, and IDEAL School — hit the 25-person mark. The school social workers' group and the MPS Office of Human Resources also turned out for the Run Back to School with more than 25 participants.

MacDowell Montessori, which had put together the largest school-based team, received a \$1,000 grant for youth recreation and wellness programs. In the past, schools have used the grant money to purchase new youth sports uniforms and gym and sports equipment to cover sports registration fees and the rental of the Wacky Wheels Skate Van, and more.

Several prominent community leaders joined the District's families and staff at the race this year, including Mayor Tom Barrett and Lt. Governor Mandela Barnes, who is a proud graduate of Marshall High School.

The Run Back to School also included music, awards for the top finishers in each age group, and carnival games for kids. MPS also provided a COVID-19 vaccine clinic on site for all age-eligible community members.

### **MPS's Elementary Schools Welcome Students Back**

The neighborhood around Rogers Street Academy was filled with excitement on September 2 as families and buses dropped off children for the first day of the new school year. Red carpets were ready, and students on the traditional calendar walked into school surrounded by cheering MPS staff, dignitaries, school partners, and more.

Children were excited to return to school, to see their teachers and friends, and to get ready for hands-on learning. Students, who arrived wearing masks and carrying supplies, were looking forward to getting back into classrooms as MPS returns to full-time in-person learning for the 2021-22 school year.

The morning's celebration included welcome messages from Principal Ramon Cruz; Governor Tony Evers; Lieutenant Governor Mandela Barnes; State Superintendent, Dr. Jill Underly; County Executive, David Crowley; Mayor Tom Barrett; Sheriff Earnell Lucas; Milwaukee Police Chief, Jeffrey Norman; Milwaukee Board of School Directors' President, Bob Peterson; Superintendent, Dr. Keith P. Posley; and MTEA's President, Amy Mizialko. District speakers emphasized the importance of returning to classrooms for academic learning and mental wellness, and also outlined strategies to keep students and staff safe and healthy as the pandemic continues. The District has expanded COVID-19 mitigation measures that began in spring, which include maximizing ventilation, electronic HEPA filtration units throughout buildings, hand-sanitizing stations, frequent handwashing, physical distancing, and wearing of masks by students and staff.

Our teams have worked very hard to ensure safety and to make sure students receive all the supports they need. We recognize how important this school year is, and we are committed to ensuring all students have a chance to achieve.

Rogers Academy is one of 21 bilingual schools in MPS that teach students in both English and Spanish as part of the curriculum. MPS also offers four language-immersion schools (French, German, Italian, and Spanish) and world language courses in a number of languages across the district. To learn more about bilingual education in MPS, visit [mpsmke.com/bilingual](https://mpsmke.com/bilingual).

MPS's early-start schools across the city, including all high schools, middle schools, and connected elementary schools, were back in session on August 16.

### **MPS Rolls out Vaccine Mandate for Staff and a \$100 Incentive for Students**

At its special meeting on Thursday, September 9, 2021, the Milwaukee Board of School Directors approved a COVID-19 vaccination requirement for all staff. Employees are required to become fully vaccinated by November 1, 2021. New employees will be required to submit proof of full vaccination upon hire or be approved for a religious or medical accommodation. Religious and medical accommodations will be allowed, but exempt individuals will be required to take part in COVID-19 testing twice per week.

To encourage students to become vaccinated, the Board also unanimously approved a \$100 incentive for MPS students age 12 and older. Those students who can provide proof of being fully vaccinated by November 1, 2021, are eligible for the incentive. The COVID-19 vaccine is one of the most effective strategies to mitigate the spread of the virus.

Superintendent Posley and district administrators have been working to provide the safest possible environment in schools for staff and students. Measures include electronic HEPA filtration units throughout buildings, face-mask requirements, COVID-19 testing, physical distancing, increased handwashing, and more. We owe it to our students, teachers, staff, and community to take all possible steps to ensure safe schools.

Employees and families will receive more details from the District in the coming days, including how to request an accommodation, how to submit proof of vaccination, COVID-19 testing, noncompliance conditions, and more.

### **Milwaukee Recreation Recognized for Its Commitment to the Highest Level of Service to the Community**

Milwaukee Recreation recently joined the ranks of elite park and recreation agencies across the country by earning accreditation through the Commission for Accreditation of Park and Recreation Agencies (CAPRA) and the National Recreation and Park Association (NRPA). This distinguished accomplishment was awarded on September 23, 2021, during the NRPA's Annual Conference. Only 1.9 percent of park and recreation agencies in the country are accredited. Milwaukee Recreation is one of just three accredited agencies in the state of Wisconsin and is the nation's only school-district-run agency to have received CAPRA's accreditation to date.

CAPRA's accreditation, the only national accreditation for park and recreation agencies, is a measure of an agency's overall quality of operation, of management, and of service to the community. This mark of distinction indicates that an agency has met rigorous standards related to the management and administration of lands, facilities, resources, programs, safety, and services. Milwaukee Recreation's entire team has remained committed to this effort from the beginning and has worked very hard to gather data, to provide information, and to implement new strategies that ultimately allowed it to meet all the CAPRA's standards necessary for accreditation. This work has established a roadmap for the Department and will ensure that its operations and services continue to meet a high level of quality for the Milwaukee community.

The process for accreditation involves a formal application, self-assessments, a site visit by a team of trained individuals (independent of Milwaukee Recreation) that results in a written report, and a hearing before the Commission to grant accreditation. Due to the COVID-19 pandemic, this year's visitations were held virtually. After a highly-scrutinized review of Milwaukee Recreation's operations and programming, CAPRA's accreditation was granted, as the Department demonstrated compliance with all 154 recognized standards. Once accredited, agencies must submit annual reports and undergo a re-accreditation process in five years.

The Commission comprises representatives from NRPA, the American Academy for Park and Recreation Administration, the National Association of County Park and Recreation Officials, the International City/County Management Association, the Academy for Leisure Sciences, the Armed Forces Recreation Network, and the Council of State Executive Directors.

### **Update on Transportation Services and Vaccinations**

As part of this month's report, the Administration will provide an update at the September 30, 2021, meeting of the Milwaukee Board of School Directors on transportation services for the 2021-22 school year and details regarding vaccinations.

**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**

---

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

**Fiscal Impact Statement**

---

N/A

\* \* \* \* \*

The gavel was passed to Vice President at 6:20 p.m. and returned to President Peterson at 6:23 p.m.

**(Item 2) Action on a Request to Amend the Non-instrumentality Charter School Contract with Milwaukee Excellence, Inc. for Milwaukee Excellence Charter School****Background**

---

Milwaukee Excellence Charter School was established as a non-instrumentality charter school beginning with the 2016-17 school year. The current contract is for up to a maximum of 720 FTE pupils in grades 6 through 11. Milwaukee Excellence has two campuses, one located at 4950 North 24<sup>th</sup> Street for grades 6-8, and the other at 3620 North 18<sup>th</sup> Street for grades 9-11.

Milwaukee Excellence's mission is to educate 6<sup>th</sup>- through 12<sup>th</sup>-grade students through rigorous academics and character education essential for success to excel within and graduate from four-year colleges and to pursue the professions of their choice.

On August 26, 2021, the Board approved a lease agreement with Milwaukee Excellence Charter School for the Douglas School located at 3620 N. 18<sup>th</sup> Street.

On September 9, 2021, Administration received notification of a change in leadership at Milwaukee Excellence from Mr. Maurice Thomas, a founder, president, and chief executive officer of the school, to Mr. Rodney Lynk, vice president and chief academic officer. Provided under separate cover is a copy of the correspondence Bill Mahler, President of the board of Milwaukee Excellence, along with the agreed upon contract amendments to reflect the change in leadership and updated location for the students in high school.

**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**

---

Administrative Policy 9.12, Charter Schools

**Fiscal Impact Statement**

---

This item does not authorize expenditures.

**Implementation and Assessment Plan**

---

Upon approval, the amended charter school contract and appendices will be sent to the Department of Public Instruction. Also, the contact/school leader's name will be revised in the lease agreement with Milwaukee Excellence Charter School for the Douglas School located at 3620 N. 18<sup>th</sup> Street.

### **Administration's Recommendation**

The Administration recommends that the Board approve the amendment to the non-instrumentality charter school contract with Milwaukee Excellence, Inc., for Milwaukee Excellence Charter School as well as the revised lease agreement.

Director Carr moved to approve the Administration's recommendation relative to the contract and the lease.

The motion passed, the vote being as follows:

Ayes — Directors Carr, Garcia, Gokalgandhi, Herndon, Leonard, O'Halloran, Siemsen, and President Peterson — 8.

Noes — None.

Temporarily Absent — Director Taylor — 1.

\* \* \* \* \*

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

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

#### **Background**

At the state level, between the State's budget-stabilization fund and unallocated and immediately available funds, Wisconsin continues to maintain an unspent balance of roughly \$3 billion. Updated figures confirming the total will be available in the middle of October.

A number of bills continue to move forward in the Assembly, with the State Superintendent, Dr. Jill Underly, making public comment, as provided under separate cover, about both the content and unusual hearing process related to a number of pieces of legislation. Despite available revenues, legislation has not been introduced to support school districts with basic per-pupil increases and other needs.

At the federal level, work continues on a number of hugely significant pieces of legislation, including President Biden's Build Back Better proposal, which includes substantial policy and funding support for K-12 education.

#### **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 2.13, Board Legislation Program

#### **Fiscal Impact Statement**

This item does not authorize expenditures.

#### **Implementation and Assessment Plan**

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

\* \* \* \* \*

## **REPORTS AND COMMUNICATIONS FROM THE OFFICE OF ACCOUNTABILITY AND EFFICIENCY**

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

#### **Background**

---

The Office of Accountability and Efficiency's (OAE) Report 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 August through mid-September.

#### **Report to the Milwaukee Board Of School Directors, September 2021**

---

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 its FY22 Work Plan. Additionally, the OAE presented the final report on work completed as part of the FY21 Work Plan to the Board during this period.

#### **Accountability and Efficiency Services**

Between August 16, 2021, and September 20, 2021, Accountability and Efficiency Services responded to 12 requests for information/research, two constituents' inquiries, and three requests for data analysis/visualization and completed one special project.

Accountability and Efficiency Services also collaborated with the Department of Research, Assessment and Data on exploration of geospatial reporting options for district research requests and on improved messaging on the previously-transitioned Principal's Landing Page to direct users to the new Data Dashboard.

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

#### **Contract Compliance Services**

During the reporting period, 43 students successfully completed paid summer work-based and project-based learning activities. The placement sites included arts, construction, faith-based, healthcare, hospitality, real-estate, and workforce development. Five students also received state-accredited certificates for completing certified nurse assistant and construction building trades programs.

Staff attended the American Contract Compliance Association's National Training Institute, which provides ongoing comprehensive professional training to individuals working within the following disciplines: affirmative action, contract compliance, labor compliance, minority/women/disadvantaged/small/emerging business enterprises, economic business development, and equal employment opportunity. Two staff members received their Executive Certified Master Compliance Administrator certifications, which required completion of 104 continuing education units.

An inter-governmental Mission Aligned Partner (MAP) requested assistance to develop strategies to increase pre-apprenticeship opportunities throughout Milwaukee County. The efforts continue to focus on early awareness and exposure activities related to Communities In Need (COIN) for students.

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

#### **Strategic Plan Compatibility Statement**

---

Goal 3, Effective and Efficient Operations

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

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

\* \* \* \* \*

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

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

The 19 reports of the Independent Hearing Officers of the Milwaukee Board of School Directors from the following dates and times were presented for the Board's consideration and action:

- August 27, 2021, at 9:00 a.m., 10:30 a.m.
- August 31, 2021, at 10:00 a.m., 11:00 a.m.
- September 7, 2021, at 12:00 p.m., 1:30 p.m.
- September 14, 2021, at 3:00 p.m.
- September 16, 2021, at 1:30 p.m.
- September 17, 2021, at 9:00 a.m., 10:00 a.m., and 1:30 p.m.
- September 21, 2021, at 9:00 a.m., 10:30 a.m., 11:30 a.m., 1:30 p.m., and 2:30 p.m.
- September 22, 2021, at 8:00 a.m., 9:00 a.m., and 10:00 a.m.
- September 23, 2021, at 9:00 a.m., 10:00 a.m.

Also provided under separate cover were the monthly expulsion summaries.

Director Carr moved to accept the reports of the Independent Hearing Officers of August 27 and 31, and of September 7, 14, 16, 17, 21, 22, 23, 2021.

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

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

Noes — Directors Gokalgandhi and Taylor — 2.

\* \* \* \* \*

**REPORTS OF STANDING COMMITTEES**

Separate consideration was requested of the following item:

- Report of the Committee on Accountability, Finance, and Personnel, Item Two, Action on Recommended Administrative Appointments, Promotions, Reassignments and Reclassifications, Salary Increases/Decreases, and Limited-term Employment (LTE) Contracts Exceeding 60 Days, which had been set aside, as it had been 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, Herndon, Leonard, O'Halloran, Siemsen, Taylor, and President Peterson — 9.

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, and Affirmative Action Report**

**Classified Personnel Transactions**

Code	Name	Position	Salary	Date
<b>New Hires</b>				
2	Trinity Barnes	Building Service Helper I	\$15.18/hr.	08/16/2021
2	Toriyana Buford	Building Service Helper I	\$15.18/hr.	08/16/2021
2	Andre Carter	Building Service Helper I	\$15.18/hr.	08/02/2021
2	Daniel Davis	Building Service Helper I	\$15.18/hr.	07/26/2021
7	Keshaw Davis	Building Service Helper I	\$15.18/hr.	08/02/2021
2	Angel Dorsey	Building Service Helper I	\$15.18/hr.	08/09/2021
2	Tifany Gatson	Building Service Helper I	\$15.18/hr.	08/16/2021
2	Latrice Hardy	Building Service Helper I	\$15.18/hr.	07/26/2021
2	April Johnson	Building Service Helper I	\$15.18/hr.	08/02/2021
2	Daiquan Parks Jackson	Building Service Helper I	\$15.18/hr.	08/09/2021
6	Lahlasha Phillips	Building Service Helper I	\$15.18/hr.	08/09/2021
2	Youlonda Robinson	Building Service Helper I	\$15.18/hr.	08/09/2021
2	Derrick Smith Brown	Building Service Helper I	\$15.18/hr.	08/16/2021
5	Johnathan Ailant	Boiler Attendant Trainee	\$37,102.00	08/23/2021
2	Darien Jackson	Boiler Attendant Trainee	\$37,102.00	08/23/2021
4	Alex Ojeda	Boiler Attendant Trainee	\$37,102.00	08/23/2021
2	Priscilla Brooks	Children's Health Assistant	\$21,645.00	08/26/2021
2	Veronica Davis	Children's Health Assistant	\$21,645.00	08/09/2021
2	Helen Duncan	Children's Health Assistant	\$18,139.00	08/26/2021
2	Keesha Gibson	Children's Health Assistant	\$21,645.00	08/26/2021
2	Breanna Smith	Children's Health Assistant	\$19,307.00	08/26/2021
5	Kathryn Vaggalis	Children's Health Assistant	\$18,723.00	08/26/2021
2	Sandra Villarreal	Children's Health Assistant	\$18,139.00	08/26/2021
2	Lashonda Wilson	Children's Health Assistant	\$18,139.00	08/09/2021
2	Zilpha Jackson	Food Service Assistant	\$19.74/hr.	08/17/2021
2	Fredrick Jackson	IT Service Technician	\$51,312.00	08/23/2021
2	Monique Abernathy	Para Ed Assistant	\$18,872.00	08/09/2021
2	Stephanie Bach	Para Ed Assistant	\$18,872.00	08/26/2021
2	Deitra Banks	Para Ed Assistant	\$19,334.00	08/26/2021
2	Sharon Bell	Para Ed Assistant	\$19,334.00	08/09/2021
5	Emily Bodilly	Para Ed Assistant	\$19,334.00	08/26/2021
4	Cariermy Boquett	Para Ed Assistant	\$18,872.00	08/09/2021
2	Andrea Branch	Para Ed Assistant	\$18,872.00	08/26/2021
4	Behlen Casillas	Para Ed Assistant	\$18,872.00	08/09/2021
4	Nicole Ceja	Para Ed Assistant	\$20,028.00	08/26/2021
2	Tanaia Clark	Para Ed Assistant	\$18,872.00	08/26/2021
2	Jouta Cross	Para Ed Assistant	\$18,872.00	08/09/2021
5	Jo Gassner	Para Ed Assistant	\$18,872.00	08/12/2021
2	Claudia Hill	Para Ed Assistant	\$23,366.00	08/19/2021
4	Angelita Jalan	Para Ed Assistant	\$20,722.00	08/26/2021
2	Raquel Jones	Para Ed Assistant	\$19,334.00	08/26/2021
2	Avionna King	Para Ed Assistant	\$21,416.00	08/16/2021
4	Nina King	Para Ed Assistant	\$18,872.00	08/26/2021
5	Carmen Kriewaldt	Para Ed Assistant	\$18,872.00	08/26/2021
5	Grace Lammeman	Para Ed Assistant	\$20,028.00	08/26/2021
5	Thomas LaMothe	Para Ed Assistant	\$20,722.00	08/09/2021
2	Kenneth Luckette	Para Ed Assistant	\$18,872.00	08/09/2021
5	Angie Mader Deen	Para Ed Assistant	\$18,872.00	08/26/2021

Code	Name	Position	Salary	Date
5	Catherine Mazaba	Para Ed Assistant	\$18,872.00	08/09/2021
2	Kierra McDonald	Para Ed Assistant	\$18,872.00	08/09/2021
5	Gail Mosser	Para Ed Assistant	\$18,872.00	08/09/2021
4	Jessica Nieves	Para Ed Assistant	\$18,872.00	08/26/2021
4	Saraiza Perez	Para Ed Assistant	\$20,028.00	08/27/2021
5	Haley Plucheck	Para Ed Assistant	\$20,028.00	08/09/2021
5	Cynthia Powers	Para Ed Assistant	\$20,028.00	08/26/2021
5	Michaela Prall	Para Ed Assistant	\$19,334.00	08/09/2021
2	Jabari Robinson	Para Ed Assistant	\$18,872.00	08/26/2021
5	Patrick Santi	Para Ed Assistant	\$18,872.00	08/09/2021
5	Anne Schmidt	Para Ed Assistant	\$20,028.00	08/26/2021
5	Ryan Schmitz	Para Ed Assistant	\$18,872.00	08/09/2021
5	Kurt Schneider	Para Ed Assistant	\$22,803.00	08/26/2021
4	Mayra Solis	Para Ed Assistant	\$20,028.00	08/26/2021
2	Mariona Suggs	Para Ed Assistant	\$20,028.00	08/26/2021
4	Maria Villarreal	Para Ed Assistant	\$20,722.00	08/09/2021
4	Diana Vizcaya Kroger	Para Ed Assistant	\$18,872.00	08/26/2021
2	Stacy Watson	Para Ed Assistant	\$18,872.00	08/26/2021
2	LaDonna Williams	Para Ed Assistant	\$18,872.00	08/24/2021
5	Kyle Witty	Para Ed Assistant	\$22,803.00	08/09/2021
4	Juan Yopez Alastre	Para Ed Assistant	\$22,017.00	08/26/2021
4	April LaBoy	Para Ed Assistant — Hourly	\$16.82/hr.	08/23/2021
5	Denise Long	Para Ed Assistant — Parent Involvement	\$27,629.00	08/26/2021
2	Douglas Jackson	Plasterer	\$36.72/hr.	08/16/2021
4	Christopher Trejo	Print Production Designer	\$39,270.00	08/02/2021
2	Stephanie Adekanbi	School Bookkeeper	\$38,554.00	08/23/2021
5	Annette Durfee	School Bookkeeper	\$38,554.00	08/23/2021
7	Michael Botelho	School Safety Assistant	\$23,513.00	08/09/2021
2	Jeffrey Brown	School Safety Assistant	\$25,887.00	08/09/2021
2	Sarina Gidarisingh	School Safety Assistant	\$23,513.00	08/09/2021
2	Chasity Jackson	School Safety Assistant	\$23,513.00	08/09/2021
2	Ciera Leonard	School Safety Assistant	\$23,513.00	08/13/2021
2	Latusha Malone	School Safety Assistant	\$23,513.00	08/09/2021
6	Valerie Manuel	School Safety Assistant	\$28,570.00	08/09/2021
2	Tremell McBride	School Safety Assistant	\$24,993.00	08/09/2021
2	Chas Sledge	School Safety Assistant	\$23,513.00	08/09/2021
2	Shanice Stewart	School Safety Assistant	\$23,513.00	08/13/2021
2	Dominique Williams	School Safety Assistant	\$23,513.00	08/09/2021
2	Dekendria Edwards	School Secretary I — 10-month	\$27,060.00	08/23/2021
5	Asia Mealey	School Secretary I — 10-month	\$29,929.00	08/23/2021
2	Aquanta Odekunle	School Secretary I — 11-month	\$29,766.00	08/23/2021
2	Barbara Rutledge	School Secretary I — 11-month	\$31,870.00	08/16/2021
2	Lynnyetta Tiggs	School Secretary I — 12-month	\$33,570.00	08/09/2021
5	Taylor Flom	School Kitchen Manager Trainee	\$15.54/hr.	08/17/2021
2	Savana Gregory	Social Work Aide II	\$17,394.00	08/09/2021
2	Patricia Hilliard	Social Work Aide II	\$20,432.00	08/09/2021

**Promotions**

2	Treasz King	Children's Health Assistant	\$21,382.00	08/26/2021
2	Ivan Taylor	Children's Health Assistant	\$21,645.00	08/09/2021
2	Monica Claypool	Para Ed Assistant	\$21,416.00	08/26/2021
2	Kendra Pearson	Para Ed Assistant	\$21,416.00	08/20/2021
3	Seng Vang	Para Ed Assistant	\$19,334.00	08/26/2021
2	Tracy Swan	Para Ed Assistant — Parent Involvement	\$29,479.00	08/09/2021
2	Chesa Sykes Cleveland Coleman	Para Ed Assistant — Parent Involvement	\$20,722.00	08/26/2021
5	Kylee Marema	School Bookkeeper	\$33,409.00	08/09/2021
4	Norma Gonzalez	School Kitchen Manager Trainee	\$17.36/hr.	08/26/2021

**Rehires**

2	Rhonda Cooper	Building Service Helper I	\$15.18/hr.	07/26/2021
2	Stacey Willis	Boiler Attendant Trainee	\$41,717.00	08/23/2021

Code	Name	Position	Salary	Date
2	Dianca Ducksworth	Children's Health Assistant	\$21,645.00	08/09/2021
4	Maria Rodriguez	Children's Health Assistant	\$19,892.00	08/26/2021
4	Allan Cazco	Human Resources Assistant	\$40,885.00	08/23/2021
5	Jamie Brady	Para Ed Assistant	\$20,722.00	08/26/2021
5	Emily Ernest	Para Ed Assistant	\$19,334.00	08/26/2021
2	Monique Hill	Para Ed Assistant	\$22,526.00	08/09/2021
2	Candace Knaebe	Para Ed Assistant	\$22,110.00	08/26/2021
2	Stephanie McAllum	Para Ed Assistant	\$19,334.00	08/26/2021
5	Linda Mucha	Para Ed Assistant	\$18,872.00	08/26/2021
5	Kelly Radermacher Butts	Para Ed Assistant	\$22,803.00	08/26/2021
2	Paris Reel	Para Ed Assistant	\$20,028.00	08/26/2021
2	Jonathan Spruill	Para Ed Assistant	\$20,722.00	08/26/2021
2	Victor Toliver	Para Ed Assistant	\$19,334.00	08/09/2021
2	India Blunt	Para Ed Assistant — Parent Involvement	\$25,162.00	08/16/2021
2	Rasia Gilchrist	School Safety Assistant	\$23,513.00	08/09/2021
2	Maurice Hampton	School Safety Assistant	\$24,099.00	08/13/2021
2	Chasity West	School Safety Assistant	\$27,676.00	08/09/2021
2	Charlezetta Scott-Whitehead	School Secretary I — 10-month	\$27,060.00	08/23/2021
2	Danielle Walters	School Secretary I — 10-month	\$28,973.00	08/23/2021
2	Angela Ellis	School Secretary I — 12-month	\$38,544.00	08/02/2021

## 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	Assignment	Div.*	Salary	Date
<b>School Support Teachers</b>					
5, r	Bruno, Deborah S		01/MA	\$67,802.00	8/26/2021
5, r	Klopp, Stefanie Lynn		01/MA	\$71,409.00	8/26/2021
<b>Teachers</b>					
5, nr	Anguil, Caitlin D	AMP Art	01/BA	\$48,168.00	8/26/2021
5, nr	Argenzio, Melissa	AMP HPE	01/MA	\$53,373.00	8/26/2021
5, r	Asplin, Tracy	Multi-categorical Comp SEN	01/BA	\$49,817.00	8/26/2021
5, nr	Bott, Kathy	Gen'l Elem & K8 — All Grades	01/BA	\$54,764.00	8/26/2021
5, r	Brown, Mariah K	Health & Phy Ed	01/BA	\$46,519.00	8/26/2021
5, r	Casalino, Kaila R	Specialty Program Implementor	01/BA	\$44,870.00	8/26/2021
2, r	Doyle, Tianna T	Kindergarten (four-year-old)	01/BA	\$44,870.00	8/26/2021
5, r	Fitzgerald, Shannon	SAGE	01/BA	\$54,764.00	8/26/2021
6, r	Gilbert, Sara Ann	Gen'l Elem & K8 — All Grades	01/BA	\$49,817.00	8/26/2021
5, r	Gahnz, Sydney	SAGE	01/MA	\$53,373.00	8/26/2021
5, nr	Hayes, Katie A	Learning Coordinator; Implementor	01/BA	\$63,009.00	8/26/2021
5, r	Johns, Christopher M	Multi-categorical Comp SEN	01/BA	\$63,009.00	8/26/2021
5, nr	Kasik, Kelsey	Spec Ed Multi-categorical	01/BA	\$53,115.00	8/26/2021
5, r	Keiner, Emily C	AMP Music	01/BA	\$44,870.00	8/26/2021
5, r	Lade, Jennifer J	Spec Ed Multi-categorical	01/MA	\$65,998.00	8/26/2021
5, nr	Lutzen, Destiny	Gen'l Elem & K8 — All Grades	01/BA	\$44,870.00	8/26/2021
5, r	Lynch, Ian M	AMP Art	01/BA	\$44,870.00	8/26/2021
5, nr	Morris, Philip A	AMP HPE	01/BA	\$51,466.00	8/26/2021
4, nr	Orona, Maria I	Bilingual Education	01/MA	\$67,802.00	8/26/2021
5, nr	Owens, Melissa J	Gen'l Elem & K8 — All Grades	01/BA	\$44,870.00	8/26/2021
5, nr	Patrow, Grace E	Spec Ed Multi-categorical	01/BA	\$44,870.00	8/26/2021
4, nr	Pedroza Nino, Emmanuel	Bilingual Education	01/MA	\$60,587.00	8/26/2021
4, r	Quezada, Ana C	Gen'l Elem & K8 — All Grades	01/BA	\$44,870.00	8/26/2021
4, r	Ramos, Aislinn	AMP Music	01/BA	\$44,870.00	8/26/2021
5, r	Rydholm, Madeline Grace	AMP Music	01/BA	\$44,870.00	8/26/2021
2, r	Sheets, Tomera L	Gen'l Elem & K8 — All Grades	01/BA	\$44,870.00	8/26/2021

Codes	Name	Assignment	Div.*	Salary	Date
5, r	Stalteri, Jeanne Marie	AMP Music	01/BA	\$49,817.00	8/26/2021
5, r	Zacharias, Quinn A	Gen'l Elem & K8 — All Grades	01/BA	\$46,519.00	8/26/2021
<b>Library Media Specialists</b>					
5, r	Gehweiler, Grant J	Library	01/2F	\$46,985.00	8/18/2021
5, r	Korpela, Wesley	Library	01/2FB	\$46,985.00	8/18/2021
<b>Speech Pathologists</b>					
5, r	Blachowicz, Nicole	Speech Pathology	01/SLP	\$50,501.00	8/26/2021
5, r	Kreis, Madeline	Speech Pathology	01/SLP	\$50,501.00	8/26/2021
4, r	Matamoros, Itzel C	Speech Pathology	01/SLP	\$50,501.00	8/26/2021
5, r	Wirth, Megan Rose	Speech Pathology	01/SLP	\$50,501.00	8/26/2021
<b>School Social Workers</b>					
2, nr	Flinn, Marvalene Shonte	School Social Work	01/2A	\$56,324.00	8/18/2021
5, r	Knighter, Elizabeth L	School Social Work	01/2A	\$58,127.00	8/18/2021
4, r	Martinez, Nancy Aracely	School Social Work	01/2A	\$56,324.00	8/18/2021
4, r	Quinonez, Marissa	School Social Work	01/2A	\$56,324.00	8/18/2021
5, nr	Rosman, Amanda N	School Social Work	01/2A	\$56,324.00	8/18/2021
5, nr	Sobczak, Scott Alan	School Social Work	01/2A	\$56,324.00	8/18/2021
5, r	Stern, Aaron M	School Social Work	01/2A	\$56,324.00	8/18/2021
<b>School Social Worker, Early Start</b>					
5, nr	Liverseed, Joseph	Social Work	01/2A	\$56,324.00	8/2/2021
<b>Occupational Therapist</b>					
5, nr	Klausegger, Kathryn Heather	Therapist, Occupational	01/OTM	\$55,315.00	8/26/2021
5, nr	Spicuzza, Stephanie	99-457 Early Childhood	01/OTM	\$51,708.00	8/26/2021
<b>Teachers, Early Start</b>					
6, nr	Allotey, Dolly	Spec Ed Multi-categorical	01/MA	\$47,962.00	8/9/2021
5, r	Bartel, Andrew	AMP HPE	01/MA	\$58,784.00	8/9/2021
2, r	Bethly, Shavonda T	Spec Ed Multi-categorical	01/MA	\$51,569.00	8/9/2021
5, nr	Caldwell, Terra	School Support Teacher	01/BA	\$44,870.00	8/9/2021
5, r	Doiron, Jesse J	Science	01/MA	\$62,391.00	8/9/2021
5, nr	Farley, Courtney	English as a Second Language	01/BA	\$49,817.00	8/9/2021
5, r	Gevaart, Samantha R	English as a Second Language	01/BA	\$48,168.00	8/9/2021
5, nr	Glazewski, Aaron J	Science	01/BA	\$44,870.00	8/9/2021
5, r	Glowacki, Joseph	Science	01/BA	\$48,168.00	8/9/2021
5, r	Haas, Emily L	Bilingual Education	01/BA	\$44,870.00	8/9/2021
5, nr	Hagaman, Jennifer	Gen'l Elem & K8 — All Grades	01/BA	\$63,009.00	8/9/2021
5, r	Halterman, Olivia A	AMP Music	01/BA	\$44,870.00	8/9/2021
4, r	Irizarry, Martin Jude	AMP Music	01/BA	\$48,168.00	8/9/2021
5, nr	Kubeny, John Jacob	English as a Second Language	01/BA	\$44,870.00	8/9/2021
3, r	Kueng, Mohni S	Spec Ed Multi-categorical	01/BA	\$54,764.00	8/9/2021
5, nr	Moore, Allison N	Music	01/BA	\$44,870.00	8/9/2021
5, r	Naus, Steven J	Bilingual Education	01/BA	\$51,466.00	8/9/2021
4, r	Newton, Meredith E	Multi-categorical Comp SEN	01/BA	\$44,870.00	8/9/2021
5, r	Passmore, Joseph W	Social Studies	01/BA	\$44,870.00	8/9/2021
5, r	Piat Stadler, Valerie D	Foreign Language	01/MA	\$51,569.00	8/10/2020
4, r	Ramirez, Erica L	Multi-categorical EEN	01/BA	\$44,870.00	8/9/2021
5, nr	Ratkowski, Alexa N	Class-size Reduction	01/BA	\$44,870.00	8/9/2021
5, r	Spitz, Thomas J	AMP Music	01/BA	\$59,711.00	8/9/2021
5, r	Stran, Matthew	Bilingual Education	01/MA	\$56,980.00	8/9/2021
2, r	Telford, Shakayla R	Multi-categorical Comp SEN	01/BA	\$44,870.00	8/9/2021
5, nr	Turnacliiff, Sheri L	English	01/MA	\$67,802.00	8/9/2021
4, r	Velazquez, Daisey	Foreign Language	01/BA	\$44,870.00	8/9/2021
<b>Library Media Specialists, Early Start</b>					
4, nr	Rodriguez Sanchez, Glorimar	AMP LIB	01/2FM	\$53,999.00	8/2/2021

Codes	Name	Assignment	Div.*	Salary	Date
<b>School Counselors, Early Start</b>					
1, r	Behling, Caitlin	Guidance	01/MA	\$47,962.00	8/9/2021
6, nr	Blain, Olivia M	Guidance	01/MA	\$47,962.00	8/16/2021
2, r	Giles, Sofia	Guidance	01/MA	\$60,587.00	8/9/2021
5, r	Littlejohn, Abigail Rebekah	Guidance	01/MA	\$47,962.00	8/9/2021
<b>Speech Pathologists, Early Start</b>					
5, r	Collins, Lynsey	Speech Pathology	01/SLP	\$50,501.00	8/9/2021
4, r	Rivera, Lauren B	Speech Pathology	01/SLP	\$50,501.00	8/9/2021
<b>Literacy Leader</b>					
5, r	Hansen, Jacquelyn M	Literacy Programs	1C/MA	\$84,694.00	8/26/2021
<b>School Psychologists</b>					
5, nr	Fischer, Kathryn	C.S. — Psychological Services	FLT/51C	\$60,249.00	8/18/2021
2, r	Wells, Whitney M	CS — Psychological Services	FLT/51C	\$57,844.00	8/18/2021
<b>School Psychologist, Early Start</b>					
5, r	Maurice, Samuel	HS/MS Psych Services	FLT/51C	\$60,249.00	8/2/2021
<b>Permit Teachers</b>					
2, r	Anderson, Shameka	Gen'l Elem & K8 — All Grades	XX/4W2	\$44,073.00	8/26/2021
5, r	Emerson, Hilary A	Gen'l Elem & K8 — All Grades	XX/4W2	\$44,073.00	8/26/2021
2, r	Farmer, Shekeya T	Kindergarten (three-year-old)	XX/4W2	\$44,073.00	8/26/2021
5, r	Hasebroock, Gracia Louise	Gen'l Elem & K8 — All Grades	XX/4W2	\$44,870.00	8/26/2021
2, r	Haslett, Lenard Andre	Early Childhood Spec Ed	XX/4W2	\$44,073.00	8/26/2021
2, r	Hunt, William F	Art	XX/4W2	\$44,073.00	8/26/2021
5, r	Knight, Rosalind M	AMP Art	XX/4W2	\$44,073.00	8/26/2021
4, r	Noyola, Ruby M	Gen'l Elem & K8 — All Grades	XX/4W2	\$44,073.00	8/26/2021
4, r	Rodriguez, Yadira	Early Childhood Spec Ed	XX/4W2	\$44,073.00	8/26/2021
5, nr	Schein, Hannah J	Spec Ed Multi-categorical	XX/4W2	\$44,073.00	8/26/2021
1, r	Schliegh, Melissa A	Early Childhood Spec Ed	XX/4W2	\$44,073.00	8/26/2021
5, r	Scott, Damon	Gen'l Elem & K8 — All Grades	XX/4W2	\$44,073.00	8/26/2021
<b>Permit Teachers, Early Start</b>					
2, nr	Barr, Alicia	Science	XX/4W2	\$44,073.00	8/9/2021
5, r	Berkin, Amy D	K-8 Schools	XX/4W2	\$44,073.00	8/9/2021
5, nr	Casper, Tara J	Multi-categorical Comp SEN	XX/4W2	\$44,073.00	8/9/2021
5, nr	Djordjevic, Petar	Technical Services	XX/4W2	\$44,073.00	8/9/2021
2, r	Holliman, Sherice A	Gen'l Elem & K8 — All Grades	XX/4W2	\$44,073.00	8/9/2021
2, r	Hunt, Lafreddie J	Multi-categorical Comp SEN	XX/4W2	\$44,073.00	8/9/2021
5, r	Kassens, Annie	Art	XX/4W2	\$44,073.00	8/9/2021
5, nr	Kurszewski, Therese A	Kindergarten (four-year-old)	XX/4W2	\$44,073.00	8/9/2021
2, r	Mayweather, Angela Y	Gen'l Elem & K8 — All Grades	XX/4W2	\$44,073.00	8/9/2021
4, r	Serrano Rivera, Jeniffer A	Multi-categorical EEN	XX/4W2	\$44,073.00	8/9/2021
5, r	Sponcia, Kristin J	Music	XX/4W2	\$44,073.00	8/9/2021
6, nr	Temsamani, Loubaba	Foreign Language	XX/4W2	\$44,073.00	8/9/2021
2, r	Thomas, Lakia K	Science	XX/4W2	\$44,073.00	8/23/2021
4, nr	Tolozza Pabon, Octavio	Multi-categorical EEN	XX/4W2	\$44,073.00	8/9/2021
4, r	Webb, Lisa M	Spec Ed Multi-categorical	XX/4W2	\$44,073.00	8/9/2021

**\*Key**

(B) (BA) Bachelor's Level (Teachers)

(C) (MA) Master's Level (Teachers)

Codes:	Counts				
	Teachers	SSW	Psych	Other	Total
1 Native American	1	0	0	1	2
2 African American	13	1	1	1	16

Codes:	Counts				
	Teachers	SSW	Psych	Other	Total
3 Asian/Oriental/Pacific Islander	1	0	0	0	1
4 Hispanic	16	2	0	0	18
5 White	59	5	2	4	70
6 Other	3	0	0	1	4
7 Two or more ethnic codes	0	0	0	0	0
Males	22	3	1	0	36
Females	71	5	2	7	85
r Resident					
nr Non-resident					
a Reappointment without tenure					
b Reappointment with tenure					

### Certificated Leaves of Absence

	<u>Present Assignment</u>	<u>Effective From</u>
Illness Leave, April 2021 Fawn Wosika	Out of Assignments (pending)	4/27/2021
Illness Leave, May 2021 Makesha Biles	DCS Schools — Home & Hosp.	5/17/2021
Illness Leave, August 2021 Talesha Campbell Joyce Whitaker	Bay View Middle & High School Out of Assignments	8/09/2021 8/26/2021
Personal Leave, August 2021 Debra Timko	Out of Assignments	8/26/2021
Personal Leave, September\ 2021 Wesley Friedrich	Milw. High School of the Arts	9/07/2021
Personal Leave, November 2021 Kathleen Schuppner	Fairview School	11/18/2021

### Report on Certificated Resignations and Classified Retirements

Reason	Yrs Svc	Code	Name	Position	Location	Date
<b>Certificated Resignations</b>						
Personal	4.5	2	Junay Alexander	Teacher	Kluge	08/09/2021
Personal	1.0	5	Vincent Ambrosio	Counselor	Central Svcs	07/30/2021
Personal	0.7	2	Brandi Anthony	Counselor	Roosevelt	08/06/2021
Retire	30.0	2	Barry Applewhite	Principal	Marshall	09/07/2021
Other Dist	4.0	2	Keana Berkhalter	Teacher	Douglas	07/27/2021
Personal	9.0	2	Isiah Bonds	Teacher	Douglas	08/06/2021
Personal	11.9	4	Patricia Briones	Teacher	Spanish Imm	08/02/2021
Other Dist	3.8	5	Mercedes Brown	Teacher	95th Street	08/25/2021
Other Dist	8.0	2	Derrick Cole	Teacher	Kilbourn	07/30/2021
Personal	1.6	5	Paul Dworschack Kinter	Teacher	HS of the Arts	08/19/2021
Other Dist	23.0	2	Angela Dye	Teacher	Marshall	08/06/2021
Other Dist	2.0	5	Lauren Eder	OT	Central Svcs	08/05/2021
Personal	8.5	2	Corey Franklin	Teacher	Wedgewood	07/30/2021
Other Dist	8.0	4	Richard Garduno	Teacher	Mitchell	07/22/2021
Personal	1.9	5	Katherine George	Teacher	Carver	06/15/2021
Other Dist	8.0	5	Deb Gerner	Teacher	Milw Sign Lang	08/20/2021
Personal	0.1	5	Jennifer Hagaman	Teacher	Obama SCTE	08/18/2021
Personal	5.0	5	William Henderson	Teacher	Hamilton	08/20/2021
Personal	5.0	5	Heather Holst	Teacher	95th Street	08/18/2021
Other Dist	11.6	5	Christopher Karabon	AP	Milw Sch of Lang	08/20/2021
Other Work	5.0	5	Sally Kellman	Coord II	Central Svcs	08/13/2021
Retire	34.7	5	Juliana Kelly	Teacher	Morgandale	08/25/2021
Personal	1.0	3	Kamei Kim	Teacher	Starms	07/30/2021
Other Work	3.0	5	Brooke Knue	Teacher	Grantosa	08/10/2021

Reason	Yrs Svc	Code	Name	Position	Location	Date
Personal	1.0	3	Grace Korthals	Teacher	South Division	06/30/2021
Personal	1.0	5	Calvin Krafcheck	Teacher	Gaenslen	08/16/2021
Personal	1.0	5	Brett Lipshutz	Teacher	JMAC	08/02/2021
Other Dist	23.0	5	Julie Love	Teacher	Bethune	08/14/2021
Personal	1.0	5	Paige Martin	Teacher	Bruce	08/02/2021
Other Work	6.5	2	Kermit McClendon	Teacher	Meir	08/04/2021
Personal	3.0	2	Ashley McDowell	Teacher	Story	07/21/2021
Retire	21.0	2	Carol McKay	Principal	Obama SCTE	09/30/2021
Other Dist	0.1	5	Debra McRoberts	Teacher	MACL	08/12/2021
Personal	3.0	3	Nachia Moua	Counselor	Hartford	08/10/2021
Other Dist	3.0	5	Kristen Muskevitsch	Teacher	Keefe	08/12/2021
Other Dist	2.0	5	Kristina Nicholas	Teacher	Kilbourn	07/30/2021
Personal	13.2	2	Cecilia Okoronkwo	Teacher	Dr. King Elem	08/12/2021
Personal	2.0	5	Rachel Oltesvig	Teacher	Riverwest	08/17/2021
Other Dist	4.3	5	Elisa Oxley	Teacher	Spanish Imm	07/30/2021
Personal	19.6	2	Yolanda Parker	Counselor	Douglas	07/28/2021
Personal	5.0	4	Adrian Perez	Teacher	Greenfield	08/02/2021
Personal	1.0	5	Brittany Pfaff	Teacher	Riley	07/26/2021
Personal	1.0	2	Nerrissa Phillips Murray	Teacher	Lincoln MS	07/29/2021
Personal	2.0	5	Lauren Racey	Teacher	Pratt	07/30/2021
Personal	1.0	5	Kayla Reilly	Nurse	Central Svcs	08/17/2021
Personal	3.9	4	Isamil Reyes	Teacher	Riverwest	08/17/2021
Other Dist	1.0	5	Joshua Rhea	Teacher	Maple Tree	08/04/2021
Personal	29.5	2	Phillip Rhymes	AP	JMAC	07/27/2021
Other Dist	3.0	5	Damon Rizzone	Teacher	South Division	09/08/2021
Personal	1.0	2	Ebony Rose	Teacher	North Division	08/14/2021
Retire	24.7	2	Antonia Sallis	Teacher	Starms	09/02/2021
Personal	7.6	5	Rebecca Segal	Teacher	French Imm	06/16/2021
Other Dist	8.0	5	Rachel Tomsyck	Teacher	Forest Home	08/17/2021
Other Dist	2.0	5	Damian Vertz	Teacher	Holmes	07/28/2021
Other Dist	4.0	5	Rachel Warnacut	Psych	Alliance	07/28/2021
Personal	26.6	2	Wendy Whitley	Specialist I	Central Svcs	07/30/2021
Other Dist	6.0	3	William Xiong	Teacher	MACL	08/26/2021
Personal	22.0	2	Michelle Young	Teacher	Douglas	08/18/2021

**Classified Retirements**

Retire	27.4	2	Jerry Bethley	Steamfitter	Pipe Shop	07/31/2021
Retire	21.8	2	Azie Bonds	Plan Asst III	Central Svcs	08/07/2021
Retire	32.7	5	Lisa Gallegos	Safety Asst	SS&A Sch Safety	08/02/2021
Retire	26.7	2	Deborah George	SWA II	Milw Sch Lang	08/01/2021
Retire	31.4	4	Stephen Gonzalez	Driver	Mailroom	08/21/2021
Retire	32.3	2	Danny Hamilton	Safety Asst	SS&A Sch Safety	08/21/2021
Retire	34.7	5	Julie Kenney	Safety Asst	SS&A Sch Safety	08/02/2021
Retire	38.3	5	Ellen Lasch	Secretary III	Pulaski	08/19/2021
Retire	25.8	5	Lynn Odell	Coord III	Central Svcs	08/09/2021
Retire	30.5	2	Marshall Walker	BSH II	North Division	08/7/2021
Retire	42.7	2	Michael White	BSH II	Hayes	08/07/2021

**Summary**

**Certificated Resignations**

Personal	Retire	Other District	Other Work	Total
32 55%	4 7%	19 33%	3 5%	58

**Classified Retirements**

Total ..... 11

## Affirmative Action Report

The Affirmative Action monthly personnel transaction report for August 2021 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 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

The Superintendent 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
2, r	Renee Laird Adelon	Curriculum Specialist IV	Office of the Chief of Academics	03	11A	\$107,871
2, nr	Annie Knopp	Manager II, School Improvement	Office of the Chief of Communications & School Performance	03	12A	\$105,805
5, r	Heather Dietzel	Specialist III, Sustainability Projects	Office of the Chief of School Administration	03	10A	\$103,802
2, r	Tonja Whitley	Professional Development Specialist II	Office of the Chief of Academics	03	09A	\$99,991
2, r	Richelle Grays	Special Education Supervisor — 10-month	Office of the Chief of Academics	03	09C	\$91,729
5, nr	Dawn Hagemeyer	Special Education Supervisor — 10-month	Office of the Chief of Academics	03	09C	\$91,729
5, nr	Jason Lemke	Assistant Principal I, Fairview	Office of the Chief of School Administration	03	10C	\$87,158
2, r	Nathaniel Deans	Coordinator III, BLMA	Office of the Chief of School Administration	03	08A	\$85,233
2, r	Dalisha Moody	Assistant Principal, Carver	Office of the Chief of School Administration	03	10C	\$84,503
5, r	Elizabeth Lencho	Special Education Supervisor — 10-month	Office of the Chief of Academics	03	09C	\$78,989
2, r	Pierre Torrence	Programmer Technician II	Office of the Chief of Communications & School Performance	03	04A	\$75,600
4, nr	Daniel Maldonado	Coordinator III, BLMA	Office of the Chief of School Administration	03	08A	\$70,465
5, r	April Heding	Recreation District Coordinator II	Office of the Chief of Finance	03	07A	\$67,245
4, r	Elizar Torres	Accountant IV	Office of the Chief of Finance	03	06A	\$66,750
2, r	Nicole Anderson	Special Education Supervisor — 10-month	Office of the Chief of Academics	03	09C	\$65,605
2, r	Clarice Robinson	Financial Planning & Budget Analyst I	Office of the Chief of Finance	03	05A	\$65,545
5, r	Ethan Heffelfinger	Procurement Coordinator I	Office of the Chief of Finance	03	06A	\$65,000
2, nr	Dustin Childs	Financial Planning & Budget Analyst I	Office of the Chief of Finance	03	05A	\$66,244

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
5, nr	Anne Hecht	Special Education Supervisor — 10-month	Office of the Chief of Academics	03	09C	\$63,694
5, r	Melissa Holwell	Special Education Supervisor — 10-month	Office of the Chief of Academics	03	09C	\$63,694
4, r	Adelina Benavides	Planning Assistant III, BLMA	Office of the Chief of School Administration	03	02A	\$62,506
5, r	Heather Will	Analyst I, Employee Rights Administration	Office of the Chief of Human Resources	03	05A	\$59,027
5, r	Emilee Schultz	Planning Assistant III, Organizational Development	Office of the Chief of Academics	03	02A	\$56,613
5, nr	Chele Kirsch	Administrative Assistant III	Office of the Superintendent	03	03A	\$49,518
2, r	Donavon Johnson	Planning Assistant III, BLMA	Office of the Chief of School Administration	03	02A	\$47,665

The Chief Officer, Office of Board Governance, recommends that the following individual be appointed to the classification indicated, to be effective upon approval by the Board.

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
3, nr	Laiho Leong Ho	Performance Auditor I	Office of Board Governance	03	04A	\$75,004

### Recommended LTE Contracts Exceeding 60 Days

The Superintendent recommends that the Board approve the following 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	Dorothy Schuller	Academic Support, SEE	Office of the Chief of Academics	\$30.00	11/15/21–05/15/22
5, r	Patricia Engbring	Administrator Coaching & Mentoring	Office of the Chief of School Administration	\$40.00	07/01/21–12/31/21
2, r	Angela Mack	District Mentor	Office of the Chief of School Administration	\$30.00	08/23/21–02/23/22
2, r	Yvette Moore	District Mentor	Office of the Chief of School Administration	\$30.00	08/23/21–02/23/22
2, r	Gloria Palmer	District Mentor	Office of the Chief of School Administration	\$30.00	08/23/21–02/23/22
5, r	Lisa Robbins	District Mentor	Office of the Chief of School Administration	\$30.00	08/23/21–02/23/22
2, r	Catherine Robinson	District Mentor	Office of the Chief of School Administration	\$30.00	08/23/21–02/23/22
2, r	Debra Wallace	District Mentor	Office of the Chief of School Administration	\$30.00	08/23/21–02/23/22
2, r	Marie McClain	District Mentor	Office of the Chief of School Administration	\$30.00	08/23/21–02/23/22
2, r	Tuwania Anderson	Independent Hearing Officer	Office of the Chief of School Administration	\$30.00	08/16/21–02/15/22
2, r	James Gordon	Independent Hearing Officer	Office of the Chief of School Administration	\$30.00	08/16/21–02/15/22
2, r	Archie Ivy	Independent Hearing Officer	Office of the Chief of School Administration	\$30.00	08/16/21–02/15/22
2, r	Cortez Vanfelder	Independent Hearing Officer	Office of the Chief of School Administration	\$30.00	08/16/21–02/15/22
5, r	Deon Haith	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21–12/31/21
2, r	Louise Young Benson	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21–12/31/21
2, r	Mary Henry	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21–12/31/21

Codes	Name	Position	Assignment	Hourly Wage	Dates
4, r	Lourdes Ocampo	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
5, r	Heidi Bukowski	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
5, r	Cheryl Bohnsak	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
5, r	Cynthia Shields	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
5, nr	Mae Beard	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
5, r	Robin Kitzrow	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
5, r	Roberta McCloud	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
2, r	Ouida Williams	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
5, r	Therese Meurer	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
5, r	John Zablocki	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
5, r	Steven Krey	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
2, r	Rozalia Harris	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
5, r	Robin Waeltz	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
5, r	Nina Zealy	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
2, r	Mondell Mayfield	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
5, r	Diane Wellinghoff	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
5, r	Debbie Karow	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
4, r	Ruth Aviles	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
5, r	Geoffrey Carter	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
5, nr	Joan Kuehl	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
2, r	Janie Hatton	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
2, r	Willie Fuller	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
2, r	Justine Hutchins	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
5, nr	Michael Fendry	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	09/09/21– 12/31/21
2, r	Kelvin Robinson	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
5, r	Lauren Vey	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	07/01/21– 12/31/21
5, nr	Devin Lazo	Planning Assistant	Office of the Chief of Academics	\$30.00	08/09/21– 12/16/21
5, nr	Matthew Pachi	School Counselor	Office of the Chief of School Administration	\$30.00	08/23/21– 02/23/22
5, nr	James Marlega	School Counselor	Office of the Chief of School Administration	\$30.00	08/23/21– 02/23/22
5, r	Ruth Messnick	Special Education, Project SEARCH	Office of the Chief of Academics	\$30.00	10/04/21– 01/21/22

Codes	Name	Position	Assignment	Hourly Wage	Dates
5, r	Michelle Wielebski	TEALS Support/Teaching	Office of the Chief of School Administration	\$30.00	08/31/21–05/30/22
5, r	Heidi Wylie	Female Vocal Instructor	Office of the Chief of School Administration	\$30.00	08/10/21–12/23/21
5, nr	Mark Hines	Artist in Residence	Office of the Chief of School Administration	\$30.00	08/01/21–12/23/21
5, r	Teresa Mitchell	Academic Support	Office of the Chief of Academics	\$30.00	11/15/21–05/15/22
5, nr	Angela Chojacki	Nutrition Manager Mentor	Office of the Chief of Finance	\$24.25	08/10/21–02/10/22
5, r	Dawn Butler	Nutrition Manager Mentor	Office of the Chief of Finance	\$22.51	08/10/21–02/10/22
2, r	Evelyn Young	Nutrition Manager Mentor	Office of the Chief of Finance	\$20.56	08/10/21–02/10/22
2, r	Terry Spears	Safety Technician II	Office of the Chief of School Administration	\$26.25	09/03/21–03/03/22
2, r	Tyson Randolph	School Safety Assistant	Office of the Chief of School Administration	\$22.00	08/22/21–12/31/21
2, r	Lavenia Shorter	School Safety Assistant	Office of the Chief of School Administration	\$22.00	08/26/21–12/31/21
5, r	Julie Kenney	School Safety Assistant	Office of the Chief of School Administration	\$22.00	08/22/21–12/31/21
2, r	Nori Shuttlesworth	Dance Instruction Support	Office of the Chief of School Administration	\$20.00	08/01/21–01/31/22

**Committee’s Recommendation**

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

Director Carr moved to approve the recommended appointments and limited-term employment (LTE) contracts exceeding 60 days.

The motion passed, the vote being as follows:

- Ayes — Directors Carr, Garcia, Herndon, Leonard, O’Halloran, Siemsen, and President Peterson — 9.
- Noes — None.

\* \* \* \* \*

**(Item 3) Action on Resolution 2122R-013 by Director Carr Regarding Hazard Pay for School Secretaries**

**Background**

At its August 26, 2021 meeting, the Board referred Resolution 2122R-013 by Director Carr to the Committee on Accountability, Finance, and Personnel:

- WHEREAS, Due to the COVID-19 pandemic, school closures were mandated beginning on March 16, 2020; and
- WHEREAS, MPS food service workers and school safety personnel that physically interacted with the public by working the District’s Stop, Grab & Go sites from March 18, 2020 through May 22, 2020 were given additional pay for time worked onsite during this period; and
- WHEREAS, During the same period of time secretaries were physically in the building collecting, bagging, labeling and distributing to students and parents, the personal belongings left in lockers when the schools shut down; and
- WHEREAS, Secretaries, were also involved in the asset tracking and distribution of Chromebooks; answering the doors for PPE material deliveries, FedEx, and parents picking up students’ material and books, etc., and

WHEREAS, Depending on their classification, school-based secretaries were not scheduled to begin remote work until either April 6, 2020, for 12-month staff or April 16, 2020, for 10-month staff; and

WHEREAS, School engineers were provided extra pay for reporting to the building between March 18, 2020 and May 22, 2020; and

WHEREAS, While food service workers, school safety personnel, and engineers received this additional pay while secretaries who were required to work on-site to keep District operations functioning during this time, did not receive hazard pay; now, therefore, be it

RESOLVED, That school secretaries receive hazard pay retroactively in the same manner that it was allocated to the other school-based employees who received it.

The Administration is not in support of the resolution, unless it is expanded to cover all employees in the district that physically came into work when the district was shut down due to the pandemic. Many employees in the district came into work during this time period and did not receive hazard pay.

#### **Strategic Plan Compatibility Statement**

---

Goal 3, Effective and Efficient Operations

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

---

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

#### **Fiscal Impact Statement**

---

This item does not authorize expenditures. If the resolution were expanded to cover all employees in the district that physically came into work between March 18, 2020 and May 22, 2020, it would cost approximately \$40.3 million.

#### **Implementation and Assessment Plan**

---

The Administration will proceed as directed by the Board.

#### **Committee's Recommendation**

---

Your Committee recommends approval of Resolution 2122R-013 to provide hazard pay to secretaries who came in contact with the public, to be paid retroactively in the same manner as were other school-based employees, not to exceed the \$3 million estimate, and to direct the Administration to do the necessary research, including surveying principals and reviewing requests for remote work, to be used to determine eligibility for hazard pay.

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

\* \* \* \* \*

#### **(Item 4) Action on a Request for an Early Start Date for Ronald Wilson Reagan College Preparatory High School (grades 9-12), Rufus King International High School (grades 9-12), and Casimir Pulaski High School (grades 9-12) for the 2022-23 School Year.**

#### **Background**

---

2001 Wisconsin Act 16 requires school boards to start school terms after September 1, unless a school board submits a request to the Wisconsin Department of Public Instruction (DPI) stating the reasons why it would like the school term to start earlier. DPI may grant a request if it determines that there are compelling reasons for doing so.

By approving the Administration's recommendation, the Milwaukee Board of School Directors will move to submit a request to the DPI for an early start date (no earlier than August 1, 2022) for the 2022-23 school year for Ronald Wilson Reagan College Preparatory High School (grades 9-12), Rufus King International High School (grades 9-12), and Casimir Pulaski High School (grades 9-12). All three schools have requested early start dates for the 2022-23 school year. The request will cite the fact that the post-

September 1, 2022, start date conflicts with the curricular requirements of the International Baccalaureate (IB) program.

The District made this request on behalf of these schools for the 2021-22 school year, and it was granted by the DPI.

### **Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

Administrative Policy 7.03, School Year/School Calendar

### **Fiscal Impact Statement**

The item does not authorize expenditures. Ronald Wilson Reagan College Preparatory High School (grades 9-12), Rufus King International High School (grades 9-12), and Casimir Pulaski High School (grades 9-12) agree to pay any additional costs incurred as a result of this unique school year.

### **Implementation and Assessment Plan**

Upon approval by the Board, the Administration will submit a request to the DPI prior to the January 1, 2022, deadline for an early start date for the 2022-23 school year for Ronald Wilson Reagan College Preparatory High School (grades 9-12), Rufus King International High School (grades 9-12), and Casimir Pulaski High School (grades 9-12).

### **Committee's Recommendation**

Your Committee recommends that the Board approve this request for an early start date (no earlier than August 1, 2022) for Ronald Wilson Reagan College Preparatory High School (grades 9-12), Rufus King International High School (grades 9-12), and Casimir Pulaski High School (grades 9-12) and direct the Administration to submit a request to the Wisconsin Department of Public Instruction prior to the January 1, 2022, deadline for an early start date for the 2022-23 school year for Ronald Wilson Reagan College Preparatory High School, Rufus King International High School, and Casimir Pulaski High School.

### **Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

Administrative Policy 7.03, School Year/School Calendar

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

\* \* \* \* \*

## **(Item 5) Action on Resolution 2122R-012 by Director Carr Regarding the Waiver of Student Fees**

### **Background**

At its August meeting, the Board referred Resolution 2122R-012 by Director Carr to the Committee on Accountability, Finance, and Personnel.

WHEREAS, Milwaukee's poverty rate is nearly double that of the national rate; and

WHEREAS, Economic standing determines key factors in our lives, including food security, housing quality, access to schools and jobs; and

WHEREAS, Poverty is included in the city's agenda for improving the health and well-being of Milwaukee residents, known as MKE Elevate, which aims to address economic security, fairness and inclusivity in society, and mental health.; and

WHEREAS, The taxpayers in Milwaukee, through a referendum has invested in the safety and well-being of students by allowing for a tax increase that is aimed to assist students in their education; and

WHEREAS, In addition to referenda dollars, MPS has also received ESSER funding to assist students and families during the hard economic times caused by the COVID-19 Pandemic; and

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

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

WHEREAS, MPS already offers universal free breakfast and lunch to all students, because we recognize both the importance of these programs and the financial adversity which our students and their families face; now, therefore, be it

RESOLVED, That, beginning in the 2021-22 school year, the Board shall waive all fees charged to students, including those for student activities (towels, swimsuits, school newspaper, assembly programs, locks for gym lockers, etc.), supplementary subject-area materials, club activities, graduation ceremonies, (cap and gowns) and athletic participation, instrument rental or music lessons, driver education, and work permits; and be it

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

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

FURTHER RESOLVED, That the Administration report back on the implementation of this resolution no later than the October 2021 Board cycle.

The Administration is recommending adoption of the resolution as amended below:

RESOLVED, That, ~~beginning in~~ during the 2021-22 school year, the Board shall ~~waive~~ consider the logistics and feasibility of waiving all fees charged to students, including those for student activities (towels, swimsuits, school newspaper, assembly programs, locks for gym lockers, etc.), supplementary subject-area materials, club activities, graduation ceremonies, (cap and gowns) and athletic participation, instrument rental or music lessons, driver education, and work permits; and be it

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

FURTHER RESOLVED, That for any outstanding costs that cannot be covered through outside funding sources, ~~schools shall be reimbursed from carryovers of School Operations funds in each fiscal year in which this waiver is in effect~~ the Office of Finance explore and determine the best manner in which to proceed; and be it

FURTHER RESOLVED, That the Administration report back on ~~the implementation of its findings regarding the feasibility of implementing~~ this resolution no later than the October 2021 Board cycle.

As the 2021-22 school year is already underway, and MPS schools generally have systems in place to support students who are unable to pay any given fees, the Administration is requesting that it be able to continue exploring the fiscal intricacies and logistics associated with implementing waiving all fees charged to students before the Board considers implementation of the model as presented. The Administration will be prepared to share its findings during the October 2021 board cycle.

#### **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**

Administrative Policy 8.41, Student Fees, Fines, and Charges

### **Fiscal Impact Statement**

---

This item does not authorize expenditures.

### **Implementation and Assessment Plan**

---

Upon approval by the Board, the Administration will continue its exploration of the feasibility and logistics of implementing the waiving of all student fees during the 2021-2022 school year.

### **Committee's Recommendation**

---

Your Committee recommends adopting the resolution as amended above.

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

\* \* \* \* \*

## **(Item 6) Action on a Request for Approval of Job Descriptions for Energy Project Specialist III and Trauma Informed Coach — Classified**

### **Background**

---

Pursuant Administrative Policy 6.19, the Superintendent is bringing forth approval the job descriptions for the positions of Energy Project Specialist III and of Trauma Informed Coach — Classified, as summarized below:

#### **Energy Project Specialist III**

Reports to the Senior Director, Facilities & Maintenance

Pay Grade: 10A

Pay Range: \$77,379-\$111,610

Position Summary/Purpose:

- Plans, implements, operates and monitors the school district's energy-management program by
  - setting of goals and strategies to save energy;
  - conducting energy audits of the school buildings; and
  - providing technical assistance to school administration;
- Outlines energy-savings goals;
- Applies analytical and evaluation methods to conduct energy studies, provides recommendations, forecasts energy costs, prepares reports on energy consumption and utility charges and works with the Senior Director of Facilities and Maintenance Services and the mechanical engineer to negotiate price structures with utility companies.

#### **Trauma Informed Coach — Classified**

Reports to the Manager, School Psychologist Services

Pay Grade: 05D

Pay Range: \$46,985-\$74,612

Position Summary/Purpose:

Promotes and supports the MPS Strategic Plan to provide educational environments that are child-centered, safe, welcoming, well-maintained, and accessible community centers in the selected schools.

Work will include the development, implementation, and evaluation of school-wide trauma-informed care.

Position furthers the groundwork laid by trauma-sensitive schools' training that began in MPS in 2016. Works as part of a small team, each member with its own cohort of schools. Coordinates community services within the specific cohort and provides more direct coaching services to one school in that cohort, aiming to improve climate and culture, trauma-sensitive practices, and students' well-being and outcomes.

See the attachments to the minutes of your Committee's meeting for detailed descriptions of the positions.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 6.19, Positions: Staff

**Fiscal Impact Statement**

This item does not authorize expenditures.

**Implementation and Assessment Plan**

Upon approval of the Board, the Administration will use the job descriptions as attached to the minutes of your Committee’s meeting.

**Committee’s Recommendation**

Your Committee recommends that the Board approve the job descriptions for Energy Project Specialist III and for Trauma Informed Coach — Classified, 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 7) Action on Monthly Finance Matters: Authorization to Make Purchases; Report on Change Orders In Excess of \$25,000 and Cumulative Purchases In Excess of \$50,000; Report on Contracts under \$50,000 and Cumulative Total Report; Report on Monthly Grant Awards; and Acceptance of Donations**

**Purchases**

**B 5775** Authorization to Extend a Blanket Agreement with Boelter, LLC, for Food-service Equipment and Insulated Food Carriers for Breakfast in the Classroom

The Administration is requesting authorization to extend a blanket agreement with Boelter, LLC, (“Boelter”) to provide various types of food-service equipment and insulated food carriers for breakfast in the classroom, as needed.

The vendor was chosen pursuant to RFB 5775, which closed on July 23, 2019. Boelter was the lowest-complying and responsive bidder. The blanket agreement provided for two one-year options to extend if performance measures codified in the bid were met. MPS is now seeking to extend the contract for a third term (Year 3). The total cost of this extension year is not expected to exceed \$1,090,000.

Budget Code: Varies by location ordering goods..... \$1,090,000

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
656	110	296	No	NA	NA	NA	NA	300	10

**RFB 5777** Authorization to Extend a Contract with Virtucom, Inc., for Interactive Touch Flat Panels and Stands

The Administration is requesting authorization to extend a blanket contract with Virtucom, Inc., (“Virtucom”) for interactive touch flat panels and stands. This vendor will be used to provide interactive flat panels (“IFPs”) and stands to schools for use in classrooms. IFPs have been used over the past few years as replacements for existing Smartboards. Compared with Smartboards, IFPs are more cost-effective, they do not require bulb replacement, and the images are brighter and clearer. This technology also does not require

frequent alignment of images to projection. IFPs are used by teachers as well as students in the daily instructional processes in the classroom.

Contractor was chosen pursuant to RFP 5777. The original contract provided for two one-year extensions if certain performance metrics incorporated into the blanket contract were met. Virtucom has met the performance metrics codified in the contract; therefore, MPS is exercising the second option year for the contract. This increase in blanket spending authority is being requested to ensure that each classroom used for instruction has access to this modern instructional-technology tool.

The total cost of the contract in the second extension year will not exceed \$12,800,000.

Budget Code: Varies by ordering location.....\$12,800,000

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
125	77	27	No	NA	NA	NA	NA	400	10

— Authorization to Purchase from Kajeet, Inc., for the Purchase of Wi-Fi Hotspots

The Administration is requesting authorization to make a one-time purchase from Kajeet, Inc., (“Kajeet”) for up to 9,699 mobile Wi-Fi hotspots. These mobile hotspots will be made available to MPS families to assist with learning needs when away from school, including bridging the “Homework Gap.” The purchasing authority for these devices is being requested in anticipation of a funding commitment through the FCC’s Emergency Connectivity Fund. This funding commitment would provide 100% of the cost of these devices. Families that meet program’s requirements will be provided with Wi-Fi hotspots that include unlimited data as well as a CIPA-compliant content filter.

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 made under the Master Intergovernmental Cooperative Purchasing Agreement between Lakes Country Service Cooperative and CESA Purchasing RFP 16.15 for “Mobile Educational Broadband” (Administrative Policy 3.09(7)(e)(1)(a)).

The total cost of goods purchased from Kajeet will not exceed \$2,856,743.46

Budget Code: OPR-0-A-7S2-DW-ENCQ ..... \$2,856,743.46

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 Purchase from Mango Languages, dba Creative Empire LLC, online interactive language resources

The Administration is requesting authorization to make a one-time purchase from Mango Languages, dba Creative Empire LLC, (“Mango Languages”) of online interactive language resources. This vendor provides access to all 70+ world languages and dialects. The subscription will also include specialty courses to meet specific subject-matter needs and interest. The vendor will also provide live onboarding and customized roll-out for all schools.

This purchase is made under the Purchasing Cooperative of America’s (PCA’s) Contract #PCA OD-350-21.

The total cost of goods purchased from Mango Languages will not exceed \$877,800.00.

Budget Code: FLG017G2BIESUPCOVD (World Languages — Online Resources)..... \$877,800.00.

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	NA	NA

**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. This is an informational item, and no action is required.

**Contract C027720 Milwaukee Christian Center, Inc.**

On August 1, 2018, the Administration entered into a contract with Milwaukee Christian Center, Inc., for the violence-reduction program in selected MPS school sites. The contract was subsequently extended for two additional terms — from August 1, 2019, through July 31, 2020, and from August 1, 2020, through July 31, 2021. An RFP is currently in review, and an award is expected to be issued for services beginning October 1, 2021.

Additional funds are now required to cover an extension of this contract from August 1, 2021, through September 30, 2021.

Original Contract Amount .....	\$865,128
Increase.....	<u>\$144,188</u>
Adjusted Contract Amount .....	<u>\$1,009,316</u>

**Contract C027719 Running Rebels Community Organization**

On August 1, 2018, the Administration entered into a contract with Running Rebels Community Organization for the violence-reduction program in selected MPS school sites. The contract was subsequently extended for two additional terms — from August 1, 2019, through July 31, 2020, and from August 1, 2020, through July 31, 2021. An RFP is currently in review, and an award is expected to be issued for services beginning October 1, 2021.

Additional funds are now required to cover an extension of this contract from August 1, 2021, through September 30, 2021.

Original Contract Amount .....	\$1,207,500
Increase.....	<u>\$201,250</u>
Adjusted Contract Amount .....	<u>\$1,408,750</u>

**Contract B0001299 CDW Government, LLC**

On December 1,2020, the Administration entered into a blanket contract with CDW Government, LLC, to purchase Microsoft Chrome devices pursuant to RFB 5788. There has been one contract extension through November 30, 2021.

Additional funds are now required for additional purchases due to remote-learning needs.

Original Contract Amount .....	\$5,980,063.01
Increase.....	<u>\$12,000,000.00</u>
Adjusted Contract Amount .....	<u>\$17,980,063.01</u>

**Routine Monthly Reports**

The report on contracts awarded with a value under \$50,000 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>			
King Middle Years	City Year, Inc	5,179.74	Gift to purchase caps and gowns
Vieau School	James G. Pouros	10,000.00	General school funds
<i>Total Monetary Donations Over \$5,000</i>		<i>\$15,179.74</i>	

Location	Donor	Amount	Gift or Purpose
<b>Monetary Donations</b>			
King Middle Years	Green Bay Packers Foundation NFL Programs	500.00	Character playbook
Lincoln Middle School	Remonna L Charles	300.00	Classroom supplies
Morgandale School	Go Fund Me	23.97	Obando memorial
Office of Human Resources	Educator's Credit Union	500.00	Job fair supplies
Ronald Reagan High School	Susan Lloyd	250.00	Gift for music
Roosevelt Middle School	Jeffery A Taylor	150.00	Classroom supplies
Victory School	American Transmission Company	150.00	Plant trees
Victory School	Pompeii Women's Club	650.00	Classroom supplies
<i>Total Monetary Donations</i>		<i>\$2,523.97</i>	
<b>Non-monetary Donations</b>			
Grantosa Drive School	Donors Choose	1,246.86	Classroom supplies
King High School	Milwaukee World Festival	2,350.00	2021 Summerfest tickets (50)
MacDowell Montessori	Donors Choose	151.80	Montessori supplies
MacDowell Montessori	Donors Choose	169.80	Chalk boards
MacDowell Montessori	Donors Choose	204.75	Grammar boxes
MacDowell Montessori	Donors Choose	220.81	Language
MacDowell Montessori	Donors Choose	321.30	Alphabet
MacDowell Montessori	Donors Choose	379.50	Grammar cabinet
Parkside School	Tractor Supply Company	101.94	Fence panels for hoop houses
Recreation and Community Services	Cream City Charity, Inc	120.00	Team Milwaukee soccer supplies
Riverwest Elementary	Jake Wylie Hess	425.03	Classroom supplies
Roosevelt Middle School	Target	50.00	Gift card
Trowbridge School	Donors Choose	142.37	Keeping Covid away
Trowbridge School	Donors Choose	214.08	Fueled Bellies, Fueled Friends
Trowbridge School	Donors Choose	149.61	Hungry Hungry Kiddos
<i>Total Non-monetary Donations</i>		<i>\$6,247.85</i>	
Total Value of Donations for September 2021		\$23,951.56	

### **Committee's Recommendation**

Your Committee recommends that the Board:

1. authorize the purchases; and
2. accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board

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

\* \* \* \* \*

### **(Item 8) Action on the Award of Professional Services Contracts**

RFP 1046 Authorization to Enter into Contract with Milwaukee Christian Center, Inc., and THE Running Rebels Community Organization for Violence-reduction Program Services

The Administration is requesting authorization to enter into contracts with Milwaukee Christian Center, Inc., and Running Rebels Community Organization for violence-reduction program services. These contractors will be used to provide services to decrease incidents of disruption and violence, to increase students' attendance, and to decrease suspensions due to disruptive behavior.

The contractors were chosen pursuant to RFP 1046, which closed on May 18, 2021. The contracts will run from October 1, 2021, through September 30, 2022, (the “Initial Term”) with two additional one-year options to extend if certain performance metrics incorporated into the contracts are met.

The contracts for Milwaukee Christian Center Inc, \$840,647.00, and Running Rebels Community Organization, \$1,232,000.00, in the Initial Term will not exceed a total of \$2,072,647.00

Budget Code: OGA-0-0-SST-DW-ECTS|

Milwaukee Christian Center, Inc.....	\$840,647.00
Running Rebels Community Organization .....	\$1,232,000.00
Total .....	\$2,072,647.00

Milwaukee Christian Center Inc

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
96	66	61	No	4%	4%	TBD	NA	400	20

Running Rebels Community Organization

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
103	96	39	No	4%	4%	TBD	NA	400	20

RFP 1032 Authorization to Extend a Contract with EdTech Strategies, LLC, for E-Rate Advisement and Consulting Services

The Administration is requesting authorization to extend a contract with EdTech Strategies, LLC, for E-Rate advisement and consulting services. This contractor provides comprehensive advisement and consulting services on all aspects of MPS’s application for E-Rate funding from the FCC, including pre-application, application-period, and post- commitment services.

The E-Rate program is a federal program administered by the Universal Service Administrative Company under the direction of the FCC to provide funding to schools and libraries to obtain broadband and related services. Given the stringent rules and regulations governing the E-Rate program, the District engages a consultant to advise on all aspects of the application process for E-Rate funding and the continuing obligations faced after funding is received. This consultation and advisement is needed to continue the District’s successful participation in this program from 2003 through 2020, MPS has received funding commitments of over \$94 million dollars from this program.

This vendor was chosen pursuant to RFP 1032, which closed on October 21, 2020. The original contract provided for four one-year options to extend if certain performance metrics were met. EdTech has met the performance metrics codified in the contract; therefore, MPS is exercising the first option year for the contract.

This contract will run from October 1, 2021, through September 30, 2022. The total cost of the contract in this second year will not exceed \$282,460.

Budget Code: PIN-0-0-TLN-DW-ETEL (Purchased Services — Contract Services)..... \$282,460

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	NA	NA	NA	0	0

**RFP 1019 Authorization to Extend a Contract with The Standard Insurance Company for Long-term Disability Insurance**

The Administration is requesting authorization to extend a contract with The Standard Insurance Company (“The Standard”) for the administration of the District’s employee-paid long-term disability (LTD) insurance that is offered on a voluntary basis.

The Contractor was chosen pursuant to RFP 1019, which closed June 27, 2019. In August 2019, the Board approved a contract with The Standard with an initial term running from January 1, 2020, through December 31, 2021, (the “Initial Term”) with two one-year options to extend if certain performance metrics incorporated into the contract are met. The first extension will run from January 1, 2022, through December 31, 2022.

The Standard’s long-term disability insurance is voluntary, and 100% employee-paid. There are no district expenditures associated with this contract.

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
3,083	653	1,788	No	0	NA	NA	NA	600	10

**RFP 1020 Action on Request to Extend a Contract with Delta Dental of Wisconsin, Inc., for Dental Insurance**

The Administration is requesting authorization to extend a Contract with Delta Dental of Wisconsin, Inc., (“Delta Dental”) for the administration of the District’s dental plan. Delta Dental will provide dental benefits to MPS employees through a fully-insured dental plan.

The contract was chosen pursuant to RFP 1020, which closed July 16, 2019. In September 2019, the Board approved a contract with Delta Dental with an initial term running from January 1, 2020, through December 31, 2021, (the “Initial Term”) with two one-year options to extend if certain performance metrics incorporated into the contract are met. The first extension will run from January 1, 2022, through December 31, 2022.

For the fully-insured DHMO plan, Delta Dental proposed a monthly premium of \$32.57 for single coverage and \$107.63 for family coverage, a 4% increase from the previous monthly premiums. Delta Dental is offering a two-year rate guarantee.

The total cost of the contract in the first extension will not exceed \$4,455,760.

Budget Code: DWC-00-EMB-DW-EDNI (Employee Benefits — Dental)..... \$4,455,760

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
354	17	249	No	NA	NA	NA	NA	600	10

**RFP 1057 Authorization to Enter into a Contract with Kane Communications Group for an Integrated Marketing and Communication Strategy**

The Administration is requesting authorization to enter into a contract with Kane Communications Group for a comprehensive, multi-level, multi-year integrated marketing and communication strategy. The strategy should appeal to our English-, Spanish-, Hmong-, Arabic-, Keren-, Burmese, and Rohingya-speaking stakeholders.

The marketing and communications strategy lays out a marketing/public relations plan that enhances the District’s image, attracts and retains student enrollment and attendance, and positions MPS as an employer of choice for talented teachers and staff. The plan will include, but is not limited to:

- consistent messaging, available in various communication formats to both internal and external stakeholders;
- the agility to adapt to unforeseen internal and external changes that impact on the District and its ability to reach the defined goals;
- measurable objectives and tactics that will include Key Performance Indicators (KPIs); and

- four point-in-time integrated implementation points of six months, year one, year two and year three, with specific details of recommended actions at each implementation point, with advice and guidance on implementation.

Contractor was chosen pursuant to RFP 1057. which closed on July 15, 2021. The contract will run from October 1, 2021, through September 30, 2022, (the “Initial Term”) with two additional one-year options to extend if certain performance metrics incorporated into the contract are met.

The total cost of the contract in the Initial Term will not exceed \$120,000.

Budget Code: DTI-0-0-7G2-ZC-ECTSCOVD ..... \$120,000

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
17	1	12	Yes	15%	100%	TBD	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**

Recommended for the Board's approval at this meeting are the following professional services contracts:

- Running Rebels Community Organization;  
Budget Code OGA-0-0-SST-DW-ECTS ..... \$1,232,000.00
- Milwaukee Christian Center Inc for Violence Reduction Program;  
Budget Code OGA-0-0-SST-DW-ECTS ..... \$840,647.00
- EdTech Strategies LLC;  
Budget Code PIN-0-0-TLN-DW-ETEL..... \$282,460.00
- The Standard Insurance Company for Life and Disability Insurance — no district expenditures
- Delta Dental of Wisconsin, Inc., for Dental Insurance;  
Budget Code DWC-00-EMB-DW-EDNI..... \$4,455,760
- Kane Communications Group for Marketing and Public Relations Services;  
Budget Code DTI-0-0-7G2-ZC-ECTSCOVD ..... \$120,000

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

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

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

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

\* \* \* \* \*

**(Item 9) Action on the Award of Exception-to-bid Contracts**

\_\_\_\_\_ Authorization to Extend a Contract with the Board of Regents of the University of Wisconsin System on behalf of the Wisconsin Center for Education Research (WCER) for Grant-evaluation Services

The Administration is requesting authorization to extend a contract with the Board of Regents of the University of Wisconsin System on behalf of the Wisconsin Center for Education Research (WCER) for grant-evaluation services. Contractor will be used to provide and to conduct a mixed-method evaluation featuring both qualitative and quantitative analyses by evaluators from the Wisconsin Evaluation Collaborative (WER) and the WCER at the University of Wisconsin-Madison. Services will be provided to Milwaukee Public Schools’ Office of Academics, Department of Curriculum and Instruction.

The evaluation will be led by Dr. Annalee Good with assistance from a team of evaluators with specific expertise in evaluating advanced learning initiatives as well as best practices in program implementation. The team will provide both formative and summative feedback to the program’s manager and the programming team, with the ultimate priority of improving the implementation and impact of the initiative.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis that the service under this contract is required pursuant to the Jacob K. Javits Gifted and Talented Students Education Program’s grant (Administrative Policy 3.09(2)(c)).

The original contract provided for one one-year extension, to run from October 1, 2021, through September 30, 2022, upon mutual consent of the parties and the Board’s approval. This will be the first, and final extension, of the contract.

The contract extension will run from October 1, 2021, through September 30, 2022. The total cost of the contract extension will not exceed \$72,000.00

Budget Code: GAT-P-S-2R2-CI-ECTS (Gifted and Talented — Contracted Services)..... \$72,000.00

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	NA	NA	NA	0	10

\_\_\_\_\_ Authorization to Enter into a Contract with HIR Wellness Institute, Inc., for Talking Circles with First Nation Studies

The Administration is requesting authorization to enter into a contract with HIR Wellness Institute, Inc., for virtual and in-person Talking Circles with First Nations’s participating students. Contractor shall provide pre- and post-surveys to assess participants’ understanding and use of culturally-specific coping strategies and Interventions, such as The Seven Grandfather teachings, Medicine Wheel teachings, and the Generation Red Road curriculum for native youth with mental-health and substance-abuse issues, as well as cultural practices such as smudging. The Talking Circles will teach new skills and knowledge from these teachings, peer-to-peer mentorship, and leading group exercises.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis that the service under this contract is required pursuant to the First Nations Holistic Urban Education Program Grant #S299A200049 (Administrative Policy 3.09 (2)(c)).

The contract will run from October 1, 2021, through September 30, 2022, (the “Initial Term”) with two additional one-year options to extend if certain performance metrics incorporated into the contract are met.

The total cost of the contract in the Initial Term will not exceed \$85,554.00.

Budget Code: SDV-0-S-D82-DW-ECTS (Contract Services)..... \$85,554.00

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	0	NA	0	0

————— Authorization to Enter into a Contract with Pacific Educational Group for Professional Development in Courageous Conversations about Race

The Administration is requesting authorization to enter into a contract with Pacific Educational Group for professional development services. Contractor will be used to deliver a variety of professional development experiences to district staff members at all schools, across all departments and to provide coaching to district leadership guiding implementation, as well as train an identified cohort of staff members to be licensed facilitators of the work to maintain the District’s sustainability over time.

A leadership team has been created at Central Services which will meet bi-monthly to monitor and to support district-wide implementation and the creation of goals and metrics and to create a multi-year action plan. We are contracting with Luis Versalles, Director of Pre-K12 District Partnerships, to provide coaching for this team over the course of five sessions.

All school leaders will participate in a six-part leadership series, Leadership Experiences and Administrative Development Series (LEADS). Each two-and-a-half-hour session of the LEADS series will provide school leaders with further engagement with the Courageous Conversations about Race framework, opportunities to integrate into school practices, and an introduction to the Systemic Equity Framework and Theory of Transformation.

Identified teacher leaders (SSTs and Discipline Champions) at all schools who have attended Courageous Conversations about Race Exploration will attend a two-day Courageous Conversations Experience and go deeper into the framework as they begin to integrate within their school practices.

This work all builds on the framework provided to all staff members through the Virtual Courageous Conversations Exploration that began in the 2020-21 school year and will continue throughout the upcoming years. This work, which is connected to the professional development Beyond Diversity provided through WI Disproportionality and WI DPI that more than 400 MPS staff members and community members have attended, is aligned to the text Courageous Conversations about Race, which multiple schools, teams, departments, and staff members have been using.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis of continuity (Administrative Policy 3.09(7)(e)(1)(b)(iv)).

The contract will run from October 1, 2021, through June 30, 2022, (the “Initial Term”) with two additional one-year options to extend if certain performance metrics incorporated into the contract are met.

The total cost of the contract in the Initial Term will not exceed \$134,650.00

Budget Code: DTI007G2SNECTSCOVD (Contract Services) ..... \$134,650.00

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	25%	NA	TBD	NA	300	10

————— Authorization to Enter into a Contract with Instruction Partners for Professional Development, Support, and Curriculum Development in Science, Math, and Reading

The Administration is requesting authorization to enter into a contract with the Instruction Partners for professional development, support, and curriculum development in science, math, and reading. Instruction Partners provides in-depth support to the Curriculum and Instruction team for the launch of the science curriculum, including thinking through expectations for use, ongoing supports for teaching and learning, and incorporating strategies for unfinished learning.

MPS is also developing multi-year plans for a new adoption of high-quality math materials for grades K-8.

The costs included will be subsidized in part by the grant from the Kellogg Foundation that Instruction Partners has received in partnership with the Wisconsin Department of Instruction.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis that the service under this contract is one-of-a-kind (Administrative Policy 3.09 (7)(e)(b)(i)).

The contract will run from October 11, 2021, through October 10, 2022. The total cost of this contract will not exceed \$128,020.00

Budget Code: DTI-0-0-7G2-CI-ECTSCOVD (Contracted Services)..... \$128,020.00

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	NA	NA	NA	100	10

————— **Authorization to Enter into a Contract with Milwaukee Education Partnership, Inc., to Enhance Teaching and Learning in Milwaukee Public Schools**

The Administration is requesting authorization to enter into a contract with Milwaukee Education Partnership, Inc., (“MEP”) to support MPS’s efforts to enhance the quality of teaching and learning in Milwaukee Public Schools. The broad initiative of the MEP is to ensure that every child in MPS is performing at or above grade level in reading, writing, mathematics, and science through shared responsibility for students’ success. The framework for the initiative is a balanced, comprehensive literacy program that provides skills development across all curricular areas and focuses on reading, writing, listening, speaking, deep thinking, and research skills. Programmatic initiatives include teachers’ and administrators’ professional development ,as well as students’ character and academic skills enhancement. Additionally, MEP will support district initiatives to recruit highly-qualified staff in high-need certification areas.

The Board has supported the work of the Milwaukee Education Partnership from its inception and maintains a representative to MEP.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis of continuity (Administrative Policy 3.09(7)(e)(1)(b)(iv)).

The contract will run from October 1, 2021, through June 30, 2022, (the “Initial Term”) with two additional one-year options to extend if certain performance metrics incorporated into the contract are met.

The total cost of the contract in the Initial Term will not exceed \$75,000.00

Budget Code: GSP-0-0-CTG-DW-ECTS (Contract Services — General Support) ..... \$75,000.00

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	10

————— **Authorization to Issue a Purchase Order with The Writing Revolution for Training in Writing Strategies**

The Administration is requesting authorization to issue a purchase order with The Writing Revolution for training in writing strategies. The three-day training course introduces participants to the Hochman Method, an explicit set of sequenced strategies for teaching expository writing that can be integrated into any content. Specific strategies are presented to improve the structure, coherence, and clarity of students’ writing, beginning at the sentence level. The focus moves to outlines, paragraphs, and compositions. Participants will also learn how to teach note taking, summarization, and revision. There are opportunities to practice and to create activities as well as to receive feedback from The Writing Revolution’s faculty.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis that these services are one-of-a-kind (Administrative Policy 3.09 (7) (e)(b) (i)).

The purchase order will run from October 1, 2021, through November 30, 2021. The total cost of this purchase will not exceed \$76,000.00

Budget Code: ITS007G2CIECTSCOVD (Contracted Services)..... \$76,000.00

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	NA	NA	NA	0	0

Authorization to Enter into a Contract with the Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin-Madison’s Wisconsin Center for Education Research (WCER) for Milwaukee Partnership School Evaluation

The Administration is requesting authorization to enter into a contract with the Board of Regents of the University of Wisconsin System, on behalf of the University of Wisconsin-Madison’s Wisconsin Center for Education Research (WCER), to evaluate the Milwaukee Partnership School Project. WCER will conduct focus groups and will survey teachers to garner perceptions around key components of the initiative, particularly the supports and training provided to teachers. Surveys’ content and focus groups’ agendas will be appropriately vetted with stakeholders, including the project’s Steering Committee. WCER will analyze the results and produce a report for inclusion in annual progress reports by August 1, 2022, as well as a project final report.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis of continuity (Administrative Policy 3.09(7)(e)(1)(b)(iv)).

The contract will run from October 1, 2021, through September 30, 2022. The contract may be extended for two additional one-year periods. The Administration will return to the Board for authorization if the options to extend are exercised.

The total cost of the contract in Year 1 will not exceed \$153,000. If the options to extend are exercised, the contract shall not exceed \$156,060 in Year 2 and \$159,181 in Year 3.

Budget Code: SDV-H-S-M42-CI-ECTS (Contracted Services) ..... \$153,000.00

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	NA	NA	NA	0	10

Authorization to Enter into a Contract with the Board of Regents of the University of Wisconsin System, on behalf of the University of Wisconsin-Milwaukee, to Evaluate the Milwaukee Partnership School Project

The Administration is requesting authorization to enter into a contract with Board of Regents of the University of Wisconsin System, on behalf of the University of Wisconsin-Milwaukee, to evaluate the Milwaukee Partnership School Project. The Center for Urban Population Health will provide formative data regarding the implementation of the Milwaukee Partnership Schools Project to the project’s team members (including the building intervention teams, steering committee, and executive committee). The evaluation will address the metrics described in the Milwaukee Partnership Schools Project’s grant, including interventions provided to students (math, reading social-emotional learning), student-achievement data, student attendance, families’ event attendance, student suspensions, and project collaboration.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis of continuity (Administrative Policy 3.09(7)(e)(1)(b)(iv)).

The contract will run from October 1, 2021, through September 30, 2022. The contract may be extended for two additional one-year periods. The Administration will return to the Board for authorization if the options to extend are exercised.

The total cost of the contract in Year 1 will not exceed \$147,915. If the options to extend are exercised the contract shall not exceed \$150,874 in Year 2 and \$153,891 in Year 3.

Budget Code: SDV-H-S-M42-CI-ECTS (Milwaukee Partnership Schools Grant — Contract Services) ..... \$147,915.00

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	NA	NA	NA	0	10

Authorization to Enter into Contracts with Mental Health America of Wisconsin; AMRI Counseling Services, LLC; Children’s Service Society of Wisconsin (“Childrens Wisconsin”); Sebastian Family Psychology Practice, LLC; Sixteenth Street Community Health Centers, Inc.; and Lutheran Social Services of Wisconsin and Upper Michigan, Inc., for School Community Partnership for Mental Health (SCPMH) Services

The Administration is requesting authorization to enter into contracts with Mental Health America of Wisconsin; AMRI Counseling Services, LLC; Childrens Service Society of Wisconsin (“Childrens Wisconsin”); Sebastian Family Psychology Practice, LLC; Sixteenth Street Community Health Centers, Inc.; and Lutheran Social Services of Wisconsin and Upper Michigan, Inc., to provide mental health services and supports to students, families, and staff. These contractors provide collaboration, direct services to students and families, professional development, and training for staff and parents.

Contractors will provide direct and indirect mental-health services to students, family members, and staff within the parameters and guidelines of thr School Community Partnership for Mental Health (SCPMH). Services may include professional development for staff, parents’ education, students’ education, teacher consultation, critical-incident debriefing, connecting with other agencies with specialized competencies, and mental-health consultation.

The contracts will run from October 1, 2021, through September 30, 2022, (the “Initial Term”) with the option to extend for up to two additional one-year terms, from October 1, 2022, through September 30, 2023, and from October 1, 2023, through September 30, 2024, upon mutual written consent.

The exception from the requirement of a competitive procurement process for this contract has been granted for Children’s Service Society of Wisconsin (Children’s Wisconsin); Sebastian Family Psychology Practice, LLC; Sixteenth Street Community Health Centers, Inc.; and Lutheran Social Services of Wisconsin and Upper Michigan, LLC, on the basis of continuity (Administrative Policy 3.09 (7)(e)(b)(iv)).

The exception from the requirement of a competitive procurement process for this contract has been granted for Mental Health America of Wisconsin and AMRI Counseling Services, LLC, on the basis that the service under this purchase is one-of- a-kind (Administrative Policy 3.09 (7)(e)(b)(i)).

AMRI Counseling Services, LLC, (AMRI), which has served the Milwaukee area since 2006, with two locations in the city, is a women-, minority-, and disadvantaged-owned business enterprise that employs a culturally-diverse staff committed to providing equitable care within the community, regardless of clients’ ability to pay. AMRI uses a wraparound approach to care by providing access to services including medical evaluations, medication and pharmacy services, and family support services. AMRI's commitment to hiring diverse staff ensures that students will have access to clinicians with whom they feel most comfortable working.

Mental Health America of Wisconsin (MHAW), which is a local affiliate of the national organization, provides a holistic approach to promoting overall mental wellness. Students referred for services through MHAW will have access to a wide range of supports, including, but not limited to, suicide prevention and supports for students living with mental illness or substance abuser, who are pregnant and parenting, for LGBTQ+ youth, and for survivors of loss due to suicide. The variety of supports available through this organization is not available through other organizations and, therefore, complements the pool of vendors currently providing mental-health services to the District.

The total cost of these contracts in this first year will not exceed \$1,010,000, as follows:

Budget Code:	DTI-0-0-7G2-DE-ECTSCOVD (ESSER II funds)	
	Mental Health America of Wisconsin .....	\$90,000
	AMRI Counseling Services, LLC .....	\$90,000
	Children’s Service Society of Wisconsin.....	\$240,000
	Sebastian Family Psychology Practice, LLC .....	\$330,000

Sixteenth Street Community Health Centers, Inc..... \$180,000  
 Lutheran Social Services of Wisconsin & Upper Michigan Inc..... \$80,000  
 Total ..... \$1,010,000.00

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

— Authorization to Issue a Purchase Order to Lexia Learning Systems, LLC, for Personalized Reading Development Subscription

The Administration is requesting authorization to issue a purchase order to Lexia Learning Systems, LLC, for personalized reading development subscription licenses. Lexia Core5 provides at-risk, on-level, and advanced students an opportunity to work at their own pace as they develop their skills in the six areas of reading. The personalized learning paths enhance reading development and assist teachers in providing appropriate reading resource to their students.

MPS acknowledges the need to continue use of this program due to the success demonstrated by students in the schools — Auer, Clarke, Hi Mount, Hopkins Lloyd, Jackson, Keefe, LaFollette, Metcalfe, Sherman, and Westside Academy — who participated in the prior pilot during FY21.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis that the subscription under this purchase is one-of-a-kind (Administrative Policy 3.09 (7)(e)(b)(i)).

The total cost of this purchase will not exceed \$108,900.00.

Budget Code: DTI-0-0-7G2-CI-ECTSCOV (Purchase Goods)..... \$108,900.00

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	NA	NA	NA	100	10

— Authorization to Issue a Purchase Order to Discovery Education, Inc., for Discovery Education Social Studies Middle School

The Administration requests authorization to purchase Discovery Education Social Studies Middle School from Discovery Education, Inc. Discovery Education provides teachers and students with high-quality virtual activities aligned to the Wisconsin Social Studies Standards and with social studies content for grades 6-8 in the Milwaukee Public Schools. This virtual companion pack allows students the tools to analyze documents, to view content, to interact with maps, and to develop an overall social studies understanding. The licenses will be for all middle-school students in grades 6-8.

Discovery Education also provides students with leveled text and reading passages aligned to the WI Social Studies standards and Common Core State Standards (CCSS). Content is kept current and is available in multiple languages, which helps bridge gaps between traditional print resources and current virtual social studies learning and information.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis that the service under this purchase is one-of-a-kind (Administrative Policy 3.09 (7)(e)(b)(i)): Discovery Education, Inc., is the proprietary owner, creator, and producer of Discovery Education Social Studies and is the sole distributor of the product in Wisconsin.

The total cost of the goods purchased from Discovery Education, Inc., will not exceed \$184,080.00

Budget Code: GEN-0-I-7G2-CI-ECTSCOV..... \$184,080.00

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	100	10

Authorization to enter into a Contract with PowerSchool Group, LLC, to Provide Support and Project Management for a Major District-wide Financial System Upgrade

The Administration is requesting authorization to enter into a contract with PowerSchool Group, LLC, to provide project management and support for an IFAS upgrade from version 7.11 to version 20.11. This upgrade is considered a “major” upgrade of a core district system, and as such, additional support and expertise is needed. This contract will allow for project-management support, configuration of the upgraded system, training for staff on changes and new functionality, and a business-process review to ensure that delivered functionality of the application is being used fully.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis of continuity (Administrative Policy 3.09(7)(e)(1)(b)(iv)).

The contract shall run from October 1, 2021, through September 30, 2022. The total cost of the contract in the Initial Term will not exceed \$139,578.60

Budget Code: FSC-0-0-TLN-DW-EMTC ..... \$139,578.60

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 Enter into a Contract with Reading & Math, Inc., d/b/a Wisconsin Reading Corps, for Tutoring Services

The Administration is requesting authorization to enter into a contract with Reading & Math, Inc., d/b/a Wisconsin Reading Corps, for tutoring services. Wisconsin Reading Corps focuses on boosting literacy success to grade-level achievement through tutor training, assessment, interventions which focus on building the five key skills of phonics — phonemic awareness, fluency, vocabulary, and comprehension — and coaching.

The five schools that will receive tutoring services are Forest Home Avenue, Lincoln Avenue School, H.W. Longfellow School, Wisconsin Conservatory for lifelong Learning (WCLL), and Walt Whitman Elementary School.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis of continuity. (Administrative Policy 3.09 (7) (e)(b) (iv)).

The contract will run from October 1, 2021, through June 18, 2022 The total cost of this contract will not exceed \$150,000.00

Budget Code: DT1-0-0-7G2-CI-ECTSCOVD (Contract Services)..... \$150,000.00

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	NA	NA	NA	0	0

**Fiscal Impact Statement**

Recommended for the Board's approval at this meeting are the following exception-to-bid requests:

- Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin’s Center for Education Research (WCER) for Grant-evaluation

Services — Javits Grant;	
GAT-P-S-2R2-CI-ECTS .....	\$72,000
• HIR Wellness Institute, Inc., for Talking Circles for First Nations Studies Program’s Schools;	
SDV-0-S-D82-DW-ECTS.....	\$85,554;
• Pacific Education Group for Courageous Conversations about Race Professional Development;	
DTI-0-0-7G2-SN-ECTSCOVD.....	\$134,650;
• Instruction Partners for Math, Reading,, and Science Support for Curriculum Implementation;	
DTI-0-0-7G2-CI-ECTSCOVD .....	\$128,020;
• Milwaukee Education Partnership, Inc., to Enhance Teaching and Learning in Milwaukee Public Schools;	
GSP-0-0-CTG-DW-ECTS .....	\$75,000;
• The Writing Revolution for Training in Writing Strategies;	
ITS-0-0-7G2-CI-ECTSCOVD.....	\$76,000;
• Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin-Madison’s Wisconsin Center for Education Research (WCER), for Milwaukee Partnership School Evaluation;	
SDV-H-S-M42-CI-ECTS.....	\$153,000;
• Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin-Milwaukee to Evaluate the Milwaukee Partnership School Project;	
SDV-H-S-M42-CI-ECTS.....	\$147,915;
• Children’s Service Society of Wisconsin for School Community Partnership for Mental Health (SCPMH) Services;	
DTI-0-0-7G2-DE-ECTSCOVD.....	\$240,000,;
• Sebastian Family Psychology Practice, LLC, for School Community Partnership for Mental Health (SCPMH) Services;	
DTI-0-0-7G2-DE-ECTSCOVD.....	\$330,000;
• Sixteenth Street Community Health Centers, Inc ,for School Community Partnership for Mental Health (SCPMH) Services;	
DTI-0-0-7G2-DE-ECTSCOVD.....	\$180,000;
• Mental Health America of Wisconsin for School Community Partnership for Mental Health (SCPMH) Services,;	
DTI-0-0-7G2-DE-ECTSCOVD.....	\$90,000;
• AMRI Counseling Services, LLC, for School Community Partnership for Mental Health (SCPMH) Services;	
DTI-0-0-7G2-DE-ECTSCOVD.....	\$90,000;
• Lutheran Social Services of Wisconsin & Upper Michigan, Inc., for School Community Partnership for Mental Health (SCPMH) Services;	
DTI-0-0-7G2-DE-ECTSCOVD.....	\$80,000;
• Lexia Learning for Personalized Reading Development;	
DTI-0-0-7G2-CI-ECTSCOVD .....	\$108,900;
• Discovery Education, Inc., for Discovery Education Social Studies Middle School;	
GEN-0-I-7G2-CI-ECTSCOVD .....	\$184,080;
• PowerSchool Group, LLC, to Provide Support and Project Management for a Major District-wide Financial System	

- Upgrade;  
FSC-0-0-TLN-DW-EMTC..... \$139,578.60
- Reading & Math, Inc., to Provide Tutoring Services;  
DT1-0-0-7G2-CI-ECTSCOVD ..... \$150,000

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

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

Your Committee recommends that the Board authorize the exception-to-bid requests as set forth in the attachments to the 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 Request to Waive Administrative Policy 3.09(9)(e) and to Approve a Contract with National Vision Administrators, LLC**

**Background**

The Administration is requesting authorization to waive Administrative Policy 3.09(9)(e) and to extend a contract with National Vision Administrators, LLC, (“NVA”) to provide vision benefits to MPS employees through a fully-insured vision plan.

The selected vision plan currently provided to MPS’s employees includes. but is not limited to, a 100%-covered eye examination, an eyeglasses-frame allowance of \$100, with standard glass or plastic lenses covered 100%, or in lieu of eyeglasses, a \$100 retail allowance on contact lenses. NVA’s Eye Care Professional Network includes more than 82,000 provider locations combined. For MPS’s employees, there are, on average, two providers located within five miles of their homes.

The contractor was chosen pursuant to RFP 989, which closed on July 9, 2018. In September 2018, the Board approved a contract with NVA with an initial term running from January 1, 2019, through December 31, 2019. The Board also approved three one-year renewals. MPS exercised the first option year for the contract, with the first extension running from January 1, 2020, through December 31, 2020. The second contract extension ran from January 1, 2021, through December 31, 2021. This third contract extension will run from January 1, 2022, through December 31, 2022, with the same terms and rates.

The total cost of the contract term will not exceed \$810,000.

**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 Code: DWC-0-0-EMB-DW-EMDI .(Medical Insurance — District-Wide)..... \$810,000

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
10	47	71	No	NA	\$2,293	\$2,293	NA	300	10

### **Implementation and Assessment Plan**

Upon approval by the Board, the contact 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 waiver of Administrative Policy 3.09(9)(e) and approve the contract with National Vision Administrators, LLC, 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 11) Action on a Request to Carry Over FY21 School Deficit and Surplus Amounts**

#### **Background**

A school leader takes the lead responsibility for spending in accordance with that school's budget. A school's overall deficit balance occurs at the end of a fiscal year when total expenditures exceed the total authorized funding amount in non-position costs. A school's overall surplus balance occurs at the end of a fiscal year when total expenditures are less than the total authorized funding amount in non-position costs. A school's spending is tracked monthly by the school leader and the Administration. The Administration and school leader are alerted to potential problems, and where warranted, controls to limit school spending are put in place to mitigate risk.

According to Administrative Policy 3.05, concerning school deficits or surpluses, year-end deficits or surpluses incurred shall be carried over into the next year. Surpluses have been limited to \$5,000 per school, except as adjusted by contract, for instrumentality charter schools.

#### **Amount of FY21 Budget Deficit by School to Carryover to FY22**

School	FY20 Deficit	Total FY21 FA Budget	FY21 Deficit Decrease/Increase	Total Deficit	FY21 Percent of Working Budget
Dr. King Elementary School	—	1,339,240	-108	-108	0.01%
Fernwood Montessori	—	3,004,800	-70	-70	0.00%
Fratney	—	1,713,014	-21,336	-21,336	1.25%
Gaenslen	—	2,740,347	-23,291	-23,291	0.85%
Golda Meir	-88,061	4,650,955	45,107	-42,954	0.92%
GW Carver	—	1,592,980	-1,447	-1,447	0.09%
Hamilton High School	-88,921	5,172,424	83,114	-5,807	0.11%
Hartford University	—	1,706,891	-53,829	-53,829	3.15%
Holmes	—	1,130,216	-2,809	-2,809	0.25%
Humboldt Park	—	2,453,075	-5,391	-5,391	0.22%
Milw HS of the Arts	-152,533	3,828,060	104,288	-48,245	1.26%
Milw Sign Language	—	2,083,522	-21,922	-21,922	1.05%
Milw Spanish Immersion	—	2,896,504	-7,629	-7,629	0.26%
Siefert	—	1,230,835	-2,451	-2,451	0.20%
Vincent High	-147,190	2,909,975	142,619	-4,571	0.16%
Wedgewood Park	-16,606	3,286,332	3,142	-13,464	0.41%
Westside Academy	—	747,425	-3,654	-3,654	0.49%
Whittier	—	945,271	-7,921	-7,921	0.84%
<i>Schools no longer in deficit</i>	<i>-371,477</i>	<i>n/a</i>	<i>371,477</i>	<i>0</i>	
<b>Total Deficit</b>	<b>-864,788</b>	<b>43,431,866</b>	<b>597,888</b>	<b>-266,900</b>	

**Schools with Deficits in Excess of 3%**

Hartford University ..... 3.15% Deficit is due to overspending.

**Amount of FY21 Budget Surplus by School to Carryover to FY22**

School	Surplus	School	Surplus	School	Surplus
AAL	1,953	Grant	671	Ninety-fifth Street	2,624
Alcott	1,786	Grantosa Drive	5,000	North Division HS	5,000
Allen-Field	628	Greenfield	5,000	Obama SCTE	5,000
Alliance HS	5,000	Groppi HS	5,000	Parkview	5,000
Andrew Douglas MS	5,000	Hampton	5,000	Project STAY HS	5,000
Audubon HS	2,140	Hawley Environmental	1,123	Pulaski HS	2,679
Audubon Tech/Comm	1,793	Hawthorne Elementary	5,000	Reagan HS	5,000
Auer Avenue	5,000	Hayes Bilingual	5,000	Riley	3,679
Barbee Montessori	5,000	Hi-Mount Blvd Elem	1,180	River Trail	5,000
Barton	5,000	Hopkins Lloyd	5,000	Riverside HS	5,000
Bay View HS	5,000	Jackson	1,068	Riverwest	4,842
Bay View Montessori	5,000	Kagel	5,000	Rogers Street	5,000
Ben Franklin Elem	5,000	Keefe Avenue	5,000	Roosevelt MS	5,000
Bethune Academy	1,249	Kilbourn	5,000	Sherman Multicult'l Arts	5,000
Bradley Tech & Trade	5,000	King IB HS	5,000	South Acceleration	5,000
Brown Street	5,000	King IB MS	4,798	South Division HS	5,000
Browning	5,000	Kluge	5,000	Starms Discovery	5,000
Bruce	1,260	LaFollette	5,000	Starms Early Childhood	5,000
Bryant	5,000	Lancaster	5,000	Story	639
Burbank Elementary	5,000	Lincoln Avenue	1,852	Stuart	5,000
Burdick	5,000	Lincoln Ctr of the Arts	5,000	Thoreau	5,000
Carson	5,000	Longfellow	5,000	Thurston Woods	5,000
Cass Street	5,000	Lowell International	5,000	Townsend Street	5,000
Clarke Elementary	5,000	MacDowell Montessori	1,194	Transition HS	5,000
Clemens Elementary	263	MACL	5,000	Trowbridge	2,586
Clement Avenue	1,165	Madison Academic HS	4,108	Victory	5,000
Congress	5,000	Manitoba	5,000	Vieau	3,183
Cooper	5,000	Maple Tree	5,000	Vincent Acceleration	4,103
Craig Montessori	3,579	Marshall HS	5,000	Washington IT	5,000
Curtin Leadership Acad	5,000	Marvin Pratt	1,477	Whitman	5,000
Doerfler	446	Maryland Avenue	2,920	WCLL	5,000
Eighty-First Street	5,000	Metcalfe	5,000	Zablocki	5,000
Elm Creative Arts	5,000	Milw Co Youth Ed Ctr	3,250		
Emerson	5,000	Milw French Immersion	5,000	<b>Instrumentality Charters</b>	
Engleburg	5,000	Milw German Immersion	1,669	ALBA	139,328
Fairview	5,000	Milw Parkside	5,000	Green Tree Prep	46,585
Fifty-third Street	435	Milw School/Languages	5,000	Honey Creek	97,329
Forest Home Avenue	5,000	Mitchell	2,869	IDEAL	136,778
Garland	3,035	Morgandale	5,000	Total Surplus	887,266
Goodrich	5,000	Morse Middle	5,000		
		Neeskara	5,000		

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.05, Fund Carryover

**Fiscal Impact Statement**

Approval of the deficit carryover will result in each school's paying back its deficit within three years. Surpluses are available to the school to use during the following year.

The total deficit among schools is \$266,900. About \$88,967 will be paid back in the first year. \$887,266 will be carried over as a surplus to be used by the schools.

**Implementation and Assessment Plan**

Upon the Board’s approval the adjustments will be made to schools’ budgets.

**Committee’s Recommendation**

Your Committee recommends the FY21 school deficit and surplus amounts, as noted in the attachments to the minutes of your Committee’s meeting, be carried over to FY22 and that schools with deficits from FY21 pay back the amounts within three years.

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

\* \* \* \* \*

**(Item 12) Action on Monthly Facilities Matters: FMS Award of Professional Services Contracts; Report with Possible Action Regarding Air Quality**

**Professional Services Contracts**

RFP #4502 Heating Plant Replacement at Grant Gordon Learning Center

A request for Proposal (RFP) was issued by Facilities and Maintenance Services to obtain a design firm for a heating plant replacement at Grant Gordon Learning Center. The selected firm is TLC Engineering Solutions, Inc.

The contract period is October 1, 2021-August 12, 2022.

Budget Code: FAR 00 MM2 LEE CNC..... \$76,750.00

RFP #7299 2022 Green Infrastructure Upgrades, Division 1, at Benjamin Franklin Elementary School; Division 2, at Hayes at the Kosciuszko Complex; Division 3, at Nathaniel Hawthorne Elementary School; Division 4, at Neeskara Elementary School; and Division 5, and Clement J. Zablocki Elementary School

A request for Proposal (RFP) was issued by Facilities and Maintenance Services to obtain a firm to provide design services for the 2022 Green Infrastructure Upgrades at Benjamin Franklin Elementary School, Hayes at Kosciuszko Complex, Nathaniel Hawthorne Elementary School, Neeskara Elementary School, and Clement J. Zablocki Elementary School. The selected firm is Stormwater Solutions Engineering, LLC.

The contract period is October 1, 2021-August 26, 2022.

Budget Code: Various..... \$184,955.00

**Monthly Report on Air Quality**

At its special meeting on March 23, 2021, the Milwaukee Board of School Directors adopted the Administration's Reopening Plan with a number of provisions, including monthly reports regarding air quality, with priority to be given to classrooms and schools without window access to outside air.

The Department of Facilities and Maintenance Services (DFMS) continues to monitor mechanical systems throughout the district and to perform any necessary repairs to make sure MPS’s buildings are safe and clean. DFMS is contracting with consultants to update documentation necessary to complete testing and balancing of the mechanical systems, along with outside contractors and in- house staff who perform the tasks.

The Administration will continue to pursue measures in ensuring good air quality in MPS’s buildings and will report to the Board monthly. The report will include:

- updates on procuring consultants and on the status of findings during the site investigations as part of the scopes of their contracts; and
- steps toward procuring contractors to perform testing and balancing, to identify any deficiencies in mechanical systems, to evaluate potential deficiencies, and to establish remediation plans if necessary.

This defined process equates to performing a ventilation audit.

**ESSER II Project Site Assignments**

IPD Partner	Primary Region	Total Sites	Total Sq.Ft.
Selzer Ornst	Southwest	42 28.6%	5,184,680 32.2%
VJS/JCP	Central	40 27.2%	4,712,332 29.3%
Nicholas	Northwest	35 23.8%	3,515,902 21.8%
Performance Services, Inc.	East	30 20.4%	2,696,985 16.7%
		147 100%	16,109,899 100%

Site	Sq. Ft.	Region	Site	Sq. Ft.	Region
<b>Selzer Ornst</b>			Rufus Kina HS	279,232	HS
Bay View HS	295,435	HS	North Division	394,827	HS
Bradley Tech	277,410	HS	Metropolitan (Alliance) HS	38,200	HS
Hamilton HS	380,573	HS	Washington Complex	450,331	HS
Pulaski HS	496,501	HS	Douglas	218,300	cw
Riverside University HS	359,322	HS	Roosevelt	175,372	cw
South Division	391,389	HS	WCLL	133,653	HS
Audubon	168,890	HS	French Immersion	197,682	C
Wedgewood	138,600	CW	MEC/Golda Meir	233,184	HS
Parkside	172,109	E	Auer	68,758	C
Hayes	127,309	SW	Burbank	99,685	C
Reagan	182,959	HS	Clarke	100,800	C
Allen-Field	82,500	SW	Clemens	59,252	C
Alcott	36,113	SW	Spanish Imm, Lower Campus	36,227	SW
Curtin	61,420	SW	Elm Creative Arts	88,797	E
Doerfler	65,500	SW	Thurston Woods	89,090	NW
Starms ECC	46,260	C	Spanish Imm, Upper Campus	66,865	SW
Fairview	69,033	SW	53 <sup>rd</sup> Street	69,724	C
Fernwood Montessori	92,174	E	Golda Meir Gifted	48,035	HS
Forest Home	91,047	SW	Franklin	104,330	C
Grant	92,467	SW	Lloyd Barbee	79,900	C
Greenfield Montessori	69,540	SW	Hi-Mount	110,971	C
Kagel	52,519	SW	Hopkins Lloyd	87,114	C
Lincoln Ave	81,362	SW	Keefe	99,300	C
Longfellow	99,832	SW	LaFollette	73,180	C
Lowell	28,187	SW	Grant Gordon/Lee	78,013	C
Manitoba	68,300	SW	Neeskara	75,280	C
Maryland Montessori	49,845	E	Sherman	112,478	C
Bethune	69,858	C	Marvin Pratt	47,156	C
Metcalfe	69,847	C	Story	60,660	C
Mitchell	93,256	SW	WSA 1	72,933	C
Morgandale	84,050	SW	Townsend	71,349	CW
Zablocki	90,400	SW	Transition HS	46,690	HS
Starms Discovery	73,556	C	Gwen T. Jackson	77,715	C
Riley	84,300	SW	Groppi	72,392	HS
AAL	51,216	SW	<i>Leased/Administrative Sites</i>		
Rogers	54,346	SW	Thurston Woods-SE	10,037	NW
Honey Creek	44,192	SW	McNair/MKE Excellence	64,255	CS
Vieau	84,434	SW	7 <sup>th</sup> Street Bldg	115,690	AD
Whitman	44,257	SW	Administration Bldg	179,465	AD
Whittier	18,396	E		4,712,332	
<i>Leased/Administrative Sites</i>			<b>Nicholas &amp; Associates</b>		
Walker/ALBA/Carmen SW	200,728	CS	Marshall HS	358,985	HS
SSC	45,248	AD	Obama HS	306,065	HS
	5,184,680		Vincent HS	431,769	HS
VJS/JCP			Morse	185,914	CW
MacDowell Montessori	225,410	HS	Green Tree	242,597	CW
			MSOL	156,816	HS

Site	Sq. Ft.	Region	Site	Sq. Ft.	Region
Barton	50,645	NW	Madison HS	302,797	HS
Bruce	56,197	NW	Harnack	43,830	HS
Bryant	54,073	NW	Rufus King MS	170,948	CW
Congress	46,232	NW	MACL/Grand Ave	102,013	E
Craig Montessori	48,421	NW	MLK Jr. Elementary	92,712	CW
Browning @SSC	49,647	NW	Brown Street	110,514	E
Bay View, Upper Campus	66,629	E	Burdick	73,100	E
81 <sup>st</sup> Street	57,645	NW	Cass	53,290	E
German Imm	68,684	NW	Clement	83,533	E
Emerson	37,439	NW	Cooper	62,994	E
Engleburg	68,067	NW	Fratney	82,838	E
Goodrich	70,436	NW	Gaenslen	227,935	E
Grantosa	79,541	NW	IDEAL	31,950	E
Hampton	81,998	NW	River Trail	59,402	CW
MKE Sign Language	87,627	NW	Hartford	85,700	E
Kilbourn	49,651	NW	Hawley	40,047	E
Lancaster	59,873	NW	Hawthorne	37,900	NW
Maple Tree	52,200	NW	Holmes	83,911	E
95 <sup>th</sup> Street	49,049	NW	Humboldt Park	77,700	E
Parkview	34,400	NW	Carver	74,877	E
Carson	69,391	NW	Riverwest	62,015	E
Kluge	121,720	NW	Siefert	77,265	E
Thoreau	83,683	NW	Stuart	35,739	NW
Bay View , Lower Campus	37,732	E	Trowbridge	52,623	E
<b>Leased/Administrative Sites</b>			Italian Imm	55,879	E
NW Secondary/Carmen NW	178,123	CS	Garland	81,263	E
76th Street Annex/GHT	6,664	L	<b>Leased/Administrative Sites</b>		
76th Street Main/GHT	44,668	L	Green Bay	77,600	AD
65th Street/MTEC	54,776	CS	DFMS	121,320	AD
35th Street/Assata/Banner	68,545	CS	Delaware	14,136	AD
	<u>3,515,902</u>			<u>2,696,985</u>	

Performance Services Inc.

Lincoln CTR/Arts 221,154 CW

**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**

The item authorizes expenditures for the following professional services contracts:

- TLC Engineering Solutions, Inc., for heating plant replacement at Grant Gordon Learning Center;  
Code: FAR 00 MM2 LEE CNC ..... \$76,750.00
  - Stormwater Solutions Engineering, LLC, for green infrastructure upgrades at various MPS sites;  
Code: Various..... \$184,955.00
- Total Professional Services Contract Requested..... \$261,705.00

**Implementation and Assessment Plan**

Upon the Board’s approval, the professional services contracts 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 contracts as attached to the minutes of your Committee's meeting.

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

\* \* \* \* \*

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

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

#### **(Item 1) Report with Possible Action Regarding Data and Progress Associated with the Office for Civil Rights (OCR) Report**

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

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

#### **Monthly Disproportionality Report- Resolution with Office for Civil Rights (OCR), August 1, 2021- August 31, 2021**

---

Below is an update of activities and benchmarks aligned to the action steps aligned to Resolution #05-14-5003 with the Office for Civil Rights. Action steps 1, 6, and 8 have met the criteria set forth by the Office for Civil Rights. All data and information on the remaining action steps are updated as of August 31, 2021.

#### **Action Step 2: Early Identification of Students for Behavioral Difficulties and Early Intervention**

Ongoing implementation of the behavioral multi-tiered system of support continues districtwide to identify students at risk for behavioral difficulties. All schools document behaviors and supports within PLP Classroom Behavior in Infinite Campus (IC). School Discipline Work Groups use this data to inform teachers' practice, identify school-wide trends in behaviors, and to identify students at risk for early intervention.

The District Culture & Climate Toolkit was updated for the 2021-22 school year. It contains a variety of best practices on supporting student behavior and promoting a positive classroom and school climate in which all students can learn. Updates for this school year contain specific best practices to address bias in the classroom, culturally responsive problem solving, building relationships with all students, and addressing the role of race in education.

#### **September Benchmark & Timeline:**

All schools identify a Building Intervention Team (BIT) to monitor implementation of Tier 2 and Tier 3 interventions within the PBIS multi-tiered system of support.

**Action Step 3: Outreach to Students**

All middle and high schools, totaling 30 schools, have Student Discipline Committees and identified school-based staff members who serve as their Student Discipline Committees' facilitators. These committees will meet twice a month to discuss concerns with school climate, discipline, and recommendations for the school and the district and to look deeper into the role of race within MPS and Milwaukee. A Student Discipline Committee processes guide has been created and shared with all Student Discipline Committees' facilitators to guide their work this school year. In addition, monthly virtual office hours are offered by the District's discipline manager.

This school year, all Student Discipline Committees will identify one specific school-based practice or policy to address. Students will engage their peers in monitoring implementation and working with staff members on regular updates of student conversations surrounding school climate and culture. Students will attend a virtual Student Leadership Summit in the fall. Students will attend breakout sessions on the various student voice collection methods such as focus groups, interview, Flipgrid, human Likert scale, and mapping, among others as identified. Students will also attend cross-school groups to discuss various recommendations to increase collaboration across the district and provide opportunities for multiple perspectives.

**September Benchmarks & Timeline:**

All middle and high schools will identify their Student Discipline Committee student participant and facilitator and hold two meetings in September. Schools will submit evidence of meeting and discussion. The September focus is building a community with the students.

**Action Step 4 Outreach to District Staff**

Each school has identified a Discipline Champion who facilitates a Discipline Work Group that meets monthly to analyze disproportionality data, to identify strategies, and to identify specific professional development and support for staff members and students. The Discipline Work Group processes guide was shared with all Discipline Champions, outlining the work and best practices of this team. The District's discipline manager sends a weekly email to discipline champions containing best practices, supports, and articles for reflection.

During opening week, all discipline champions shared a variety of best practices and guidebooks to all staff members, including the District Climate & Culture Toolkit, Relationship Building Guide, Data Warehouse Guide, Courageous Conversations about Race protocols, documenting behavior data, Parent Rights & Responsibilities Handbook, and integrating the Five Universal Supports.

**September Benchmark & Timeline:**

Schools will hold at least one Discipline Work Group meeting in September and submit evidence of meeting and discussion that occurs at meeting.

**Action Step 5: Outreach to Community Members**

Throughout the year, we will hold four quarterly community conversations on a variety of topics. Community members, families, students and MPS staff members will be encouraged to attend to receive district updates regarding climate and discipline, as well as have opportunities to provide feedback and input on a variety of topics related to climate and culture.

In collaboration with a grant from WI Humanities Council-Project Community CARES, multiple opportunities for the community to engage in book studies, documentary viewing and discussion, as well as a "MKE Talks" event will be created for the greater Milwaukee and MPS community.

**September Benchmark & Timeline:**

Create schedule for four quarterly community conversations throughout the district.

**Action Step 7: Staff Professional Development**

The following is a sampling of professional development opportunities that are offered to all staff members for the 2021-22 school year specifically addressing discipline disproportionality, bias and antiracism. All sessions are available in LMS as self-paced modules or are available as facilitated professional development at the school or departmental level.

*Defining Behaviors*

Participants will learn about specific behavior definitions and possible strategies to define behaviors within their classroom.

*Student Voice*

Participants will be able to engage students in creation of classroom expectations and brainstorm additional instruction engagement strategies to engage students in school and classroom leadership.

*Talking about Race*

Participants will learn about the role of bias in their life and protocols to hold conversations on race. Participants will reflect on the role of race in their lives, school, community, and lives of their students.

*Vulnerable Decision Points & Bias*

Participants will be able to identify their biases and have specific strategies to interrupt their bias in the classroom.

*Re-entry*

Participants will learn about conversations to have with students after discipline occurs and specific interventions and supports to provide students.

*Universal Supports through an Anti-racist Lens*

Participants will understand what it means to move towards being anti-racist and be able to update their universal supports provided to all students through the understanding of why race matters.

*Microaggressions in the Classroom*

Participants will reflect further on their own biases and how they manifest themselves in school through microaggressions. Time will be spent defining and identifying microaggressions we have engaged in or witnessed in education.

*Historical Context of Race in Milwaukee*

Participants will examine how we define race, how race has historically been used in Milwaukee and America, and how the historical aspect of race continues to affect our communities.

*Engaging Multiple Perspectives*

Participants reflect on elements of their multi-cultural self and the identities of their colleagues and students while examining the role of privilege and how race affects the world around us daily.

*Culturally-responsive Problem Solving*

Participants will engage further with the WI DPI's framework, looking at reframing our use of unfounded, untrue, and unalterable attributions when discussing students, families and the community.

*Allyship & Antiracist Education*

Participants will reflect on their comfort levels with addressing race and interrupting bias and racism when they are confronted with it throughout their day.

Discipline Champions attended professional development on updates for the year and best practices available for students. All schools took time during opening week to present best practices and supports available to all staff members. Schools are submitting a sign in sheet and agenda from their professional development during opening week.

A three-year plan is underway to engage all MPS staff members and the community in professional development and discussion on antiracism and bias through attending Courageous Conversations about Race Exploration. During August 2021, six sessions were held, which 363 staff members attended. Participants in August included middle and high school paraprofessionals, school psychologists, elementary principals and assistant principals, and special education supervisors, as outlined in the District's three-year plan.

The District will also be expanding this work further with specific opportunities for school and district leaders. All school principals will attend the Leadership Experiences and Administrative Development Series (LEADS), which is a six-part series, 2.5 hours per session, for district and school leaders to focus on integration of work into school practices. Discipline Champions and SSTs from schools that have attended Explorations will attend a Virtual Courageous Conversations Experience (Beyond Diversity) seminar. This will provide further engagement with the Courageous Conversations about Race Exploration protocols and framework to expand participants' understanding and application of the protocols.

#### September Benchmark & Timeline:

Expand enrollment in LMS courses identified. Host additional sessions of Courageous Conversations about Race Exploration for regular education and special education teachers at identified elementary schools as outlined on the District's three-year plan.

#### Action Step 9: Data Evaluation

Below are all behavioral events that led to out-of-school suspensions or Student Services suspensions across the district from August 1, 2021, through August 30, 2021, as documented in Infinite Campus.

Event	American			Pacific			Multiple	Total
	Hispanic	Indian	Asian	Black	Islander	White		
Arson	0	0	0	1	0	0	0	1
Assault	0	0	0	3	0	0	0	3
Battery	4	0	0	14	0	0	0	18
Bullying	0	0	0	2	0	0	0	2
Chronic Disruption	1	0	0	9	0	1	0	11
Disorderly Conduct	5	0	1	42	0	1	1	50
Endangerment of Physical Safety/Mental Well-being	3	2	0	23	0	1	0	29
Fighting	22	1	1	166	0	2	0	192
Gang Activity	0	0	0	1	0	0	1	2
Inappropriate Personal Property	0	0	0	9	0	0	0	9
Inappropriate use of electronic communication devices	0	0	1	6	0	0	0	7
Intent to Distribute Drugs/ Alcohol/Meds	0	0	0	2	0	0	0	2
Leaving the classroom without permission	0	0	0	0	0	1	0	1
Other Substances/Materials	0	0	0	7	0	0	1	8
Personal Threat	1	0	0	6	0	0	1	8
Possession of Drug Paraphernalia	0	0	0	2	0	0	0	2
Possession/Ownership/Use of Alcohol	0	0	0	0	0	1	0	1
Possession/Ownership/Use of Drugs	0	0	0	21	0	1	0	22
Possession/Ownership/Use of Gun	0	0	0	1	0	0	1	2
Possession/Ownership/Use of Weapon Other than Gun	2	0	0	14	0	0	0	16
Sexual Assault	0	0	0	3	0	0	0	3
Sexual Harassment	0	0	0	0	0	1	0	1
Substantial Environmental Disruption	1	0	0	3	0	0	0	4
Use of Tobacco, Including Chewing	1	0	0	7	0	1	1	10
Vandalism	0	0	0	5	0	0	0	5
Verbal Abuse/Profanity/Harassment	0	0	0	6	0	0	0	6
Grand Total	40	3	3	353	0	10	6	415

Looking at all behavioral events in August, the following alternative to suspensions were documented as resolutions in Infinite Campus.

	American						Total
	Hispanic	Indian	Asian	Black	White	2+ Races	
Conference	2		1	10		1	14
Counsel	8			77	3	1	89
Detention	1			3			4
Mediation	4			9			13
Repairing Harm Circle	2			1		1	4
Restorative Conference	2			6	2	1	11

Year-to-date Suspension Events

Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple
10%	1%	1%	85%	0%	2%	1%

Student Demographics

Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple
24%	≈0%	5%	60%	0%	8%	3%

**Action Step 10: Implementation Plan**

The District Discipline Disproportionality Leadership Team has begun to meet monthly to discuss school data and Discipline Work Group meeting minutes. The team has been expanded to include membership from Specialized Services, school psychologists, school social workers, school counselors, Violence Prevention Program, 53206, Community Schools, Research, Assessment & Data, PBIS, restorative practices, Equity, Access & Inclusion, Black & Latino Male Achievement, Bilingual Multicultural Education, and Student Services. The August meeting focused on team building and planning for the 2021-22 school year.

All schools have identified at least one of the six research based best practices to address discipline disproportionality to focus on within their school improvement plan. These six best practices include: define behaviors, engage student voice, talk about race, address bias in vulnerable decision points, re-entry of students after discipline, and universal supports through an antiracist lens. Best practices and PD modules for all six best practices have been created and shared through Discipline Champions.

Through a grant with the McCathey Dressman Education Foundation, a variety of book cohorts will be offered throughout the year, including *Courageous Conversations about Race*, *Pushout*, *How to Be an Antiracist*, and others as identified by interest. All school social workers are engaging in a year-long book study of *Courageous Conversations about Race* as part of their departmental professional learning community.

Through a grant with the Wisconsin Humanities Council, a variety of community viewings of documentaries and book studies will occur as well as a MKE Talks presentation by a variety of Milwaukee community members discussing their journeys with racial equity.

The ten identified Courageous Conversations about Race Practitioners have completed their cohort, including a book study, eight modules, and three webinars. All practitioners are now engaged with three months of coaching from a Courageous Conversations about Race Equity Transformation Specialist as they embed this framework throughout their work in MPS.

Going forward, the monthly reporting associated with disproportionality for the 2021-22 school year will focus on the following areas:

- promoting and providing resources to schools on alternatives to suspension, including the Alternatives to Suspension Toolbox, which will be updated
- creation of a list of support services for students to be provided to schools
- analysis of data by school staff to determine the best course of action to address disproportionality
- expansion of book-study opportunities
- creation of a committee to review, to identify, to develop, and to implement strategies to reduce suspensions

September Benchmark & Timeline:

The District Discipline Disproportionality Leadership Team will create a mission and vision for their work during the 2021-22 school year.

The Alternatives to Suspension Toolbox will be shared with all Discipline Champions, with specific schools and staff members to be identified for professional development and coaching.

**Strategic Plan Compatibility Statement**

Goal 2, Student, Family and Community Engagement

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

---

Administrative Policy 1.06, Equity in MPS

**Fiscal Impact Statement**

---

N/A

\* \* \* \* \*

**(Item 2) Report with Possible Action on Student Restraint and Seclusion**

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 2012, Wisconsin Act 125 created section 118.305 of the Wisconsin Statutes, which provided direction on the use of seclusion and restraint with students in public schools. Act 125 had several key components, including:

1. conditions for the use of seclusion;
2. conditions for the use of physical restraint;
3. notification and reporting requirements following the use of seclusion or restraint;
4. training in the use of seclusion and physical restraint; and
5. requirements for the use of seclusion and restraint on students with disabilities.

In March 2020, Wisconsin Act 118 revised the state law to include:

- requiring parents to be provided with copies of the written incident reports;
- clarifying that the notice and reporting requirements apply to incidents involving law-enforcement officers;
- prohibiting the use of prone restraint;
- revising the required training components;
- requiring school staff to hold a meeting after each incident of seclusion or restraint to discuss topics specified in the Act;
- conducting an IEP team meeting within ten school days of the second time that seclusion or restraint is used on a student with a disability within the same school year; and
- requiring each governing body to submit an annual report to the Department of Public Instruction by December 1.

Under current law, annually by October 1, the principal or designee must submit to the governing body a report that includes data disaggregated as follows:

- the number of incidents of seclusion during the previous school year;
- the total number of students who were involved in incidents of seclusion during the previous school year;
- the number of students with disabilities who were involved in incidents of seclusion during the previous school year;
- the number of incidents of physical restraint during the previous school year;
- the total number of students who were involved in incidents of physical restraint during the previous school year; and
- the number of students with disabilities who were involved in incidents of physical restraint during the previous school year.

To ensure compliance with Wisconsin Statutes, §118.305, the Administration has taken the following steps:

- Training has been provided to staff across the district in the use of seclusion and restraint. These trainings also focused on positive interventions and supports to address potentially

dangerous behavior. In total, more than 2,000 staff members have been trained over the past five years.

- For the last six years, all principals, school leaders, and special education supervisors received in-services on the requirements of WI statutes, §118.305.
- The District’s mechanism for recording incidents of seclusion and restraint has been significantly enhanced by the Infinite Campus Student Information System.
- During the 2019-20 school year, the Administration directed schools to submit restraint and seclusion data in accordance with WI statutes, §118.305. The results were as follows:
  - A total of 441 students, including 251 with disabilities, were involved in 753 incidents of restraint during the 2019-20 school year. A total of 79 students, including 56 with disabilities, were involved in 91 incidents of seclusion during the 2019-20 school year.
  - In the 2020-21 school year, there were a total of four students, including two students with disabilities, involved in five incidents of seclusion. There were 13 students, including 10 students with disabilities, involved in 25 incidents of physical restraint.

**2020-21 Data**

	Seclusion		Restraints			Seclusion		Restraints	
	Total	Spec Ed	Total	Spec Ed		Total	Spec Ed	Total	Spec Ed
Acad/Acc Learning	1	1	2	1	Milw Parkside	0	0	10	1
Cooper	0	0	1	0	Mitchell	0	0	1	1
53rd Street	1	1	0	0	Neeskara	0	0	1	1
Garland	0	0	2	1	Obama SCTE	0	0	1	1
Grant	0	0	1	0	Siefert	0	0	1	1
King IB MS	0	0	1	1	Totals	5	2	25	10
Longfellow	0	0	2	1					
Manitoba	3	0	2	1					

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

Administrative Policy 8.28, Student Discipline

**Fiscal Impact Statement**

No fiscal impact.

\* \* \* \* \*

**(Item 3) 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**

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.

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

Indicator #1	Graduation Rates	Indicator #4	Suspension/Expulsion
Indicator #2	Drop-out Rates	Indicator #5	Educational Placement Ages 6-21
Indicator #3	Assessments	Indicator #6	Educational Placements Ages 3-5

Indicator #7	Preschool Outcomes	Indicator #12	Preschool Transition, Part C, Part B
Indicator #8	Parental Involvement	Indicator #13	Transition Goals, Ages 16 and over
Indicator #9	Inappropriate Identification in Special Education	Indicator #14	Post-school Outcomes
Indicator #10	Inappropriate Identification in Specific Disabilities Categories	Indicator #15	Resolution Sessions
Indicator #11	Timely Evaluation	Indicator #16	Mediation
		Indicator #17	State Systemic-improvement Plan

### **LRE for Higher Outcomes**

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 those students who are receiving special education services in the least restrictive environment. The Department of Specialized Service's plan is to educate students with disabilities, in accordance with their individual education programs (IEPs), in the regular education environment with their non-disabled peers.

### **LRE Data**

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 children aged 6 through 21 with IEPs who are served inside the regular class 80% or more of the day
Indicator 5B	Percent of children aged 6 through 21 with IEPs who are served inside the regular class less than 40% of the day
Indicator 5C	Percent of children aged 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. MPS percentage includes all students who have IEPs, including for speech and language services. The following reports include the District's information, as well as each school's percentage.

Indicator	State's Target	MPS	
		May 2021	August 2021*
5A	70.00%	81.60%	83.08%
5B	7.90%	15.69%	15.53%
5C	0.95%	0.34%	0.32%

\*The data for the August 2021 LRE report are 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.

### **Educational Environment Codes (EEC) and Least Restrictive Environment (LRE) Counts and Percentages**

#### Indicator 5 Totals by School

	5A		5B		5C		Total
Acad/Acc Learning	49	80.33%	12	19.67%	0		61
ALBA	85	100.00%	0		0		85
Alcott	25	69.44%	11	30.56%	0		36
Allen-Field	118	97.52%	3	2.48%	0		121
Alliance	46	93.88%	2	4.08%	1	2.04%	49
Assata HS	15	100.00%	0		0		15
Audubon HS	81	80.20%	20	19.80%	0		101
Audubon MS	61	72.62%	23	27.38%	0		84
Auer Avenue	18	81.82%	4	18.18%	0		22
Banner Prep	2	100.00%	0		0		2
Barbee Mont.	14	63.64%	8	36.36%	0		22
Barton	24	88.89%	3	11.11%	0		27
Bayview HS	145	80.56%	35	19.44%	0		180
Bay View Mont.	36	100.00%	0		0		36

	5A		5B		5C	Total
Bethune Acad	59	69.41%	26	30.59%	0	85
Bradley Tech	163	86.70%	25	13.30%	0	188
Brown Street	34	100.00%	0		0	34
Browning	35	79.55%	9	20.45%	0	44
Bruce	28	100.00%	0		0	28
Bryant	28	75.68%	9	24.32%	0	37
Burbank	74	69.81%	32	30.19%	0	106
Burdick	57	100.00%	0		0	57
Carmen HS-South Campus	34	100.00%	0		0	34
Carmen-NW Campus	91	96.81%	3	3.19%	0	94
Carmen-SE Campus	82	97.62%	2	2.38%	0	84
Carson Acad	47	97.92%	1	2.08%	0	48
Carver Acad	51	82.26%	11	17.74%	0	62
Cass Street	36	100.00%	0		0	36
Clarke Street	34	69.39%	15	30.61%	0	49
Clemens	25	86.21%	4	13.79%	0	29
Clement Ave	53	98.15%	1	1.85%	0	54
Congress	68	77.27%	20	22.73%	0	88
Cooper	48	68.57%	22	31.43%	0	70
Craig Mont.	30	96.77%	1	3.23%	0	31
Curtin Leadership Acad	49	100.00%	0		0	49
Doerfler	83	100.00%	0		0	83
Douglas MS	36	70.59%	15	29.41%	0	51
81 <sup>st</sup> Street	50	75.76%	16	24.24%	0	66
Elm Creative Arts	24	100.00%	0		0	24
Emerson	24	75.00%	8	25.00%	0	32
Engleburg	38	66.67%	18	31.58%	1 1.75%	57
Fairview	67	58.77%	47	41.23%	0	114
Fernwood Mont.	68	100.00%	0		0	68
53 <sup>rd</sup> Street	34	70.83%	14	29.17%	0	48
Forest Home Ave	111	79.86%	28	20.14%	0	139
Franklin	48	61.54%	30	38.46%	0	78
Fratney	38	100.00%	0		0	38
Gaenslen	147	65.63%	76	33.93%	1 0.45%	224
Garland	51	92.73%	4	7.27%	0	55
Golda Meir	88	96.70%	2	2.20%	1 1.10%	91
Goodrich	30	62.50%	18	37.50%	0	48
Grandview HS	29	100.00%	0		0	29
Grant	55	90.16%	6	9.84%	0	61
Grantosa Drive	45	57.69%	33	42.31%	0	78
Green Tree Prep	45	100.00%	0		0	45
Greenfield	63	91.30%	6	8.70%	0	69
Groppi HS	13	92.86%	1	7.14%	0	14
Hamilton HS	178	71.20%	72	28.80%	0	250
Hampton	22	73.33%	8	26.67%	0	30
Hartford University	49	100.00%	0		0	49
Hawley Environmental	41	100.00%	0		0	41
Hawthorne	29	96.67%	1	3.33%	0	30
Hayes Bilingual	104	87.39%	15	12.61%	0	119
Highland Community	67	100.00%	0		0	67
Hi-Mount	16	88.89%	1	5.56%	1 5.56%	18
Hmong American Peace Acad	49	100.00%	0		0	49
Holmes	50	100.00%	0		0	50
Honey Creek	30	76.92%	9	23.08%	0	39
Hopkins-Lloyd	15	88.24%	2	11.76%	0	17
Humboldt Park	57	96.61%	2	3.39%	0	59
I.D.E.A.L	44	100.00%	0		0	44
Jackson	36	97.30%	1	2.70%	0	37
Kagel	20	86.96%	3	13.04%	0	23
Keefe Ave	11	100.00%	0		0	11
Kilbourn	29	85.29%	5	14.71%	0	34

	5A		5B		5C		Total
King ES	27	100.00%	0		0		27
King IB HS	117	75.97%	37	24.03%	0		154
King IB MS	46	88.46%	5	9.62%	1	1.92%	52
Kluge	47	88.68%	6	11.32%	0		53
La Causa Charter	81	100.00%	0		0		81
Lad Lake Synergy	4	100.00%	0		0		4
LaFollette	24	64.86%	13	35.14%	0		37
Lancaster	32	68.09%	15	31.91%	0		47
Lincoln Avenue	72	96.00%	3	4.00%	0		75
Lincoln Ctr/Arts	75	85.23%	13	14.77%	0		88
Longfellow	104	81.25%	24	18.75%	0		128
Lowell	25	100.00%	0		0		25
Macdowell Mont.	109	87.20%	16	12.80%	0		125
Madison Academic HS	111	83.46%	20	15.04%	2	1.50%	133
Manitoba	42	73.68%	14	24.56%	1	1.75%	57
Maple Tree	16	88.89%	2	11.11%	0		18
Marshall HS	175	63.41%	100	36.23%	1	0.36%	276
Maryland Av Mont.	47	100.00%	0		0		47
MATC Emerging Scholars	0		0		0		0
Metcalf	32	84.21%	6	15.79%	0		38
Milw Acad of Chinese Lang	35	100.00%	0		0		35
Milw Co Youth Educ Center	0		2	100.00%	0		2
Milw College Prep-36 <sup>th</sup> St	29	100.00%	0		0		29
Milw College Prep -38 <sup>th</sup> St	45	97.83%	1	2.17%	0		46
Milw College Prep-Lloyd St	44	100.00%	0		0		44
Milw College Prep-North	39	100.00%	0		0		39
Milw Environmental Sciences	34	97.14%	1	2.86%	0		35
Milw Excellence Charter	77	100.00%	0		0		77
Milw French Imm.	24	100.00%	0		0		24
Milw German Imm.	26	96.30%	1	3.70%	0		27
Milw HS/Arts	119	73.91%	41	25.47%	1	0.62%	161
Milw Parkside	105	71.43%	42	28.57%	0		147
Milw of Languages	72	55.38%	58	44.62%	0		130
Milw Sign Language	55	96.49%	2	3.51%	0		57
Milw Spanish Imm.	37	69.81%	15	28.30%	1	1.89%	53
Milwaukee Virtual Ed	6	75.00%	1	12.50%	1	12.50%	8
Mitchell	94	94.95%	5	5.05%	0		99
Morgandale	70	100.00%	0		0		70
Morse MS	47	61.04%	30	38.96%	0		77
Neeskara	56	83.58%	11	16.42%	0		67
Next Door Foundation	2	100.00%	0		0		2
95 <sup>th</sup> Street	30	93.75%	2	6.25%	0		32
No Future Enrollment	2	66.67%	1	33.33%	0		3
Non-MPS	91	95.79%	4	4.21%	0		95
North Div HS	69	74.19%	24	25.81%	0		93
Nova HS	22	91.67%	2	8.33%	0		24
Obama SCTE	360	79.12%	94	20.66%	1	0.22%	455
Parkview	31	100.00%	0		0		31
Pratt	36	97.30%	1	2.70%	0		37
Project Stay HS	13	92.86%	1	7.14%	0		14
Pulaski HS	203	92.27%	17	7.73%	0		220
Reagan HS	126	92.65%	10	7.35%	0		136
Riley Dual-language Mont.	35	97.22%	1	2.78%	0		36
River Trail	16	72.73%	6	27.27%	0		22
Riverside University HS	154	70.64%	64	29.36%	0		218
Riverwest	40	100.00%	0		0		40
Rogers Street Acad	65	97.01%	2	2.99%	0		67
Roosevelt MS	63	100.00%	0		0		63
Shalom HS	23	100.00%	0		0		23
Sherman	31	79.49%	8	20.51%	0		39
Siefert	30	100.00%	0		0		30

	5A		5B		5C		Total
South Accelerated Acad	5	100.00%	0		0		5
South Division HS	137	67.49%	65	32.02%	1	0.49%	203
Spec Ed Services	2	12.50%	1	6.25%	13	81.25%	16
Starms Discovery	53	85.48%	9	14.52%	0		62
Starms EC	14	100.00%	0		0		14
Story	29	93.55%	2	6.45%	0		31
Stuart	40	100.00%	0		0		40
Thoreau	29	74.36%	10	25.64%	0		39
Thurston Woods	50	80.65%	12	19.35%	0		62
Townsend Street	32	74.42%	11	25.58%	0		43
Transition HS	18	90.00%	2	10.00%	0		20
Trowbridge	21	100.00%	0		0		21
Victory	52	100.00%	0		0		52
Vieau	100	100.00%	0		0		100
Vincent Accelerated Acad	8	88.89%	1	11.11%	0		9
Vincent HS	85	69.67%	35	28.69%	2	1.64%	122
Washington DTC	0		7	100.00%	0		7
Wedgewood Park	83	84.69%	15	15.31%	0		98
Westside Acad	30	90.91%	3	9.09%	0		33
Whitman	41	80.39%	10	19.61%	0		51
Whittier	12	100.00%	0		0		12
Washington IT	88	69.29%	39	30.71%	0		127
Wi Ctr/Blind	0		1	33.33%	2	66.67%	3
Wi Ctr/Deaf	0		2	66.67%	1	33.33%	3
WCLL	62	77.50%	18	22.50%	0		80
Zablocki	39	97.50%	1	2.50%	0		40
Grand Total	8,551	83.08%	1,708	16.60%	33	0.32%	10292

**EE Codes**

- A=less than 21% removed from non-disabled peers
- B=(from 21 to 60%) removed from non-disabled peers
- C=greater than 60% removed from non-disabled peers
- D=Public Separate Day School
- E=Private Separate Day School
- F=Public Residential Facility
- G=Private Residential Facility
- J=Homebound
- S=Correctional Facility
- T=Parentally-placed Private

EE Code	MPS		Non-MPS		Grand Totals	
A	8,456	70.08%	95	39.92%	8,551	69.50%
B	1,874	15.53%	21	8.82%	1,895	15.40%
C	1,699	14.08%	9	3.78%	1,708	13.88%
D	1	0.01%			1	0.01%
E	1	0.01%			1	0.01%
F			3	1.26%	3	0.02%
G	8	0.07%	13	5.46%	21	0.17%
J	7	0.06%			7	0.06%
S	3	0.02%			3	0.02%
T	17	0.14%	97	40.76%	114	0.93%
Totals	12,066	100.00%	238	100.00%	12,304	100.00%

**Indicator 5: School-age Educational Environment**

- 5A=Percent of students ages 6-21 with disabilities who are served inside the regular class 80% or more of the day.
- A=A (EE Codes)
- 5B=Percent of students ages 6-21 with disabilities who are served inside the regular class less than 40% of the day.
- B=C (EE Codes)
- 5C=Percent of students ages 6-21 with disabilities who are served inside separate schools, residential facilities, or homebound/hospital placements.
- 5C=D, E, F, G, J (EE Codes)
- Note: LRE counts do not include EE codes=B or EC EEC.

Indicator	MPS		Non-MPS		Grand Totals	
5A	8,456	83.13%	95	79.17%	8,551	83.08%
5B	1,699	16.70%	9	7.50%	1,708	16.60%

Indicator	MPS		Non-MPS		Grand Totals	
5C	17	0.17%	16	13.33%	33	0.32%
Totals	10,172	100.00%	120	100.00%	10,292	100.00%

**EC EEC**

B1=Separate Class

B4=Home

B2=Separate Day School (not normally used by MPS)

B5=Service Provider’s Location

B3=Residential Facility (RCC)

*Ten hours or more per week of Reg Ed Programming*

R1 =Majority of hours of special education and related services are delivered in the regular education program.

R2=Majority of hours of special education and related services are delivered in any location other than regular education.

*Less than ten hours per week of Reg Ed Programming*

R3=Majority of hours of special education and related services are delivered in the regular education program.

R4=Majority of hours of special education and related services are delivered in any location other than regular education.

**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

**Fiscal Impact Statement**

No Fiscal Impact

\* \* \* \* \*

**(Item 4) Report with Possible Action on Annual School Procedural Compliance Self-Assessment (PCSA)**

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**

Milwaukee Public Schools is committed to practices that lead to improved service delivery, provide information regarding needed professional development, and contribute to staff accountability for high-achievement outcomes for students with disabilities.

The Reading Drives Achievement: Procedural Compliance Self-Assessment (RDA: PCSA, or “self-assessment”) is one part of the Wisconsin Department of Public Instruction’s monitoring activities under state and federal special education laws. The goals of the self-assessment are to ensure compliance with selected legal requirements and to improve outcomes for students with disabilities, specifically in reading.

The Procedural Compliance Self Assessment (PCSA) includes a school-based assessment aspect that is to be completed annually, during the spring. At that time, an annual measurement of compliance is to be completed by each school in the district. The results of the measurement are reported by school and by district-level. The schools’ data are used to form the goals and action steps for special education compliance in each individual School Improvement Plan (SIP). The District’s data are used to analyze district supports and to develop plans of improvement for district-wide systems that serve students with disabilities.

Results-driven Accountability (RDA) is a revised accountability system from the federal Office of Special Education Programs (OSEP). States were allowed to choose a focus for RDA. Wisconsin chose literacy outcomes, because this is an area of challenge for many students with disabilities in the state. Thus, Wisconsin’s effort retools the acronym as “Reading Drives Achievement: Success through Literacy” (RDA:StL). The revised accountability system, which used to focus solely on compliance, now includes both compliance and results.

Each Milwaukee public school receives the results of PCSA with the expectation that data will be included in the school-wide planning each year. The target for the PCSA is to achieve (and to maintain) 100% in each of the identified compliance items. Federal oversight requires 100% compliance. Milwaukee Public Schools strives to meet this goal each year.

Attached to the minutes of your Committee's meeting for the Board's information is the PCSA 2020-21 Executive Summary.

### **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

### **Fiscal Impact Statement**

No Fiscal Impact

\* \* \* \* \*

## **REPORT OF THE COMMITTEE ON STRATEGIC PLANNING AND BUDGET**

Director O'Halloran presented the following report for the Committee on Strategic Planning and Budget:

TO THE BOARD OF SCHOOL DIRECTORS:

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

### **(Item 1) Report with Possible Action Regarding the Elementary and Secondary School Emergency Relief Fund's (ESSER III's) Proposed Budget**

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 American Rescue Plan Act (ARPA) of 2021 was put into law on March 11, 2021, to provide stimulus funds to help with recovery from the economic and health effects of the COVID-19 pandemic. Included in the plan is third round of the Elementary and Secondary School Emergency Relief Fund (ESSER III) for school districts. ESSER III's funding provides districts considerable flexibility in determining how best to use the funds, although, twenty percent of the allocation must be used to mitigate learning loss. The term of available funding for the ESSER III grant program is March 13, 2020, through September 30, 2024. The plan is to use the funding for the term of July 1, 2021, through September 30, 2024. Milwaukee Public Schools anticipates approximately \$504 million to allocate over the next three school years. Twenty percent to mitigate learning loss is about \$101 million.

Community input was gathered through a special meeting of the Board in June, district surveys, stakeholder meetings, student and community listening sessions, town hall meetings, and community organizations' proposals. ESSER III planning teams made up of central administration, school leaders, educators, and parents/guardians incorporated community feedback, as appropriate, while they were developing the ESSER III Proposed Budget Detail. Community feedback focused around major categories and is summarized in the document titled "ESSER III Feedback and Proposals" attached to the minutes of your Committee's meeting.

The District has focused on five key areas in allocating ESSER III funds:

- accelerating learning
- health and wellness
- facilities
- technology
- extracurricular engagement.

Please see the attachments for a proposed ESSER III budget timeline, more details on community feedback, proposals, and the online survey results, along with the 2021-22 Elementary and Secondary School Emergency Relief (ESSER III) Proposed Budget Detail.

**ESSER III Overview**

**Elementary and Secondary School Emergency Relief (ESSER) Programs**

ESSER Grant Overview	ESSER I	ESSER II	ESSER III
Stimulus bill	Coronavirus Aid, Relief, and Economic Security Act (CARES Act)	Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA)	American Rescue Plan Act (ARPA)
Performance period	3/13/2020-9/30/2022	3/13/2020-9/30/2023	3/13/2020-9/30/2024
Total amount in grants to Milwaukee Public Schools	\$41 million	\$225 million	\$505 million — Districts must reserve 20% to mitigate learning loss
School districts provide private school services	\$15 million	N/A	N/A

**ESSER III Plan Development**

*Input from Staff, Students, Families, and the Community*

- Initial survey
- ESSER email
- ESSER website <http://mpsmke.com/esser3>
- Community listening sessions
- Student listening sessions
- Stakeholder meetings
- Milwaukee Board of School Directors town hall meetings
- Draft plan posted on the website
- ESSER III Funding Priorities Survey
- Meetings of the Milwaukee Board of School Directors

**ESSER III Surveys**

**Distribution**

- Web story
- Email and text message reminders to staff and families
- MPS app notification
- Social media promotion
- Thursday Updates
- Family Newsletter
- Survey I released July 8 to coincide with the community-feedback sessions as part of the planning of the ESSER III’s budget.
- Survey II released September 4 as part of feedback on the ESSER III’s draft budget

Survey I Data Responses: 650 as of 9/20/21

**Who Participated**

Parents/guardians .....	51.2%	Students .....	5.5%
Staff.....	34.5%	Other.....	2.5%
Community members .....	6.3%		

**Top 10 Zip Codes**

53207.....	108	53215.....	32	53219.....	29	53209.....	24
53208.....	50	53216.....	30	53212.....	28		
53221.....	41	53210.....	29	53222.....	27		

**Community Member Representation**

Other.....	23	Children who are English Learners.....	3
Children with Disabilities .....	9	Children who are English Learners.....	3
Children in Foster Care.....	7	Children who are Incarcerated.....	3
Homeless Children .....	6	Children who are Incarcerated.....	3
Homeless Children .....	6	Migrant Children.....	2

Civil Rights Groups..... 1

**Overall Priority Areas, Ranked 1-5 (Average)**

Extracurricular Engagement..... 3.81  
 Technology ..... 3.32  
 Facilities ..... 2.76  
 Accelerating Learning ..... 2.62  
 Health and Wellness ..... 2.49

Average  
Rank

Accelerating Learning

Resources world languages	6.64
PD for pre-K through 12th Grade	6.3
Resources for English learners	6.04
Extended learning time	5.08
Resources for library, art, music, and physical education	4.82
Resources students with disabilities	4.48
Instructional materials	3.61
Provide schools with the resources	2.17

Health and Wellness

Strategies for implementing public health protocols	4.67
Community and school exercise stations on school playgrounds	4.04
Anti-racists and anti-bias professional development for staff.	3.62
Healthful diet and nutrition for students	3.43
Programs and practices to support students' and staff's mental health, including supports for addressing trauma...	2.77
Programs and practices to support socially and emotionally supportive learning environments (includes restorative...	2.47

Facilities

Replace shared lockers with single-use lockers	3.04
Outdoor classrooms to provide in-person instruction and physical distancing	2.52
Infection-mitigation measures to reduce the risk of COVID-19 transmission (signage, plexiglass, PPE, sanitation measures)	2.52
Remodeling of buildings	1.91

Extracurricular Engagement

School sports physicals (access and affordability)	4.04
Improvements to athletic facilities	3.71
Expansion of after-school childcare connected to day school	2.72
Expanding and enhancing athletics (elementary-, middle-, and high-school athletics)	2.62
Expanding and enhancing after-school clubs (e.g., chess, forensics, robotics, language clubs, drumline, year book club, etc.)	1.9

Technology

Expansion of district telepresence program (double existing program from 14 to 28 schools)	5.74
Professional development for teachers on instructional best practices with technology	4.53
Connectivity for students in all learning environments	4.09
Instructional technology software (GoGuardian, Pear Deck, Screencastify, Ed Puzzle, WeVideo subscriptions for...	3.81
Accessibility to technology and support for students, staff, and families	3.77
Science and mathematics manipulatives/hardware (hands-on kits for students' use)	3.62
Instructional technology hardware (document cameras, touchscreen Chromebooks, interactive flat panels, staff...	2.43

Survey II: 1,543 responses as of 9/20/21

*Who responded*

Staff.....	738
Parents/guardians .....	630
Students .....	106
Community members .....	53
Other.....	16

Representatives of .....	
Children with Disabilities.....	476
English Learners .....	241
Homeless Children.....	237
Children in Foster Care .....	232
Other .....	212
Civil Rights Organizations .....	190
Migrant Students.....	148
The Unions .....	135
Incarcerated Children.....	123
Tribes.....	14

Top Ten Zip Codes

53207.....	211	53221 .....	95	53219.....	78	53209 .....	60
53215.....	113	53222 .....	92	53218.....	63		
53208.....	97	53212 .....	79	53210.....	61		

*Number of Responses by Priority Area*

Facilities .....	1,035
Health and Wellness .....	945
Technology .....	809
Accelerating Learning .....	756
Extracurricular Engagement.....	696

Average Rank

Accelerating Learning

*Direct Service to Students*

Project-based Learning: Instruction, Materials, Equipment...	3.5
Tutoring: K-5 through 12, both in and outside the school...	4.02
Student Services: Virtual program contract, LTE...	5.08
Student Support: Additional hours for school staff to...	5.19
Student transportation for work-based learning	5.73
Student Support: Instructional support for students...	5.83
Extended Learning: Summer, Winter, Saturday academics	5.87
College tours	6.51
Family Engagement: Funds for all schools to engage...	7.26
Library: Mobile library services to families	8.32
Virtual Field Trips	8.7

*Provide High-quality Materials*

School Counseling Materials: for building academic success, advocacy, mindfulness, personal safety and wellness, transitioning, and time management	2.72
Project-based Learning: For GE labs, hands-on learning, CTE, STEM, PLTW	2.8
Financial Literacy: Materials for financial literacy in high schools	2.93
Math: K3-K5 math materials	2.93
Postsecondary Planning: Online Common Black College Application for fee waivers, PD for counseling staff, and workshops for parents and students applying to HBCUs.	3.63

*Provide Professional Development*

Math: Provide PD (K-12), coaching for all math teachers, and provision of professional resources to early...	3.08
PD for Paraprofessionals: PD to support curriculum implementation	3.22
ACT Prep: for college and career staff on the ACT	3.7
Adult Professional Learning: Two LTE PD Specialists to develop, monitor internal and external PD	4.17
Career and Technical Education: PD for GE Innovation lab and PLTW instructors	4.36
Adult Professional Learning: Hosting the NACAC's (National Association for College Admission Counseling's) conference in Milwaukee	4.7
School Improvement Retreats: School retreat for teachers, paraprofessionals, and support staff	4.77

	<u>Average Rank</u>
<u>Health and Wellness</u>	
<i>Mental Health</i>	
Mental Health Services: Mental health services provided to Community Learning Centers/Summer Camps	2.65
Mental Health Services: Mental health services provided to Community Learning Centers/Summer Camps	3.08
Social Emotional Learning: Educators professional development and support to implement classroom-wide...	3.15
Mental Health: Development of a shared plan for implementing a comprehensive school mental health...	3.57
Mental Health: Development of a shared plan for implementing a comprehensive school mental health...	4.1
Social-Emotional Learning: Facing History curriculum: professional development and curriculum provided to...	4.46
<i>Physical Health</i>	
Nutrition: Stop, Grab, and Go and distribution of fresh fruits and vegetables	2.94
COVID-19 testing to mitigate the spread. Incentive to encourage full vaccination	3.03
Health Supplies: Spot vision screeners and support equipment	3.27
Pregnant and Parenting Youth Prevention Program	4.13
Summer Meal Program:	4.47
Nutrition Center: Design services and remodel of building	4.94
In-House Field Trips : Traveling culinary classroom for "in- ouse MPS field trips"	5.22
<u>Facilities</u>	
Air Quality: Air conditioning for schools and for information technology (IT) operating systems	2.15
Plumbing: Water-bottle filling stations at every school	3.35
Apprenticeships: Plumbing apprentice, allowing the District to hire MPS students to perform life-learning tasks for a...	4.09
Classroom Furniture: Provision of desks, chairs, and classroom materials based on per-pupil costs (\$450 per...	4.71
Construction Remodeling/additions at various schools	4.82
Electrical: Fire alarm replacement for schools with high populations of students with hearing loss	5.03
Electrical: Generator replacement	5.69
Interior: Corridor locker replacement and shade replacement	6.16
<u>Technology</u>	
<i>Equipment to Support Students' Learning</i>	
Chromebooks, Accessories, Data Plans and Assistive...	1.78
Instructional Technology Essential instructional...	3.05
STEM Career and Technical Education: STEM computer...	4.05
Fiber Optics: Upgrade of fiber optic cabling and...	5.35
School Auditorium/ Multipurpose Room Updates...	5.59
Districtwide Professional Development Center	6.25
Google Licenses: Google licenses for Chromebooks	6.87
Google Licenses: Google licenses for Chromebooks	7.39
Protection Equipment: Battery and power protection...	8.11
Digital Signage: Provision of standardization and equity...	8.15
eSports: Expansion of existing eSports program to...	9.41
<i>Instructional Technology Software</i>	
Hands-on Science: Support materials/supplemental curriculum resources for hands-on science	2.12
Instructional & Technology Subscriptions: Purchase and renewal of current subscriptions for student applications and cost of virtual field trips or cost of subscriptions to museums and other institutions that offer opportunities	2.2
English Learner Resources: Provision of resources to schools with English learners to support and develop their oral language and adult ESL courses for parents	2.61
Engineering Resources: Purchase of web-based computer-aided design (\$31,500) and professional development (\$31,500) software for high-school STEM engineering students to access from home	3.07
Instructional Technology Professional Development	2.12
Instructional Technology Professional Development	2.83
Biliteracy Guidance: Creation of guidance on using biliteracy resources	3.1
Digital Learning: 12-FTE digital learning coaches	3.1

	Average Rank
Illustrative Mathematics: Professional development in LearnZillion Illustrative Mathematics for high-school math teachers	3.41
Micro-credentials Incentives for MPS-approved micro-credentials Level 1 and 2. Incentives to Department of Technology staff for MPS-approved micro-credentials.	3.53
<u>Extracurricular Engagement</u>	
<i>Athletics</i>	
Athletics Facility Upgrades, Grades 9-12: Renovation of field houses at four Schools; Upgrade of pools a five...	3.09
Athletics Supports Provision of sports physicals by licensed healthcare professional	3.29
MPS Sports Performance and Media Academy: Building state-of-the-art Sports Performance and Media Academy...	3.67
Athletics Facility Upgrades, Grades K3-12: Upgrade of tennis courts at all MPS City Conference schools and...	3.93
Academic Supports for Student Athletes: Saturday Academy targeting middle- and high-school athletes	4.47
Academic Supports for Student Athletes, Grades 9-12 pre-game study and training (pre-game meal) tables and...	4.78
Athletics Facility Upgrades Grades 6-12: Live streaming of all City Conference Games: installation of video...	4.78
<i>Expansion of Current MPS After-school/Out-of-school Offerings</i>	
College/Career Exploration ACT/SAT prep and tutoring program, career days, and job-shadowing program; college application support	2.5
Academic Tutoring : On-demand virtual tutoring	2.72
College/Career Exploration: Mini grants to schools for out-of-schooltime, STEAM-focused clubs/programs	2.93
Credit Recovery: Credit-recovery support (after school) for high-school students enrolled in credit-recovery classes during day school	3.4
Business and Entrepreneurial Skills: Summer entrepreneurial program to teach basic business skills	3.51
<i>Expansion of School-based Clubs</i>	
Expansion of Activities and Clubs: Mini-grants to schools to start clubs and activities	2.15
Arts and Life Skills Programming: Establishment of a life-skills program (6th-12th grades) and mini grants to schools for out-of-school-time arts programs (K3-12th grade)	2.19
Non-Traditional After-School Offerings: Mini-grants to schools for non-traditional opportunities (rowing, horseback riding, fishing, lacrosse, skateboarding, etc.)...	3.1
Saturday Programming Opportunities: Saturday programming for MPS elementary students (morning to afternoon), including meals, wellness activities...	3.37
Overnight Camping: Overnight camp for MPS students	4.19
Increased Accessibility to and Quality of MPS's After-school Offerings	
After-school Programs: Expansion of K3 wrap-around and traditional after-school programs.	2.18
Wellness Opportunities: Mini-grants to schools for wellness activities out of school time	3.16
Twilight Center Programs: Addition of one new middle-school Twilight Center on southwest side of Milwaukee	3.52
MPS Drive Program: Expansion of the MPS Drive program to serve more students	3.77
Partnership for the Arts and Humanities Program/Arts Internship Program:	3.77
Wellness Opportunities: Mini grants to schools for wellness activities out of school time	4.59

### ESSER III Plan Development

#### Planning Team

- District administrators
- School leaders
- Teachers
- Parents/guardians

### ESSER III Proposed Plan

#### Proposed Priority Areas

- Accelerating Learning
- Health and Wellness

- Facilities
- Technology
- Extracurricular Engagement

### Proposed ESSER III Budget

Total Proposed Priority Areas	Proposed Budget
Accelerating Learning	\$92,179,969
Health and Wellness	\$61,758,465
Facilities	\$129,064,840
Technology	\$93,402,877
Extracurricular Engagement	\$73,083,927
Administrative	\$1,112,297
Other Educational Services and Programs	\$53,930,433
Subtotal	\$504,532,808

### ESSER III Accelerating Learning

Goal 1: Accelerate learning and reduce learning loss to increase achievement for all students.

Goal 2: Increase use of high-quality instructional materials to support student achievement.

Goal 3: Improve teachers' instructional practices to enhance students' learning and equity.

Goal 4: Promote family engagement to support social emotional learning and academic achievement.

- Direct educational services
- High-quality instructional materials
- Professional development
- Strengthening parental/family engagement

#### *Proposed Budget: Accelerating Learning*

Direct educational services	\$47,918,815
High-quality instructional materials	\$10,229,512
Professional development	\$15,117,137
Strengthening parent/family engagement	\$11,746,327
Indirect	\$7,168,178
Subtotal	\$92,179,969

### ESSER III Health and Wellness

Goal 1: Mental Health — All students in MPS will be provided equitable access to mental-health supports, particularly after experiencing potentially traumatic events.

Goal 2: Physical Health — Increase access to health and nutritional services for all students.

Goal 3: SEL — Schools will create equitable learning environments which foster compassion, respect, and opportunities for students to contribute to positive local and global change.

Goal 4: Physical Education and Experiential Learning — Increase physical activity for students, families, and community.

- Mental health
- Physical health
- Social emotional learning
- Physical education and experiential learning

#### *Proposed Budget: Health and Wellness*

Mental health	\$12,694,912
Physical health	\$33,807,073
Social emotional learning	\$12,301,519
Physical education and experiential learning	\$601,376
Indirect	\$2,353,585
Subtotal	\$61,758,465

### ESSER III Facilities

Goal 1: Improve air quality within MPS's buildings.

Goal 2: Increase access to water-bottle filling stations to reduce expressed concerns and improve overall health.

Goal 3: Promote social distancing with outdoor classrooms and modernized classroom furnishings.

Goal 4: Ensure equitable building improvements throughout the district.

- Air quality
- Bottle-filling station installations
- Interior finishes and classroom furniture
- Building modifications/additions

#### *Proposed Budget: Facilities*

Air quality	\$45,307,200
Bottle-filling station installations	\$5,692,000
Interior finishes and classroom furniture	\$10,000,000
Building modifications/additions	\$68,000,000
Indirect	\$65,640
<b>Subtotal</b>	<b>\$129,064,840</b>

### ESSER III Technology

Goal 1: Ensure that students and staff have the necessary technology equipment in and out of the classroom for academic success.

Goal 2: Increase access to online tools and software that will be used by staff and students to enhance their teaching and learning.

Goal 3: Provide equitable access for all students, specifically prioritizing students with disabilities, to various technological hardware and software applications.

Goal 4: Teachers will increase their usage of best practices of instructional technology.

- Equipment to support student learning
- Instructional technological software
- Accessibility to technology and support
- Instructional technological professional development

#### *Proposed Budget: Technology*

Equipment to support student learning	\$59,658,416
Instructional technological software	\$16,804,410
Accessibility to technology and support	\$2,269,004
Instructional technological professional development	\$4,362,776
Indirect	\$10,308,271
<b>Subtotal</b>	<b>\$93,402,877</b>

### ESSER III Extracurricular

Goal 1: Enhance athletic supports which serve MPS students' developmental needs while creating unforgettable experiences.

Goal 2: Enhance out-of-school-time academic enrichment and supports for MPS students

Goal 3: Increase clubs and activities during out-of-school time to support social-emotional learning, skills development (life skills, hard/soft skills, etc.), and exploration of new experiences/interests

Goal 4: Increase accessibility to and quality of current MPS afterschool/ out-of-school-time offerings

Goal 5: Provide transportation for MPS students to safely get to and from out-of-school-time extracurricular activities

- Athletics (team sports, sports physicals, facilities)
- After-school/Out of School Offerings
- Clubs
- Accessibility to and Quality of After-School Offerings

**Proposed Budget: Extracurricular Engagement**

Athletics	\$28,969,960
After-School/Out of School Offerings	\$6,075,349
Clubs	\$7,548,200
Accessibility to and Quality of After-School Offerings	\$25,982,400
Indirect	\$4,508,018
Subtotal	\$73,083,927

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

Administrative Policy 9.04, Community Involvement in Decision Making

**Fiscal Impact Statement**

The available ESSER III allocation, as published by the Wisconsin Department of Public Instruction, is \$504,532,808.

\* \* \* \* \*

**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) Report with Possible Action on Academic Standards**

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****Common Core State Standards**

On September 27, 2012, the Milwaukee Board of School Directors received a report on the Common Core State Standards (CCSS) and their alignment to the Comprehensive Literacy Plan (CLP) and the Comprehensive Mathematics and Science Plan (CMSP). It is to be noted that the CCSS are embedded within the CLP and CMSP and serve as the foundation of instruction in the classroom and of professional development for teachers and principals. The Common Core Essential Elements (CCEE) were developed to provide students who have significant intellectual disabilities the opportunity to be involved in and to meet the same challenging expectations that have been established for all students in the CCSS.

In September 2013, the Wisconsin Department of Public Instruction released career and technical education standards that are being used in our setting of high expectations for students to be prepared for college and career. These standards, which have been developed for grade bands PK-5, 6-8, and 9-12, cover six content areas:

- Agriculture, Food, and Natural Resources
- Business and Information Technology
- Family and Consumer Sciences
- Health Science
- Marketing, Management, and Entrepreneurship
- Technology and Engineering.

On May 27, 2014, the Board supported two initiatives aligned to the Wisconsin Model Early Learning Standards' (WMELS) plan and testing. The WMELS stresses the importance of creating a base of child-initiated and teacher-initiated activities. These standards reflect the belief that children should be provided

with opportunities to explore and to apply new skills through child-initiated and teacher-initiated activities and through interactions with peers, adults, and materials.

In November 2017, the Wisconsin Department of Public Instruction adopted the Next Generation Science Standards, which identify content and science and engineering practices that all students should learn from kindergarten through 12<sup>th</sup> grade. These include elementary science, physical science, life science, earth and space science, and engineering, technology, and applications of science in middle and high school.

In 2018, the Wisconsin Department of Public Instruction adopted Standards for Social Studies, which standards provide a foundation of what students should know and be able to do at the appropriate grade levels.

On June 3, 2019, the Wisconsin Department of Public Instruction reaffirmed that the Common Core State Standards for world languages were developed to parallel the English language arts and the development of bilingualism and biliteracy.

At its regular meeting of May 2021, the Board adopted the Wisconsin Department of Public Instruction's English Language Development (ELD) Standards, an interactive social process that occurs over time to expand what multilingual learners can do with language. The foundation of the standards is communication: students communicate information, concepts, and ideas in all aspects of learning and in every area of the school. The standards are aligned to the academic-content standards to plan for both language and content learning, allowing for engagement of multilingual students in the learning process.

Per the Wisconsin Department of Public Instruction, all of the academic areas not covered by CCSS, CCEE, or WMELS are covered by Wisconsin Academic Standards:

- art and design education
- dance
- environmental education
- health education
- information and technology literacy
- music education
- nutrition education
- personal financial literacy
- physical education
- reading
- school counseling
- theatre education
- world languages.

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

Administrative Policy 7.01, Teaching and Learning Goals

**Fiscal Impact Statement**

N/A

\* \* \* \* \*

**(Item 2) Report with Possible Action Regarding the Implementation of the Personal Finance Course for the 2021-2022 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**

This is the first quarterly update on the development and implementation of the new personal finance course offered to students. At its regular meeting in May 2021, the Board approved the proposed revisions to administrative policy 7.37, requiring all high-school students to take a one-semester personal finance course to prepare them to be college- and career-ready. The graduation requirement will begin at three schools — Riverside University High School, Alexander Hamilton High School, and Green Tree Preparatory Academy — starting with the Class of 2026, with additional schools to be added in subsequent semesters/years.

This report will provide information on the following:

- goals of the financial literacy course implementation;
- the current state of financial literacy in MPS;

- progress made on the implementation;
- the membership of the financial literacy advisory council, including key demographics of member organizations' leadership;
- the major topics covered in the financial literacy course, the curriculum standards used, and a timeline indicating when each topic is taught;
- a timeline for scaling the implementation to all high schools; and
- immediate next steps in the implementation process.

## **MPS Financial Literacy**

### **Financial Literacy Goals**

- Measure the current status of financial education in the district
- Increase students' participation in financial-education coursework
- Increase the number of teachers who are qualified and confident to teach personal finance
- Build a coalition of stakeholders committed to financial education

### **Current State of Financial Literacy in MPS**

In the 2020-21 school year, approximately 1,500 MPS high-school students had access to personal-finance education

Financial education in MPS has been embedded in other courses and taught with a variety of instructional resources

### **Progress in Financial Literacy**

- Hired a Financial Literacy Teacher Mentor to support curricular implementation
- Developed a cohesive personal finance curriculum for high-school students
- Provided five pilot teachers with more than 20 hours of professional development through Next Gen Personal Finance (NGPF)
  - Conducted a Financial Literacy Summer Institute
  - Assembled and collaborated with the Financial Literacy Advisory Council
  - Established an onboarding outline to increase the number of qualified teachers to teach personal finance and to increase the number of students receiving personal finance education

### **Financial Literacy Advisory Council**

#### Milwaukee Public Schools

- Marti Diaz, Financial Literacy Teacher Mentor
- Trinette Green, Principal, Hamilton High School
- Dr. John Hill, Director of College and Career Readiness
- Ericca Pollack, College and Career Center Coordinator
- Eric Radomski, Manager of Career and Technical Education

#### Next Gen Personal Finance

- Tori Mansfield, Senior Project Manager

#### SecureFutures

- Brenda Campbell, President and CEO
- Kristen Ruhl, Program Director

#### Wisconsin Department of Financial Institutions

- David Mancl, Director of Office of Financial Literacy

#### CLIMB USA

- Robert Wynn, President

#### Educators Credit Union

- Victor Frasher, Director of Community Engagement

#### EVERFI

- Diana Bravo, Director of K-12 Programs
- Megan Moran, School Manager

#### University of Wisconsin-Milwaukee

- Dr. James Peoples, Professor, Department of Economics

## Leadership Demographic Information

	Male	Female	PoC
Next Gen Personal Finance	44%	56%	39%
SecureFutures	18%	73%	37%
Dept of Financial Institutions	44%	56%	39%
CLIMB USA	40%	60%	100%
Educators Credit Union	70%	30%	0%
EVERFI	44%	56%	19%
UWM	33%	66%	17%

## Personal Finance Semester Course Pacing

August	September	October	November	December
• Behavioral Finance	• Checking Accounts	• Credit	• Investing	• Taxes
• Being a Consumer	• Savings Accounts	• Credit Management	• Insurance	
• Budgeting	• Paying for College			

## Personal Finance Semester Courses

Fall 2021

*August**Financial Mindset*Behavioral Finance

Students will identify different ways in which they relate to money and assess their own personal values that shape how they make financial decisions.

Consumer Unit

Students will analyze money-handling decisions that young adults commonly face. Students will assess how spending priorities reflect goals and values.

Budgeting

Students will understand what budgeting is and why it is important. Students will explain how budgeting can be used to reach their financial goals.

*September**Education & Employment  
Money Management*Checking & Saving Accounts

Students will investigate account management services that financial institutions provide. Students will understand the fundamentals of saving such as reasons for saving, how much to save, and strategies to enable saving.

Paying for College

Students will understand common costs associated with college and post-secondary education. Students will differentiate among various types of student loans and alternatives as a means of paying for post-secondary education.

*October**Money Management  
Credit & Debt  
Saving & Investing*Credit & Managing Credit

Students will be able to explain why a person may need or want credit. Students will learn responsible strategies that can be used by an individual to eliminate debt. Students will understand how credit scores impact their ability to borrow money and learn how they can build credit and improve their own credit score.

*November**Money Management  
Saving & Investing  
Risk Management & Insurance*Investing

Students will learn to recognize the value of investing early, regularly, and long-term to extract maximum earnings from their investments. Students will be able to explain how compound interest works and how to harness its power when saving and investing.

Insurance

Students will analyze the conditions under which it is appropriate for young adults to have life, health, and disability insurance.

*December**Money Management*Taxes

Students will explain where income taxes are collected from and how they provide revenue for public expenses. Students will understand the purpose of a W-2 form and how to use it to file their taxes.

Spring 2022

*January**Financial Mindset*Behavioral Finance

Students will identify different ways that they relate to money and assess their own personal values that shape how they make financial decisions.

Consumer Unit

Students will analyze money-handling decisions that young adults commonly face. Students will assess how spending priorities reflect goals and values.

Budgeting

Students will understand what budgeting is and why it is important. Students will explain how budgeting can be used to reach their financial goals.

*February**Education & Employment  
Money Management*Checking & Saving Accounts

Students will investigate account management services that financial institutions provide. Students will understand the fundamentals of saving such as reasons for saving, how much to save, and strategies to enable saving.

Paying for College

Students will understand common costs associated with college and post-secondary education. Students will differentiate among various types of student loans and alternatives as a means of paying for post-secondary education.

*March**Money Management  
Credit & Debt  
Saving & Investing*Credit & Managing Credit

Students will be able to explain why a person may need or want credit. Students will learn responsible strategies that can be used by an individual to eliminate debt. Students will understand how credit scores impact their ability to borrow money and learn how they can build credit and improve their own credit score.

*April**Money Management  
Saving & Investing  
Risk Management & Insurance*Investing

Students will learn to recognize the value of investing early, regularly, and long-term to extract maximum earnings from their investments. Students will be able to explain how compound interest works and how to harness its power when saving and investing.

Insurance

Students will analyze the conditions under which it is appropriate for young adults to have life, health, and disability insurance.

May

Money Management

Taxes

Students will explain where income taxes are collected from and how they provide revenue for public expenses. Students will understand the purpose of a W-2 form and how to use it to file their taxes.

**Personal Finance Course Cohorts**

Cohort 1 (2026) <i>2021 Fall</i>	Cohort 2 (2027) <i>2022 Spring</i>	Cohort 3 (2027) <i>2022 Fall</i>	Cohort 4 (2028) <i>2023 Spring</i>
<ul style="list-style-type: none"> <li>• Riverside</li> <li>• Hamilton</li> <li>• Green Tree Prep</li> </ul>	• Add 6 to 10 schools	• Add 6 to 10 schools	• Add remaining schools

**Financial Literacy Next Steps**

- Increase the number of schools to pilot personal finance course
- Increase professional development for personal finance teachers
- Add more local business partners to advisory council to support school events:
  - Tax Filing Day Event
  - Open House to showcase Financial Literacy
  - Reality Check Day with Educators Credit Union
- Provide opportunity for student leadership with financial literacy work
  - Add students to Financial Literacy Advisory Council
- Pilot's teachers and mentor attend National Financial Literacy Conference

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

Administrative Policy 7.37, Graduation Requirements

\* \* \* \* \*

**(Item 3) Report with Possible Action on M<sup>3</sup> College Connections Program**

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**

M<sup>3</sup> (pronounced "em-cubed") is a collaborative partnership among the three largest public education institutions in Milwaukee — Milwaukee Public Schools (MPS), Milwaukee Area Technical College (MATC), and the University of Wisconsin Milwaukee (UWM) — that seeks to transform the future of Milwaukee through education.

The M<sup>3</sup> College Connections program is a dual-enrollment program for MPS high-school students who attend classes at both the MATC and UWM campuses to earn high-school and college credits. The growth of the M<sup>3</sup> College Connections program is as follows:

- a general pathway was proposed in October 2018 and piloted in January 2019 with 32 students and three college courses;
- in 2019-20, the general pathway was expanded from one semester to a full year with 54 students and six classes. Additionally, a nursing pathway was piloted in spring with 32 students; and
- in 2020-21, the general pathway had 94 students, the nursing pathway had 41 students, and an education pathway was piloted with seven students.

A team of administrators and instructors from MPS, MATC, and UWM meet every two to three weeks to review the progress of students, to problem solve logistical issues, and to adjust the programs or individual pathway's designs.

Since its inception, students in the M<sup>3</sup> College Connections program have earned 3,165 college credits, and more than 72% have enrolled into college immediately after high-school graduation.

### **Dual-enrollment Opportunities for MPS's Students, 2021-22**

---

Dual enrollment/dual credit is when high-school students earn both college and high-school credits at the same time through a single class. The credits can be for a graduation requirement or an elective. Dual enrollment is recognized by the U.S. Department of Education's What Works Clearinghouse as having positive effects on the completion of high school, on access to and enrollment in college, on accumulation of credits, and on students' attainment of degrees.

#### **Transcribed Credit**

A course taught by a certified high-school teacher that counts as both a high-school and college course. Primarily done through Milwaukee Area Technical College (MATC), but also can be a UW System university such as UW-Milwaukee (UWM). Teachers must qualify to teach the course and complete the required paperwork for the course to count as a college course. Students must register with the college or university (MATC or UWM).

Examples include:

- CTE courses
- Instruction related to youth apprenticeship
- Courses in core content areas such as math

#### **Early College Credit Program and Start College Now**

The Early College Credit Program (ECCP) and Start College Now (SCN) were formerly known as Youth Options (YO). This state program allows individual students to take college courses at four-year or technical colleges. The student must be accepted by the college, and the school district pays tuition. Students must apply early (by October 1 and by March 1) for classes in the following semester.

Students are limited to no more than 18 credits through this program.

#### **M<sup>3</sup> College Connections**

A cohort of students takes college courses through MATC and UWM that count for both college credit and toward MPS's graduation requirements. May use a co-requisite model for students to cover both the college remedial and credit-bearing course content to increase success. Students remain attached to their home schools and take all their courses on the college campus.

Pathways include:

- General
- Nursing
- Education
- Early childhood (spring)
- TBD — alt. ed. (spring)

#### **Contracted Courses (High-school)**

College courses from UWM or MATC that are co-taught by both an MATC or UWM instructor and MPS instructor at the high school. The MATC or UWM instructor typically co-teaches in the spring semester with the MPS instructor.

Possible content areas include:

- English
- Math
- Science
- World languages, including tribal languages
- HVAC

#### **Contracted Courses (On-campus)**

Students take single courses at either MATC or UWM that are made up of MPS students only. Courses are offered in the morning or late afternoon. This option is for students who are attending schools that do not have enough students to have a full classes in their schools.

Possible content areas include:

- English
- Math
- Science
- World languages, including tribal languages

**Strategic Plan Compatibility Statement**

---

Goal 1, Academic Achievement

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

---

Administrative Policy 7.01, Teaching and Learning Goals

**Fiscal Impact Statement**

---

N/A

\* \* \* \* \*

**(Item 4) Report with Possible Action on Comprehensive School Counseling Program**

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**

---

This report is being presented in compliance with Administrative Policy 7.32, Comprehensive School Counseling Program, which requires that a report on the comprehensive school counseling program's activities to improve post-secondary outcomes be provided to the Milwaukee Board of School Directors.

As a result of the pandemic, school counselors implemented a virtual school-counseling program across all grades K through 12. School counselors' tasks were prioritized to address other program areas, such as individual and small-group student support. In the spring of the 2019-20 school year, college-planning services were provided virtually and continued in the same format throughout the following year, with in-person services being provided upon the return to school in the spring. A number of elementary, middle, and high schools increased their school-counseling services through the referendum.

During the 2020-21 school year, a number of activities were provided for students virtually, with the goal of improving post-secondary outcomes. Those activities included the following:

- School Counseling Curriculum — grades K5-12
- ACP School Teams and School Plans — all schools
- ACP Conferences — grades 5, 7, 9, 11
- High-school Fair — grade 8
- Job Fair — students over 16
- M<sup>3</sup> Lunch and Learn Series — grades 9-12
- Virtual College Conversations — grades 9-11
- College Application Week — grade 12
- FAFSA Campaign — grade 12
- Cash for College Campaign — grade 12
- Virtual Decision Day — grade 12
- M<sup>3</sup> Milwaukee Parent Institute — elementary, middle & high
- Virtual Mindfulness Room — grades K-12

The comprehensive school counseling program is closely aligned with the Academic and Career Planning (ACP) process, which is a statewide requirement. Students in Milwaukee Public Schools use the Xello software program, which is provided by the State, to engage in some ACP activities and to document their own academic and career plans. With the addition of the Xello Family Portal, parents and guardians can be invited to gain full visibility into their children's future plans and goals so they can better support their learning and development.

**Strategic Plan Compatibility Statement**

---

Goal 1, Academic Achievement

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

---

Administrative Policy 7.32, Comprehensive School Counseling Program

\* \* \* \* \*

**(Item 5) Report with Possible Action Regarding the Annual Workforce-readiness Update for the 2020-21 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**

---

The annual workforce-readiness report was last provided at the September 2020 meeting of the Committee on Student Achievement and School Innovation. Though the pandemic created challenges for students' participation in work-based learning experiences, the Office of Career and Technical Education (CTE) has continued its work to improve the student work-readiness infrastructure and to put systems in place to expand workforce readiness throughout the district.

**Highlights from the 2020-21 School Year**

---

- Each high school had one main point of contact, which we call a "Career Champion," to coordinate communication and work-based learning activities with CTE.
- Each school had a work-based learning team to assist students with work readiness and employment. The school teams, which are led by the Career Champion, include the College and Career Center planning assistant and at least one of the following: counselor, parent coordinator, teacher, or transition coordinator.
- CTE met monthly with all Career Champions and College and Career Center representatives to ensure efficient communication and coordination between the schools and CTE in growing the number of internships and youth apprenticeships for our students.
- An Employer Playbook was completed to provide employers with a guide on how to provide high-quality work-based learning opportunities for students. The Playbook will be distributed to employers and prospective employers this school year.
- CTE used an online application system for all potential youth apprentices, making the processes for students to apply and for CTE to coordinate and track easier and more efficient.
- CTE created a work-readiness video for students interested in work opportunities. It provided an overview of our youth apprenticeship and internship programs, as well as next steps for students to become better prepared for work.
- CTE created a Job Readiness Google Classroom and another Google Classroom specific to youth apprenticeship students. The Classrooms include a multitude of valuable employment-preparation resources for students, including videos on different career clusters, job fair and other employment-event information, resumé building and interview tips, and soft-skills-development opportunities through Everfi's "Keys to Your Future."
- Though face-to-face work readiness sessions were canceled, CTE replaced them by providing a virtual "Career Connections" series throughout the year for all high-school students to prepare them for internships and youth apprenticeships. The Career Connections virtual series included 13 industry panel discussions covering various career clusters and 13 mock interview sessions for students to hone their interview skills. A total of 436 students attended these sessions, and 246 external partners participated as panelists and interviewers.
- The student job board was updated on a regular basis throughout the school year and was available on the CTE website for all high-school students to view and to apply.
- CTE held the fourth annual all-district job fair virtually this year, on March 10, 2020. A total of 413 students from 26 high schools attended.
- At least 1,065 students had some sort of work experience in the 2020-21 school year, including students who worked in summer 2020. This number includes experiences such as the 2020 Mayor's Earn & Learn program, School-to-Work program, work release, youth apprenticeship, and internships.

- All students who successfully complete youth apprenticeships receive one credit per semester. Students who participate in internships may also receive between one-quarter and one credit per semester, depending on the number of hours worked.

### **Student Internship Stories**

---

In the summer of 2021, Employ Milwaukee operated an internship program that placed more than a dozen high-school students from different MPS schools with the Milky Way Tech Hub, a non-profit arm of local tech company Jet Constellations which specializes in providing resources to Black and Brown entrepreneurs in Milwaukee. The mission of the Milky Way Tech Hub is to advance Milwaukee as a destination for businesses founded by people of color. As the mission of Milwaukee Public Schools is to prepare all students of its diverse district for success not only in the classroom, but also in the workplace and community, a partnership between MPS and the Milky Way Tech Hub made perfect sense.

As summer interns for Employ Milwaukee, students participated in an immersive boot camp that combined computer coding with startup fundamentals. Students met both in person and virtually five times a week for four hours, from 8 a.m. to 12 noon. Students spent three of those hours in lectures with a computer science professor who led the students through a compressed, college-level introductory course in Java programming. Students spent the other hours solving coding challenges in Java and completing weekly projects inspired by real-world scenarios faced by the Milky Way Tech Hub. The project-based learning curriculum introduced topics such as social media marketing, lead generating, project development, search engine optimization, agile management, human-centered design, user interface design, and more.

Many of the students in the Employ Milwaukee internship balanced the responsibilities of the internship with summer school, family obligations, and the self-care that high-school students require during their summer break. The results of their work were routinely outstanding. For example, one student, a rising senior, developed a lead-generating proposal that targeted local small businesses catering to Spanish-speaking customers. Fluent in both Spanish and English, the student pitched a software as a service model that helped local, independent Mexican restaurants upgrade their websites to integrate mobile ordering.

Another student applied the same reasoning skills needed for programming conditional loops in Java to deduce not only the obstacles that Black patients face when seeking mental health care in Milwaukee, but also the source of those obstacles among various stakeholders in the community.

One of the youngest student participants demonstrated an early knack for coding. By the end of the summer program, the student had combined a strength in back-end coding with a growing understanding of user-interface design to create user stories that innovated new features for a prospective application.

Another student brought a passion for game design that had already motivated him to learn object-oriented programming through the Unity game engine and 3D modeling with the software Blender. During the internship, the student used a knowledge of both programming and modeling to elevate prototypes to remarkable levels of professionalism. For a self-taught game designer like this student, the summer internship with Employ Milwaukee and the Milky Way Tech Hub provided valuable, positive reinforcement that this student was indeed capable of joining the elite game designers of this generation.

Then there were students who split their already limited time between the internship and coursework for college credit. Though one student was able to join the internship only virtually for a few hours each morning, by the end of the summer, the student still managed to complete the tasks required. The student's performance in the internship demonstrated the important life skills of commitment, time management, and accountability.

Two other students, who had a penchant for humor, had an opportunity to flex their creativity and emotional intelligence through the internship. One of these students mined personal experience with a family member's neuro-atypical behavior to develop features for an application that prioritized graphical communication over text. The other student modelled both vulnerability and strength by using an active imagination to create a character that used music through a mobile app for self-healing amid trauma.

The last example is of a student who had already decided to explore healthcare as a potential career path. Though the Employ Milwaukee internship focused on coding and business entrepreneurship, the experience gave this student an opportunity to discover personal strengths and weaknesses, as well as likes and dislikes. The student's summer experience revealed that working directly with people was personally important and that people's well-being was more inspirational than computer science. Still, the experience of creating blog posts for college students about the best kinds of computers and the role that technology has played in the music industry empowered the student to exercise a muscle that had begun in the summer by

asking what a prospective visitor to a website wanted and ended the summer by asking what it was the student wanted out of life.

The summer internship with Employ Milwaukee, Milwaukee Public Schools, and the Milky Way Tech Hub gave to high-school students who would not otherwise have had the privilege of accepting highly-sought, unpaid internships the opportunity for the work experience that employers value so much on resumés. The experience demanded significant time commitments, both inside and outside the classroom, during the teenagers' summer vacation. The internship also threw students with little to no programming knowledge into the deep end of college-level coding with Java. Add to that real-world case studies tackling topics like SWOT analysis and SCRUM workflow patterns, and it is easy to applaud the students who showed up routinely, not to mention the ones who tried, failed, tried again, and found success in unexpected, unconventional ways.

It is the aim of Milwaukee Public Schools to provide all students in the diverse district with the tools, skills, and knowledge for success in an uncertain future. Programs like the summer internship with Employ Milwaukee and the Milky Way Tech Hub pick up students where the classroom leaves them — at the doorway between what they have learned and what is left for them to uncover on their own.

\* \* \* \* \*

**(Item 6) Report with Possible Action Regarding the Climate Justice Curriculum Advisory Committee and District Sustainability Team**

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

**Background**

At its meeting on February 27, 2020, the Milwaukee Board of School Directors referred Resolution 1920R-016 by Director Peterson, to integrate climate justice curriculum and sustainability practices into all aspects of the District's work and functions, to the Committee on Student Achievement and School Innovation (SASI). At its March 17, 2020 meeting, the Board adopted Resolution 1920R-016. In response to the Board's action, the Administration is providing its regular quarterly report relative to implementing the resolution.

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. 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.

Work has been steadily moving forward on the curriculum to support the Climate Justice Resolution. In late June, a group of about 20 teachers met to vet and to write curriculum for content areas outside of science. Through this process, the team was able to complete curricular connections for K3 aligned to Frog Street, and grade band teams worked to curate and to vet lessons appropriate by grade level and content area. Additionally, a book list was created for teachers that includes each book's description, suggested grade level, and Lexile level. The science team will continue to work to add lesson plans for each book suggested. Books have been vetted to ensure they are culturally-responsive as well as on-topic for the expectations outlined in the resolution. Currently the science team is working to include the suggested climate justice lessons to the science pacing guides for the District.

The science curriculum specialist will work with the curriculum specialists in the other content areas to ensure that the resources curated by the team in June are added to the guides for all other content areas throughout this school year. Additionally, the science curriculum specialist attended the Green Schools Conference at the Fondy Farmer's Market in early August and provided opening remarks about our climate justice curriculum's work and hosted a booth to share examples of the work completed by the team to date. At this time, the work has shifted to curriculum and instruction at Central Office, with the idea of consulting with teachers throughout the year as we continue to build out and implement the new curricular resources. The curriculum advisory committee, which took a break in July, has resumed quarterly meetings for the 2021-22 school year.

The District Sustainability Team continued to meet monthly through June 2021. At its June meeting, the team reviewed draft versions of the departmental sustainability smart goals as well as the student sustainability survey results. Some of the major projects underway include developing the District

Sustainability Mission and Vision statements, departmental plans, and finalizing the format of the District Sustainability Plan.

The Sustainability Project Specialist position was posted recently and interviews were conducted with the qualified candidates. The goal is to have the recommendation of a candidate move forward for consideration by the Board during the September meeting cycle.

**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**

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

**Fiscal Impact Statement**

N/A

\* \* \* \* \*

**(Item 7) Report with Possible Action on Resolution 2021R-018 Regarding Standardized Testing**

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**

This report will provide preliminary information related to the working group on standardized testing that was requested as part of the discussion related to Resolution 2021R-018, which had requested a report on the cost and time related to standardized testing in schools.

**Students' Approximate Time in Standardized Testing**

Grade	Total Minutes	Total Hours	Percentage of Time*	Grade	Total Minutes	Total Hours	Percentage of Time*
K4	50	0.8	0.1%	6	405	6.8	0.6%
K5	255	4.3	0.4%	7	405	6.8	0.6%
1	310	5.2	0.5%	8	755	12.6	1.1%
2	370	6.2	0.5%	9	435	7.3	0.6%
3	390	6.5	0.6%	10	745	12.4	1.1%
4	670	11.2	1.0%	11	700	11.7	1.0%
5	390	6.5	0.6%	12	150	2.5	0.2%

\*Based on Minimum Hours (1,137)

The attachments to the minutes of your Committee’s meeting include the data that were previously collected from schools’ principals via survey. The data are related to time for assessment testing, time for professional development, time for make-ups, costs incurred for preparation and administration of assessments, and closure times of library/media centers.

**Report on Resolution 2021R-018**

**Membership**

Primary Relationship to Milwaukee Public Schools — 56 responses

Administrators (e.g., Central Services, Principals, Assistant Principals) .....	48.2%
Milwaukee Board of School Directors.....	3.6%
Community Members .....	1.8%

MTEA’s Representatives .....	1.8%
Parents .....	NA
Support Staff (e.g., paraprofessionals, parent coordinators).....	NA
Teachers (e.g., classroom, SSTs, school counselors).....	44.6%

**Regional Affiliation (if applicable) — 41 responses**

This question applies only to MPS employees.

Central .....	12.2%
Citywide.....	17.1%
Contracted Schools.....	04.8%
East.....	14.6%
High School .....	24.4%
Northwest.....	9.8%
Southwest.....	17.1%

**School-level Affiliation**

Elementary .....	22	39.3%
Middle.....	20	35.7%
High School .....	15	26.8%
Not Applicable .....	14	25%

**Meeting Structure & Process**

1. Present information
2. Collect feedback
3. Analyze feedback
4. Make recommendations

**Meeting Dates & Attendance**

July 13 .....	28 participants
August 10.....	30 participants
September 14.....	TBD
October 12.....	TBD

**Preliminary Data**

- 71% perceive that the cost of practice for testing and preparation is appropriate
- 75% perceive that the cost of testing is appropriate
- 55% perceive that not enough time is spent on test practice and preparation
- 55% perceive that too much time is spent on testing

**Next Steps**

- Summarize key findings
- Categorize and prioritize recommendations
- Report recommendations during the November 2021 Board cycle

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

Administrative Policy 7.38, Balanced Assessment Systems

\* \* \* \* \*

## REGULAR ITEMS OF BUSINESS

### (Item 1) Reports of the Board's Delegates

The Board's delegates will present their reports next month.

\* \* \* \* \*

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

The President will include this month's activities in his report for October.

\* \* \* \* \*

## RESOLUTIONS

### (Item 1) Introduction of and Action on Resolution 2122R-014 by Directors Garcia and Gokalgandhi on an Asian-American and Pacific Islander Curriculum

#### Background

The Milwaukee Board of School Directors is the one and only member of Region 14 of the Wisconsin Association of School Boards (WASB). WASB has designated a process to submit 2022 resolution proposals to be considered by the WASB's Policy and Resolutions Committee. According to the WASB's 2022 resolution-proposals process, all proposed resolutions must be officially approved at a meeting of the respective school board prior to submission.

Directors Garcia and Gokalgandhi, as the Board's delegates to the WASB's 2022 Delegate Assembly, have submitted the following resolution, which, if approved by the Board, will be forwarded to the WASB's 2022 Delegate Assembly for its consideration:

WHEREAS, The Milwaukee Board of School Directors is the one and only member of Region 14 of the Wisconsin Association of School Boards (WASB); and

WHEREAS, WASB has designated a process to submit 2022 resolution proposals to be considered by the WASB Policy and Resolutions Committee; and

WHEREAS, According to the WASB, 2022 Resolution Proposals process, all proposed resolutions must be officially approved at a meeting of the respective school board prior to submission; and

WHEREAS, According to the WASB 2022 Resolution Proposals process, for a resolution to be considered at the 2022 Legislative Issues Conference, it must be submitted to WASB's Policy and Resolutions Committee by September 15, 2021 or be submitted on the floor at the Assembly; and

WHEREAS, All WASB 2022 Resolution Proposals must be in the prescribed format used below; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors approve the following Resolution Proposal for inclusion in the 2022 MPS Legislative Agenda and for submission to the WASB Delegate Assembly; and be it

FURTHER RESOLVED, That the Board direct the Office of Board Governance to send a copy to WASB's Policy and Resolutions Committee for consideration on the floor during the Assembly.

#### PROPOSAL FOR THE 2022 DELEGATE ASSEMBLY

Subject: Curriculum and Professional Training on Asian Americans & Pacific Islanders

Submitted by: Marcela (Xela) Garcia and Jilly Gokalgandhi, Milwaukee Board of School Directors

Resolution: Resolved that the Wisconsin Association of School Boards encourages Wisconsin public schools to develop an educational curriculum and professional training to teach the history, culture and contributions of Asian Americans & Pacific Islanders to the economic, cultural and social development of Wisconsin and the USA.

**Rationale:**

“Asian Americans & Pacific Islanders (AAPI)” refers to those persons who trace their origins and ancestries back to the countries of East Asia, Southeast Asia, South Asia or the Pacific Islands. Wisconsin’s recently released 2020 Census reports that there are 5.9 million people in Wisconsin, of which the largest group of 4.7 million (80%) self-identify as white, where the largest ethnic identities are known to be Germans, Irish, Polish, Norwegian, and English, and records that the AAPI (Asian American & Pacific Islander) population of 177,900+ people (3%), where the largest groups are Hmong/Lao, Asian Indian, and Chinese, primarily live in the counties of Milwaukee, Dane, Waukesha, Marathon, Brown and Sheboygan.

Between the 2010 to the 2020 Census periods, the population of Asian Americans & Pacific Islanders in Wisconsin grew 36% from 131,061 to 177,901 (consistent with the nationwide trend of 35.5% growth) - faster than the entire state’s growth of 3.6% from 5,686,986 to 5,893,718 people. This level of growth notwithstanding, the fact is that Asian Americans & Pacific Islanders have lived and worked in Wisconsin for over 100 years, and have greatly contributed to our state’s rich history, culture, economy, and public service. Most notably:

- Southeast Asians (predominantly Hmong/Lao, Vietnamese, and Cambodian) came to Wisconsin as refugees starting in the mid-1970s having fought for the USA in the Secret War in Laos during the Vietnam War, with recent refugees coming from Burma/Myanmar ; and
- Asian Americans & Pacific Islanders have become elected leaders throughout the Midwest. including Mee Moua, Laos-born, Appleton-raised became Minnesota’s first Hmong American state senator; Kashoua Kristy Yang, Laos-born, Sheboygan-raised became the nation’s first elected Hmong American woman judge in Milwaukee County; Francesca Hong became the first AAPI and Korean American Wisconsin Assemblywoman; and

The COVID-19 Pandemic and the Delta variant have engendered the targeting of Asian Americans & Pacific Islanders in WI and the USA with anti-Asian hate and harassment ( *Stop AAPI Hate* reports that the total number of anti-Asian hate incidents from March 2020 to June 2021 is 9,081 across the USA, with 4,533 in January-June 2021 alone).

In 2021 our state legislators have taken action to recognize the contributions of AAPI in Wisconsin, including:

- Passage of joint Resolution 48 by the State Legislature, by which May 2021 was recognized as Asian Pacific Islander Desi American (APIDA) Heritage Month across Wisconsin, with bipartisan support;
- Passage of Assembly Bill 154 by both houses, which designated May 14 as Hmong-Lao Veterans Day on an annual basis, also with bipartisan support.

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

Board Rule 1.28, Board Memberships

**Fiscal Impact Statement**

This item has no fiscal impact.

**Implementation and Assessment Plan**

Upon the Board's approval, the Office of Board Governance will forward the Resolution to WASB.

**Recommendation of the Office of Board Governance**

In order to meet the timelines proscribed by WASB, the Office of Board Governance recommends that the Board

1. give immediate consideration to this item and
2. determine what action it wishes to take with respect to the resolution itself.

Director Garcia moved to waive Board Rule 1.10 in order to give immediate consideration of the resolution.

The motion passed, the vote being as follows:

Ayes — Directors Carr, Garcia, Gokalgandhi, Herndon, Leonard, O'Halloran, Siemsen, Taylor, and  
President Peterson — 9.  
Noes — None.

The gavel was passed to Vice-President Taylor at 7:34 p.m. and returned to President Peterson at 7:35 p.m.

Director Carr moved to adopt the resolution.

The motion passed, the vote being as follows:

Ayes — Directors Carr, Garcia, Gokalgandhi, Herndon, Leonard, O'Halloran, Siemsen, Taylor, and  
President Peterson — 9.  
Noes — None.

\* \* \* \* \*

The Board adjourned at 7:38 p.m.

JACQUELINE M. MANN, Ph.D.  
Board Clerk