

**BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 21, 2024**

Regular meeting of the Board of School Directors called to order by President Herndon at 5:37 p.m.

Present — Directors Ferguson, Garcia, Leonard, Siemsen, Zombor, and President Herndon — 6.
Absent and Excused — Directors Gokalgandhi, Jackson, and O'Halloran - 3.

Before commencing with the agenda items, President Herndon asked for a moment of silence to commemorate the passing of the following member of the MPS community:

- Tauni Harmon, a school social worker at Townsend Street School
- Edward Kovochich, a retired principal from Bradley Tech & Trade
- Pearlie Malone, a retired teacher from Bay View High School
- Peggy Schwister, a retired teacher from Milwaukee Sign Language School
- Leighe Seier, a retired paraprofessional
- Duane Senner, a retired school engineer from Bruce School
- Gwendolyn Templer, a retired paraprofessional from South Division High School
- Gary Wolfgram, a retired school engineer from Hawthorne School
- Christine Zess, a retired school kitchen manager from Forest Home Avenue School
- Nelson Lopez-Correa, a 10th grade student from Hamilton
- Xavier Davis, a 9th grade student from Audubon HS

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APPROVAL OF MINUTES

The minutes of the special and regular board meetings of October 2024 will be presented in December.

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

Background

Each month, the Interim Superintendent presents a report to the Milwaukee Public Schools (MPS) Board of Directors and the broader MPS community. This report serves as an overview of the month's developments, offering insight into various events, initiatives, and milestones achieved. It will highlight

activities, academic achievements, and outline areas where gains and growth are noted, ensuring that both successes and challenges are transparently communicated.

The content is aligned with the 2023-2028 Strategic Plan initiatives, ensuring that the reporting remains consistent with our overarching goals and vision. Through these updates, we aim to keep all stakeholders informed and engaged in our mission to advance the district’s priorities.

Strategic Plan Key Initiatives:

- Rightsizing the District
- Student Achievement and Graduation
- Staff-Morale & Professional Learning
- Special Projects

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 Statement

Administrative Policy 2.10 - Administrative Reports

Fiscal Impact Statement

N/A

Implementation and Assessment Plan

N/A

The Interim Superintendent gave an oral report.

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

(Item 1) Monthly Report, with Possible Action, From the Board Clerk/Chief Officer, Office of Board Governance

Background

The Board Clerk/Chief Officer was joined by representatives from HYA who presented an update on the search for a superintendent.

Signature Search Process

Engage, Recruit, Select, Transition

Engagement

- Process
 - October - November 2024
 - 63 individual interviews, focus groups
 - Zoom sessions
 - Online survey in ten languages
 - Low participation but very genuine, engaged participants

Participants

- Elected officials
- Community Groups
- NAACP
- Staff
- County Executive
- Alderpersons
- Philanthropic groups
- Board members
- Governor
- Parents
- Students and Families
- Caregivers
- Education reporters
- Union representatives
- Public policy experts
- Foundations
- MPS Administration
- Central Services staff
- Community members
- Mayor of Milwaukee

Strengths

What are the strengths of Milwaukee Public Schools that the next superintendent can build upon?

Interview and Focus Group Themes

- Strong Milwaukee Community
- Caring Dedicated Staff
- Variety of Program Options for Students and Parental Choice
- Diversity Valued

Survey – Highest Scoring Items

- Technology is integrated into the classroom.
- The District engages with diverse racial, cultural and socio-economic groups.
- Teachers personalize instructional strategies to address individual learning needs
- District technology infrastructure is sufficient to support use of technology in the classroom.
- The District employs effective teachers, administrators and support staff in its schools.

Challenges

What are the challenges facing Milwaukee Public Schools that the next superintendent should be aware of, or you would like to see addressed?

Interview and Focus Group Themes

- Organizational Structure and Alignment
- Expectations and Accountability
- Board Governance
- Trust and Relationships

Survey – Lowest Scoring Items

- District is financially responsible
- Transparent communication from District
- Students are on track to be ready for next grade, and college and career ready
- District heading in the right direction
- District schools are safe

Desirable Characteristics of Next Superintendent

Interview and Focus Group Themes

- Visionary Relationship Builder
- Organizational Manager and Courageous Leader
- Restore Trust and Transparency
- Student Focus for Success
- Knowledge and Skills for Urban Leadership

Survey

- Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators
- Effectively plan and manage the long-term financial health of the District
- Recruit, employ, and retain effective personnel throughout the District and its schools
- Provide transparent communication
- Establish a culture of high expectations for all students and personnel

Transition

Stakeholders expressed the conditions the board must support for a successful transition. Those thoughts are also shared here:

- A board willingness to adhere to their role of governance and accountability
- A willingness to allow the new superintendent to lead the district
- Support for an audit of district operational practices, procedures and structure
- Clear articulation of high expectations and accountability for students and staff
- Demonstrate an appetite of hope for envisioning the future of MPS
- The consideration of a mentor for the new superintendent and transition support for the new superintendent and board
- The consideration of individual transition teams for 1.) student success 2.) finance, 3.) engagement

Next Steps

Receive and Screen All Applicants
 Presentation of Confidential Slate of Candidates to Board
 First Round Confidential Interviews
 Finalist Interviews and Public Forums
 Contract Negotiations and Background Checks
 Announcement of Superintendent Hire
 Position Begins

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 Statement

3.05 - Role of the Board Clerk/Chief Officer, Office of Board Governance

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(Item 2) Report with Possible Action on Legislative Matters Concerning Milwaukee Public Schools**Background**

Updates on the State Superintendent's proposed budget for the upcoming biennium will be provided along with updates on the State's November 20, fiscal report and 2024 School Levy Tax Credit information. Related state and federal information will be updated, too.

Local and State level updates will be provided as warranted.

**Notice of School Levy Tax Credit and Major
State Aids 2023 Property Tax Bills
Payable in 2024**

Under state law, the Wisconsin Department of Revenue (DOR) has provided the estimated school levy tax credit and other major state aids your local government will receive in (sec. 79.10(2)(a), Wis. Stats.). Your local 2024 government must use these amounts to generate your 2023 full disclosure property tax bills.

Estimate Summary

Review the estimate information below and provide this information to your property tax bill preparer. Recast corrections under sec. 79.10(6m) Wis. Stats. are included in the school levy tax credit estimate amounts.

School Levy Tax Credit

2023 school levy tax credit – to be distributed on May 6, 2024	\$14,631,888.46
2023 school levy tax credit – to be distributed on July 22, 2024	\$53,937,157.45
Total 2023 School Levy Tax Credit	\$68,569,045.91

Estimate of Major State Aids – allocated to your district

<u>Taxing Jurisdiction</u>	<u>Prior Tax Year 2022 Estimated Aids</u>	<u>Current Tax Year 2023 Estimated Aids</u>
COUNTY OF MILWAUKEE	\$25,872,712	\$29,440,017
CITY OF MILWAUKEE	\$256,245,921	\$277,592,089
MILWAUKEE (403619)	\$743,048,670	\$782,473,968
MILWAUKEE (000900)	\$30,413,456	\$30,574,893
Total Estimated Major State Aids	\$1,055,580,759	\$1,120,080,967

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
Statement**

1.02 - Goals

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.

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

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

Background

The attached report includes activities from late October through mid-November.

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 fiscal stewardship of Milwaukee Public Schools.

Accountability and Efficiency Services

Between October 20, 2024, and November 9, 2024, Accountability and Efficiency Services completed three constituent inquiries and satisfied one impartial hearing officer (IHO) request.

During the reporting period, the OAE has focused most of its effort and attention to the Corrective Action Plan (CAP) under DPI. The CAP was approved by the Board on June 13, 2024 and the OAE is managing the project in conjunction with the Administration as set forth in the plan.

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

Contract Compliance Services (CCS)

During this period, the CCS team prioritized enhancing Student Engagement Programming. Nine student interns were interviewed and hired across fields like administration, counseling, IT, and special education, with roles created in collaboration with Bradley Tech, Reagan, and South Division high schools. Each position offers work-based learning opportunities.

On November 7, CCS staff attended the Future Urban Leaders Gala, an event showcasing Milwaukee youth talent. Future Urban Leaders (FUL) supports leadership development beyond the classroom, aligning with our goal of providing students with enrichment opportunities that foster personal and professional growth.

We continue to build partnerships within the District and with external sponsors to advance these initiatives. CCS remains dedicated to supporting the District's implementation of Administrative Policies 3.10 and 3.13, reinforcing our commitment to compliance and student engagement.

Audit Services

The Audit Services area under the OAE provides independent assurance that the District's risk management, governance, and internal control processes are operating effectively.

Updates in the Audit Services area for the current reporting period of October 17, 2024, through November 13, 2024, include:

Audit Completions and Activities

Corrective Action Plan updates: Updated Board Rule and sent to City Attorney for their review in August 2024 and continue to await their response.

Issued two school audits

Currently have five new principal school audits underway

Issued four special investigative reports

Reviewed two charter school external auditor's reports

Developed Accounts Payable Audit presentation to be presented at November AFP meeting

Conducting several ongoing investigations resulting from Fraud Hotline Tips

Recorded the 28th fraud hotline tip this fiscal year, which is on pace to set a record for fraud hotline complaints received

Provided analysis and feedback to the Procurement Department on the external audit services RFP to be issued soon

Requested the Association of Local Government Auditors (ALGA) Peer Review for OAE-Audit Services operations which will be scheduled in the Spring 2025

Updating Board on the Peer Review Process at the November Board meeting

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

3.08 - Role of the Senior Director, Office of Accountability and Efficiency

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

The Board Clerk presented one expulsion orders from the Independent Hearing Officers of the Milwaukee Board of School Directors.

Director Siemsen moved to accept the reports of the Independent Hearing Officers of November 7, 2024, at 9:00 a.m.

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

Ayes — Directors Ferguson, Garcia, Leonard, Siemsen, Zombor, and President Herndon — 6.
Noes — None — 0. .

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

From the Report of the Committee on Accountability, Finance, and Personnel:

Item One, Action on Recommended Administrative Appointments, Promotions, Reassignments and Reclassifications, Salary Increases/Decreases, and Limited-term Employment (LTE) Contracts Exceeding Sixty Days has been set aside at the request of the Administration

Item Five, Action on Monthly Facilities Matters: FMS Award of Professional Services Contracts and Material Purchase Recommendation, is set aside, as it was forwarded to the Board without recommendation.

From the Report of the Committee on Legislation, Rules and Policies:

Item 11, Action on a Request to Approve Revisions to Administrative Policy and Procedure 7.37 Graduation Requirements has been set aside at the request of Director Zombor.

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

Ayes — Directors Ferguson, Garcia, Leonard, Siemsen, Zombor, and President Herndon — 6.
Noes — None — 0. .

COMMITTEE ON ACCOUNTABILITY, FINANCE, AND PERSONNEL

Director Garcia 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 Recommended Administrative Appointments, Promotions, Reassignments and Reclassifications, Salary Increases/Decreases, and Limited-term Employment (LTE) Contracts Exceeding Sixty Days

Recommended Appointments

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

(2)(r) Chrystal White	Principal I, K-8 Carson Office of the Chief of School Administration	Schedule 13T \$137,125	03, Range
(5)(nr) Michael Turner	Principal I, Elm Office of the Chief of School Administration	Schedule 13T \$131,860	03, Range
(5)(r) Mireille Hess	Assistant Principal I, Carver Office of the Chief of School Administration	Schedule 10C \$100,332	03, Range
(2)(r) Reginald Johnson	Assistant Principal II, Green Tree Office of the Chief of School Administration	Schedule 11C \$92,316	03, Range
(2)(r) Chyla Nation	Assistant Principal I, Carver Office of the Chief of School Administration	Schedule 10C \$78,556	03, Range
(5)(r) Kristine Wolf	Associate II, Recreation Supervisor Office of the Chief of Operations	Schedule 04A \$77,667	03, Range
(2)(r) Tameshia Grimes	Accountant II, Benefits Office of the Chief of Human Resources	Schedule 04A \$62,690	03, Range

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

(5)(r) Alexander Basset	Associate II - Records Management Office of Board of Governance	Schedule 04A \$90,033	03, Range
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Recommended LTE Contracts (To be effective upon the Boards approval)

(5)(r) Paul Kroog	Open Enrollment Assistant Support Office of the Chief of School Administration 11/01/24 to 05/01/25	\$40.00
(5)(r) Margie Hood	ESSER Project Manager Office of the Chief of Adademics 11/01/24 to 12/31/24	\$40.00
(2)(r) Janie Hatton	Administrative Coach Office of the Chief of Adademics 10/28/24 to 04/28/25	\$40.00
(4)(r) Monica Lopez	DMMAC LIAISON Office of the Chief of Adademics 11/04/24 to 05/04/25	\$35.00

(5)(r) Paul Zettel	Milwaukee High School of the Arts Swim Instructor Office of the Chief of School Administration 11/01/24 to 05/01/25	\$30.00
(5)(r) Brett Fuller	ESSER Reporting Office of the Chief of Adademics 10/31/24 to 12/31/24	\$30.00
(5)(r) Karen Green	Computer Science Instructional Coach Office of the Chief of Adademics 07/01/24 to 12/31/24	\$30.00
(2)(r) Dana Hutchins-Watson	Induction & Support Office of the Chief of School Administration 11/15/24 to 05/16/25	\$30.00
(5)(r) Kris Bertram	Scanning/Filing Office of the Chief of Human Resources 10/28/24 to 04/28/25	\$26.00
(5)(r) Jessica Pierson	Theater Director Office of the Chief of School Administration 11/01/24 to 04/30/25	\$25.00
(4)(r) Maria Ramirez	Student Conflict Resolution Assistant Office of the Chief of School Administration 12/02/24 to 04/30/25	\$25.00
(5)(nr) Paula Kais	Scanning/Filing Office of the Chief of Human Resources 10/28/24 to 04/28/25	\$26.00

- R Resident
- Nr Non-resident
- 1 Native American
- 2 African American
- 3 Asian/Pacific Islander
- 4 Hispanic
- 5 White
- 6 Other
- 7 Two or more

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 6.19 - Positions: Staff

Fiscal Impact Statement

Authorized expenditures were previously approved in the FY25 budget.

Committee's Recommendation

Your Committee recommends that the Board approve the promotions, appointments, leaves, and Limited-Term Employment contracts as listed in the attachments to the item, to be effective upon approval by the board.

Subsequent to the Committee's meeting, the appointment list was revised.

Director Garcia moved to approve the Administration's recommendations, as presented in the revised attachment. The motion passed, the vote being as follows:

Ayes — Directors Ferguson, Garcia, Leonard, Siemsen, Zombor, and President Herndon — 6.

Noes — None — 0. .

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(Item 2) Action on Monthly Personnel Matters: Action on Classified Personnel Transactions, Action on Certificated Appointments, Action on Leaves of Absence, Report on Resignations and Retirements, Affirmative Action Report

Classified Personnel Transactions

Name	Position and Salary	Date	Salary
NEW HIRES			
2 Diovonte Caldwell	Building Service Helper I	10/07/2024	\$17.88/hr
4 Martha Garcia	Building Service Helper I	10/21/2024	\$17.88/hr
5 Jaclyn Nisenbaum	Building Service Helper I	10/21/2024	\$17.88/hr
2 Steven Silas	Building Service Helper I	10/21/2024	\$17.88/hr
5 Jason Irwin	Bricklayer	10/21/2024	\$44.96/hr
2 Tamera Brooks	Children's Health Assistant	10/14/2024	\$23,526.63
2 Tatyana Calmese	Children's Health Assistant	10/01/2024	\$22,103.36
5 Ashley Calvert	Children's Health Assistant	10/07/2024	\$25,662.76
2 Patricia Conner	Children's Health Assistant	10/22/2024	\$22,103.36
5 Laci Droll	Children's Health Assistant	10/22/2024	\$22,815.00
2 Jazmin Harrell	Children's Health Assistant	10/03/2024	\$22,815.00
4 Ashly Ponce	Children's Health Assistant	10/16/2024	\$22,103.36
4 Alivia Alvarez	Food Service Assistant	10/01/2024	\$17.88/hr
2 Shalanda Amos	Food Service Assistant	10/16/2024	\$17.88/hr
6 Dee Balk	Food Service Assistant	10/14/2024	\$20.56/hr
2 Cudeedra Beard	Food Service Assistant	10/07/2024	\$17.88/hr
2 Keyon Broadnax	Food Service Assistant	10/15/2024	\$17.88/hr
2 Alex Burt	Food Service Assistant	10/14/2024	\$17.88/hr
2 Tanjala Cunningham	Food Service Assistant	10/14/2024	\$17.88/hr
2 Tiffany Davis	Food Service Assistant	10/01/2024	\$17.88/hr
2 Doreen Harris	Food Service Assistant	10/22/2024	\$17.88/hr
2 Ciara Helm	Food Service Assistant	10/14/2024	\$17.88/hr
2 Sakila Horton	Food Service Assistant	10/15/2024	\$17.88/hr
2 Rashounda Jemison	Food Service Assistant	10/14/2024	\$17.88/hr
2 Marvin McDaniel	Food Service Assistant	10/01/2024	\$17.88/hr
2 Nysheicka Morehead	Food Service Assistant	10/14/2024	\$17.88/hr
2 Ebony Morris	Food Service Assistant	09/30/2024	\$17.88/hr
4 Kerry Poradek	Food Service Assistant	10/14/2024	\$17.88/hr
2 Tashaye Pugh	Food Service Assistant	10/14/2024	\$17.88/hr
4 Dyan Ramos	Food Service Assistant	10/01/2024	\$17.88/hr
2 Nyla Robbins	Food Service Assistant	10/01/2024	\$17.88/hr
2 Tasheun Vandyke	Food Service Assistant	10/14/2024	\$17.88/hr
2 Terrionsha Watts	Food Service Assistant	10/14/2024	\$17.88/hr
2 Caleah Williams	Food Service Assistant	10/15/2024	\$17.88/hr
4 Yenisleidy Figueroa	Paraprofessional – Involvement	Parent 10/14/2024	\$31,441.00
2 Maria Nwagbaraocha	Paraprofessional – Involvement	Parent 10/01/2024	\$29,624.35
2 Bonnie Boseman	Paraprofessional	10/22/2024	\$22,760.79
4 Heidi Campos Cueto	Paraprofessional	10/07/2024	\$22,218.26
2 Derrick Currie	Paraprofessional	10/07/2024	\$22,218.26
2 Nathaniel James	Paraprofessional	09/30/2024	\$22,218.26
2 Desiree Martin	Paraprofessional	10/14/2024	\$22,218.26

Name	Position and Salary	Date	Salary
4 Angela Martinez	Paraprofessional	10/14/2024	\$28,476.22
2 Gerron Moss	Paraprofessional	10/07/2024	\$22,218.26
2 Karen Wigfall	Paraprofessional	10/24/2024	\$22,218.26
2 Felicia Davis	Secretary I – 10 Month	10/22/2024	\$29,606.75
2 Goddess Royalle	Secretary I – 10 Month	10/22/2024	\$42,000.83
2 Beverly Foreman	School Kitchen Manager Trainee	10/22/2024	\$18.29/hr
2 Marquita Thomas	School Kitchen Manager Trainee	10/25/2024	\$18.29/hr
2 Ronicia Williams	School Kitchen Manager Trainee	10/22/2024	\$18.29/hr
2 Shawntay Wilson	School Kitchen Manager Trainee	10/14/2024	\$18.29/hr

PROMOTIONS

2 Jennifer Turner	Food Service Assistant	10/14/2024	\$17.88/hr
2 LiTayia Hightower	Human Resources Assistant	10/14/2024	\$42,562.28
2 Unique Long	Paraprofessional – Parent Involvement	10/22/2024	\$32,534.64
7 Dawn Christen	Paraprofessional	10/07/2024	\$22,218.26
5 Megan Costello	Paraprofessional	10/07/2024	\$26,848.65
2 Jermichael Ragland	Paraprofessional	10/07/2024	\$22,218.26
2 Freddie Smith	Paraprofessional	10/14/2024	\$22,218.26
2 Kendra Pearson	Secretary I – 11 Month	10/16/2024	\$37,522.06
2 Sharon Bell	School Kitchen Manager I	10/14/2024	\$38,753.31
2 Tasha Cruse	School Kitchen Manager I	10/14/2024	\$30,886.53
2 Elizabeth Melton	School Kitchen Manager I	10/14/2024	\$38,753.31

REHIRES

2 Loletha Caldwell	Children’s Health Assistant	10/22/2024	\$22,103.36
2 Aquiesha Jordan	Children’s Health Assistant	10/14/2024	\$22,103.36
1 Lafuchsia King	Children’s Health Assistant	10/22/2024	\$22,103.36
2 Lakendra Cowser	Food Service Assistant	10/23/2024	\$19.49/hr
2 Amari Poe	Paraprofessional	10/14/2024	\$22,218.26
2 Rachel Story	Paraprofessional	10/22/2024	\$24,400.98
4 Damybeth Valentin Cruz	Paraprofessional	10/07/2024	\$22,218.26
2 Shatavia Walker	Paraprofessional	10/07/2024	\$22,218.26
7 Ishmael Simmons	School Kitchen Manager Trainee	10/22/2024	\$22.05/hr

Certificated Appointments

ACTION ON CERTIFICATED APPOINTMENTS -TEACHER

4,r	Barrios,Arley AMP HPE	01/BA	\$54,768.58	10/22/2024
4,r	Conde,Susana SAGE	01/BA	\$62,534.35	10/22/2024
2,r	Conley Patterson,Sheila SPEC ED MULTICATEG.	01/MA	\$62,839.09	9/30/2024
4,r	De La Hoz,Viviana SAGE	01/MA	\$73,455.45	10/22/2024
4,r	Diaz Colome,Joanne SPEC ED MULTICATEG.	01/MA	\$62,839.09	9/30/2024
5,nr	Gross,Sarah SPEC ED MULTICATEG.	01/MA	\$64,961.01	10/28/2024
4,nr	Insignares,Shirley FOREIGN LANGUAGE	01/MA	\$64,961.01	10/22/2024
2,nr	Knox,Marcus R	01/MA	\$86,195.99	11/4/2024

	TITLE I COORDINATION			
2,nr	Lewis,Cyprian AMP HPE	01/BA	\$52,827.70	10/22/2024
5,nr	Lisiecki,Lisa M GEN ELEM & K8 - ALL GRADES	01/MA	\$98,937.66	10/28/2024
2,nr	Owoyokun,Kehinde Olawale SPEC ED MULTICATEG.	01/BA	\$52,827.70	9/30/2024
4,r	Pabón,Tiffany FOREIGN LANGUAGE	01/BA	\$80,007.89	10/22/2024
5,nr	Pieper,Nancy Jean SPEC ED MULTICATEG.	01/BA	\$58,651.46	10/18/2024
5,r	Robbins,Kimberly L EARLY CHILDHOOD- SPEC ED	01/BA	\$85,831.59	10/28/2024
5,r	Russert,Ashley REG (5 YR) KINDERGARTEN	01/BA	\$54,768.58	10/28/2024
2,r	Wandago,John SCIENCE	01/BA	\$60,593.47	10/22/2024

ACTION ON CERTIFICATED APPOINTMENTS -PERMIT TEACHER W/LICENSE

4,nr	Bohorquez,Oscar BILINGUAL EDUCATION	01/MA	\$69,209.36	10/22/2024
4,r	Coronado,Martha L BILINGUAL EDUCATION	01/BA	\$54,768.58	10/22/2024

ACTION ON CERTIFICATED APPOINTMENTS -SCHOOL COUNSELOR

2,r	Vang,Chia GUIDANCE	01/MA	\$64,961.01	10/14/2024
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ACTION ON CERTIFICATED APPOINTMENTS -SCHOOL PSYCHOLOGISTS

5,r	Dreps,Abigail IEP TEAMS	FLT/51C	\$76,596.17	11/1/2024
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ACTION ON CERTIFICATED APPOINTMENTS -PERMIT TEACHER

2,r	Adegoke,Dayo S GEN ELEM & K8 - ALL GRADES	XX/4W2	\$52,827.70	10/22/2024
2,r	Adekunle-Greenwood,Devin HEALTH & PHY ED	XX/4W2	\$52,827.70	10/22/2024
2,r	Baker,Michelle REG (5 YR) KINDERGARTEN	XX/4W2	\$52,827.70	10/14/2024
2,r	Barnes,Adriane G GEN ELEM & K8 - ALL GRADES	XX/4W2	\$51,888.74	10/28/2024
2,r	Blackwell,Rosaline C EARLY CHILDHOOD- SPEC ED	XX/4W2	\$52,827.70	9/30/2024
4,nr	Bueno Archbold,Roque FOREIGN LANGUAGE	XX/4W2	\$52,827.70	10/22/2024
4,nr	Bueno,Peter A FOREIGN LANGUAGE	XX/4W2	\$52,827.70	10/22/2024
4nr	De La Ossa,Armando FOREIGN LANGUAGE	XX/4W2	\$52,827.70	10/22/2024
4,nr	Diaz,Ivonne KINDERGARTEN (4 YR OLDS)	XX/4W2	\$52,827.70	10/22/2024
2,r	Hopgood Cox,Shelby MULTICATEG. COMP. SEN	XX/4W2	\$52,827.70	10/28/2024
2,r	Izuagba,Jacinta SCIENCE	XX/4W2	\$52,827.70	10/22/2024

5,r	Johnson,Michael D MULTICATEG. COMP. SEN	XX/4W2	\$52,827.70	10/7/2024
2,r	Kehinde,Esther KINDERGARTEN (4 YR OLDS)	XX/4W2	\$52,827.70	10/22/2024
4,r	Martinez,Jasir ENGLISH AS SECOND LANGUAGE	XX/4W2	\$52,827.70	10/22/2024
4,nr	Mendoza,Marielena KINDERGARTEN (4 YR OLDS)	XX/4W2	\$52,827.70	10/22/2024
2,nr	Reyes,Cecilia EARLY CHILDHOOD- SPEC ED	XX/4W2	\$52,827.70	10/22/2024
2,r	Somuyiwa,Rianat MULTICATEG. COMP. SEN	XX/4W2	\$52,827.70	10/22/2024
2,r	Uzougbo,Chinedum Gloria MULTICATEG. COMP. SEN	XX/4W2	\$52,827.70	10/22/2024
4,nr	Villarreal,Laura FOREIGN LANGUAGE	XX/4W2	\$52,827.70	10/22/2024
2,r	Wamalwa,Abel MATHEMATICS	XX/4W2	\$52,827.70	10/22/2024
5,r	Winkler,Michael R SPEC ED MULTICATEG.	XX/4W2	\$52,827.70	10/28/2024

<i>Counts</i>	<i>Male</i>	<i>Female</i>	Native	African	Asian/ Pacific	Hispanic	White	Other	Two or More
			American (1)	American (2)	Islander (3)	(4)	(5)	(6)	Ethnic Codes (8)
			1	2	3	4	5	6	7
Teachers	16	24	0	18	0	15	7	0	0
SSW's	0	0	0	0	0	0	0	0	0
Psychologists	0	1	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0
TOTAL	16	25	0	18	0	15	7	0	0

B - (BA) Bachelor's Level (Teacher's)

C - (MA) Master's Level (Teacher's)

Leaves of Absence

	<u>Present Assignment</u>	<u>Effective From</u>
Illness Leave November 2024 Keith Barton	Alcott	November 12, 2024
Illness Leave October 2024 Katarina Whalen	Gaenslen	October 16, 2024
Personal Leave March 2025 Kari Reck	Bay View	March 7, 2025
Personal Leave December 2024: Katarina Whalen	Gaenslen	December 12, 2024
Keith Barton	Alcott	December 16, 2024
Personal Leave August 2024 Amy Mizialko	Itinerant	August 27, 2024

Certificated Resignations and Classified Retirements

Certificated Resignations

Reason	Yrs Svc	Eth Code	Name	Position	Location	Effective Date
Personal	1.9	5	Trevor Anderson	Teacher	Dr. King Eleme	11/01/2024
Personal	22.1	2	Nicole Anderson Agboado	Teacher	Central Svcs	10/23/2024
Personal	0.2	5	Hailey Babcock	Speech Path	River Trail	11/04/2024
Personal	22.2	5	Trent Beauchine	Teacher	Douglas	11/15/2024
Personal	0.2	3	Mular Chris	Teacher	Pulaski	10/30/2024
Retire	22.1	5	Jacqueline Harris	Teacher	Goodrich	06/16/2025
Retire	35.0	5	Jill Holmes	Teacher	Central Svcs	01/03/2025
Personal	0.9	5	Nancy John	Nurse	Brown Street	11/15/2024
Retire	27.2	5	Margaret Mystrow	Tchr In Chg	Whittier	02/28/2025
Personal	0.5	5	Susan Nelson	Teacher	Thurston Woods	10/14/2024
Retire	31.2	5	Kari Reck	Teacher	Bay View HS	06/16/2025
Personal	2.1	2	Latrice Roberts	Teacher	River Trail	11/26/2024
Personal	15.0	5	Jeanette Seitz	PT Teacher	Bryant	10/31/2024
Personal	5.2	2	Samuel Stewart	Teacher	Green Tree Prep	10/31/2024
Other Dist	2.0	5	David Summers	Teacher	JMAC	11/04/2024

Classified Retirements

Personal	0.1	4	Jeannette Areizaga	FSA	Morgandale	10/25/2024
Other Work	0.1	5	Benjamin Audevart	Para	Burbank	10/10/2024
Personal	0.1	2	Keyon Broadnax	FSA	Whitman	10/25/2024
Personal	7.8	2	Tavares Brown	Para	Congress	10/29/2024
Personal	1.0	2	Dariana Davis	Para	Congress	11/04/2024
Personal	0.1	2	Tiffany Davis	FSA	Burbank	10/01/2024
Personal	0.7	4	Alyandra Diaz	CHA	Hayes	10/10/2024
Personal	0.1	2	Somiale Durnat	Safety Asst	School Safety	09/12/2024
Other Work	1.2	5	Jennifer Flannery	FSMT	Hartford	11/11/2024
Personal	0.1	2	Takeyla Gee	Para	Douglas	10/08/2024
Retire	25.2	4	Berta Gladowski	Secretary I	Recreation	01/02/2025
Personal	1.0	5	Adam Hansen	Safety Asst	School Safety	10/22/2024
Retire	22.8	2	Mary Harris	CHA	MSOL	12/23/2024
Personal	0.7	2	Karimel Highshaw	BSH I	Central Svcs	10/29/2024
Personal	0.1	2	Ciara Johnson Wilks	Para	Burbank	10/14/2024
Personal	13.8	2	Aquiesha Jordan	CHA	Fairview	10/23/2024
Personal	7.0	2	Latoya Keeler	Secretary I	Congress	10/29/2024
Retire	7.8	2	Gwendolyn Knight Ford	Para	Hopkins Lloyd	11/01/2024
Retire	29.0	2	Terence Lemons	Safety Asst	School Safety	10/08/2024
Other Work	1.1	2	Andrea Levy	CHA	Gaenslen	10/28/2024
Personal	0.1	2	Shavonne Louis	CHA	Carver	10/11/2024
Personal	5.0	4	Daniela Mata	Para	Kagel	10/29/2024
Personal	6.0	4	Daiana Matta Castro	Para	Forest Home	11/01/2024

Personal	1.2	4	Maria Perez	Secretary I	Spanish Imm	10/10/2024
Personal	1.7	2	LouOnnie Pryor	Para	Maryland	10/14/2024
Personal	21.6	2	Trina Richardson	SWA II	Central Svcs	11/04/2024
Personal	1.8	2	Yilitha Semons	Accountant	Finance	11/08/2024
Retire	15.7	2	Bessie Smith	Para	LaFollette	11/01/2024
Personal	1.2	2	Shaomi Smith	Safety Asst	School Safety	10/08/2024
Personal	3.1	2	Cassandra Tenner	Safety Asst	School Safety	11/13/2024
Other	0.8	2	Shonnie Tucker	Para	Vincent	10/18/2024
Work						
Personal	1.0	2	April Underwood Moore	BSH I	Hayes	10/29/2024
Retire	33.2	5	Janeen VanDerboom	FSMT	Trowbridge	11/15/2024
Retire	29.0	5	Kent Wayson	Supervisor I	Technology	01/22/2025
Other	0.8	4	Brendan Winkler	Para	Lancaster	10/12/2024
Work						
Personal	0.1	2	Candace Woods	BSH I	Central Svcs	10/11/2024
Other District – 1 (Classified 0 – Certificated – 1)						
Other Work – 5 (Classified 5 – Certificated – 0)						
Personal – 34 (Classified 24 – Certificated – 10)						
Retirement – 11 (Classified 7 – Certificated – 4)						

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 6.19 - Positions: Staff

Fiscal Impact Statement

Authorized expenditures were previously approved in the FY25 budget.

Implementation and Assessment Plan

Upon approval by the Board, the personnel transactions will be implemented.

Committee’s Recommendation

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

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

* * * * *

(Item 3) Action on a Request to Approve the Proposed 2025-2026 Districtwide School Calendar

Background

The following is the proposed 2025-2026 districtwide school calendar.

- August 25.....Organization Day
- August 26-28Professional Development Days
- August 29.....Labor Day Break
- September 1Labor Day
- September 2.....First Day of School for Students
- October 17Parent/Teacher Conference Day

October 20	October Break
November 7.....	Record (K-8)/Professional Development Day (HS)
November 26-28	Thanksgiving Break
December 22-31.....	Winter Break
January 1-2.....	Winter Break
January 5.....	Classes Resume
January 19.....	MLK Jr. Day
January 26.....	Record (HS)/Professional Development Day (K-8)
February 16.....	Mid-semester Break
February 17.....	Record (K-8)/Professional Development Day (HS)
March 20.....	Parent/Teacher Conference Day
March 30-April 3	Spring Break
May 1	Professional Development Day
May 25.....	Memorial Day
June 5.....	Record (K-8)/Professional Development Day (HS)
June 15.....	Last Day of School for Students
June 16.....	Record (HS)/Professional Development Day (K-8)
June 17-18.....	Emergency Make-up days, if needed

ACT Testing dates are to be determined

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 7.03 - School Year/School Calendar

Fiscal Impact Statement

No fiscal impact.

Implementation and Assessment Plan

Upon approval by the Board, the Administration will implement the 2025-2026 districtwide school calendar.

Committee’s Recommendation

Your Committee recommends the Board approve the proposed 2025-2026 districtwide school calendar as presented in the attachment.

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

* * * * *

(Item 4) Report With Possible Action on Proposed Long-Range Facilities Master Plan Committees

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

Background

MPS initiated a process to develop a Long Range Facilities Master Plan by issuing a Request for Proposal to hire an outside firm to assist the district with the process of developing an updated plan.

In March 2024, the Board approved the professional service contract with Perkins-Eastman to begin the process of developing a new Long Range Facilities Master Plan. This plan provides an in-depth review of how MPS buildings support the learning environment and identifies opportunities to further the work

toward advancing the district's goals of academic achievement; student, family, and community engagement; and effective and efficient operations.

The scope of work outlined for Perkins-Eastman included site visits to review and rate the condition of building infrastructure and the educational adequacy of all learning spaces. The review took into consideration many factors including enrollment trends, program and building capacities, deferred and projected capital maintenance, ADA accessibility, universal design principals, transportation policies, and equity with a focus on neighborhood characteristics such as household income, reported crimes, and minority populations.

The analysis included input from stakeholders including students, teachers, parents, district partners, and community members. Input was obtained through online surveys. In addition to the surveys, large-scale in-person and virtual community engagement sessions were held in order to gather additional stakeholder input. The large-scale community engagement sessions comprised of a series of meetings. Perkins-Eastman interacted with participants at each of the meetings by explaining the goals of the Long Range Facilities Master Plan, asking questions to gain feedback from the community on priorities, and facilitating open discussions for clarity and understanding.

The analysis included data gathering sessions and review meetings with key individuals from all departments within the district to allow Perkins-Eastman to obtain and validate the information needed for a complete analysis in order to develop the Long Range Facilities Master Plan. After assessing the data gathered, a progress report with considerations was provided in October of 2024 to the Administration. The progress report will contain details on educational suitability, technology readiness, and building conditions for all schools along with a review of district enrollment trends and building capacity. The information also includes potential plans for consideration to serve as a roadmap for facility use, classroom modernization, and capital investment. The plan is not finalized but focuses on identifying additional programming, instructional and partnership opportunities, and provides considerations for investment or divestment of current building inventory to maximize the use of resources.

On October 29, 2024, the Milwaukee Board of School Directors requested that the Administration provide recommendations for the consideration of Regional and Citywide Steering Committees that include the following:

- * Membership for each committee.
- * Frequency of meetings for each committee.
- * Locations of meetings for each committee.
- * Proposed content or topics for each committee.
- * Considerations for next steps.

LRFMP Steering Committee Framework Proposal

Introduction

The proposed Milwaukee Public Schools (MPS) Long-Range Facilities Master Plan (LRFMP) Steering Committees are intended to bring together diverse stakeholder voices from across the city of Milwaukee and its communities to help guide the district's facility planning process. With members potentially including parents, students, staff, community members, and local leaders, these committees would be tasked with providing essential insights and input to support the district's commitment to equitable, strategic, and forward-thinking facility use and development. Through this collaborative process, the committees will review data, assess needs and challenges, and prioritize strategies that align with the district's goals for rightsizing the portfolio to provide high quality learning environments and robust educational opportunities for all students. The aim of the LRFMP Steering Committees is to ensure that MPS facility planning reflects the collective needs, values, and aspirations of the communities it serves. By engaging a diverse set of stakeholders, the steering committee framework is designed to foster a transparent, inclusive, and responsive approach to creating safe, sustainable, and adaptable schools for years to come.

Steering Committee Development Roadmap

The following roadmap outlines the proposed steps for developing and launching the LRFMP Steering Committees. Each phase is designed to establish a strong foundation of norms, expectations, and clear communication channels, ensuring that the committees are well-prepared to fulfill their roles effectively in guiding the district's facility planning process.

1. Finalize LRFMP Steering Committee Framework
 - Define norms, expectations, and operating guidelines
 - Establish an overall timeline with summaries of meeting topics
 - Develop a communication plan and outline specific process goals
2. Appoint Citywide Steering Committee (CSCs)
 - Host a kickoff meeting to review norms, expectations, the timeline, and meeting topics
3. Appoint Regional Steering Committees (RSCs)
 - Host kickoff meetings to review norms, expectations, the timeline, and meeting topics
4. Initiate Steering Committee Process
 - Begin regular meetings and engagement activities as outlined in the framework
5. Report on Outcomes and Findings
 - Share insights and results from the steering committee process

REGIONAL STEERING COMMITTEES

The Regional Steering Committees (RSCs) will dive deeper into the unique needs, opportunities, and challenges facing MPS schools within their respective areas of the district. By engaging a more localized set of stakeholders, the RSCs will provide crucial on-the-ground perspectives to help inform the overall district-wide view of the Citywide Steering Committee (CSC). Importantly, a small group of representatives from each RSC will also be members of the CSC, creating a direct linkage between the regional and district-wide inputs. This two-way flow of information is designed to ensure that the diverse contexts and priorities across MPS communities are meaningfully considered in the development of the Long-Range Facilities Master Plan (LRFMP). By capturing these local insights and elevating them to the citywide level, the steering committee process will help foster an LRFMP that effectively addresses the unique challenges and opportunities present in different parts of the district.

General Structure & Expectations

- Appointed after the Citywide Steering Committee (CSC) has been appointed
- Four Regional Steering Committees (RSCs) – Central, East, Northwest, Southwest
 - Alternative A: Five committees, adding high schools as fifth
 - Alternative B: Four committees, based on paired School Board Districts
- Recorded/livestreamed monthly meetings, in-person
 - Alternative A: hybrid approach, virtual during summer months
 - Alternative B: hybrid approach, virtual every other month

Composition

Committee Leaders / Facilitators

- (1) MPS Department of Facilities and Maintenance (DFMS) team member
- (2) Perkins Eastman team members
- (1) Prism/Rivera team members
- 4 TOTAL MEMBERS

Committee Members

- (2-3) Parents, preferably including at least 1 District Advisory Council (DAC) member
- (2-3) Students, preferably in student organization leadership positions
- (2-3) School staff members, preferably including at least 1 MTEA building representative
- (2-3) Regional community organization members
- (2) School Board Directors
- (1) MPS Regional Superintendent
- (1) MPS Family and Community Engagement team member
- 12-16 TOTAL MEMBERS

Responsibilities / Scope

In Phase 1, RSCs/CSCs will establish a shared understanding of LRFMP goals, review data and stakeholder input, assess opportunities and challenges, and evaluate policy initiatives and barriers to inform strategic feedback. In Phase 2, they will shift to implementation, reviewing initiative plans, timelines, projected outcomes, and potential impacts of policies and/or policy initiatives.

Phase 1

- Review MPS Strategic Plan and LRFMP goals and guiding principles
- Review and align on steering committee norms, expectations and operating guidelines
- Review district and regional data and stakeholder input to date
- Review/provide feedback on proposed policy initiatives and any existing policy-based barriers
- Identify strengths and development areas of MPS schools in region
- Identify key needs, opportunities and challenges for MPS schools in region
- Review strategy candidate groups and identify any unique circumstances which might impact strategy candidate group assignment or prioritization within strategy candidate group
- Review/provide feedback on pros, cons and prioritization of strategy options within region
- Potential subject-specific guest speakers/committee participants:
 - o Local public safety representatives
 - o Local student organization representatives
 - o Local business or civic organization representatives
 - o Local community organization representatives
 - o Local elected officials

Phase 2

- Review/provide feedback on proposed initiative cycles 1/2/3 strategy implementation timelines for planned initiatives within region
- Identify key needs, opportunities and challenges within each initiative implementation plan
- Review/provide feedback on proposed initiative evaluation plan(s) and metrics
- Review/provide feedback on projected impacts/outcomes of proposed policy initiatives
- Review/provide feedback on proposed approach to updating LRFMP timeline and future Initiative Cycles as district circumstances change

CITYWIDE STEERING COMMITTEE

The Citywide Steering Committee (CSC) will serve as the central coordinating stakeholder body guiding the development of the Long-Range Facilities Master Plan (LRFMP) with a district-wide perspective. By consolidating insights and priorities from the Regional Steering Committees (RSCs), the CSC will ensure a unified approach that addresses both local and district-wide needs. Bringing together key stakeholders with district- and city-wide leadership perspectives, the committee incorporates broader strategic insights and alignment with parallel city initiatives into the planning process. Importantly, the CSC's membership will include representatives from each of the RSCs, creating a direct connection between regional and citywide inputs. This integrated flow of information enables the CSC to fully consider the diverse contexts and priorities across MPS communities, combining local insights into a cohesive approach that balances unique challenges and opportunities to foster strategic, equitable planning for all MPS schools.

General Structure & Expectations

Appointed before the Regional Steering Committees are appointed

Single Citywide Steering Committee, made up of 27 members

Alternative A: Reduced member count with ~20 members

Alternative B: Increased member count with ~40 members

In-person monthly meetings

Alternative A: hybrid monthly meetings, virtual during summer months

Alternative B: hybrid monthly meetings, virtual every other month

Composition

Committee Leaders / Facilitators

(1-2) MPS DFMS team members

(2) Perkins Eastman team members

(1-2) Prism/Rivera team members

4-6 TOTAL MEMBERS

Committee Members

(4)* Parents, one from each RSC, preferably DAC members

- (4)* Students, one from each RSC, preferably in student organization leadership positions
- (4)* School staff members, one from each RSC
- (4)* Regional community organization members, one from each RSC
- (4)* MPS Regional Superintendents
- (1) MPS Regional Superintendent (high schools)
- (1) MPS Director of Family and Community Engagement
- (1) MTEA leadership
- (1) ASC leadership
- (1) At-large school board member
- (2) City of Milwaukee representatives (e.g., Growing MKE, Planning, Engagement)
- TOTAL 27 MEMBERS
- *Also members of Regional Steering Committees (RSCs)

Potential Additional Committee Members

- (1-3) Citywide community organization members
- (1-3) City/county agency representatives (e.g., Transportation, Public Safety, Housing)
- (1-3) Higher education and/or workforce development representatives
- (1-3) Business and/or civic organization members
- (1-3) Education advocacy organization members

Responsibilities / Scope

In Phase 1, RSCs/CSCs will establish a shared understanding of LRFMP goals, review data and stakeholder input, assess opportunities and challenges, and evaluate policy initiatives and barriers to inform strategic feedback. In Phase 2, they will shift to implementation, reviewing initiative plans, timelines, projected outcomes, and potential impacts of policies and/or policy initiatives.

Phase 1

Review MPS Strategic Plan and LRFMP goals and guiding principles

Review and align on steering committee norms, expectations and operating guidelines

Review district and regional data and stakeholder input to date

Review/provide feedback on proposed policy initiatives and any existing policy-based barriers

Identify strengths and development areas of MPS (review RSC regional input)

Identify key needs, opportunities and challenges for MPS (review RSC regional input)

Review/provide feedback on RSC regional input on strategy candidate groups and unique circumstances

Review/provide feedback on proposed strategy candidate group reprioritizations and reassignments

Review/provide feedback on RSC regional input on pros, cons and prioritization of strategy options

Review/provide feedback on proposed district-wide prioritization of strategy options

Potential subject-specific guest speakers/committee participants:

MPS departmental leadership representatives (e.g., SPED, ECE, Finance, Transportation, Enrollment, Curriculum, HR, Safety & Security, Government Relations, Equity & Inclusion, Food Services)

City/county agency representatives (e.g., Transportation, Public Safety, Housing)

Education advocacy organization representatives

Higher education and/or workforce development representatives

Citywide business or civic organization representatives

Citywide community organization representatives

Phase 2

Review/provide feedback on proposed initiative cycles 1/2/3 strategy implementation timelines for planned initiatives (review RSC regional input)

Identify key needs, opportunities and challenges within each initiative implementation plan (review RSC regional input)

Review/provide feedback on proposed initiative evaluation plan(s) and metrics (review RSC regional input)

Review/provide feedback on projected impacts/outcomes of proposed policy initiatives (review RSC regional input)
 Review/provide feedback on proposed approach to updating LRFMP timeline and future Initiative Cycles as district circumstances change (review RSC regional input)

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 Statement

Administrative Policy 5.01 - Facilities

Fiscal Impact Statement

This item does not authorize expenditures.

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(Item 5) Action on Monthly Facilities Matters: FMS Award of Professional Services Contracts and Material Purchase Recommendation

Professional Services Contracts

The Administration requests that the Board approve the following professional services contracts:

RFP #24-021 Authorization to Approve Contract Labor Contracts

In October 2021, the Board authorized the Department of Facilities and Maintenance Services to purchase contract labor services on a pre-approved basis for a variety of skilled trade labor categories. The ability to use a list of pre-approved contractors allows the Department of Facilities and Maintenance Services to provide timely services to schools and departments. These contracted services are necessary to meet the needs and expectations of the schools and are meant to supplement the current staff at Facilities and Maintenance Services. The need for contract labor is somewhat unpredictable and is dependent on the availability of grant funds, discretionary funding at the school and department levels and on the district initiatives implemented throughout the year.

Contract labor is used for two main categories of work: New Projects funded by Schools, the District or Departments; or infrastructure repair and maintenance funded by the DFMS operations budget.

Funds to support the contract labor services are budgeted as part of individual projects or are funded by the individual school, department, or program. Services by the various contractors are not used until appropriate funds are identified and encumbered.

A Request for Proposal (RFP) for Contract Labor Services was released in October 2024 and requested services in 27 skilled trade and technical categories. As in previous years, the purpose of the RFP is to “pre-approve” firms that will provide labor on an as-needed basis depending upon the timing and scope of the project. The amount of contract labor services needed will vary from trade to trade and from one fiscal year to another.

Proposals were received for twenty-three of the twenty-seven categories requested and were evaluated on the basis of cost, responsiveness to requirements, experience, references, and abilities to meet the needs of MPS.

Requested Expenditure Authority: Not to exceed \$12,000,000.00

Contract Period: January 1, 2025 – December 31, 2027

Budget Code: Various

Recommended Contractor Trade/Technical Area	
ALLCON LLC	Electrician

	Construction Wireman-1 (CW-1)
	Low Voltage Technician
Built 414 Electric, LLC	Electrician
Butters-Fetting Co., Inc.	Electrician
	Electrician Apprentice/CW-1
	Plumber
	Plumbing Apprentice
	Sheet Metal Worker
	Sheet Metal Worker Apprentice
	Steamfitter
	Steamfitter Apprentice
Cornerstone One	Plumber
	Sheet Metal Worker
	Steamfitter
Decibel Associates, LLC	Low Voltage Technician
Ginkgo Stonescapes LLC	Administrative Assistant
	Building/Construction Laborer Mason/Bricklayer
	Painter
Gordon Solutions, LLC	Asbestos Carpenter
	Carpenter
	Glazier
Hurt Electric, Inc.	Electrician
	Electrician Apprentice/CW-1
	Construction Wireman-1 (CW-1)
JLS Lock & Key	Locksmith
Kaschak Roofing, Inc.	Roofer
Lee Mechanical	Electrician
	Electrician Apprentice/CW-1
	Low Voltage Technician
	Sheet Metal Worker
	Sheet Metal Worker Apprentice
	Steamfitter
	Steamfitter Apprentice
Milwaukee Plumbing & Piping, Inc.	Plumber
Northwestern Elevator	Elevator Mechanic
Pieper Electric, Inc.	Electrician
	Electrician Apprentice/CW-1
	Construction Wireman 1
Selzer-Ornst Construction Company, LLC	Carpenter
Service Painting Corporation	Painter
Vertex Electric	Electrician
Wil-Surge Electric, Inc.	Electrician
	Electrician Apprentice/CW-1 Construction Wireman-1 (CW-1) Low Voltage Technician
Zien Mechanical	Plumber
	Plumbing Apprentice
	Sheet Metal Worker
	Sheet Metal Worker Apprentice
	Steam Fitter
	Steam Fitter Apprentice

Material Purchase

HVAC FILTERS

Various MPS Sites

Prime Contractor: CL Benson

1461 1st Avenue NW

New Brighton, MHN 55112

Authorization to approve a blanket contract for the purchase of HVAC filters for Various MPS Sites.

Requested Expenditure Authority : \$1,000,000.00

Term: November 22, 2024 – November 26, 2027

Budget Code: Various

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 3.09 - Purchasing and Bidding Requirements

Fiscal Impact Statement

This item authorizes expenditures for:

Professional Services Contracts:

Total Professional Services Contracts Requested = Not to Exceed \$12,000,000.00

Material Purchase:

Total Material Purchase Requested for Approval = \$1,000,000.00

The Administration recommends that the Board approve the attached professional services contracts and material purchase.

Implementation and Assessment Plan

Upon Board Approval, the attached professional services contracts and material purchase shall be executed.

Committee's Recommendation

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

Director Siemsen moved to approve the Administration's recommendation. The motion passed, the vote being as follows:

Ayes — Directors Ferguson, Garcia, Leonard, Siemsen, Zombor, and President Herndon — 6.

Noes — None – 0. .

* * * * *

(Item 6) Action on Monthly Finance Matters: Report on Change Orders in Excess Of \$25,000; Report on Revenues and Expenses; Monthly Expenditure Control Report; Report on Contracts Under \$50,000 and Cumulative Total Report; Report on Individual Accounts Written Off in Excess of \$25,000; Report on Monthly Grant Awards; Acceptance of Donations

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.

Contract: C030678

Literacy Services of Wisconsin, Inc.

On July 1, 2022, the Milwaukee Board of School Directors and Literacy Services of Wisconsin, Inc. entered into Professional Services Contract number C030678 (“Contract”), with a term of July 1, 2022 through June 30, 2023, to manage and staff the adult learning labs at North Division High School and South Division High School. The adult learning labs are open to all Milwaukee adults. On June 29, 2023, the Board approved a contract extension for a term of July 1, 2023 through September 30, 2024 not to exceed \$214,447. In this extension, the Contract will expand English Language Learning (ELL) programming to include four additional schools with sufficient instructional staff and materials to support three multilevel classes at each school. On May 29, 2024, a Request to Change Contract (RCC) was approved to increase funds by \$115,000 for increased use of services. On September 12, 2024, an RCC was approved to increase funds for increased use of services. On September 25, 2024, an RCC was approved to decrease compensation by \$10,834. On October 29, 2024, an RCC was approved to extend the contract through June 30, 2025 and to add funds of \$130,000.

Original Contract Amount: \$130,000.00	
Extension.....	214,447.00
RCC 5/29/2024.....	115,000.00
RCC 9/12/2024.....	25,827.00
RCC 9/25/2024.....	(10,834.00)
RCC 10/29/2024.....	130,000.00
Ending amount:	\$474,440.00

Contract C030232

Kane Communications Group

On October 1, 2021, the Milwaukee Board of School Directors and Kane Communications Group entered into Professional Services Contract number C030232 (“Contract”), with a term of October 1, 2021 through September 30, 2022, to develop a comprehensive, multi-level, multi—year, integrated marketing and communications strategy to appeal to our English, Spanish, Hmong, Arabic, Keren, Burmese, and Rohingya speaking stakeholders. On September 29, 2022, the Board approved a contract extension for a term of October 1, 2022, through September 30, 2023, not to exceed \$120,000. On August 31, 2023, the Board approved the second and final contract extension with a term of October 1, 2023 through September 30, 2024 not to exceed \$120,000. On December 7, 2023, a Request to Change Contract (RCC) was approved to decrease the funds. On December 14, 2023, an RCC was approved to increase funds by \$33,000 for increased use of services. On October 10, 2024, an RCC was approved to increase funds for the services used.

Original Contract Amount: \$120,000.00	
Extension #1	120,000.00
Extension #2.....	120,000.00
RCC 12/7/2023.....	-68,571.42

RCC 12/14/2023	33,000.00
RCC 10/10/2024	33,123.25
Ending amount:	\$357,551.83

Monthly Financial Reports

The report on revenues and expenses; monthly expenditure control report; the report on contracts awarded with a value under \$50,000 and cumulative total report; report on individual accounts written off in excess of \$25,000 and the report on monthly grant awards are attached and no action is required.

With respect to the Report of Revenues and Expenses, subsequent to the Committee's discussion, the report was revised to add clarity.

Donations

Location	Donor	Amount	Gift or Purpose
Monetary Donations Over \$5,000			
Office of Academics - Curriculum and Instruction	MPS Foundation	5,082.75	STEM Fair Reimbursement
Total Monetary Donations Over \$5,000		5,082.75	
Monetary Donations			
Brown Street School	Deloris Gates	3.00	Fieldtrip
Carver Academy	Casey's General Stores	4.80	General School Supplies
Cass Street School	Leaf Home Enhancements, LLC	3,000.00	General School Supplies
Cass Street School	Jacks American Pub LLC	500.00	Athletics Program
Cass Street School	MP on Brady Inc.	880.00	Athletics Program
Cass Street School	United Way	1,187.50	General School Supplies
Cass Street School	Jewish Community Foundation	1,500.00	Classroom Supplies
Cass Street School	Brianne L Stankus/Matthew C. Marcum	115.00	Athletics Program
Cass Street School	MP on Brady Inc.	1,000.00	Athletics Program
Clara Barton School	Forward Please Project	500.00	General School Supplies
Fairview School	Valerie Scofield	100.00	General School Supplies
Fairview School	Leaf Home Enhancements	3,000.00	Back to School Support
Franklin School	Ha Hero Foundation	2,500.00	Literacy Items
French Immersion School	Parent of Madison Florentin	5.00	General School Supplies
French Immersion School	Anonymous	15.00	Fieldtrip
German Immersion School	Megan Miller/Aaron Skreland	5,000.00	PE, Art, Music, Lit & School Discretion
German Immersion School	Aldo Leopold Nature Center	300.00	Outdoor Learning
German Immersion School	German Fest Milwaukee, Inc	400.00	General School Supplies
Gilbert Stuart School	* S. Matthew CME Church	100.00	General School Supplies
Goodrich School	Granville Business Improvement District #48	250.00	General School Supplies
Hamilton High School	Joyce Omitt	200.00	Cross Country

Hamilton High School	Paint Right Company	500.00	Football
Hamilton High School	Educators Credit Union	500.00	PRO Support
Hartford University School	Milwaukee Brewers	600.00	Athletics Program and Uniforms
Hi-Mount School	Tumberland Bath-Leaf Home Enhancement, LLC	3,000.00	General School Supplies
Humboldt Park School	Rogendo Rodriguez	300.00	General School Supplies
King High School	American Red Cross	750.00	RKHS Student Scholarship Fund
King High School	Badger Mutual Insurance Women's Amateur	1,000.00	RKHS Girl's Golf Team
MacDowell Montessori	Menomone Falls Downtown Inc	125.00	General School Supplies
Maple Tree School	* West Granville Presbyterian Church	600.00	Back to School Support
Maryland Avenue Montessori School	Anonymous	20.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	20.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	45.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	45.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	90.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	100.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	100.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	110.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	110.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	120.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	120.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	220.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	222.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	20.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	20.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	25.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	40.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	40.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	60.00	Classroom Supplies

Maryland Avenue Montessori School	Anonymous	80.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	80.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	170.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	20.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	20.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	40.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	40.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	20.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	20.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	20.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	20.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	20.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	20.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	60.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	80.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	80.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	80.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	150.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	180.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	195.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	105.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	140.00	Classroom Supplies
Maryland Avenue Montessori School	Anonymous	60.00	Classroom Supplies
Meir School	FIRST	3,000.00	GE-FIRST Robotics
Milwaukee School of Languages	Anonymous	80.00	Theater Group
Milwaukee School of Languages	American Red Cross	250.00	Scholarship
Mitchell School	Michele H Tiffany	75.00	RIF Book Donation
Office of Academics - Curriculum and Instruction	MPS Foundation	3,182.14	STEM Fair

Office of Communications and School Performance - Strategic Partnerships and Customer Service	Cristiano Mattia	50.00	MPS School Supply Drive
Parkside School	Anonymous	220.00	Classroom Supplies
Riley School	Roxanna Lundgren	20.00	Classroom Supplies
Riley School	Jorge Fragoso	20.00	Classroom Supplies
Riley School	Jose Hernandez Martinez	20.00	Classroom Supplies
Riley School	Plascencia Barba	20.00	Classroom Supplies
Riley School	Diana Montejano	20.00	Classroom Supplies
Riley School	Eduardo Preciado	20.00	Classroom Supplies
Riley School	Angelina Gonzalez	20.00	Classroom Supplies
Riley School	Paola Schultz	20.00	Classroom Supplies
Riley School	Dominique Mason	20.00	Classroom Supplies
Riley School	Pamela M Ritger	40.00	Classroom Supplies
Spanish Immersion School	* Nucor Corp	500.00	General School Supplies
Story School	Kingo Lutheran Church	100.00	Playground Supplies
Trowbridge School	Susan Kmiecik	100.00	After School Club
Trowbridge School	Grace Presbyterian Church	2,000.00	Danceworks Program
Vieau School	Rockwell Automation	2,500.00	Scholastic Fair
Washington High School	* Milwaukee Elks Lodge #46	1,510.00	Special Olympics
Zablocki School	Lynden Inc	304.00	1
<i>Total Monetary Donations</i>		<i>45,273.44</i>	
Non-Monetary Donations			
Albert E Kagel School	Palermos Pizza - Rebecca Schimke	672.00	Pizza
Allen-Field School	DonorsChoose	9.99	Classroom Essentials
Allen-Field School	DonorsChoose	19.24	Classroom Essentials
Allen-Field School	DonorsChoose	775.58	Life Skills, STEM
Auer Avenue School	Alderman Diandre Jackson	1,100.00	Backpacks with school supplies
Bay View High School	DonorsChoose	506.04	STEM, Students with Disabilities
Bay View High School	DonorsChoose	817.61	STEM
Bay View Montessori School	DonorsChoose	1,708.36	We Need a Library
Bethune Academy	DonorsChoose	389.00	Health Sports & Wellness, Literacy & Language
Bradley Trade & Tech	DonorsChoose	247.17	Literacy & Language, Students with Disabilities
Burbank School	Sarah Jones	60.00	Used Clothing
Burbank School	Gina Depratt	70.00	Used Winter Clothing
Burbank School	DonorsChoose	21.64	Classroom Essentials
Cass Street School	DonorsChoose	324.15	Girls of Color Alliance
Clarke Street School	Leonardo DRS Noval Power Systems	900.00	General School Supplies
Clemens School	DonorsChoose	21.28	Classroom Essentials
Doerfler School	DonorsChoose	24.21	Classroom Essentials
Dr. B Carson Academy of Science	DonorsChoose	132.13	We're in a Sticky Situation

Dr. B Carson Academy of Science	DonorsChoose	166.67	Learning Our Letters
Dr. B Carson Academy of Science	DonorsChoose	172.00	Literacy & Language, Social Studies
Dr. B Carson Academy of Science	DonorsChoose	239.46	Classroom Essentials
Emerson School	DonorsChoose	407.35	Our Feathered Friends
Emerson School	DonorsChoose	636.16	Popcorn! The Best Smell Around
Fifty-Third Street School	DonorsChoose	17.03	Classroom Essentials
Forest Home Avenue School	DonorsChoose	18.39	Classroom Essentials
Forest Home Avenue School	DonorsChoose	19.09	Classroom Essentials
Forest Home Avenue School	DonorsChoose	20.32	Classroom Essentials
Forest Home Avenue School	DonorsChoose	62.57	Classroom Essentials
Forest Home Avenue School	DonorsChoose	144.56	Successful Small Groups
Forest Home Avenue School	DonorsChoose	158.33	Whiteboards and Markers
Forest Home Avenue School	DonorsChoose	231.70	Music & The Arts, Warmth Care & Hunger
Forest Home Avenue School	DonorsChoose	336.40	Health Sports & Wellness, Music & The Arts
Forest Home Avenue School	DonorsChoose	361.19	It's All About the Money.
Forest Home Avenue School	DonorsChoose	493.77	Health Sports & Wellness, Students with Disabilities
Fratney Street School	DonorsChoose	615.81	Life Skills, Students with Disabilities
Fratney Street School	DonorsChoose	636.25	Classroom Needs
French Immersion School	Cranky AI's	200.00	100 Donuts to the Staff
Gaenslen School	DonorsChoose	13.58	Classroom Essentials
Gaenslen School	DonorsChoose	845.02	Back to School Basics
Garland School	Nina Ghanbarzadeh	3,000.00	Fingerprint Artwork
Goodrich School	DonorsChoose	243.12	Chair Pockets Needed!
Goodrich School	DonorsChoose	291.71	Supplies for Everyday Learning
Goodrich School	DonorsChoose	472.70	Basic Supplies
Goodrich School	DonorsChoose	476.44	Health Sports & Wellness
Goodrich School	DonorsChoose	553.22	Hygiene Essentials
Goodrich School	DonorsChoose	9.49	Classroom Essentials
Goodrich School	DonorsChoose	13.58	Classroom Essentials
Goodrich School	DonorsChoose	18.39	Classroom Essentials
Goodrich School	DonorsChoose	28.19	Classroom Essentials
Goodrich School	DonorsChoose	29.13	Classroom Essentials
Goodrich School	DonorsChoose	31.97	Classroom Essentials
Goodrich School	DonorsChoose	142.43	Health Sports & Wellness
Goodrich School	DonorsChoose	327.66	Keep Calm and Cool
Goodrich School	DonorsChoose	454.93	Literacy & Language

Grantosa Drive School	DonorsChoose	272.69	Health Sports & Wellness, Life Skills
Hartford University School	DonorsChoose	537.26	STEM
Hawthorne School	DonorsChoose	18.98	Classroom Essentials
Hawthorne School	DonorsChoose	148.91	Health Sports & Wellness, STEM
Hawthorne School	DonorsChoose	355.70	Let Your Voice be Heard!
Hayes Bilingual School	DonorsChoose	176.08	Let's Make a Music Library!
Hayes Bilingual School	DonorsChoose	270.40	Health Sports & Wellness, Life Skills
Hayes Bilingual School	DonorsChoose	503.88	Literacy & Language
Hayes Bilingual School	DonorsChoose	706.88	Classroom Essentials
Hi-Mount School	DonorsChoose	280.04	Essential School Supplies
Kilbourn School	DonorsChoose	463.91	Pencils and Supply Bins Needed
King High School	DonorsChoose	40.20	Classroom Essentials
King High School	DonorsChoose	54.92	Classroom Essentials
King High School	DonorsChoose	139.62	Scissors for Science
King High School	DonorsChoose	141.91	Fuel My Classroom
King High School	DonorsChoose	205.03	Classroom Essentials
King High School	DonorsChoose	239.05	Sustenance For Success
King High School	DonorsChoose	247.47	Replenish Some Supplies
King High School	DonorsChoose	274.05	Health Sports & Wellness, Life Skills
King High School	DonorsChoose	330.21	The Calming Corner
King High School	DonorsChoose	370.45	Health Sports & Wellness
King High School	DonorsChoose	418.87	Health Sports & Wellness, Life Skills
King High School	DonorsChoose	496.24	Zen Den
King High School	Love Logan Inc	2,500.00	Discounted Charge For Two Speeches To Students
King Middle Years	DonorsChoose	24.18	Classroom Essentials
Kluge School	DonorsChoose	36.33	Classroom Essentials
Lafollette School	Walmart	95.00	Giftcard
Lafollette School	Walmart	95.00	Giftcard
Lafollette School	Courtney Rehn - Kohn Law Firm S.C.	2,500.00	General School Supplies
Lafollette School	DonorsChoose	12.02	Classroom Essentials
Lafollette School	DonorsChoose	508.43	Literacy & Language, Students with Disabilities
Longfellow Elementary	DonorsChoose	589.17	K3 First Learning Experience
MacDowell Montessori	DonorsChoose	131.50	Students with Disabilities
MacDowell Montessori	DonorsChoose	138.09	Noise Cancelling Headphones

Maple Tree School	DonorsChoose	19.29	Classroom Essentials
Maple Tree School	DonorsChoose	19.64	Classroom Essentials
Meir School	DonorsChoose	24.31	Classroom Essentials
Milwaukee High School of the Arts	DonorsChoose	153.81	Starting the Year Off Right!
Milwaukee Sign Language School	DonorsChoose	152.63	Fidget Fun!
Milwaukee Sign Language School	DonorsChoose	331.93	Keeping it Fresh!
Ninety-Fifth Street School	DonorsChoose	140.51	We Love Puzzles!
Ninety-Fifth Street School	DonorsChoose	153.77	Sensory Materials for PreK
Ninety-Fifth Street School	DonorsChoose	168.94	ABC's and 1, 2, 3's
Ninety-Fifth Street School	DonorsChoose	184.36	Social Emotional Learning
Ninety-Fifth Street School	DonorsChoose	285.30	Rewarding Recess Equipment
Ninety-Fifth Street School	DonorsChoose	343.28	Literacy & Language, STEM
Obama School of Career and Technical Education	DonorsChoose	531.83	Heathy Snacks & Hygiene Cart
Office of Academics - Specialized Services	* MARTA Debra Jupka	417.86	Giftcards and Healthy/Beauty Products
Office of Academics - Specialized Services	4EveryKid - Soles4souls.org	57,025.00	Footwear
Office of Communications and School Performance - Strategic Partnerships and Customer Service	Amber Liddle - Mixed Bag MKE	75.00	School Supply Drive
Office of Communications and School Performance - Strategic Partnerships and Customer Service	Brittany and Tom Marsden	150.00	School Supply Drive
Office of Communications and School Performance - Strategic Partnerships and Customer Service	Nicole Stalter - Great Lakes Industrial	250.00	School Supply Drive
Office of Communications and School Performance - Strategic Partnerships and Customer Service	Haley Goeller - Marking Services Inc	315.00	School Supply Drive
Office of Communications and School Performance - Strategic Partnerships and Customer Service	Tracy Ersman - Traction Factory	400.00	School Supply Drive
Office of Communications and School Performance - Strategic Partnerships and Customer Service	JaNyla Miller	450.00	School Supply Drive
Office of Communications and School Performance - Strategic Partnerships and Customer Service	Renee Aranda - Sunshine Oncology	470.00	School Supply Drive

Office of Communications and School Performance - Strategic Partnerships and Customer Service	Jacob Bahneman - Northwestern Mutual	500.00	School Supply Drive
Office of Communications and School Performance - Strategic Partnerships and Customer Service	Allison Dall-Knox - Department of Neurosurgery, Medical College of WI	600.00	School Supply Drive
Office of Communications and School Performance - Strategic Partnerships and Customer Service	Kaitlyn Kraker	650.00	School Supply Drive
Office of Communications and School Performance - Strategic Partnerships and Customer Service	Jennifer Vaughn - Walthers	750.00	School Supply Drive
Office of Communications and School Performance - Strategic Partnerships and Customer Service	Angela Unrath	800.00	School Supply Drive
Office of Communications and School Performance - Strategic Partnerships and Customer Service	Braeden Newman	1,100.00	School Supply Drive
Office of Communications and School Performance - Strategic Partnerships and Customer Service	Lauren Alioto - MLG Capital	2,000.00	School Supply Drive
Office of Communications and School Performance - Strategic Partnerships and Customer Service	Lee Radke	2,500.00	School Supply Drive
Office of Communications and School Performance - Strategic Partnerships and Customer Service	Auer Steel & Heating Supply Company	5,000.00	School Supply Drive
Office of Communications and School Performance - Strategic Partnerships and Customer Service	Allie Haddad - On a Shoestring	8,000.00	School Supply Drive
Pulaski High School	DonorsChoose	163.78	BEST Pencils on Earth
Pulaski High School	DonorsChoose	395.05	Health Sports & Wellness, Literacy & Language
Ralph Metcalfe School	DonorsChoose	137.26	STEM
Ralph Metcalfe School	DonorsChoose	325.05	Learning Through Play
Riverside High School	DonorsChoose	142.33	Back to School Supplies
Riverside High School	DonorsChoose	434.05	Supply and Demand!
Riverside High School	DonorsChoose	518.34	Hygiene Resources for Students
Riverside High School	DonorsChoose	779.10	Living Skills
Rogers Street Academy	DonorsChoose	264.48	Literacy & Language, STEM

Siefert School	DonorsChoose	266.58	Academic Artsy Activities!
Story School	DonorsChoose	18.98	Classroom Essentials
Story School	DonorsChoose	183.85	Soccer Goals for Playground
Story School	DonorsChoose	755.91	Books
Trowbridge School	DonorsChoose	5.96	Classroom Essentials
Trowbridge School	DonorsChoose	146.98	Classroom Materials
Trowbridge School	DonorsChoose	147.88	Life Skills, STEM
Trowbridge School	DonorsChoose	162.57	Bright and Fun School Supplies
Trowbridge School	DonorsChoose	212.68	Wow, It's Hot In Here
Trowbridge School	DonorsChoose	272.43	Financial Literacy With Labels
Trowbridge School	DonorsChoose	281.86	Health Sports & Wellness, Students with Disabilities
Trowbridge School	DonorsChoose	313.73	LEGOS Make Learning Fun
Trowbridge School	DonorsChoose	322.36	Life Skills, STEM
Trowbridge School	DonorsChoose	507.21	Teachers Pay Teachers
Trowbridge School	DonorsChoose	1,617.71	Life Skills, Literacy & Language
Trowbridge School	DonorsChoose	1,868.94	Health Sports & Wellness, Literacy & Language
Trowbridge School	DonorsChoose	3,070.53	Life Skills, Literacy & Language
Victory School	DonorsChoose	15.44	Classroom Essentials
Victory School	DonorsChoose	102.68	Classroom Essentials
Vieau School	DonorsChoose	230.96	Hydration for HEP Students
Vieau School	DonorsChoose	210.09	New School Year, Who's This?
Vieau School	DonorsChoose	314.54	Snacks to Satisfy
Walt Whitman School	DonorsChoose	286.21	STEM, Social Studies
William Cullen Bryant School	DonorsChoose	19.09	Classroom Essentials
William Cullen Bryant School	DonorsChoose	284.34	We Are Writers!
William Cullen Bryant School	DonorsChoose	396.95	Literacy & Language
William Cullen Bryant School	DonorsChoose	584.28	Life Skills, Students with Disabilities
<i>Total Non-Monetary Donations</i>		<i>132,732.12</i>	
<i>Total Value of Donations</i>		<i>183,088.31</i>	
<i>* Donations from MPS Alumni</i>		<i>3,127.86</i>	

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 3.06 - Fiscal Accounting and Reporting

Fiscal Impact Statement

This item does not authorize expenditures.

Committee’s Recommendation

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

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

* * * * *

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

Background

The Administration recommends that the Board approve the following professional services contracts:

RFP 1028 Authorization to Extend a Contract with Baker Tilly US, LLP for Provision of Fiscal Audit and Student Membership Audit Services

The Administration is requesting authorization to extend the contract with Baker Tilly US, LLP (“Baker Tilly”) to perform fiscal audit and student membership audit services. This contractor will be used to deliver required audits of the district’s financial records and accounts and audits of membership counts.

Baker Tilly provides State (State Statute 120.14) and Board (Board Rule 2.06 (1) (f) required audits with these audits performed in accordance with generally accepted auditing standards, the standards set forth for financial audits in the Government Auditing Standards issued by the Comptroller General of the United States, OMB, and State Single Audit Guidelines issued by the Wisconsin Department of Administration.

Baker Tilly was chosen pursuant to RFP 1028, which closed on February 5, 2020. The initial contract term was from July 1, 2020 through June 30, 2023, (the “Initial Term”), with two additional one-year options to extend if certain performance metrics incorporated into the contract are met. The contract was subsequently extended for another one-year term from July 1, 2023 through June 30, 2024 with an extension to cover 2023 audit services through November 30, 2024. Baker Tilly met the performance metrics. Based on continuity of services along with continuity of the Baker Tilly team that has performed this engagement, it is requested that the last one-year extension be approved.

The last extension will run from December 1, 2024 through June 30, 2025 and the total cost of the contract will not exceed \$333,710.

Budget Code:

SCF-0-0-CTG-DW-EAUS... (Special & Contingent Fund – Audit Services) \$267,560.00

ADT-0-A-1Ax-OB-EAUS...(Title I – Audit Services)\$ 66,150.00

Baker Tilly Virchow Krause, LLP

PRIME CONTRACTOR INFORMATION

Certified HUB ContractorNO

Total # of Employees 3,900+

Total # of Minorities611

Total # of Women1,870

HUB PARTICIPATION

Required 25%

Proposed..... 25%

\$ Value TBD

STUDENT ENGAGEMENT (hours per 12-month contract)

Paid Student Employment Hour Commitment: 300 HOURS

Student Career Awareness Commitment: 10 HOURS

RFP 1062 Authorization to Extend a Contract with Charter Communications Operating, LLC for Leased Metro Ethernet Services

The Administration is requesting authorization to extend the contract with Charter Communications Operating LLC for leased metro ethernet services.

The E-Rate program (“E-rate”), administered by the Federal Communications Commission (“FCC”), provides discounts on eligible telecommunications services and products for eligible schools and libraries. Discounts are available through an application process. The District has participated in this program since its inception in 1998.

E-Rate is governed by the Telecommunications Act of 1996, and the corresponding rules promulgated by the FCC, as well as subsequent guidance and rule changes issued through FCC Orders. E-Rate is administered by the FCC’s contractor, the Schools and Libraries Division (“SLD”) of the Universal Service Administrative Company (“USAC”). The District must strictly adhere to the FCC’s rules and Orders, and sufficient funding must be available for E-Rate funding to be granted. The most significant requirements are 1) the selection of the winning vendor via a competitive procurement process where price is the primary factor, and 2) resulting contracts must be fully executed before submitting applications for funding requests to the SLD.

This contractor was chosen pursuant to RFP 1062. The original contract ran from July 1, 2022 through June 30, 2023 and provided four one-year options to be extended solely at the discretion of MPS. The contract was subsequently extended for a second and third one-year term, through June 30, 2025.

This contract extension will run from July 1, 2025 through June 30, 2026. The total cost of the contract in this extension year will not exceed \$1,476,142.

RFP 1062 Leased Metro Ethernet Services

TOTAL CONTRACT AMOUNT: \$ 1,476,142.00

ANTICIPATED E-RATE REIMBURSEMENT: \$ 1,277,027.00

ANTICIPATED MPS SHARE: \$199,114.00*

*\$-57,223 of total costs are ineligible under E-rate. As such, the 90% E-rate share is based only on total E-rate eligible costs of \$1,418,919.

Upon the Board’s approval, the District will sign the contract extensions prior to filing E-rate applications. The Administration will make a request for funds to pay its share of the contract costs during the FY -25-26 budget process.

Budget Code:

PIN-0-0-TLN-DW-ETEL (E-Rate Contracts) \$ 1,476,142.00

Charter Communications Operating, LLC

HUB PARTICIPATION

Required NA

Proposed..... NA

\$ Value 0

STUDENT ENGAGEMENT (hours per 12-month contract)

Paid Student Employment Hour Commitment: 0 HOURS

Student Career Awareness Commitment: 0 HOURS

RFP 1055 Authorization to Extend a Contract with ENA Services, LLC for Internet Access Service and Connectivity Services

The Administration is requesting authorization to extend the contract with ENA Services, LLC for internet access service and connectivity services.

The E-Rate program (“E-rate”), administered by the Federal Communications Commission (“FCC”), provides discounts on eligible telecommunications services and products for eligible schools and libraries. Discounts are available through an application process. The District has participated in this program since its inception in 1998.

E-Rate is governed by the Telecommunications Act of 1996, and the corresponding rules promulgated by the FCC, as well as subsequent guidance and rule changes issued through FCC Orders. E-Rate is administered by the FCC’s contractor, the Schools and Libraries Division (“SLD”) of the Universal Service Administrative Company (“USAC”). The District must strictly adhere to the FCC’s rules and Orders, and sufficient funding must be available for E-Rate funding to be granted. The most significant requirements are 1) the selection of the winning vendor via a competitive procurement where price is the primary factor, and 2) resulting contracts must be fully executed before submitting applications for funding requests to the SLD.

This contractor was chosen pursuant to RFP 1055. The original contract ran from July 1, 2022 through June 30, 2023 and provided for four one-year extensions to be exercised solely at the discretion of MPS. The contract was subsequently extended for a second and third one-year term, through June 30, 2025.

This contract extension will run from July 1, 2025 through June 30, 2026. It is anticipated that E-Rate will pay an estimated 90% of the amount deemed E-Rate-eligible for Internet Access Service and Connectivity. The total cost of the contract in this extension year will not exceed \$247,200.

Budget Code:

PIN-0-0-TLN-DW-ETEL (E-Rate Contracts)	\$247,200.00
RFP 1055.....	Internet Access Service and Connectivity
TOTAL CONTRACT AMOUNT:.....	\$ 247,200.00
ANTICIPATED E-RATE REIMBURSEMENT:	\$ 222,480.00
ANTICIPATED MPS SHARE: \$	24,720.00

Upon the Board’s approval, the District will sign the contract extensions prior to filing E-rate applications. The Administration will make a request for funds to pay its share of the contract costs during the FY 25-26 budget process.

ENA Services, LLC

HUB PARTICIPATION

RequiredNA

Proposed.....NA

\$ Value 0

STUDENT ENGAGEMENT (hours per 12-month contract)

Paid Student Employment Hour Commitment: 0 HOURS

Student Career Awareness Commitment: 0 HOURS

RFP 1139 Authorization to Issue Contracts to Milwaukee Christian Center, Inc. and Wisconsin Community Services, Inc. for Violence Prevention Program Services

The Administration is requesting authorization to issue contracts to Milwaukee Christian Center, Inc. and Wisconsin Community Services, Inc. for violence prevention program services. These contractors will be used to provide services to decrease incidents of disruption and violence, to increase student attendance, and to decrease suspensions due to disruptive behavior.

Contractors were chosen pursuant to RFP 1139, which closed on May 18, 2024. The contracts will run from December 1, 2024 through June 30, 2025 with the option to extend for up to two additional one-year terms to run from September 1, 2025 through June 30, 2026 and September 1, 2026 through June 30, 2027.

Milwaukee Christian Center, Inc.	\$1,349,291.00
Wisconsin Community Services ,Inc.	\$1,800,000.00

The contracts in the Initial Term will not exceed a total of \$3,149,291.00.

Budget Code: OGA-0-0-SST-DW-ECTS	\$3,149,291.00
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Milwaukee Christian Center, Inc.

PRIME CONTRACTOR INFORMATION

Certified HUB Contractor	No
Total # of Employees	92
Total # of Minorities	71
Total # of Women	57

HUB PARTICIPATION

Required	2%
Proposed.....	2%

\$ Value TBD

STUDENT ENGAGEMENT (hours per 12-month contract)

Paid Student Employment Hour Commitment: 400 HOURS

Student Career Awareness Commitment: 10 HOURS

Wisconsin Community Services, Inc.

PRIME CONTRACTOR INFORMATION

Certified HUB Contractor	No
Total # of Employees	544
Total # of Minorities	352
Total # of Women	282

HUB PARTICIPATION

Required	2%
Proposed.....	2%

\$ Value TBD

STUDENT ENGAGEMENT (hours per 12-month contract)

Paid Student Employment Hour Commitment: 400 HOURS

Student Career Awareness Commitment: 10 HOURS

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 3.06 - Fiscal Accounting and Reporting

Fiscal Impact Statement

This item authorizes expenditures as indicated in the attachments.

Implementation and Assessment Plan

Upon approval by the Board, the contracts will begin as indicated in the attachments.

Committee's Recommendation

Your Committee recommends that the Board

- 1. authorize the professional services contracts as set forth in the attachments to this item; and
- 2. direct the Administration to bring a report back in April 2025 on the progress of Milwaukee Christian Center (C033214) and Wisconsin Community Services, Inc. (C033215) toward the performance objectives outlined in their contracts.

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

* * * * *

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

Background

Exception Authorization to Issue a Purchase Order to CEIA USA, LTD to Purchase Hand-Held Scanners and Walk-Through Metal Detectors

The Administration is requesting authorization to issue a purchase order to CEIA USA, LTD for digital hand-held scanners and walk-through metal detectors.

The walk-through and handheld scanners will enhance safety measures for athletic and recreational events at district facilities. Each walk-through scanner features the latest detection technology, ensuring efficient and effective security. Additionally, the mobile units from this vendor are uniquely designed for easy breakdown, transport, and minimal storage. Unlike most walk-through scanners that are difficult to move without risking structural damage, these units will provide a practical and versatile solution for event operations.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis of one-of-a kind (Administrative Policy 3.09(7)(e)(1)(b)(i). CEIA offers mobile units and are available for immediate delivery

The total cost of this purchase will not exceed \$171,852.57.

Budget Code:

CSV-0-0-PRC-RC-EEQ5	\$ 83,960.00
ATH-0-0-IAT-DW-EEQ5	\$ 87,892.57

CEIA USA, LTD

HUB PARTICIPATION

Required 0%

Proposed 0%

\$ Value NA STUDENT ENGAGEMENT (hours per 12-month contract)

Paid Student Employment Hour Commitment: 0 HOURS

Student Career Awareness Commitment: 0 HOURS

Exception Authorization to Issue a Blanket Contract to Milwaukee Symphony Orchestra for Arts Education Services

The Administration is requesting authorization to issue a blanket contract to Milwaukee Symphony Orchestra for arts education services. Contractor will be used to deliver assessment and curriculum materials, artistic presentations/performances in service training, and teacher support, both in schools and at MSO performance venues.

The Exception to Bid has been granted on the basis of continuity (Administrative Policy 3.09(7)(E)(1)(b)(i)).

The contract will run from January 15, 2025 through June 30, 2027, and will not exceed \$90,000.

Budget Code: 000-0-0-000-BL-ECTS (Budget Code varies by school) \$90,000.00

Milwaukee Symphony Orchestra

HUB PARTICIPATION

Required 0

Proposed..... NA

\$ Value NA

STUDENT ENGAGEMENT (Hours per 12-month contract)

Paid Student Employment Hour Commitment: 0 HOURS

Student Career Awareness Commitment: 0 HOURS

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 3.09 - Purchasing and Bidding Requirements

Fiscal Impact Statement

This item authorizes expenditures as indicated in the attachments.

Implementation and Assessment Plan

Upon approval by the Board, the purchase order and contract will begin as indicated in the attachments.

Committee's Recommendation

Your Committee recommends that the Board authorize the exception-to-bid purchase order and contract as set forth in the attachments to this item.

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

* * * * *

(Item 9) Action on the Request to Waive Administrative Policy 3.09(9)(e) and Issue a Purchase Order to Finalsight for Website Upgrade

Background

Waiver Authorization to Waive Administrative Policy 3.09(9)(e) and Issue a Purchase Order to Finalsight for Website System Upgrade and Related Support

The administration is requesting authorization to issue a purchase order to Finalsight for a major district-wide website systems upgrade and annual support/maintenance for the district and school websites.

This upgrade is considered a major upgrade of core district systems. The work being provided by Finalsite will provide MPS with a solution that includes current supported technologies which will increase search capabilities within the district and school sites, add additional language support as well as increase accessibility for all visitors of the sites.

Currently, the systems of the school (WordPress) and district websites (Titan) are not meeting the needs of users or families, so it was determined that a major upgrade was needed to address the points mentioned above.

This purchase is made under the TIPS contract #230105.

The Administration is requesting the option of a 5-year purchase order. The request to waive Administrative Policy 3.09(9)(e) with respect to term limit is due to the extended timeline associated with the complexity and scope of the upgrades.

The subscriptions and related support will cover a five-year period from December 1, 2024 through November 30, 2028 and the total cost will not exceed \$555,000.

In Year One, \$175,000 will be encumbered, and the budget will be encumbered each successive year on or near the anniversary date for an additional \$95,000/year.

Budget Code: INF-0-0-TLN-DW-EMTC (Technology) \$ 175,000.00 (Year 1)

Total requested is \$555,000.00 – Each year will be encumbered separately.

Finalsite

HUB PARTICIPATION

Required 0%

Proposed..... 0%

\$ Value NA STUDENT ENGAGEMENT (hours per 12-month contract)

Paid Student Employment Hour Commitment: 0 HOURS

Student Career Awareness Commitment: 0 HOURS

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 3.09 - Purchasing and Bidding Requirements

Fiscal Impact Statement

This item authorizes expenditures as indicated in the attachments.

Implementation and Assessment Plan

Upon approval by the Board, the purchase order will begin as indicated in the attachments.

Committee's Recommendation

Your Committee recommends that the Board

1. waive Administrative Policy 3.09(9)(e); and
2. authorize the purchase order as set forth in the attachments to this item.

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

* * * * *

(Item 10) Report with Possible Action on a Review of Accounts Payable Internal Controls-Office of Finance Presentation

Background

The Milwaukee Board of School Directors approved the Review of the Accounts Payable Internal Controls-Office of Finance as part of the Annual Plan of Audits. The scope of this audit included a review of purchase orders, electronic direct payments, direct payments, travel, and contract payments made by Accounts Payable generated checks, ACH's and wire transfers.

Our review concluded that internal controls over the district's accounts payable process are adequate.

Scope and Objectives

- Review period 07/01/23 to 06/30/24.
- Reviewed Purchase Orders, Electronic Direct Payments, Direct Payments, Travel, and Contract Payments made by Accounts Payable generated checks, ACH's and Wire transfers. Objectives
 - Did schools and departments receive goods and services that were centrally ordered according to the agreed upon terms and conditions?
 - Are payments for goods and services supported by adequate documentation, authorized, and accurately recorded?
 - Are controls over the payment processing for goods and services effective and efficient?

Addressing Audit Objectives

- Conducted interviews with staff from Finance, Technology, Recreation, MPS Department of State and Federal Programs, Strategic Partnerships and Customer Service, and Facilities and Maintenance
 - Reviewed standard operating procedures (SOPs) and provided guidance related to the accounts payable process, including paper direct payments, electronic direct payments, purchase order payments, contract payments and travel
 - Reviewed the wire transfer and ACH processes
 - Reviewed granted access authority for approving invoices
 - Reviewed controls in the electronic vendor set-up process
 - Reviewed controls related to check stock, voided checks and bank reconciliations
 - Examined and tested accounts payable records and financial data, including audit trails related to data changes completed by Finance and Technology staff
 - Reviewed processing of submitted payments which did not follow Finance protocol, analyzing the Finance rejection process and three-way matching
 - Reviewed support related to MPS physical building locations to ensure utility bills were for valid locations
 - Considered findings from prior AP audits and used best practices
 - Analyzed the roles of AP staff for separation of duties and cross training and System Administrators roles related to making data changes, creating vendors, etc.
 - Conducted testing related to Finance staff participation in MPS Fraud training
 - Reviewed Department of Technology security protocols over district computers to ensure accuracy of user controls, access, etc.

Areas Where the Department Excels

- The Office of Finance has guidelines, policies, procedures, and controls in place for all Accounts Payable functions. An electronic dashboard offers step-by-step directions for AP transactions
 - There is a combination of experienced and newer staff, with cross training a priority.
 - Management and staff are receptive to change to enhance their sound control environment
 - The department provides frequent in-person training events for school and district-based staff as well as on-demand electronic based training

Findings – Three Way Matching

Three-way matching ensures that the quantity ordered, and price (one) matches the quantity received (two) which matches the quantity invoiced and price paid (three). Findings:

- Three-way match errors identified across MPS, FMS with repeated errors and Recreation with multiple concerns requiring their own finding.
- Updates / enhancements needed to SOPs related to monitoring / reporting violations, storage of support documentation within Business Plus for rate changes, bids and exceptions, travel and other AP support including contract updates for overtime rates
- When no contract or purchase order is in place, it is unclear as to how spending is controlled or how the end-user can conduct three-way matching to validate prices or services provided to what is expected Management has (will): implement additional three-way match testing of processed invoices, update SOP's to report on violations, reviewed SOPs with staff to ensure Business Plus contains proper support, update overtime contract language. Recreation is in agreement with findings and has implemented changes to align with AP

Findings – Processing Violations

SOPs were present for all AP functions, varying on the type of payment submission (contract, direct payment, electronic direct payment, ACH/Wire) related to Administrative Policy 3.09 Findings:

- Accounts Payable does not consistently reject invoices for not having valid contracts executed prior to any work being completed, payments being made or payments submitted by an unauthorized submitter.
- Violations should result in suspension of services but may continue. While those submitting invoices may receive repeated violation notices, they may continue to submit invoices, repeatedly, with the same violation, without being required to remedy the violations.
- Services requiring contracts may require liability insurance and staff background checks, which may not be met when, erroneously, a contract is not obtained. Management has (will): Update SOPs, including reporting of repeat violations, ensuring services stop, requiring additional training for repeat offenders and self-auditing of payment approvers.

Findings – Other

Limiting Fraud, waste and abuse is a priority, particularly in the Office of Finance. The Department of Technology distributes district-wide fraud training videos, via email, to all employees. Sampled Office of Finance staff indicate 50% were not participating Management has (will): Monitor and require staff complete the courses. The Finance concentration account has a \$177,000 variance, related to ACH / Wire transfers that should be resolved. Management has (will): complete a reconciliation to address this variance prior to 6/30/2025. Invoices that are initiated in batches by the AP team do not consistently have a review of support prior to payment. Management has (will): review the support documentation and sign-off on the batches prior to payments being made.

Finding – Technology

Staff funded by Technology who receive work direction from Finance, act as system administrators over Business Plus and financial processes. Also, use of the State vendor approved pricing (piggy-back pricing) for cell phone service occurs Findings:

- Those with system administrative roles conduct tasks (setting up vendors) which are outside the scope of their assigned duties.
- When system or data errors occur, they have not been consistently tracked and reported to the vendor or department for correction.
- Piggy-back pricing not consistently applied by vendor. Business Plus dashboard needs updating to reflect options Management has (will): reminded staff to not conduct activities outside of their assigned duties and to seek correction of system or data errors through prescribed channels Piggy-back pricing will be monitored and Thursday Updates will be noted. Business Plus will be updated and regular review with the cell phone vendor has been implemented.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

2.12 - Board Audits: Annual Plan and Coordination

Fiscal Impact Statement

No fiscal impact.

Implementation and Assessment Plan

Our review identified certain enhancements that can be made to build upon and improve certain controls within the Office of Finance and our recommendations are noted in the audit report presented this evening.

Committee's Recommendation

Your Committee recommends directing the Office of Accountability and Efficiency to amend the annual audit plan to include a follow-up on coaching payment and school event ticket reimbursement.

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

* * * * *

(Item 11) Report with Possible Action on MPS School Nutrition Program

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

Background

School Nutrition Services continues serving MPS students healthful and nutritious meals. In the month of September 2024, we served 529,548 breakfasts and 813,820 lunches. School Nutrition Services participates in the USDA's Fresh Fruit and Vegetable Program (FFVP). For the 2024-2025 school year, 70 MPS schools were awarded this grant, totaling \$1.6 million. MPS follows USDA Guidelines for Breakfast and Lunch Meal Patterns when planning menus. Nutritional requirements are also followed when planning menus.

Currently, 57 schools have transitioned from a pre-pack delivery model to a production delivery model. Another 27 schools are being evaluated to transition to a production delivery model for the 2024 - 2025 school year.

Reimbursement for Meals = Revenue

- National School Lunch Reimbursed at \$4.54 per Lunch
- Meeting USDA Menu Planning Reimbursed at \$0.08 per Lunch
- USDA Foods Reimbursed at \$0.30 per Lunch
- National School Breakfast Reimbursed at \$2.84 per Breakfast

Month of September Participation Comparison

	Breakfast	Lunch
FY 2022	446,868	717,457
FY 2023	461,053	732,243
FY 2024	491,917	758,217
FY 2025	529,548	813,820

Wellness and Nutrition

Fresh Fruit and Vegetable Program - FFVP

- FFVP is a federally assisted grant providing free fresh fruits and vegetables to students in participating elementary schools (K3-8thGrade) during the school day
- FFVP introduces various types of fruits and vegetables to our students
- MPS has 70 schools that participate in the program
- MPS was awarded \$1.6 million for the 2024-2025 school year

The Development of a Menu

Daily Menu

- Sides Daily Menu
- USDA Meal Pattern
- Culinary Skills
- Student Feedback

Menu Costing

- Forecast Needs Menu Costing
- Budget
- Purchase
- Bid Prices

Cycle Menus

- 5-6 Weeks Lunch
- 2-3 Weeks Breakfast
- Efficient • Quality • Seasonal

USDA Guidelines for Breakfast Meal Pattern

<i>Meal Pattern Component</i>	<i>Grades K-5</i>	<i>Grades 6-8</i>	<i>Grades K-8</i>	<i>Grades 9-12</i>	<i>Grades K-12</i>
Fruits (cups)	1 cup daily, five days a week				
Vegetables (cups)	0 cups required. No separate vegetable requirement. Schools may substitute vegetables for fruit.				
Grains and/or Meats / Meat alternatives	1 ounce daily				
Min-Max Calories	350-500	400-550	400-500	450-600	450-500
Saturated fat (% of calories)	<10				
Sodium target (mg)	<540	<600	<540	<640	<540
Added sugars (effective 7-1-2025)	Breakfast cereals; No more than 6 grams added sugar per dry ounce Yogurt: No more than 12 grams of added sugar per 6 ounces Flavored milk: No more than 10 grams of added sugar per 8 fluid ounces				

USDA Guidelines for Lunch Meal Pattern

<i>Meal Pattern Component</i>	<i>Grades K-5</i>	<i>Grades 6-8</i>	<i>Grades K-8</i>	<i>Grades 9-12</i>
Fruits (cups)	Weekly: 2 ½ cups Daily: ½ cup			Weekly: 5 cups Daily: 1 cup
Vegetables (cups)	Weekly: 3 ¾ cups Daily: ½ cup			Weekly: 5 cups Daily: 1 cup
Dark green	½ cup			½ cup
Red/Orange	¾ cup			
Beans, Peas, and Lentil	½ cup			½ cup
Starchy	½ cup			½ cup
Other	½ cup			
Additional vegetable	1 cup			
Grains (oz eq)	Weekly: >8 oz eq Daily: 1 oz eq			Weekly : >10 0z eq Daily: 2 oz eq
Meats / Meat alternatives	Weekly: > 9 oz eq Daily: 1 oz eq W			Weekly : > 10 oz eq Daily: 2 oz eq
Fluid Milk (cups)	1 cup daily for all age/grade groups			

Production Sites

Current Production Sites

Future Production Sites

Regions	# Production Sites	Regions	# Production Sites
Central	7	Central	8
East	7	East	8
Northwest	10	Northwest	3
Southwest	10	Southwest	6
High School	19	High School	2
Contracted	4	Contracted	0

Moving Forward

Goals

- Move more schools back to on-site production FY25 – FY26
- Eliminate two Pre-Packing Sites FY25
- Prepare and Pass the State Administrative Program Audit FY25
- Prepare and Pass a Federal Administrative Program Audit FY25
- Increase Breakfast and Lunch Participation by 5% FY25
- Increase messaging to parents, the community and MPS staff regarding School Nutrition programs

Opportunities

- Fill Vacant School Kitchen Manager positions • Staff Development – Culinary Skills
- Replace antiquated and condemned kitchen equipment
- Purchase and replace current school nutrition program software

Looking Ahead

- Implementing New Regulations • Minimize Budget Constraints

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 4.05 - School Nutrition Management

Fiscal Impact Statement

NA

* * * * *

COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Zombor presented the following report for the Committee on Legislation, Rules and Policies:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Legislation, Rules and Policies presents the following report:

(Item 1) Report with Possible Action on a Partnership with NEOLA for Policy Support

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

Background

Board Governance 2.11 policy states that every fifth year, or as needed, the Board and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district.

In August 2023, the Board directed that that the Office of Board Governance, with the Administration and the Office of Accountability and Efficiency, bring to the Board a comprehensive plan for policy review.

In February 2024, the Office of Board Governance, in collaboration with the Administration and the Office of Accountability and Efficiency presented the plan. One of the elements of the plan was to explore the possibility of partnering with an outside agency who could assist with the work.

The Office of Board Governance met with Administration and representatives from Neola and determined that Milwaukee Public Schools could benefit from this service. Neola is a service provider that works with over 80% of districts in the state of Wisconsin to help them meet the district policy goals.

At its October 2024 meeting, the Board approved a contract with Neola. This will be an informational update on the partnership and how we will be moving forward to review and update the district's policies.

Clientele

- Serve over 1500 school districts in Wisconsin, Michigan, Indiana, Ohio, West Virginia and Florida
- Serve large school districts including
 - Miami-Dade County, FL (334,000)
 - Pinellas County, FL (104,000)
 - Detroit, MI (48,000)
 - Columbus, OH (46,000)
 - Madison, WI (26,000)

NEOLA Helps With

- Procedure
- Standardizing policy
- Comparing regulations
- Ensuring consistency
- Policy evaluation
- Other related services

What's Included in the MPS Agreement?

- BoardDocs PL site for MPS
- Services of 2 Neola Associates for the drafting process
- Customized crosswalk between MPS policies & Neola templates
- 120 hours of Associate consultation for drafting policies & guidelines
- 200 hours of Neola Production time for processing the drafts
- 2-hour Orientation Session for drafting participants
- 3 included Updates (Regular & Special)
- All previously discussed Neola services

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

2.11 - District Policies: Development, Adoption, and Evaluation

Implementation and Assessment Plan

Review and revision of all district policies will begin December 1, 2024.

Policies will be brought to the Board regularly for review, revision and statutory updates.

* * * * *

(Item 2) Action on a Request to Approve Revisions to Administrative Procedure 4.03 Security

Background

Board Governance 2.11 policy states that every fifth year, or as needed, the Board and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district. The Administration has reviewed Administrative Procedure 4.03 and made revisions. It is recommended that the Board approve revisions to this policy

Administrative Procedure 4.03
Security

(1) Identification Cards

(a) All certificated and non-certificated staff members and Central Services staff members who have occasion to visit the schools and all high-school students shall be issued and shall be expected to carry their ID badges with them at all times.

(b) Central Services department heads are to distribute ID badges to all persons in the departments/divisions who are required to visit school buildings during school hours and inform them as to their purpose and use. The decision as to who will receive these badges will rest with the department head. Badges will be individualized and prepared for all Central Services staff personnel.

(c) All personnel who are not in active status with the district (i.e. suspensions, terminations, restrictions, and resignations) and are in possession of identification cards which have access to schools, must have their names sent via email correspondence for deactivation. The names must be submitted to the Department of School Safety and Security.

(2) Keys

Master keys for a school building will be issued only to the school ~~principal~~ leader and school engineer; however, recognizing that staff members as well as students often need access to school buildings outside of school hours, the following guidelines have been established.

(a) When coaches, teachers MPS employees involved in special events, lunchroom matrons food service managers, etc. are required to use a school building during non-school and/or days/nights, employees must use ID badges with prior approval to enter the building. at odd hours, keys can be provided by the principal for the outside door and the specific interior doors which their activities require them to enter.

~~(b) Keys to school buildings adjacent to playgrounds under the supervision of the Division of Community Recreation will be issued originally by the school principal to the director in charge of this division. At that time, the principal is to receive a receipt for the key(s), which is/are to be listed on the receipt by the school code number. A key must be retained by the Division of Community Recreation as long as a playground adjacent to a school is under its supervision. Play leaders may be given keys to school buildings by the Division of Community Recreation.~~

(eb) School leaders principals and engineers are not to loan out their master keys, and teachers will be expected not to ask or allow students to use their keys. These steps must be taken to avoid keys' being duplicated.

~~(d) Key cutters are provided for the purpose of cutting flat keys only. Cutters for cylinder keys are not to remain on the school premises and are to be turned in to the Physical Plant Division lock shop. A repair requisition to pick up the cylinder key cutters will be necessary~~

(c) All personnel who are not in active status with the district (i.e. suspensions, terminations, restrictions, and resignations) and are in possession of keys which have access to schools and/or property of the district, must relinquish the keys to the school leader or his/her designee.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

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

Fiscal Impact Statement

No fiscal impact

Implementation and Assessment Plan

Upon board approval, the Office of the Board Governance will make and publish revisions to Administrative Procedure 4.03

The Administration recommends that the Board approve the revisions to Administrative Procedure 4.03 Security.

Subsequent to the publication of the Committee's agenda, the Administration made an additional modification to the policy, included in the attached revised redline.

Committee's Recommendation

Your Committee recommends that the Board approve the revisions to Administrative Procedure 4.03 Security, inclusive of the proposed changes in the revised attachment.

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

* * * * *

(Item 3) Action on a Request to Approve Revisions to Administrative Policy 4.05 Nutrition Management and Administrative Procedure 4.05 Nutrition Management

Background

Board Governance 2.11 policy states that every fifth year, or as needed, the Board and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district. The Administration has reviewed Administrative Policy 4.05 and made revisions. It is recommended that the Board approve revisions to Administrative Policy 4.05.

Administrative Policy 4.05

School Nutrition Management

(1) The Board shall assume responsibility as the sponsoring agency for the child nutrition programs in the Milwaukee Public Schools. For this purpose, an annual agreement shall be entered into between the Department of Public Instruction of the State of Wisconsin and the Board in order to effectuate the purposes of the national school lunch act. The school lunch and breakfast programs in Milwaukee shall be operated in compliance with this agreement.

(2) The programs shall be operated in all schools with suitable facilities on a nonprofit basis. The Board shall be responsible for providing meals without cost through the USDA Community Eligibility Provision. ~~or at reduced cost to all school children who are unable to pay the full cost of the meals.~~ By administering federal programs, all USDA meal patterns must be followed and in compliance. The Department of Nutrition Services administrative personnel will monitor program compliance in addition to the Department of Public Instruction during routine administrative review. The district recognizes that proper nutrition and academic achievement are inextricably bound and will therefore advocate for universal free meals for breakfast and lunch. In addition, the Board will advocate for federal funding for supper programs for after-school programs.

(3) The major objective of the school lunch program shall be to safeguard and improve the health and well-being of school children. The lunchroom should be considered

an educational facility for teaching good dietary practices through the serving of nutritionally adequate and attractive meals.

(4) A second objective of the lunch program shall be the development of social graces and attitudes by making use of the many excellent opportunities inherent in the fellowship of school companions during lunch periods.

(5) All members of the staff shall be expected to make the greatest possible use of school nutrition programs, facilities, and personnel as resources in teaching lessons on health, nutrition, sanitation, and proper social practice.

~~(6) The Board shall approve the prices set for school lunches and breakfasts and the price of milk.~~

(7) Students shall also be permitted to bring their lunches from home and to purchase milk.

Relative to Administrative Procedure 4.05, School Nutrition Management, the previous procedure was deleted entirely, and the following procedure replaced it:

Administrative Procedure 4.05
School Nutrition Management

- (1) School Meals Nutrition Guidelines
 - (a) All meals served to students shall be in compliance with meal patterns set forth by the USDA, which include:
 - School Breakfast Program Meal Pattern
 - National School Lunch Program Meal Pattern
 - National School Lunch Program Meal Pattern for Afterschool Snack Services
 - Child and Adult Care Food Program Supper Meal Pattern
 - Child and Adult Care Food Program Snack Meal Pattern
 - Summer Food Service Program Meal Pattern
 - (b) Students will be able to choose from a menu of healthy choices.
 - (c) Schools will always offer skim, 1%, or flavored milk for student consumption.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

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

Fiscal Impact Statement

N/A

Committee’s Recommendation

Your Committee recommends that the Board approve the revisions to Administrative Policy and Procedure 4.05, Nutrition Management.

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

* * * * *

(Item 4) Action on a Request to Approve Revisions to Administrative Policy 4.06 Vending Machines

Background

Board Governance 2.11 policy states that every fifth year, or as needed, the Board and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the

present mission of the district. The Administration has reviewed Administrative Policy 4.06 and made revisions. It is recommended that the Board approve revisions to Administrative Policy 4.06.

Administrative Policy 4.06
Vending Machines

- (1) Vending machines for student use may be installed in high schools.
 - (a) The vending machines may be used before and after, but not during, the school day, subject to insurance requirements. The school day is defined by USDA as the midnight before to 30 minutes after the end of the school day.
 - (b) They shall be located in areas other than the student cafeteria.
 - ~~(e) These machines may stock only milk, fruit juices, and other healthful foods.~~
 - (c) All foods and beverages sold to students on the entire school campus will comply with the USDA's Smart Snacks "All Food Sold In Schools" standards.
- (2) Adherence to the vending-machine policy will be monitored by the school leaders and/or their designee, principal, the food service manager, and/or the coordinated school health team. Adherence to the vending machine policy will be considered in the evaluation of the building administrator.
- (3) This policy applies to all high schools, and the Board reserves the right to remove vending machines from schools found to have abused this policy.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

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

Fiscal Impact Statement

N/A

Committee's Recommendation

Your Committee recommends that the Board approve the revisions to Administrative Policy 4.06 Vending Machines.

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

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(Item 5) Action on a Request to Approve Revisions to Administrative Policy 4.07 Student Nutrition and Wellness and Administrative Procedure 4.07 Student Nutrition and Wellness

Background

Board Governance 2.11 policy states that every fifth year, or as needed, the Board and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district. The Administration has reviewed Administrative Policy 4.07 and Administrative Procedure 4.07 and made revisions. It is recommended that the Board approve revisions to Administrative Policy 4.07 and Administrative Procedure 4.07.

Administrative Policy 4.07
Student Nutrition & Wellness Policy

- (1) HEALTHY SCHOOL ENVIRONMENT
 - (a) The following Wellness Policy was developed in response to the passage of the Child Nutrition and WIC Reauthorization Act of 2004 (PL108.265 Section 204), that

requires each Local Education Agency (LEA) to have a local wellness policy in place by June 30, 2006. This policy reflects a coordinated effort and commitment from child nutrition professionals, school nurses, parents, school ~~and district leaders administrators,~~ and community representatives. This policy also recognizes that schools have the unique opportunity to influence the nutritional, mental wellness, and physical activity behaviors of the nation's children.

(b) This policy is intended to reflect the district's adherence to the nutritional guidelines implemented by the United States Department of Agriculture (USDA), pursuant to the Healthy, Hunger-Free Kids Act of 2010, as they relate to the National School Lunch Program, the School Breakfast Program, and all foods sold in schools.

(c) It is the goal of the Milwaukee Public School district to make a significant contribution to the

nutritional intake ~~and~~ physical fitness, and mental wellness of each student by providing a school environment that enhances learning and development of lifelong wellness practices. At the center of a thriving school is a healthy, resilient, successful learner. The district recognizes that a carefully implemented school wellness policy will improve the health and safety of all members in the school community and improve the academic achievement of students. Schools must actively promote positive, motivating, wellness messages to reinforce the importance of personal health and wellness.

(2) DEFINITIONS

This policy and its accompanying procedure shall use the following definitions:

(a) School day: The period from the midnight before to 30 minutes after the end of the instructional school day.

(b) School campus: All areas of the property under the jurisdiction of the school that are accessible to students during the school day. ~~school day, other than reimbursable meals.~~

~~(d) Clean label foods: Foods free of all trans fats and hydrogenated oils, high fructose corn syrup, hormones and antibiotics, processed and artificial sweeteners, artificial colors and flavors, artificial preservatives and bleached flour.~~

(3) NUTRITION EDUCATION

The district recognizes that nutrition education is fundamental to promoting lifelong healthful eating habits. The entire school environment, not just the classroom, shall be aligned with healthy goals to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity. All students in pre-kindergarten through grade 12 shall receive standards-based nutrition education and health education, including age-appropriate nutrition instruction. Nutrition education will incorporate lessons helping children acquire skills for reading food labels and menu planning. Nutrition education will teach the skills students need to adopt healthy eating behaviors throughout their life-cycle, as referenced in Administrative Policy 7.06.

(4) NUTRITION GUIDELINES FOR USDA NUTRITION PROGRAMS AND SCHOOL MEALS

(a) The Board shall be responsible for providing meals without cost through the United States Department of Agriculture (USDA) Community Eligibility Provision; through this provision all students eat free. During each school day, the Department of Nutrition Services shall offer breakfast and lunch under the nutritional guidelines of the USDA's child nutrition programs. The district shall protect the privacy of all students regardless of their eligibility status under these programs, be it free or reduced-priced meals. The school nutrition program shall enhance student performance and assist in closing the academic achievement gap.

(b) The district will strive to make the cafeteria a pleasant environment for meals. Schools are encouraged to permit all full-day students a daily lunch period of not less than 20 minutes. Students shall participate in taste testing of healthy new foods being introduced on the menu and are encouraged to provide feedback. Students in pre-kindergarten through grade 12 are not permitted to leave school during the lunch period with the exception of students in work-study programs.

(c) The Department of Nutrition Services shall have documentation on file signed by a medical authority for students with dietary restrictions for whom they are making

menu modifications according to USDA's meal pattern requirements. The Special Dietary Needs form shall be available on the school nutrition website in English, Spanish and additional languages.

(d) Annual professional development shall be provided for the food and nutrition services staff in accordance with USDA Professional Standards.

(e) All menus and carbohydrate counts for school meals shall be available to students, staff, and parents on the school nutrition website. Additional information (e.g. calories, saturated fat, sodium, sugar) shall be available upon request.

(f) Potable drinking water shall be provided to all students at no charge in the cafeteria during the meal service, with considerations to USDA and local health department requirements.

~~(5) CLEAN LABEL INITIATIVE~~

~~(a) The district is committed to serving wholesome, clean food to students of MPS~~

~~(b) New menu items shall be free of all trans fats and & hydrogenated oils, high fructose corn syrup, hormones and antibiotics, processed and artificial sweeteners, artificial colors and flavors, artificial preservatives, and bleached flour.~~

(65) NUTRITION STANDARDS FOR COMPETITIVE AND OTHER FOODS AND BEVERAGES (SMART SNACKS)

(a) All foods and beverages sold to students on the entire school campus throughout the school day will comply with the USDA's Smart Snacks: "All Foods Sold in Schools" Standards. Individual schools are strongly encouraged to use nonfood-related incentive programs, and/or food items consistent with the Smart Snacks Standards, as referenced in Administrative Procedure 4.07.

(b) Schools are strongly encouraged to follow the USDA Smart Snacks standards for all foods and beverages provided in before- and after-school activities.

(c) Schools are strongly encouraged to follow the USDA Smart Snacks standards for all foods and beverages provided in class activities (e.g. parties, PBIS, special events)

(76) PHYSICAL ACTIVITY

To meet the recommended 60 minutes of daily physical activity for children all MPS schools will provide every student, on a daily basis, with multiple opportunities to be physically active. These opportunities will include:

- Daily recess, (recommended 20 minutes before lunch)
- Physical education classes, taught by a licensed teacher
- Resources for classroom activity breaks are provided to all teachers including GoNoodle, Brain Breaks, and mConnect Classroom Physical Activity Resource Page
- Extracurricular/before- and after-school programs, and
 - o Camps
 - o Day Care Centers
 - o Community Learning Centers (CLC)
 - o Recreation Activities
- ~~Brain breaks (movement activities) in the classroom~~

(a) Physical Activity, Curriculum, Continuing Education, and Participation

1. The physical education curriculum for grades K-12 will be aligned with established national physical education standards and teach students skills needed for lifelong wellbeing. The school district's comprehensive, standards-based physical education curriculum identifies the progression of skill development in grades K-12.

2. Unless otherwise exempted, all students will be required to engage in the District's physical education program. The school district discourages students from substituting other school or community activities for physical education class time or credit in place of required physical education.

3. Physical activity cannot be used as a punishment.

4. Any physical education curriculum revision will follow a formally established periodic review cycle congruent to other academic subjects.

5. The school district shall also provide all physical education teachers with annual professional development opportunities that are focused on physical education/physical activity topics and competencies specifically for physical education teachers.

(b) Community Engagement

1. Community exercise stations are provided at select MPS schools for families and community members. Schools participating in the Green and Healthy School initiative have playgrounds being redeveloped to encourage community wellness.

2. Schools are encouraged to develop joint-use agreements in order to provide physical activity opportunities for community members at the school.

3. The district promotes walking and biking to school, which includes pedestrian safety lessons and a partnership with the Wisconsin Bike Federation.

(7) MENTAL WELLNESS

Mental wellness is the continual process of learning to cope effectively with the range of experiences that one encounters in life, create meaningful relationships, and make positive and healthy choices to support their overall well-being. Schools that promote student mental health and wellness can improve classroom behavior, school engagement and peer relationships, which are all factors connected to academic success. Schools are in the unique position to have a broad, positive impact on student mental wellness by facilitating education, prevention, and early intervention efforts.

Mental wellness activities are infused into a tiered system of support in which all students have access to foundational wellness practices, including intentional relationship and community building, social and emotional skill instruction, and mental health education. Students also have access to early and targeted support through our school-based mental health staff (including school counselors, psychologists, and social workers) such as intervention planning teams, social skills instructional groups, cognitive behavioral interventions, and other supportive services. The School Community Partnership for Mental Health connects a growing number of schools with agency partners, providing for a therapist onsite to help address mental health needs of students.

(8) OTHER SCHOOL-BASED ACTIVITIES

After-school programs — including, but not limited to, Community Learning Centers, clubs, camps, day care, tutoring, and recreation activities — will encourage physical activity and healthful habit formation. School wellness policy goals are also to be considered in planning all school-based activities (such as school events, field trips, fundraisers, dances, and assemblies). Whenever possible, fundraising activities should demonstrate the district's commitment to promoting healthy behaviors and improving personal wellness. Selling nutritious foods reinforces nutritional messages taught in classrooms and lunchrooms. Support for the health of all students is demonstrated by hosting health clinics and health programs.

(9) Wellness Promotion and Marketing Activities

(a) This Policy is to be followed in planning all school-based activities (such as school events, field trips, fundraisers, and student assemblies) on the school campus throughout the school day.

(b) Schools will restrict food and beverage marketing to only those foods and beverages that meet the nutrition standards set forth by USDA's Nutrition Standards for all "Foods Sold in Schools".

(c) In the presence of students all school staff will model healthy, eating and drinking behaviors, especially during the meal service.

(d) Withholding food and/or physical activity shall not be used as ~~a reward or~~ punishment by any school staff members.

(e) All schools will promote healthy food and beverage choices as well as physical activity. Examples may include bulletin boards, posters, vending machine wraps, cafeteria banners, parent newsletters, school websites, health fairs, and/or family related food and fitness activities.

(10) IMPLEMENTATION

(a) The Superintendent or her/his designee is charged with the timely and effective implementation of the wellness policy.

(b) The Department of Nutrition Services is charged with monitoring and maintaining school meal nutritional standards per USDA requirements and will work to improve healthful, fresh menu choices for students.

(c) School leaders are expected to promote student nutrition and wellness by promoting a healthful school environment, promoting nutrition education, fully supporting school breakfast and lunch programs, and ensuring adequate physical activities for students. It is the school leader’s responsibility to ensure compliance with all federal, state, and local regulations pertaining to the sale of food and beverages in school, including vending machines, fundraisers, and advertising according to the standards described in Administrative Procedure 4.07.

(d) Each school is hereby mandated to establish a school health and wellness team to implement this wellness policy.

1. When creating a school health and wellness team, the school leader shall appoint an administrator, teachers, support staff, parents community representatives and students. The school leader shall submit the membership list of the committee to the Superintendent or her/his designee.

2. Each school health and wellness team will discuss the wellness policy quarterly. The school health and wellness teams will conduct a review of their respective schools to identify areas for improvement in physical education, physical activity, nutrition, and physical and mental health services. These groups will report their findings to the school principal and develop with him/her a plan of action for improvement.

3. The plan of action will be forwarded to the Superintendent or his/her designee on an annual basis for monitoring the district-wide implementation of the wellness policy.

(e) The district will evaluate the Wellness Policy no less than once every three years. The Administration shall present a report to the Board on the extent to which the district is in compliance with the policy, progress made in attaining goals of the policy, and how the policy compares to a model policy. The triennial wellness policy assessment will be made available to the public on the district website.

(f) The Milwaukee Board of School Directors shall serve appropriate notice to the public if it intends to consider revisions to this policy. The current version of Administrative Policy 4.07 is available to the public on the district’s website.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

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

Fiscal Impact Statement

N/A

Committee’s Recommendation

Your Committee recommends that the Board approve the revisions to Administrative Policy Procedure 4.07, Student Nutrition and Wellness.

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

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(Item 6) Action on a Request to Approve Revisions to Administrative Policy 7.18 Co-Curricular and Interscholastic Programs

Background

Per Board Governance Policy 2.11, every fifth year, the Milwaukee Board of School Directors and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district.

Revisions to Administrative Policy and Procedure Administrative Policy 07.18 are designed to ensure Co-Curricular and Interscholastic Programs are more appropriately aligned with current practices and procedures.

Administrative Policy 7.18
Co-Curricular and Interscholastic Programs

(1) Secondary Schools

(a) Extracurricular secondary-school activities occurring in the daytime, and not involving dismissal of students, extra janitorial service, or admission fees in excess of \$0.25, shall be subject to the discretion of the principal.

(b) Public school programs and activities ~~entertainments~~ shall be given in school buildings, unless otherwise authorized by the Superintendent.

(c) Activities, ~~entertainments~~, or celebrations of any kind pertaining to co-curricular and interscholastic programs in the public schools must be initiated and sponsored within the school system.

(2) Elementary Schools

(a) The Board shall provide and support a variety of extracurricular and recreational activities for elementary-school children. The Board encourages school leaders ~~principals~~ and school staff, in cooperation with personnel staff from the Department ~~Division~~ of Community Recreation and Community Services, to develop meaningful extracurricular activities. The Board, through the Division ~~Department~~ of Community Recreation and Community Services, shall provide funding for school recreation programs on a city-wide basis.

(b) The Board also encourages community agencies and other organizations to provide programs and activities to Milwaukee Public Schools students through cooperative planning, coordination, and joint funding. ~~The Milwaukee Public Schools staff may notify parents, students, and the community of all Board approved activities. The Board may authorize each elementary school one day per week of after school bus service for those elementary students participating in extracurricular and/or school recreation activities.~~

(3) Interscholastic Athletics

(a) Interscholastic athletics shall be limited to the high-school level. They shall be conducted in accordance with regulations of the Wisconsin Interscholastic Athletic Association Milwaukee Public Schools Administrative and Board Policy pertaining to student participation in interschool extracurricular activities. In instances where rules of Milwaukee Public Schools Administrative Policy are stricter than those of the Wisconsin Interscholastic Athletic Association, Milwaukee Public Schools Administrative Policy shall govern.

(i) Interscholastic athletic programs will be conducted in accordance with the provisions of the district's Athletic Code of Conduct and the Milwaukee City Conference Rules and Regulations.

(ii) The district's Athletic Code of Conduct and the Milwaukee City Conference Rules and Regulations manual will be reviewed and updated annually in collaboration with Athletic Directors and Coaches.

(b) The Administration shall work toward parity in the programs for girls and boys relative to scheduling, fund allocations, and awards-recognition for tournament success.

1. A non-refundable participation fee of \$25 per sport season payable by all student athletes shall be assessed.

2. ~~There will be a \$5 late fee if the participation fee is not paid by the first day of practice. The late fee will be waived only for freshman athletes in fall sports. These funds shall remain in the school to supplement the athletic program.~~

(c) Schools may schedule athletic contests on Sundays with approval from the Commissioner of Athletics.

(4) Eligibility Criteria

(a) To compete in interscholastic ~~extracurricular activities~~, athletics, or academics, third- or fourth-year high-school student must maintain a minimum 2.0 grade-point average. First- and second-year high-school students must meet the WIAA eligibility requirements, which require that a student receive no more than one failing grade in the most recent grade reporting period.

(b) The eligibility requirements shall not apply to intra-school activities such as clubs, organizations, and related groups.

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 7.18 - Co-curricular and Interscholastic Programs

Fiscal Impact Statement

No fiscal impact

Implementation and Assessment Plan

Upon approval by the Board, the Office of Board Governance will make and publish revisions to the policy.

Committee’s Recommendation

Your Committee recommends that the Board approve the revisions to Administrative Policy 07.18: Co-Curricular and Interscholastic Programs.

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

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(Item 7) Action on a Request to Approve Revisions to Administrative Policy 7.23 Youth Sports Programs

Background

Per Board Governance Policy 2.11, every fifth year, the Milwaukee Board of School Directors and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district.

Revisions to Administrative Policy and Procedure 7.23 Youth Sports, are designed to ensure equity in participation of organized sports at the elementary and middle school levels.

Administrative Policy 7.23
Youth Sports Programs

(1) The Board believes that school-based sports constitute a part of the total educational experience. ~~Accordingly, Therefore, all schools shall offer sports programming a youth sports program shall be offered to elementary and middle school students to provide opportunities~~ to compete in organized athletic activities with their grade-level peers. Competition may take place within each school as well as on a city-wide basis at the direction of the Department of Recreation and Community Services.

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 7.18 - Co-curricular and Interscholastic Programs

Fiscal Impact Statement

No fiscal impact

Implementation and Assessment Plan

Upon approval by the Board, the Office of Board Governance will make and publish revisions to the policy.

Committee's Recommendation

Your Committee recommends that the Board approve the revisions to Administrative Policy 07.23: Youth Sports Programs.

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

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(Item 8) Action on a Request to Approve Revisions to Administrative Policy and Procedure 7.16 Alternative School Programs

Background

Per Board Governance Policy 2.11, every fifth year, the Milwaukee Board of School Directors and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district.

Revisions to Administrative Policy and Procedure 7.16 include updates to the types of alternative programs and schools supported and provide clarity on minimum requirements for each, aligning the policy to a resolution passed in September 2015 and state statute.

Administrative Policy 7.16 Alternative Schools And Programs

(1) GENERAL PRINCIPLES

(a) Milwaukee Public Schools students represent a wide range of cultural, ethnic, and social backgrounds, and their needs differ from school to school as well as within a single school.

(b) In response to these needs, the Board may periodically approve the establishment of an alternative school for high school students. ~~a variety of alternatives to the regular school program. Such alternatives may include, but shall not necessarily be limited to, program improvements developed by the staffs of individual schools.~~

(c) All proposals for alternative schools ~~and programs~~ shall be presented by the superintendent to the Board for its consideration and action.

(d) The superintendent may approve alternative programs meeting the standards for alternative programs for high school students.

(2) DEFINITIONS

(a) State law defines students who are at risk of not graduating high school as pupils who are dropouts or who meet two or more of the following:

1. One or more years behind their age group in the number of high school credits attained.

2. Two or more years behind their age group in basic skill levels.

3. Habitual truants, as defined in §118.16 (1) (a).

4. Parents.

5. Adjudicated delinquents.

(b) State law defines a dropout as a student who:

1. has ceased to attend school, i.e., has been absent without acceptable excuse for 20 consecutive school days and has not formally withdrawn from school, and
2. does not attend a public or private, technical college, home-based private Educational Program on a full-time basis, and
3. has not graduated from high school.

(3) STANDARDS FOR ALTERNATIVE PROGRAMS

(a) Alternative Programs in Milwaukee Public Schools authorized by the Superintendent must meet the following minimum standards:

1. Provides a chance for students to learn and assess learning.
2. Is operated to facilitate high school graduation.
3. Must have an approved calendar that meets a minimum of fifty percent of the traditional high school day, be agreed upon by the parent and student, and report the minutes of instruction to the Department of Public Instruction.
4. May only occur within the hours of a traditional school day.
5. Provide proper accommodations must be provided for English Learners, students with 504 plans, and students with disabilities that are enrolled in a program.
6. If the program chooses to not use the district approved curriculum, the recommended curriculum and assessments must be submitted to the Senior Director of Curriculum and Instruction for review and approval at least 30 days before the program begins.
7. Enrollment of students must be no more than ten percent of the total school population.
8. Will be subject to specific district reporting requirements.

(b) Students interested in participating in an alternative program must adhere to the following:

1. Be assessed and reviewed by the Department of College and Career Readiness prior to enrollment.
2. Both the students and parents agree in writing prior to student enrollment.
3. Participate in a face-to-face meeting with a school designee and parent/student to review the program and expectations prior to enrollment.
4. Must successfully meet the district standards in the content areas and provide evidence of learning or a district approved assessment at the end of the course as evidence of learning.
5. Meet the alternative program graduation requirements identified in Administrative Procedure 7.37: Graduation Requirements.

(c) Students in traditional schools may not take courses through alternative programs for credit attainment.

(4) STANDARDS FOR ALTERNATIVE SCHOOLS

(a) Alternative Schools in Milwaukee Public Schools authorized by the Board of Directors must meet the following minimum standards:

1. Provide a chance for students who are at-risk to learn and assess learning.
2. Must offer course work outside of alternative programs for students at-risk who may not qualify for an alternative program.
3. May offer approved district alternative programs to students assessed and reviewed by the Department of College and Career Readiness prior to enrollment into the alternative program.
4. Must have an approved calendar that meets a minimum of fifty percent of the traditional high school day, be agreed upon by the parent and student, and report the minutes of instruction to the Department of Public Instruction.
5. May only occur within the hours of a traditional school day.
6. Will be subject to specific district reporting requirements.

(b) Students who meet the state definition of a student at-risk of not graduating high school may enroll in an alternative school.

(c) Students will meet the alternative school graduation requirements identified in Administrative Procedure 7.37: Graduation Requirements.

(5) Reports on Alternative Schools and Programs

The Administration shall provide the Board with an ~~routine monthly~~ annual written report on prior year data alternative education enrollments, to include:

(a) ~~the capacity and current~~ enrollment of each of the ~~Milwaukee Public Schools~~ alternative schools, alternative programs, and partnership programs;

(b) ~~current vacancies for at risk students in each program~~ number of students known to be continuing;

(c) ~~monthly attendance percentage for each program~~ number of students graduating.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 7.16 - Alternative School Programs

Fiscal Impact Statement

NA

Implementation and Assessment Plan

Upon approval by the Milwaukee Board of School Directors, the Office of Board Governance will make and publish revisions to the policy.

Committee’s Recommendation

Your Committee recommends that the Milwaukee Board of School Directors approve the revisions to Administrative Policy and Administrative Procedure 7.16 Alternative School Programs.

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

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(Item 9) Action on a Request to Approve Revisions to Administrative Policy and Procedure 7.33 Grading Systems

Background

Per Board Governance Policy 2.11, every fifth year, the Milwaukee Board of School Directors and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district.

Revisions to Administrative Policy and Procedure 7.33 provide clarity on grading students that enter school late in the term/semester.

Administrative Policy 7.33
Grading Systems

(1) GENERAL PRINCIPLES

(a) The fear and stigma of failure are often significant hindrances to the educational process. What a student has mastered, rather than what he/she was unable to master, is the important measure of a student’s education. The school system, therefore, shall seek in its instructional program to make achievement both recognizable and possible for students, and it shall emphasize equity of opportunity and achievement in its instruction, as well as in its assessment and grading practices.

(b) Grading practices in the Milwaukee Public Schools are based on the following principles:

1. Performance levels indicate the degree to which a student has achieved grade- or course-level standards.
2. All schools shall continue to inform parents/guardian of record of their grading practices through such means as the parent handbook for the standard-based report card, course syllabi, flyers, conferences, and parent/guardian of record meetings.
3. Academic performance of students with disabilities in grades K3-8 who receive instruction based on the same grade-level academic standards as do their regular education peers shall be reflected in performance levels on their grade-level standards-based report card, achieved with accommodations as stated in their individualized education plans (IEPs).
- a. Academic performance of students with significant disabilities in grades K3-8 who receive instruction based on the alternate grade-band academic standards shall be awarded performance levels on their alternate grade-band standards-based report card, as achieved with modifications as stated in their individualized education plans (IEPs).
- b. In addition to receiving the traditional or standards-based report card, all students with disabilities shall receive progress reports based on the goals of their individualized education plans (IEPs), with the frequency stated by the student's IEP.
4. English Learner students who receive instruction based on the academic standards shall be awarded grades/proficiency marks achieved with scaffolds and supports aligned to their English language proficiency levels.
5. Standards-based report cards for grades K3-8 shall provide for both achievement and effort grades and definitions of the same and information regarding attendance and tardiness, as well as student behavior.
6. On high-school report cards, information on such matters as course difficulty (when it is an approved honors or advanced placement course, for example), mark-period and semester grade-point averages, will be provided when possible.
7. All teachers must inform students at the beginning of a course of the grading practices for the course.
8. Student transcripts, providing information on cumulative credits and grades, are available on the Parent / Student Portal any time.
9. Students shall not be assigned a failing grade due to insufficient time to provide evidence of proficiency, as a result of late enrollment.

(2) GRADE CHANGES — MIDDLE AND HIGH SCHOOLS

Each middle and high school shall establish a procedure on grade changes within the following guidelines:

- (a) No grade may be changed by anyone other than the teacher who issued the grade, except under extraordinary circumstances.
- (b) Any transcript changes should be made through the school in which the original grade was issued.
1. After student enrollment, credits for a high school student transferring from another school district, state, or country shall be awarded by the counselor of the receiving school. The course name and number shall be entered directly to the official transcript. No other grades shall be manually posted to a student's transcript record. Teacher posting final grades to the student report card shall be the formal process for grade placement on the official transcript.
- (c) Students may repeat high-school courses that they have failed.

1. If, upon repeating a course, a student receives a higher grade, the higher grade will be used for the cumulative grade-point average (GPA) in place of the failing grade.
 2. High school students may elect to retake a course previously failed (U), or almost failed (D). The ~~most recent attempt at~~ highest grade for the course shall appear on the official transcript and shall be calculated into the cumulative GPA, thereby replacing the former grade.
 - (d) Middle school students may elect to take high school courses for credit.
 1. High school courses taken in 7th or 8th grade will be noted on the transcript along with the grade received.
 2. The grade/s received will not be factored into the high school grade point average.
- (3) **RECORD MAINTENANCE — ALL SCHOOLS**
 The following documents ~~should~~ shall be retained within the respective school: teachers' grade books shall be retained one year, report card copies, and interim progress reports shall be retained permanently.
- (a) Teachers grade books shall be retained one year
 - (b) Report card copies and interim progress reports shall be retained permanently.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 7.33 - Grading Systems

Fiscal Impact Statement

NA

Implementation and Assessment Plan

Upon approval by the Milwaukee Board of School Directors, the Office of Board Governance will make and publish revisions to the policy.

Committee's Recommendation

Your Committee recommends that the Milwaukee Board of School Directors approve the revisions to Administrative Policy and Administrative Procedure 7.33 Grading Systems.

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

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(Item 10) Action on a Request to Approve Revisions to Administrative Policy and Procedure 7.34 Final Evidence of Proficiency

Background

Per Board Governance Policy 2.11, every fifth year, the Milwaukee Board of School Directors and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district.

Revisions to Administrative Policy and Procedure 7.34 provides clarity on final evidence of proficiency for students that enroll late in a semester.

Specifically, the Policy was modified to add a statement that says,

“The final evidence of proficiency shall be optional for students who had insufficient time to provide evidence of proficiency on academic and language standards, as a result of late enrollment.”

Section (1) of the Procedure was modified to add

(g) optional for students who had insufficient time to provide evidence of proficiency on academic and language standards as a result of late enrollment. Late enrollment is defined as a start date that begins after the after week 12 of an 18-week course.

1. When students opt not to take the final evidence of proficiency, the final evidence of proficiency assessment grade and final course grade will be left blank. The student will be scheduled to retake the course.

2. When students opt to take the final evidence of proficiency and:

a. earn a passing grade, the final evidence of proficiency assessment grade will be the final course grade

b. do not earn a passing grade, the final evidence of proficiency assessment grade and the final course grade will be left blank. The student will be scheduled to retake the course.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 7.34 - Final Evidence of Proficiency

Fiscal Impact Statement

NA

Implementation and Assessment Plan

Upon approval by the Milwaukee Board of School Directors, the Office of Board Governance will make and publish revisions to the policy.

Committee’s Recommendation

Your Committee recommends that the Board approve the revisions to Administrative Policy and Procedure 7.34 Final Evidence of Proficiency.

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

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(Item 11) Action on a Request to Approve Revisions to Administrative Policy and Procedure 7.37 Graduation Requirements

Background

Per Board Governance Policy 2.11, every fifth year, the Milwaukee Board of School Directors and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district.

Revisions to Administrative Policy and Procedure 7.37 include an additional pathway to graduation for students on a curriculum aligned to alternate achievement standards, simplifies science requirements, and provides clarity on how long a student can remain in school and graduate with a regular diploma.

The Policy was revised to strike the bulleted list of science courses from section (1) General Provisions, although three credits are still required. Section (4) was amended as follows:

(4) COMPLETION CREDENTIALS

(a) Regular Diplomas

1. Students completing the unit and district's civics-test requirements described above, including alternative programs and schools, shall receive regular diplomas signed by the principal, the superintendent, and the Board's president. Signatures other than that of the principal/school leader may be photocopied.

2. Students with disabilities who successfully complete high-school graduation requirements established by MPS Administrative Policy 7.37, Graduation Requirements, shall receive regular MPS diplomas upon graduation through the age of 21.

3. Students with disabilities who do not meet high-school graduation requirements as outlined in Administrative Policy 7.37, Graduation Requirements, but who participate in a curriculum aligned to the alternate achievement standards may receive a regular diploma if they have passed all courses aligned with the alternate achievement standards and have met all criteria as determined by an IEP team as outlined in Procedure 7.37 (3a).

(b) Certificates of Completion

1. Students with disabilities who do not meet high-school graduation requirements as outlined in Administrative Policy 7.37, Graduation Requirements, but who participate in a curriculum aligned to the alternate achievement standards ~~Wisconsin Essential Elements~~ and who have aged out of eligibility for services will be awarded certificates of completion at the end of the academic year in which they turn twenty-one (21). Students may choose to participate in one graduation ceremony with either their entry or exit class. Certificates of completion cannot be awarded to students in four-year or five-year graduation cohorts.

2. English learners who have not completed unit requirements for graduation, ~~but are of graduation age,~~ may also be awarded certificates of completion ~~at the end of the academic year in which they turn twenty one (21).~~

(c) District Approved Alternative Programs and School

1. Students who successfully complete the graduation requirements for district-approved alternative programs and schools shall be awarded MPS diplomas from the MPS schools in which they are enrolled.

2. Students enrolled in select alternative programs within a high school shall not be included in senior-class rank.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 7.37 - Graduation Requirements

Fiscal Impact Statement

NA

Implementation and Assessment Plan

Upon approval by the Milwaukee Board of School Directors, the Office of Board Governance will make and publish revisions to the policy.

Committee's Recommendation

Your Committee recommends approval of the revisions to Administrative Policy and Administrative Procedure 7.37 Graduation Requirements.

Director Leonard moved to approve the Administration's recommendation. The motion passed, the vote being as follows:

Ayes — Directors Ferguson, Garcia, Leonard, Siemsen, Zombor, and President Herndon — 6.
Noes — None — 0.

* * * * *

(Item 12) Action on a Request to Approve Revisions to Administrative Policy 7.43 Student Awards and Scholarships

Background

Per Board Governance Policy 2.11, every fifth year, the Milwaukee Board of School Directors and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district.

Revisions to Administrative Policy and Procedure 7.43 include updates to the types of awards and recognition that are provided to students participating in interscholastic competitions and athletics and the process for recognizing scholarships.

Administrative Policy 7.43
Student Awards and Scholarships

The Board approves of the following plans for recognizing and thus encouraging, academic and athletic excellence.

~~(1) Interscholastic Academic Awards — High School~~

~~Students participating actively in competition as members of academic teams or clubs shall be rewarded with academic letters and/or numerals. The criteria for determining students eligible for the awards shall be formulated by a committee of teachers and administrators to ensure city wide uniformity. Certificates of participation may be given to active team or club members who do not qualify for letter awards.~~

(42) INTERSCHOLASTIC ACADEMIC AWARDS

Students involved in extracurricular activities such as chess, debate, and forensics will be recognized through a variety of means such as academic letters and/or numerals, certificates, awards, ceremonies, and/or public acknowledgement for consistent participation and notable achievements. ~~participating actively in competition as members of academic teams or clubs shall be awarded school recognition pins. Eligible students shall be entitled to receive one pin per year. The criteria for determining students eligible for the pins shall be formulated by a committee of teachers and administrators to ensure city wide uniformity. Recognition will be determined at the school level and by the Interscholastic Athletics and Academics office based on set criteria to ensure city-wide uniformity, with annual reviews.~~

(2) ACADEMIC AND CONDUCT AWARDS & RECOGNITION

Each school shall provide appropriate recognition for students who excel academically. A variety of means such as letters to parents, honor-roll lists, public-address announcements, honor assemblies, and certificates of award may be used. Excellence or improvement in attendance and conduct shall also be noted and appropriately recognized.

(3) INTERSCHOLASTIC ATHLETIC AND YOUTH SPORTS AWARDS

Students involved in Interscholastic Athletics and Milwaukee Recreation sponsored Youth Sports programs will be recognized through a variety of means such as athletic letters and/or numerals certificates, awards, ceremonies, and/or public acknowledgement for consistent participation and notable achievements. Recognition will be determined by the Interscholastic Athletics and Academics office, or the Department of Recreation and Community Services based on set criteria to ensure city-wide uniformity, with annual reviews. Schools may also opt to recognize student performance and participation at the local level.

(3) Academic Recognition — High School And Middle School

~~Each school shall provide appropriate recognition for students who excel academically. A variety of means such as letters to parents, honor roll lists, public-address announcements, honor assemblies, and certificates of award may be used. Improvement in attendance and conduct shall also be noted and appropriately recognized.~~

~~(4) Monitoring and Evaluation~~ **SCHOLARSHIP REPORTING**

Each high school shall record scholarship data by student, multiple times per school year using the designated system in collaboration with the district scholarship coordinator. Scholarships awards may be shared through special recognition, announcements, lists, and ceremonies.

~~This policy shall be reviewed for coherence and appropriateness to the present mission of the district every five years, consistent with Board Governance Policy.~~

* * *

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 7.43 - Student Awards and Scholarships

Fiscal Impact Statement

NA

Implementation and Assessment Plan

Upon approval by the Milwaukee Board of School Directors, the Office of Board Governance will make and publish revisions to the policy.

Committee’s Recommendation

Your Committee recommends that the Board approve the revisions to Administrative Policy and Procedure 7.43 Student Awards and Scholarships.

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

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COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT

Director Leonard 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 on Parent and Community Engagement

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

Background

Milwaukee Public Schools values our community members, alumni, local businesses, and families who volunteer to make a difference in the lives of students. Whether serving for a day or just a few hours a week, MPS volunteers help enrich the lives of our schools and students. The Department of Strategic

Partnerships and Customer Service works diligently to develop, train, and facilitate our Partnerships to provide services, supplies, and community connections for all of our MPS schools. Through these partnerships we are shining the light on the positive stories that reflect the community's support to make MPS the district of choice for education for our Milwaukee families.

Volunteer Services, Customer Service, and Partnerships

- Volunteer Services Update
- Customer Service Training
- Partnership Updates
- Service Days
- Adopt a School Programs
- Donation Updates
- School Supply Drive
- Book Donations

Overview of Volunteer Services

- Over 3000 registered volunteers in our database
- More than 590,000 hours of service delivered during the 2023/24 school year
- All volunteers working in the district go through an application process, a background check, and training
 - Volunteers consists of family members, community members, retired teachers, MKE-REC coaches, college students and corporate groups
 - The Parent Coordinators in each school manage their volunteer teams
 - Annual "Most Valuable Volunteer" Award

Corporate Volunteer Services

- College and Corporate Service Programs Offered By:
 - UWM
 - Marquette
 - Secure Futures
 - Junior Achievement
 - Boys and Girls Club
 - Big Brothers Big Sisters
- Group Volunteers for In-School Events Offered By:
 - Goodwill
 - Medical College Radiology Residents
 - Kohl's
 - Sigma Lambda Gamma National Sorority Inc. (Marquette)
- Customer Service Training
 - Introduction to Customer Service:
 - Virtual and In-Person Sessions
 - Student Services
 - Office Secretaries
 - School Bookkeepers
 - Various District Staff
- In the Works:
 - Conflict Resolution
 - Advanced Customer Service

Partnerships

- Adopt-a-School programs
 - PKWARE -Allen Field School
 - Stillwater Church - Hampton School
- Service Days

- GE Healthcare – 29th Annual Event
- CarMax/Points of Light
- In the Works:
 - Marquette University High School
 - Betty Brinn Museum

Supply Drives

- School Supply Drive
 - Benefitted over 60 schools
 - Large Partnerships
 - GermanFest
 - Salvation Army/WISN
 - Sleepover for Education
 - Tundraland
 - AT&T
 - AJ Bombers
 - Auer Steel
- Mitten Drive
- Hygiene Drive

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 9.11 - School Engagement Councils

Fiscal Impact Statement

n/a

Implementation and Assessment Plan

n/a

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(Item 2) Update with Possible Action on Enhancing Educational Communities and School Climate

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

Background

Milwaukee Public School's vision is to cultivate a positive school climate across the district by enhancing educational communities. Being intentionally strategic, Milwaukee Public Schools employs proactive strategies and interventions, within a multi-tiered system of support, that aims to provide an educational and nurturing platform for all students. The overarching goal is to foster an equitable school climate district wide. School teams and district administration collaborate closely, utilizing up-to-date data to implement best practices with Tier 1 supports, and focus is given to individual students that require additional supports.

The November 2024 report and presentation is attached.

Enhancing Educational Communities and School Climate

A primary goal of Milwaukee Public Schools (MPS) is to reduce discipline disproportionality across the district. This November report will address work from a variety of departments through October 31, 2024.

PACE Committee members and constituents have inquired about district wide equitable practices that are suggested or identified to assist schools in developing, creating, and implementing equitable practices as part of a multi-tiered system of support.

Equitable Practices as Part of a Multi-Tiered System of Support

All classrooms and schools are focusing on the five components of school climate which are:

- Relationships and community
- Expectations and procedures
- Skill development
- Accountability systems
- Systems of acknowledgement

MPS been focusing on six research-based best practices to address discipline disproportionality.

- Define and categorize behaviors
- Talk about race
- Engage student voice
- Interrupt bias when making decisions during vulnerable decision points
- Re-entry of students after discipline
- Universal supports through an anti-racist lens

All schools utilize a variety of classroom management practices, with the following equitable practices that have been shared throughout the district:

- Validate/affirm and build/bridge
- Elevating student voice and cultural practices throughout the classroom
- Co-creation of expectations and procedures with students
- Connecting classroom practices to student realities through the use of a personal matrix
- 2X10 intervention providing identified students a brief 2-minute intervention for 10 days straight

Connection before correction

All district schools have been implementing Positive Behavior Intervention and Supports (PBIS) as the research-based multi-tiered system of support. National research on PBIS emphasizes five inter-related elements of equity, systems, data, practices, and outcomes. Approaches such as restorative practices, trauma sensitive schools, social emotional learning, mindfulness, culturally responsive practices, and anti-racism are also integrated within PBIS.

PACE Committee members and constituents have inquired about on-going professional development with discipline disproportionality and anti-racism/anti-bias.

Professional Development

Throughout the school year a variety of professional development opportunities from a variety of departments for school staff members are offered.

- Restorative Practices and Racial Justice series
- Historical Trauma
- Belonging Before Learning (Principal Leadership Institute and Teacher Institute)
- Connection Before Correction Teacher Institute series
- Regulation and Co-regulation
- Crisis Prevention Institute (CPI) and De-escalation
- Classroom Organization and Management Program (COMP)
- Bullying Prevention
- Youth Mental Health First Aid
- Restorative Leadership
- Restorative Practices Partnership Team Retreat
- Second Step and Devereaux Student Strengths Assessment (DESSA)

PACE Committee members and constituents have inquired about ensuring continued Courageous Conversations about Race implementation with opportunities to engage in uplifting racial equity.

Courageous Conversations about Race and District Equity Leadership Team

For the 2024-2025 school year, all newly hired teachers and paraprofessionals attend a week-long New Educator Institute, with day two fully dedicated to Courageous Conversations About Race (CCAR) Exploration. In addition, sessions have been scheduled for newly hired international teachers, facilities staff, and safety aides.

Implementation is looking to intensive and become more intensive through monthly sessions of the Courageous Conversations Continued Learning series and Courageous Conversation Luncheons. Each month all climate equity liaisons receive an email with case studies, example conversations, strategies to integrate the framework, and articles and videos to stimulate conversation. Sessions of Beyond Diversity will be held in November for staff members looking to continue their journey with the framework.

At the September District Equity Leadership Team (DELT) meeting, members identified areas of focus for the school year and collaborated with the Department of Research, Assessment, and Data (RAD) to evaluate the work throughout the year. Some areas of focus include:

- Messaging district-wide opportunities for individuals to expand their knowledge, skill, will, and capacity for systemic racial equity.
- Increasing racial consciousness of staff members.
- Creating “push-in” models of supporting schools in racial equity.
- Integrating CCAR protocols into district workgroups such as strategic planning, facilities planning, high school enrollment, and other groups.
- Creation of a personalized “implementation model” for individuals interested in continuing their personal journey in unpacking and addressing antiracism.
- Creation of a template for school staff members to utilize framework with students within classroom instruction.

PACE Committee members and constituents have inquired about equitably supporting schools as part of the Teaming in Equitable Education Coaching and Holistic Support (TEECHS) collaboration.

Supporting Schools

For the 2024-2025 school year, all schools are organized into tiers of support based on disciplinary data.

The following rollout plan has been established:

A problem of practice, root cause, and theory of action was identified for the district’s approach to supporting schools.

An introductory webinar and follow-up professional development were provided for all central service staff members identified to support schools.

A meeting was held with all principals looking for feedback on our approach.

A staff meeting was held at schools with staff members sharing what is working well at the school, as well as what additional support they need.

Collaborative calibration utilizing the Goals-Reality-Obstacles-Way forward (GROW) method to identify the next steps of support and collaboration for schools.

Schools will get coaching support from a variety of district teams aligned to their identified needs.

PACE Committee members and constituents have inquired about continued efforts to engage students and community members in district climate and discipline disproportionality.

Stakeholder Engagement

For the 2024-2025 school year, all traditional middle and high schools are continuing with their Student Discipline Committee. Student Discipline Committee members at these schools attended the Student Leadership Summit in October to kick off their work for the year. Students discussed school and district data, previous recommendations, and learned about best practices for student-led research.

Student Discipline Committees are identifying a school problem of practice and a plan to research the problem of practice throughout the year. Each student committee will be attending the Spring Student Leadership Summit in April to present their findings from the year and recommendations to the district. Feedback from the summit is being compiled within a collaboration between RAD and Marquette University.

Students from restorative practices courses attended “The Union of Restorative Justice, Healthcare, and Street Outreach: A Healing Approach to Preventing Gun Violence” at Marquette University. Students watched a new documentary on gun violence, reviewed citywide data, learned more about preventative measures, and drew connections to the work around restorative practices in their coursework.

Throughout the year, conversations will be held with constituents and community members regarding feedback on the work being conducted districtwide and our bi-monthly PACE report. Feedback from these conversations will be brought back to PACE presentations.

PACE Committee members and constituents have inquired about restorative practices implementation, integration into existing frameworks, and messaging districtwide.

Restorative Practice Implementation

Collaboration was created with Community Schools to align restorative practices within the community schools’ framework. This will provide all Community Schools with direct access to coaching, training, and consultation from the restorative practices team. All twenty-two schools who are partnering with the restorative practices team have aligned their School Improvement Plan to restorative practices and created an action plan outlining their steps and support they will receive to move forward with their implementation.

The Department of Restorative Practices continue training opportunities that focus more on community building and repairing and healing harm. This is a result of the feedback given by schools with a need for support in addressing discipline. With this approach, there has been a reduction in disciplinary referrals and suspensions. One school will be highlighted this month for their accomplishments as it relates to climate improvement.

Restorative language has been integrated within the Culture, Climate and Alternatives to Suspension Toolkit as well as school-based leadership team meeting minutes. All schools have a Tier 1 Climate Team that focuses on tier 1 supports for a positive school climate. Schools that have been trained in restorative practices are integrating that work within this school team. The Department of Restorative Practices is collaborating with schools using their School Improvement Plan to focus on climate and culture. This is in addition to the schools where direct coaching is present and offers all schools a pathway to receive support from the department.

PACE Committee members and constituents have inquired about historical trends, and current reality with disciplinary practices by race and grade level.

Suspension Deep Dive

All data through October 31, 2024, at 5:00 p.m.

Suspensions by race

	Hispanic/ Latino	American Indian	Asian	Black/African American	Native Hawaiian	White	Multiple Races
Total Suspensions	654	17	68	3299	2	85	162
Percent of all Suspensions	15.3%	0.4%	1.6%	77.0%	0.1%	2.0%	3.8%
Percent of Enrollment	28.7%	0.3%	9.2%	48.6%	0.1%	8.7%	4.4%

Suspensions by grade

K4	K5	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
3	11	34	61	93	140	171
6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
389	426	513	1182	679	374	211

Suspensions by month comparison

Month	2024-2025	2023-2024	2022-2023
August	XXX	524	692
September	1578	1971	2357
October	2700	3047	2336

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 1.06 - Equity in MPS

Fiscal Impact Statement

NA

Implementation and Assessment Plan

Na

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(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. Although this item was 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, to the maximum extent appropriate, children with disabilities be educated with children who are not disabled. Removal of students with disabilities from the regular educational environment occurs only when the severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

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

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 #2 Drop-Out Rates
- Indicator #3 Assessments
- Indicator #4 Suspension/Expulsion
- Indicator #5 Educational Placement Ages 6-21
- Indicator #6 Educational Placements Ages 3-5
- Indicator #7 Preschool Outcomes
- Indicator #8 Parent Involvement

- Indicator #9 Inappropriate Identification in Special Education
- Indicator #10 Inappropriate Identification in Specific Disabilities Categories
- Indicator #11 Timely Evaluation
- Indicator #12 Preschool Transition Part C, Part B
- Indicator #13 Transition Goals Ages 16 and over
- Indicator #14 Post School Outcomes
- Indicator #15 Resolution Sessions
- 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 bi-annually, 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 program (IEP), 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 students ages 6 through 21 with IEPs who are served inside the regular class 80% or more of the day
- Indicator 5B Percent of students ages 6 through 21 with IEPs who are served inside the regular class less than 40% of the day
- Indicator 5C Percent of students ages 6 through 21 with IEPs who are served in separate schools, residential facilities, or homebound/hospital placements.

The information below compares MPS’s LRE data-relative services to the projection in DPI’s 2016 Annual Performance Report Summary for Wisconsin school districts. The MPS percent includes all students who have an IEPs, including speech and language services. The attached reports include the district’s information as well as each school’s percentage.

State of Wisconsin Target	5 A:	5B:	5 C:
	70.00%	7.90%	0.95%
MPS May 2024	88.12%	10.97%	0.14%
MPS September 2024	87.96%	10.76%	0.10%
MPS October 2024	87.70%	10.49%	0.10%

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 8.01 - Student Nondiscrimination, Complaints and Appeals

Fiscal Impact Statement

N/A

Implementation and Assessment Plan

N/A

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 the M-Cubed College Connections Program

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

2024-2025 M-Cubed College Connections Evaluation

M-Cubed College Connections Overview

The College Connections program provides students from Milwaukee Public Schools (MPS) with the opportunity to enroll in college courses at post-secondary institutions, University of Wisconsin-Milwaukee (UWM), Milwaukee Area Technical College (MATC), as well as earn college credit through other course offerings through different pathways. The M3 College Connections program is an innovative dual-enrollment program of Milwaukee Public Schools (MPS), Milwaukee Area Technical College (MATC), and the University of Wisconsin–Milwaukee (UWM) that allows eligible students to complete their high school graduation requirements while earning college credits from both MATC and UWM at no expense to the student.

The General Pathway is a full senior-year program with the opportunity to earn up to twenty-one college credits in core subject areas that meet general education requirements for most associate and bachelor's degrees. Students can begin to apply in January of their junior year to participate in the General Pathway their senior year.

The Nursing Pathway provides an opportunity for juniors to begin taking courses at MATC, working toward completion of coursework, and passing state exams in nursing. Students have the potential to earn their state certification as a nursing assistant (CNA) and possibly their license as a practical nurse (LPN). Students can begin to apply in January of their sophomore year to participate in the Nursing Pathway their junior year.

The Education Pathway begins in the spring semester of students' junior year. This pathway will allow MPS students to take courses in education at MATC and UWM that will introduce them to teacher education courses, including an internship in an MPS elementary school classroom. Students apply in September of their junior year to participate in an internship at an MPS elementary school in the spring (second semester) of their junior year. Students will then take a combination of education courses and general education requirement courses at MATC and UWM their senior year.

Eligibility Requirements

Students must meet the following requirements to be eligible to participate in the M-Cubed College Connections program:

- M-Cubed College Connections students generally have a 3.0 GPA or higher (2.5-2.9 GPA)
- Are on-track to graduate (seniors only need the last year of English)
- Nursing pathway students, juniors accepted into M-Cubed College Connections typically have a B or higher in Biology and/or Chemistry

This report aims to answer the following questions:

1. Is there a significant difference between the number of students enrolled in post-secondary education after participating in the M-Cubed College Connections compared to other MPS students of the same cohort by year?
2. Does the average GPA of students who participate in M-Cubed College Connections differ after enrollment from students who did not participate in M-Cubed College Connections?

Methodology

To evaluate the influence of M-Cubed College Connections on post-secondary enrollment, the R&E team ran a multiple linear regression to identify how much, if any, of the variance in the post-secondary enrollment outcome could be attributed to M-Cubed College Connections participation. The analyses were conducted for the following school years: 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023, as the post-secondary enrollment for the first Fall from the 2023-2024 school year is not yet available.

Multiple linear regression was used to test if students enrolled in M-Cubed College Connections courses significantly predicted post-secondary enrollment in each school year: 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023.

When comparing students who graduated in 2019 through 2023 who did not participate in M-Cubed College Connections and students who did, students who participated in M-Cubed College Connections were significantly more likely to enroll in post-secondary education. The variation in post-secondary enrollment can be explained by participation in M-Cubed College Connections, when controlling for demographic factors like gender, race/ethnicity, disability status, and English language proficiency. This suggests by participating in M-Cubed College Connections, students are increasing their college going behaviors.

A yearly description of the percentage of variation may be found in the report, attached to the minutes of your Committee's meeting.

Multiple linear regression was used to test if students enrolled in International Baccalaureate (IB) courses significantly predicted post-secondary enrollment in each school year: 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023.

When comparing students who graduated in a given year who did not enroll in IB programs and students who did, students who enrolled in IB programs were significantly more likely to enroll in post-secondary education. The variation in post-secondary enrollment can be explained by participation in IB program participation, when controlling for demographic factors like gender, race/ethnicity, disability status, and English language proficiency. This suggests by participating in IB programs, students are increasing their college going behaviors.

A yearly description of the percentage of variation may be found in the report, attached to the minutes of your Committee's meeting.

Multiple linear regression was used to test if students enrolled in Advanced Placement (AP) courses significantly predicted post-secondary enrollment in each school year: 2021-2022, 2022-2023, 2023-2024. Students who participated in AP courses were not statistically significantly more likely to enroll in post-secondary education across each of the school years included.

In 2023, not participating in M-Cubed College Connections, IB, or AP programs was significantly correlated with not enrolling in post-secondary education.

The students not enrolled in M-Cubed College Connections include IB and AP students.

Limitations

Limitations of the study include the limitations of the methodology. The evaluation was completed using multiple linear regression, which does not speak to causality of the findings but rather indicates if the factors of the evaluation, like participation in M-Cubed College Connections, contributes a statistically significant influence on post-secondary enrollment.

Conclusion

Overall, the effects M-Cubed College Connections participation had on the outcomes considered, postsecondary enrollment and GPA, were significant and in line with the purported benefits of program participation. Though students enrolled in IB programs were also statistically significantly more likely to enroll in post-secondary education compared to the rest of the students as well, the amount of influence M-Cubed College Connections had on students is relatively the same with the difference being only a few percentage points of the variance. The R&E team hopes this evaluation provides clarity on the value and effectiveness of the M-Cubed College Connections program and partnership.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 7.01 - Teaching and Learning Goals

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(Item 2) Report with Possible Action on the Regional Showcase - East

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

Background

Based on the Board’s action, the 2024-25 monthly Regional Showcase item will provide a thorough picture of each region, including goals and progress in attaining them. In addition, strategies that are being successfully implemented within the region and that may be replicated will be included.

This month, the East Region is featured. The East Region comprises 27 schools and serves 10,839 students in diverse settings to meet the varied needs of our students.

Schools in the East Region

School Specialty	East Region Schools
Montessori	Bay View, Craig, Fernwood, Maryland
Dual Language / Immersion / Bilingual / ESL	Fratney, Lincoln Center of the Arts, Milwaukee Academy of Chinese Language, Parkside, Victory
International Baccalaureate	Rufus King Middle
Arts Integration	Elm, Lincoln Center of the Arts, Parkside, Roosevelt
Community Schools	Holmes, King Elementary
Traditional School	Burdick, Carver, Cass, Clement, Cooper, Gaenslen, Garland, Hartford, Humboldt Park, IDEAL, Riverwest, Trowbridge, and Whittier

Of the students in the Region, 40% are Black or African-American, 23.2% are Hispanic, 20.2% are White, 9.9% Asian, Multiple 6.4% and less than one percent are American Indian, Alaska Native, Native Hawaiian, or other Pacific Islander.

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

Data Comparisons

	2022-23	2023-24	2024-25
Attendance	86.7%	88.1%	92.0%
Suspensions	10.8%	10.7%	2.4%

Featured School – Roosevelt Middle School of the Arts

Demographics

- 6th – 8th Grade Traditional MS/Arts School
- Enrollment: 290 w/309 Served
- Enrollment is 65 over Projected Enrollment
- 16.0% SwD and 88.4% Econ Disadvantaged
- Race Breakdown:
 - 85.1% Black or African American
 - 7.3% Hispanic
 - 4.0% Multiple
 - 2.3% White
 - 1.3% Asian

Data Spotlight

- 87.0% YTD Attendance Rate (3.1% Increase LYTD)
- 11% Suspension Rate (11.5% Decrease LYTD)

Roosevelt Middle School of the Arts Points of Pride

- Kennedy Center for the Performing Arts: Turnaround Arts
- Arts Leadership Team and Schoolwide Arts Strategy
- 39th Annual Dinner Theater (Historical) and School Musical
- Arts Programming through arts partners allowing for matching
- Washington DC: Student Showcase 23-24 (including staff)
- Recruitment Efforts (5 school visits for a day -200 students)
- 7 Restorative Circles with Families to date
- Summer CSI Teacher Academy (EBIS, Literacy, Sketch noting, HMH Rep, Math)
- From HERO to DOJO-PBIS the middle school way!
- Athletics: Flag Football, Basketball, Volleyball, Track, Soccer
- ESSER: Auditorium Refresh, Outside classroom, Inside classrooms
- Amnesty Day

Community Partners

- Jazz Men
- Wisconsin Conservatory of Music
- Dance Works
- Kids Est. 1969
- First Stage
- Wild Space Dance Company
- Ko-Thi Dance Company
- The Kennedy Center

School Musical - Frederick

Kennedy Center Turnaround Arts Schools create strategic art plans to impact school culture and climate. School events and whole school projects like these sustain opportunities for children to enjoy the educational and restorative value of arts-centric learning experiences.

Student Testimonials

- Messiah Gooden
- Savannah Rhodes

Additional Information

Details about Roosevelt's improvement plan and their latest STAR screener results may be found in the attachments to the minutes of your Committee's meeting.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

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

Fiscal Impact Statement

N/A

Implementation and Assessment Plan

N/A

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(Item 3) Report with Possible Action on State Student Assessment Results from Spring 2024

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

Background

Annually, students in grades 3 - 8 are assessed on the Wisconsin Forward Exam in English language arts, math, science and social studies. Students in high school are assessed at grades 9 and 10 on the PreACT Secure, while students in grade 11 are assessed on the ACT. Dynamic Learning Maps (DLM) assessment measures the academic progress of students in grades 3 - 11 with the most significant cognitive disabilities in the subject areas of English language arts, math, science and social studies. This presentation will review the results from spring 2024.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 7.38 - Balanced Assessment Systems

Committee's Recommendation

Your Committee recommends that the Administration be directed to bring a report on math and a report on reading, both in the January 2025 Board cycle.

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(Item 4) Report with Possible Action on Advanced Placement, Dual Enrollment, and International Baccalaureate Outcomes

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

Background

This report will provide information on Advanced Placement (AP), dual enrollment, and International Baccalaureate (IB) courses in Milwaukee Public Schools. The report will cover types of programming exam outcomes, credits earned, student participation, analysis of data, and next steps.

AP, IB, and Dual Enrollment

Advanced Placement: Develop college skills. time management, critical thinking, scholarly writing— AP courses and exams help hone the skills needed for college and career. Grades 9-12

- International Baccalaureate: Two-year educational program primarily aimed at students in grades 11 and 12. The program provides an internationally accepted qualification for entry into higher education and is recognized by many universities worldwide.

- Dual Enrollment: Students concurrently enrolled in high school and college
 - o Transcribed
 - o Contracted Courses
 - o M3 College Connections
 - o Early College Credit Program/Start College Now

AP & IB Exam Outcomes

Percent Earning a 3 or Greater on AP Exams and Percent Earning a 4 or Greater on IB Exams

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AP Score of 3 or Better	21.2	19.6	19.2	19.6	23.2	30.8	23.7	29.1	24.6
IB Score of 4 or Better	59.0	54.7	55.5	64.1	64.4	69.2	58.6	64.7	60.7

Analysis and Next Steps

- Analysis
 - o Need to improve proficiency rates on exams
 - o Expand opportunities to all students and schools
- Next Steps
 - o Credentialing Teachers
 - o Expanding In-School Offerings
 - o Exploring Additional Pathways
 - o Improving Proficiency Rates
 - o Item Analysis of Exams

Additional information is presented in the report, attached to the minutes of your Committee’s meeting.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 7.01 - Teaching and Learning Goals

Fiscal Impact Statement

NA

Implementation and Assessment Plan

NA

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(Item 5) Action on Approval of Areas to Be Opened for Textbook Study During the 2024-2025 School Year For Texts To Be Used Beginning With The 2025-2026 School Year

Background

MPS Administrative Policy 7.26 and Administrative Procedure 7.26, Textbooks/Instructional Materials Adoption, provides that as adoptions near expiration, the Administration shall report the subject areas, along with the titles of the textbooks/instructional materials for which adopted textbooks/instructional materials have been in use seven years or more and may be discontinued at the end of the following school year. The last curriculum adoption was in 2017 for K-8 Spanish. All other World Languages and grade levels have not been adopted in over 20 years.

To ensure alignment with the district’s Ambitious Instruction plan, the Administration provides general criteria for textbook/instructional material evaluations to the review committees. These criteria include the availability of high-quality materials, alignment with the ACTFL World Readiness Standards and language development goals, and consistency with adopted standards and graduation requirements. Additionally, the Curriculum Specialist will develop subject-specific criteria applicable to the materials under review.

The Administration is recommending opening World Languages for adoption during the 2024-25 school year:

World Languages (K-12)

- American Sign Language, French, German, Chinese, Japanese, Spanish
- AP Spanish, French, German
- Spanish for Spanish Speakers
- IB Spanish, French, German
- Immersion: French, German, Italian, Spanish

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 7.26 - Textbooks/Instructional Materials Adoption

Fiscal Impact Statement

This item does not authorize expenditures. The estimated cost of implementing the textbook adoption for this area is \$4,500,000.

Implementation and Assessment Plan

The procedures listed below will be implemented following Board action with respect to opening World Languages for textbook adoption study.

a. When a subject area is to be opened for adoption, an evaluation committee led by a Curriculum Specialist shall be established to study and evaluate available materials and make recommendations to the Superintendent concerning textbook/instructional materials adoptions for the subject areas.

b. Principals and teachers are notified.

c. Parents are notified and invited to serve on the parent advisory committee for textbook/instructional material evaluation. In addition, community organizations such as the District Advisory Committee, are invited to send parent representatives. To further increase parent involvement in the textbook/instructional material evaluation process, the Administration will also solicit parents through School Governance Councils.

d. Publishers are notified.

e. Teacher nominations and/or expressions of interest in serving on the textbook/instructional materials evaluation committee for the various subject and language level areas are obtained.

f. Textbook/instructional materials evaluation committee is appointed.

g. The Curriculum Specialist provides training for textbook/instructional material evaluation committee members on selecting culturally responsive materials that promote critical thinking.

h. The Curriculum Specialist establishes evaluation criteria for instructional materials based on the latest research and literature in the field. The specialist reviews and assesses available materials, consults with parents, publishers, and representatives, and seeks input from teachers, department chairs, and other stakeholders.

i. The Curriculum Specialist and the Department of Procurement review the proposals submitted by the textbook/instructional materials publisher.

j. Textbook/instructional materials evaluation committee formulates recommendations with respect to the subject and language level areas and the materials under evaluation for possible adoption and presents the recommendations for textbooks/instructional materials adoption to the superintendent in a confidential report. The textbook/instructional materials evaluation committee may recommend a single, dual, or multiple adoptions for a subject/language, or; they may recommend delaying adoption pending further study.

Based on the proposed timeline, the textbook/instructional materials evaluation committee would be appointed no later than February 2025. The committee will conduct the study during the months of March and April to submit a recommendation to the Superintendent in April 2025. After considering the evaluation committee's report, the Superintendent will submit recommendations to the Milwaukee Board of School Directors for consideration in May 2025.

Committee's Recommendation

Your Committee recommends that the Board approve World Languages K-12 to be opened for textbook study for texts to be used during the 2025-2026 school year.

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

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(Item 6) Action on Request to Approve the 2025 MPS Summer Academy Plan

Background

Milwaukee Public Schools is pleased to offer summer extended-learning opportunities that enhance academic skills and exploration experiences to the youth residents of the city. For the summer of 2025, MPS will offer one Summer Academy Session for all students Monday through Friday from 8:00 a.m. to 12:00 p.m. July 7 through August 1. Breakfast and lunch will be provided.

High School Summer Academy is designed to engage students academically through recovery, acceleration, and career skill-building opportunities. Students will also participate in career-based learning experiences such as internships and exploration based upon their academic and career plan.

Middle School Summer Academy offerings seek to provide a variety of interactive, academically engaging experiences based on student interests. Students have the option of participating in several career exploration programs, acceleration opportunities, as well as skill development.

Elementary Summer Academy curriculum is under redesign to incorporate ACT 20 legislation, refocusing on the Science of Reading.

Elementary Extended Learning Adventures are held to give students exposure to new subjects, identify new areas of interests and abilities, encourage curiosity, and further learning. Camps may take place half-day, full-day, week-long, or community organizations.

Extended School Year services are provided to qualifying students during Summer Academy, as mandated in their Individualized Education Plans. Enrichment opportunities with community partners are built into programming.

Bridge programs are offered to assist in the transition of students to high school and sixth grade. Twenty-two high schools will offer freshman bridge. Eight schools will offer middle school bridge.

Highlights From Summer Academy 2024

- Over 2,100 courses completed
- 47 students earned college credit
- 155 graduates
- 14 new program offerings
- 137 courses recovered in Virtual Night School
- In-person and off-site adventures

Summer Academy 2025 July 7 to August 1

Student Day: Monday through Friday 8:00 a.m. to 12:00 p.m.

- High School – Credit acceleration, credit recovery, and enrichment
- Middle School – Integrated project based focus
- Elementary School – Intensive literacy focus based on Act 20 Legislation

Extended Learning Adventures

Innovative hands-on experiences integrated into the classroom:

- Wisconsin's unique heritage
- Natural environment
- Archaeology, paleontology, environmental science, and life cycles
- Arts-integrated activities

Bridge Programs

- High School-August 21 and 22, 2025
 - Goal: Enhance student confidence, self-esteem, academic preparation, and soft skills
 - Location: 22 MPS high school sites
 - Program length: 2 days
 - Middle School All 6–12 and traditional middle schools
 - Provide sixth grade students with an opportunity to form realistic expectations of what middle school will be like
 - Build a sense of community
 - Explore extracurricular activities
 - Experience the difference between elementary and middle school

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 7.17 - Summer Academy

Fiscal Impact Statement

Expenditures of \$6.2 million are projected, with \$3.2 million from extension funds for elementary and \$3.0 million from board funds for both high school and extended school year. The cost is split between FY24 and FY25 budgets.

Implementation and Assessment Plan

Upon approval, Administration will begin preparing for implementation in the summer of 2025. All summer programs are contingent upon funding, enrollment, and facilities and maintenance building modification projects. Changes necessitated by these contingencies will be reported to the Board.

Committee’s Recommendation

Your Committee recommends that the Board approve the 2025 MPS Summer Academy Plan.

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

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REGULAR ITEMS OF BUSINESS

(Item 1) Reports of the Board's Delegates

The Board received the reports of its delegates to the District Advisory Council (DAC), CESA #1, and WASB.

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

Background

This school year is moving very quickly. Our fall season has moved quickly with start of school year, open house events, school sports and prepping for the winter. I am sure everyone is looking forward to a short break.

The board is happy to welcome our newly elected board member, Dr. James Ferguson. He was elected on November 5, 2024, and sworn in on November 12, 2024. If the opportunity presents, please give Director Ferguson a warm welcome.

Effective and Efficient Operations

Again, we held a very productive meeting of the Committee on Accountability, Finance and Personnel this month.

Of most importance is Item 4, Report on the Long-Range Facilities Master Plan. The intent is to build two steering committees (Citywide and Regional) that represent stakeholders from across the city to help the district's facility planning process. For those that may consider participating in this process, it will be time consuming. The Steering Committee Framework Proposal is found on the MPS website.

Meeting/Event Attendance for this month:

- State Report Card review meeting
- LRP meeting to continue project on policy reviews/updates
- One OBG/OAE/OS meeting
- One Operational Audit meeting with State Auditors (MGT)
- AFP committee meeting
- Two meetings with OBG Board Clerk to review meeting schedule, review possible committee agenda items, board initiatives or projects.
- Two strategic meetings with our Kane Communications partners. These discussions focus on taking proactive steps to keep the public informed.

Student, Family, and Community Engagement

1. I encourage everyone to remain diligent regarding the development of the Long- Range Facilities Master Plan (LRFMP). Please visit the website to monitor information and sign up for updates directly. We need your input and participation to help shape the school district's future. You will be able to review Perkins-Eastman's (MPS Consultants) proposed options for buildings and comment on them to help build the final plan. This plan will have a direct impact on the future of school buildings and student experiences across Milwaukee.
NOTE: We are in the extremely early stage of the LRFMP. Current effort is building the Steering Committees whose work could take all of 2025.
2. Did you know? River Trail Elementary is now "River Trail School of Agricultural Science" in the Citywide Region. I had the opportunity to visit, observing all the upgrades and expansion of their Agriculture Program. The building upgrades, students and staff working diligently on projects and the fruit tree forest was quite impressive. The highlight of my visit was the new baby chickens (25) added to the River Trail family.
River Trail is now a feeder school to Vincent High School of Agriculture.
3. Bryant Elementary held their Open House during this month. Director Zombor and I enjoyed a wonderful evening with the students, parents and staff. In addition, we used our visit to speak to the parents and staff regarding the Long Range Facilities Master Plan. There has been mis-information circulating regarding school closures and there was a need to dispel the rumors. Bryant is very family oriented, so visiting is like going home. Dinner of award-winning chili was served.

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The Board adjourned at 7:32 p.m.

DR. TINA OWEN-MOORE, Ed. L.D.
Board Clerk