

**Minutes for Approval at the Regular December 2022  
Meeting of the Milwaukee Board of School Directors**

**PLEASE REVIEW PRIOR TO THE  
DECEMBER 22, 2022, BOARD MEETING**

Pages

December 17, 2022, Regular Monthly Board Meeting..... 441-495



# BOARD OF SCHOOL DIRECTORS MILWAUKEE, WISCONSIN NOVEMBER 17, 2022

Regular meeting of the Board of School Directors called to order by President Peterson at 5:42 p.m.

Present — Directors Carr, Herndon, Leonard, O'Halloran, Siemsen, Taylor, and President Peterson — 7.

Absent and Excused — Directors Garcia and Gokalgandhi — 2,

Before proceeding to this meeting's agenda, President Peterson requested a moment of silence to commemorate the passing of the following members of the MPS Community:

- Leon Donald, an engineer from LaFollette School;
- Laurie Goetzke, a retired building service helper from Lincoln Avenue School;
- Joy Ikanih, a retired teacher; and
- Katherine Zacharias, a retired paraprofessional from Milwaukee Environmental Science School.

## APPROVAL OF MINUTES

In regard to the minutes of the Board's special meeting of October 25, 2022, Director Taylor, noting that, although the numbers recorded in the calls of the roll on attendance and votes were accurate, her and Director O'Halloran's actual names had been omitted, requested that the proceedings be amended to include the missing names.

The Board approved the minutes of its October 2022 special and regular meetings as amended.

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## REPORTS AND COMMUNICATIONS FROM THE SUPERINTENDENT OF SCHOOLS

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

#### Background

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

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

Activities from late October through mid-November are also included in the following report.

## **Superintendent's Report**

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### **National Native American Heritage Month**

In honor of National Native American Heritage Month, MPS celebrates the perseverance, culture, and history of native nations. MPS provides links and opportunities on our newsroom page for families and stakeholders alike to learn more about this rich history.

The MPS newsroom page for Native American Heritage month first greets readers with a land acknowledgment, followed by links to MPS First Nation Studies, Native American veterans and authors, the National Museum of the American Indian, and the Tribal Histories series by PBS Wisconsin.

Visit the MPS newsroom page for more information and further resources.

### **Milwaukee Public Schools' Historically Black Colleges and Universities (HBCU) Week**

Milwaukee Public Schools' Department of College and Career Readiness strives to ensure that every student is successfully on the path toward college and career. As a part of this path and in preparation for the United Negro College Fund's Empower Me Tour that took place in November, schools highlighted historically Black colleges and universities (HBCUs) from November 7 to 11, 2022. Highlights included staff and students wearing HBCU clothing, HBCUs' alumni sharing their experiences with students, video tours of HBCU campuses, history of the development of HBCUs, fraternities and sororities, a door-decorating contest, parental sessions, and more.

HBCU Week allowed students an opportunity not only to learn about HBCUs, but also to build excitement and anticipation for the United Negro College Fund's Empower Me Tour, at which seniors had an opportunity to learn more about HBCUs, surrounding colleges, and scholarship opportunities.

### **United Negro College Fund's Empower Me Tour**

High-school seniors from around the district flooded the Wisconsin Center with their presence as they visited the 2022 United Negro College Fund's Empower Me Tour on November 11. The Tour is designed to help inspire and to motivate high-school students toward academic excellence, career success, and personal responsibility.

The Tour provides the opportunity for thousands of high-school students to gain acceptance into college, to earn scholarship funds, and to secure jobs and internships on location. Participants attend a series of presentations, panels, and interactive workshops offered through two distinct tracks — a college-readiness program and a career-readiness program — to help them get successfully to and through college and to obtain meaningful employment thereafter.

Last year's seniors received \$11 million in scholarship offers. We are excited to see what this year's senior class will be offered.

### **National School Psychology Week**

Thank you, MPS school psychologists! Promoted by the National Association of School Psychologists since 2002, National School Psychology Week this year is from November 7 to 11. This annual observance celebrates the work of school psychologists in supporting students' wellness, achievement, and personal growth.

School psychologists play a part in many aspects of education as special education evaluation team members, violence-prevention specialists, building-based psychologists, crisis team members, ropes-and-challenges supervisors, suicide-prevention trainers, multi-tiered intervention specialists, and anti-racism educators. They also engage proactively with students to promote confidence and to reduce risk taking as they help students navigate daily challenges.

### **South Division Clinic Offers Health Services for Students and Staff**

Together, Sixteenth Street Community Health Centers and Milwaukee Public Schools have opened a new health clinic inside South Division High School. The new health clinic, which is Sixteenth Street's first site inside an MPS building, will be open to South Division High School students and staff. The clinic will provide sports physicals, vaccines, hearing and vision screenings, care for chronic conditions such as asthma and diabetes, and more. South Division High School is located at 1515 West Lapham Boulevard in Milwaukee.

### **sySTEMnow Conference Honors Golda Meir School**

Hundreds of local educators gathered at the Italian Community Center in October to take a deep dive into STEM (science, technology, engineering, and mathematics) education. During the conference, teachers engaged in sessions that highlighted STEM topics in real-world applications. Breakout sessions included technology in esports, STEM in the Civil Air Patrol, involving families in STEM activities, STEM challenges in business, and a Milwaukee-centered session called “Code the Hoan,” which explored how art meets science in the lighting of the Hoan Bridge.

A STEM Forward “Excellence in STEM Award” was presented to MPS’s very own Golda Meir School. Golda Meir School has designed pathways for all students to be successful in the technology and engineering fields, including offering classes, mentors, internships, competitions, clubs, conferences, and field trips. The staff at Golda Meir School provides outreach and guidance to support these opportunities and programs within their building and with other schools. Staff members have cultivated strong partnerships with many local government entities and businesses to create connections for students and to work with them to help solve issues affecting our community.

### **MPS’s Combined Giving Campaign Supports Our Community**

All year long, employees of Milwaukee Public Schools support local students and families. Each fall, MPS staff shows an even greater commitment to the community by contributing to the MPS Combined Giving campaign.

During this campaign, MPS employees — both current and retired — may choose to give a one-time donation, participate in payroll deduction, or donate through fun activities such as Punch a Box, submitting a photo for the pet calendar, lunchtime bingo, and parking-lot farmers market, which also generate contributions to the Campaign.

This year’s Campaign included a special visit from students in the agricultural programs at Vincent High School. Students sold pumpkins, gourds, and produce as well as soap, candles, and lotions using beeswax and goat’s milk produced on campus. Vincent’s therapy dog, Ryder, was a special guest who greeted MPS staff at the event.

We encourage everyone to give, no matter the amount: checks, payroll deduction, dollars, and coins are accepted!

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## **(Item 2) Action on Recommendation to Amend the 2022-23 Inter-District Transfer Agreements**

### **Background**

Section 121.85(3) of the Wisconsin Statutes allows the Board to enter into annual written inter-district transfer agreements with school districts for the purpose of reducing racial imbalance. The Administration is requesting authorization to enter into contracts with 14 suburban districts, to provide funding for transportation services for students participating in the Inter-District Transfer Program (Chapter 220).

### **Administration’s Analysis**

Section 121.85(3) of the Wisconsin Statutes allows the Board to enter into annual written inter-district transfer agreements with school districts for the purpose of reducing racial imbalance.

In May 2022, the Administration mailed to each suburban district the appropriate version (I or II) of the 2022-23 Inter-district Transfer Agreement with a request that the agreements be signed by the respective boards’ presidents. In version I of the agreement, the Milwaukee Public Schools will be responsible for the suburban school district’s transportation. In version II, Milwaukee Public Schools will provide the suburban school district with the funds for transportation services.

As of October 2022, all of the 14 participating suburban districts have returned their 2022-23 Inter-district Transfer Agreements.

### **Version I School Districts**

Greendale  
Greenfield

Hamilton/Sussex  
Oak Creek-Franklin  
Shorewood  
Wauwatosa

Whitefish Bay  
Whitnall

Germantown  
Menomonee Falls  
Mequon-Thiensville  
Nicolet

**Version II School Districts**

Elmbrook  
Fox Point-Bayside

The Administration is requesting authorization to enter into contracts with these 14 suburban districts to provide transportation services for students participating in the Inter-district Transfer Program (Chapter 220).

The chart below highlights the number of actual enrollments for the 2020-21 and 2021-22 school years, as well as the number of contracted seats for the 2022-23 school year for all 21 suburban school districts.

	Contracted Seats		Actual Seats			Contracted Seats		Actual Seats	
	2022-23	2021-22	2020-21			2022-23	2021-22	2020-21	
Cudahy	0	0	1		Nicolet	37	42	44	
Elmbrook	6	12	34		Oak Creek/Franklin	1	4	9	
Fox Point/Bayside	24	32	41		St. Francis	0	0	1	
Franklin	0	3	7		Shorewood	11	19	25	
Germantown	8	13	17		South Milwaukee	0	0	0	
Greendale	13	15	20		Wauwatosa	5	10	17	
Greenfield	1	3	5		West Allis/West				
Hamilton/Sussex	13	22	29		Milwaukee	0	0	2	
Maple Dale/Indian Hill	0	1	3		Whitefish Bay	64	80	95	
Menomonee Falls	2	8	16		Whitnall	11	16	19	
Mequon/Thiensville	30	39	49		<b>Total</b>	<b>226</b>	<b>323</b>	<b>435</b>	
New Berlin	0	1	1						

The chart below details the projected contract amount for each of the districts that will be reimbursed for transportation for the 2022-23 school year. Milwaukee Public Schools initially pays the district a per-pupil amount equivalent to the average per-pupil cost for that district if Milwaukee Public Schools were to schedule the service. In subsequent years, Milwaukee Public Schools pays the average per pupil-cost, plus inflation as measured by the Consumer Price Index (CPI). Actual costs are based on enrollments on the third Friday in September. Annually, the Administration reviews the contracts to ensure that these suburban contracts cost the District less than if Milwaukee Public Schools were to schedule the transportation services.

	Contracted Seats	Per-pupil Actual Cost	Contract Amount
Elmbrook	6	\$4,900.00	\$29,400.00
Fox Point-Bayside	24	\$3,981.25	\$95,550.00
Germantown	8	\$3,675.00	\$29,400.00
Menomonee Falls	2	\$7,350.00	\$14,700.00
Mequon-Thiensville	30	\$3,183.33	\$95,500.00
Nicolet	37	\$2,581.08	\$95,500.00
<b>Total</b>	<b>107</b>		<b>\$360,050.00</b>

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 8.11, Admission of Nonresident Students

The Inter-district Transfer Agreements are in compliance with Wisconsin State Statutes, §121.85, and directions from the U.S. Department of Education regarding procedures for Title I funding.

### **Fiscal Impact Statement**

This item authorizes expenditures pursuant to federal law. Districts are reimbursed based on the number of eligible Milwaukee-resident students who receive Title I services provided by the host district. The budget code for reimbursement of the expenditures is SM1-0-0-TRS-DW-EPPT for the amount of \$360,050.00.

### **Implementation and Assessment Plan**

Upon approval by the Board, the Inter-district Student Transfer Agreements will be implemented.

### **Recommendation**

The Administration recommends that the Board:

1. approve the 2022-23 Inter-district Transfer Agreements for the school districts as provided under separate cover; and
2. authorize the Administration to enter into contracts to provide transportation services with the school districts indicated for the 2022-23 school year.

Director Carr moved to approve the Administration's recommendation.

The motion passed, the vote being as follows:

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

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**(Item 3) Action on a Request for a Closed Session Relative to a Report with Possible Action Regarding a District Safety Drill as Required by Wisconsin Statutes, §118.07(4)(cp), and Other Associated Requirements**

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

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

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

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

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**(Item 2) Monthly Report, with Possible Action, on Legislative Activities Affecting MPS**

### **Background**

In a historic midterm election, Tony Evers was re-elected Governor of the State of Wisconsin.

With an unprecedented state budget surplus, Governor Evers has endorsed and will propose a state budget that supports public schools' students across the state. Additional state finance reports and fiscal estimates are due in the months ahead.

### **Strategic Plan Compatibility Statement**

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

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

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Board Governance Policy BG 2.13, Board Legislation Program

**Fiscal Impact Statement**

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This item does not authorize expenditures.

**Implementation and Assessment Plan**

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

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

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

**Background**

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

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

The following report includes activities from late October through early-November.

**Report to the Milwaukee Board of School  
Directors, November 2022**

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The Office of Accountability and Efficiency (OAE) was established to enhance transparency, oversight, and accountability in the District's financial operations; to evaluate fiscal performance; and to recommend solutions in furtherance of the fiscal stewardship of Milwaukee Public Schools.

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

**Accountability and Efficiency Services**

Between October 15, 2022, and November 4, 2022, Accountability and Efficiency Services fulfilled one request for information/research, one constituent inquiry, one special project, and the review of the FY2023 October budget adjustments and final budget adoption. Accountability and Efficiency Services also closed one whistleblower report and satisfied one impartial hearing officer (IHO) assignment request.

Additionally, the Accountability and Efficiency Services team participated in the 2022 Data Day, hosted by Data You Can Use. This is an event that brings data users from across sectors — government, non-profits, academia, philanthropy, and many others — to talk about the use of data to drive decision-making processes.

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

**Contract Compliance Services (CCS)**

During the reporting period, Contract Compliance Services' staff members focused on our student-engagement program.



Four MPS high-school students were interviewed for internships in administrative services, assistant librarian services, culinary arts, and transportation. CCS successfully placed two students within administrative services and transportation.

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

### **Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

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

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

The Board Clerk presented 18 reports of the Independent Hearing Officers of the Milwaukee Board of School Directors from the following dates and times for the Board's consideration and action:

- October 28, 2022, at 8:30 a.m., 9:45 a.m., 11:00 a.m., 1:00 p.m., and 2:15 p.m.
- November 2, 2022, at 9:00 a.m. and 10:30 a.m.
- November 4, 2022, at 9:00 a.m.
- November 9, 2022, at 10:00 a.m., 11:00 a.m., 12:30 p.m., and 1:30 p.m.
- November 10, 2022, at 9:00 a.m.
- November 11, 2022, at 9:00 a.m.
- November 14, 2022, at 8:00 a.m., 9:00 a.m., 10:00 a.m., and 11:00 a.m.

Also provided under separate cover were the monthly expulsion summaries.

Director O'Halloran recused herself from consideration of this item.

Director Siemsen moved to accept the reports of the Independent Hearing Officers from October 28, 2022, and November 2, 4, 9, 10, 11, and 14, 2022.

The motion passed, the vote being as follows:

Ayes — Directors Herndon, Leonard, Siemsen, Taylor, and President Peterson — 5.  
Noes — Director Carr — 1.  
Recused — Director O'Halloran — 1.

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## **REPORTS OF THE STANDING COMMITTEES**

Separate consideration was requested of the following items:

- Report of the Committee on Accountability, Finance, and Personnel, Item Two, Action on Recommended Administrative Appointments, Promotions, Reassignments and Re-classifications, Salary Increases/Decreases, and Limited-term Employment (LTE) Contracts Exceeding 60 Days, has been set aside, as it had been forwarded to the Board without recommendation; and
- Report of the Committee on Legislation, Rules and Policies, Item 13, Action on a Request to Approve Revisions to Administrative Policy 8.08, Entrance Age, which had been set aside at the request of Administration.

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

Ayes — Directors Carr, Herndon, Leonard, O'Halloran, Siemsen, Taylor, and President Peterson —

7.

Noes — None.

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

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

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

### Classified Personnel Transactions

Code	Name	Position	Salary	Date
<b>New Hires</b>				
2	Brenda Jones	Building Service Helper I	\$18.02/hr.	10/10/2022
2	Nicole Rodriguez	Building Service Helper I	\$15.90/hr.	10/10/2022
2	Denise Wilson-Hutchins	Building Service Helper I	\$15.90/hr.	10/03/2022
2	Janisha Davis	Children's Health Assistant	\$20,214.00	10/03//2022
2	QueenEster Thomas	Children's Health Assistant	\$20,214.00	10/03//2022
2	Tinamaria Adams	Food Service Assistant	\$16.38/hr.	10/05/2022
2	Ashley Blanch	Food Service Assistant	\$15.90/hr.	10/03/2022
2	Yenetta Caldwell	Food Service Assistant	\$17.81/hr.	10/10/2022
2	Brenda Dates	Food Service Assistant	\$15.90/hr.	10/17/2022
2	Shamia Eddmonds	Food Service Assistant	\$16.85/hr.	10/10/2022
2	Sheneeah Jenkins	Food Service Assistant	\$15.90/hr.	10/10/2022
2	JoAnn Johnson	Food Service Assistant	\$15.90/hr.	10/12/2022
2	Synthia Lee	Food Service Assistant	\$16.85/hr.	10/17/2022
2	Jacquelyn Lockhart	Food Service Assistant	\$17.33/hr.	10/19/2022
2	Charletta Moore	Food Service Assistant	\$15.90/hr.	10/17/2022
5	Christine Schalk	Food Service Assistant	\$15.90/hr.	10/10/2022
2	Leche Tucker	Food Service Assistant	\$16.38/hr.	09/27/2022
2	Tamellia Williams	Food Service Assistant	\$15.90/hr.	09/27/2022
4	Andre Jacobs	IT Service Technician	\$57,984.00	10/11/2022
5	Ryan Vander Heyden	IT Service Technician	\$54,788.00	10/03/2022
4	Karen Betts	Paraprofessional	\$19,758.00	10/14/2022
2	Traniqua Colon	Paraprofessional	\$19,758.00	10/10/2022
5	Kameron Deibel	Paraprofessional	\$19,758.00	10/17/2022
2	Chanel Gauthier-Franklin	Paraprofessional	\$22,418.00	10/03/2022
5	Sydney Goepfert	Paraprofessional	\$19,758.00	10/03/2022
2	Deanna Green	Paraprofessional	\$19,758.00	10/03/2022
4	Lorena Lopez	Paraprofessional	\$19,758.00	10/18/2022
2	Alexis Lubenske	Paraprofessional	\$19,758.00	10/03/2022
4	Melisa Mendoza	Paraprofessional	\$21,699.00	10/17/2022
5	Marisa Mytys	Paraprofessional	\$19,758.00	10/17/2022
2	Rodney Nelson	Paraprofessional	\$19,758.00	10/03/2022
4	Jeyshla Perez Ramos	Paraprofessional	\$19,758.00	10/10/2022
2	Alicia Putman	Paraprofessional	\$19,758.00	10/17/2022
2	Dorian Stewart	Paraprofessional	\$19,758.00	10/17/2022
2	Lashonda Travis	Paraprofessional	\$23,876.00	10/06/2022
2	Jennifer Vega	Paraprofessional	\$19,758.00	10/17/2022

Code	Name	Position	Salary	Date
2	Kenyetta Williams	Paraprofessional	\$19,758.00	10/03/2022
5	Maxwell Bohlmann	Paraprofessional — Hourly	\$18.04/hr.	10/06/2022
2	Jacqueline Anderson	School Nursing Associate	\$42,071.00	10/17/2022
2	Elisa Reaves	School Safety Assistant	\$27,108.00	09/27/2022
4	Alexis Dominguez	Secretary I — 10-month	\$26,329.00	10/03/2022
5	Nicole Oake	Secretary I — 10-month	\$32,338.00	10/03/2022
2	LeeAnn Hall	Secretary I — 12-month	\$33,068.00	10/17/2022
5	Laurie Kestell	Secretary I — 12-month	\$38,314.00	10/10/2022
2	Sarafina Knox	Secretary I — 12-month	\$35,693.00	10/03/2022
2	Nicole Elmore	School Kitchen Manager Trainee	\$17.70/hr.	10/03/2022
7	Berenice Aguayo	Social Work Aide II	\$19,272.00	10/17/2022
7	Melanie Santiago Espada	Social Work Aide II	\$19,802.00	10/19/2022
5	Evan Robinson	Youth Apprentice	\$15.00/hr.	09/19/2022

**Promotions**

2	DaShaun Brister	Boiler Attendant	\$47,775.00	10/17/2022
2	Maurice Madison	Paraprofessional	\$21,699.00	10/03/2022
2	Chatni Shaw	Paraprofessional	\$20,970.00	10/17/2022
2	Nishell Wooten	Paraprofessional	\$23,876.00	10/17/2022
4	Jose Silva	School Engineer I	\$34,463.00	10/03/2022
4	Angel Mercado	School Engineer II	\$27,799.00	10/03/2022
2	Marcia Reese	School Kitchen Manager Trainee	\$19.61/hr.	10/03/2022

**Rehires**

2	LaTanya Kimmons	Children's Health Assistant	\$22,662.00	10/03/2022
2	Lafuchsia King	Food Service Assistant	\$15.90/hr.	10/17/2022
5	Lindsey Hurwitz	Interpreter	\$44,349.00	10/17/2022
2	Durell Kern	Paraprofessional	\$20,970.00	10/17/2022
2	Regina Stingley	Paraprofessional	\$23,876.00	10/03/2022
2	Shinique Jackson	Secretary I — 11-month	\$31,165.00	10/03/2022
2	Tonesha Brown	School Kitchen Manager Trainee	\$19.13/hr.	10/11/2022
2	Maria Zuniga	Secretary II	\$44,092.00	10/05/2022
4	Irma Maldonado	Social Work Aide II	\$23,512.00	10/17/2022

**Codes:**

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

**Certificated Appointments**

Codes	Name	Appointment	Level	Salary	Date
<b>Teachers</b>					
5, nr	Kulak, Kristina M	Gen Elem & K8 — All Grades	01/MA	\$80,431.00	10/11/2022
4, r	Leon, Maria Belen	Multicateg. Comp. SEN	01/BA	\$46,979.00	10/3/2022
4, r	Torres, Elsa I	Regular (five-year-old) Kindergarten	01/MA	\$72,876.00	10/10/2022
2, r	Winters, Cory K	Bilingual Education	01/BA	\$46,979.00	10/3/2022
<b>Teacher, Trauma-informed Coach, Early-start</b>					
2, r	Mayo, Tiffanie E	General Operations	01/2FB	\$70,887.00	10/25/2022
<b>SSW, Trauma-informed Coach, Early-start</b>					
2, r	Bailey, Alisa M	General Operations	01/2FM	\$68,402.00	10/25/2022
5, nr	Lehr, Paige B	General Operations	01/2FM	\$64,447.00	10/17/2022
2, r	Morrow, Britney Trajeer	General Operations	01/2A	\$75,966.00	10/25/2022
<b>School Support Teacher, Early-start</b>					
2, r	Woods, Yvette M	School Support Teacher	01/MA	\$87,984.00	10/17/2022
<b>Permit Teachers</b>					
4, r	Arechiga, Karina G	Music	XX/4W2	\$46,144.00	10/3/2022
4, r	Lopez, Jessica	Multicateg. Comp. SEN	XX/4W2	\$46,144.00	10/10/2022
5, nr	Treml, Rachel	Art	XX/4W2	\$46,144.00	10/10/2022

Codes	Name	Appointment	Level	Salary	Date
<b>Permit Teachers, Early-start</b>					
5, r	Ali, Hanan	Science	XX/4W2	\$46,144.00	10/17/2022
2, r	Darkwa, Ismeal	Gen Elem & K8 — All Grades	XX/4W2	\$46,144.00	10/17/2022
2, r	Robinson, Qudesha Simone	Bilingual Education	XX/4W2	\$46,144.00	10/3/2022

Code		Count				Total
		Teachers	SSWs	Psychs	Other	
1	Native American	0	0	0	0	0
2	African American	5	2	0	0	7
3	Asian/Oriental/Pacific Islander	0	0	0	0	0
4	Hispanic	4	0	0	0	4
5	White	3	1	0	0	4
6	Other	0	0	0	0	0
7	Two or more ethnic codes	0	0	0	0	0
	Male	2	0	0	0	2
	Female	10	3	0	0	13
r	Resident					
nr	Non-resident					

Levels

B/BA	Bachelor's (Teachers)
C/MA	Master's (Teachers)

Leaves of Absence

	<u>Present Assignment</u>	<u>Effective From</u>
Illness Leave, August 2022 Letitia Walters	James Groppi School	August 23, 2022
Illness Leave, October 2022 Tania Miennert Karen Biava	R. King High School IB Garland School	October 5, 2022 October 19, 2022
Personal Leave, December 2022 Johanna Hernandez	Allen-Field School	December 5, 2022
Personal Leave, March 2023 Madeline Beeders	Roosevelt Middle School	March 17, 2023

Report on Certificated Resignations and Classified Retirements

Reason	Yrs Svc	Code	Name	Position	Assignment	Date
<b>Certificated Resignations</b>						
Personal	5.0	2	Tammy Anderson Taylor	Teacher	Central Svcs	10/03/2022
Other Dist	21.1	5	Dawn Braatz	Teacher	MSL	10/24/2022
Personal	3.1	5	Christine Cowan	Rec Sup II	Central Svcs	12/31/2022
Retire	30.1	5	James Furniss	Curr Spec	Central Svcs	12/16/2022
Other Dist	1.9	4	Laurel Gallman	Teacher	Curtin	10/18/2022
Personal	6.1	4	Kelsey Garcia	Teacher	MSL	10/28/2022
Retire	34.1	5	Kris Imobersteg	Supervisor	Central Svcs	11/30/2022
Personal	0.1	3	Jonathan Kim	Teacher	MSL	09/26/2022
Other Dist	0.1	5	Alexis Lentz	Teacher	Dr. King Elem	10/21/2022
Personal	2.1	5	Katherine Matisse	Teacher	Holmes	10/20/2022
Personal	0.1	5	Maxwell McElligott	Teacher	Burbank	10/14/2022
Personal	4.1	5	Nicole Michalak	Teacher	81st Street	11/04/2022
Personal	1.0	5	Travis Mills	Teacher	Central Svcs	10/19/2022
Retire	33.1	5	Jayne Mohr	Teacher	Browning	12/02/2022
Personal	2.2	2	Eleanor Moss	Teacher	Rufus King MS	11/03/2022
Retire	19.8	5	Michael Mueller	Teacher	Humboldt Park	01/02/2023
Personal	3.2	4	Jason Orozco	Specialist I	Central Svcs	11/03/2022

Reason	Yrs Svc	Code	Name	Position	Assignment	Date
Retire	34.3	5	Monica Pallo	Teacher	Greenfield	11/25/2022
Personal	0.1	1	Todd Payne	Teacher	MACL	10/19/2022
Retire	29.8	5	Todd Rabideau	Teacher	Marshall	10/20/2022
Personal	1.2	5	Alexa Ratkowski	Teacher	Metcalfe	10/14/2022
Other Dist	3.1	5	Christine Reigner	Teacher	Parkview	10/23/2022
Personal	5.1	2	Lakaya Rogers	Teacher	Thurston Woods	10/25/2022
Personal	16.0	5	Sarah Shinkle	Teacher	Fratney	10/17/2022
Personal	0.2	5	Catherine Van Bibber	Teacher	Wedgewood Park	10/19/2022
Personal	9.0	5	Anthony Wojcicki	Teacher	Burdick	10/29/2022

**Classified Retirements**

Retire	32.8	2	Sonia Dixon	Secretary I	FMS	10/12/2022
Retire	33.5	2	Lecrystal Griffin	Para	Brown Street	10/10/2022

Codes:

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

**Summary**

Other District	4
Other Work	0
Personal	16
Retirement	8 (6 Classified & 2 Certificated)

**Affirmative Action Report**

The Affirmative Action monthly personnel transaction report for October 2022 is attached to the minutes of your Committee’s meeting. This is an informational item, and no action is required.

**Committee’s Recommendation**

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

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

**(Item 2) Action on Recommended Administrative Appointments, Promotions, Reassignments and Reclassifications, Salary Increases/Decreases, and Limited-term Employment (LTE) Contracts Exceeding 60 Days**

**Recommended Appointments**

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

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
2, r	Angilique Jones	Coordinator III, BLMA	Office of the Chief of Staff	03	08A	\$106,351
5, r	Michael Turner	Assistant Principal, Fem wood	Office of the Chief of School Administration	03	10C	\$93,146
5, r	Shannon Arms	Specialist III, Sustainability Projects	Office of the Chief of Operations	03	10A	\$88,465
2, r	Stephen Davis	Media Relations Manager	Office of the Chief of Communications & School Performance	03	10A	\$82,636
5nr	Zachary Beeksma	Assistant Principal I, Doerfler	Office of the Chief of School Administration	03	10C	\$82,000

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
5, nr	Theodore Wegner	Employment Relations Specialist I	Office of the Chief of Human Resources	03	08A	\$75,990
4, r	Cynthia Moore	Talent Management Specialist I	Office of the Chief of Human Resources	03	08A	\$75,295
3, nr	Ronald Maheia	Talent Management Specialist I	Office of the Chief of Human Resources	03	08A	\$73,777
2, r	Freddie Campbell	Kitchen Associate II, Chef	Office of the Chief of Finance	03	04A	\$71,701
2, r	Tanya Johnson	Planning Assistant II, Organization & Development	Office of the Chief of Academics	03	02A	\$69,224
5, r	Denise Long	Planning Assistant II, Communications & Outreach	Office of the Chief of Communications & School Performance	03	02A	\$49,905
5, nr	David Sumner	Training Assistant I, School Nutrition	Office of the Chief of Finance	03	01A	\$49,150

### **Recommended Reclassifications**

The Superintendent recommends that the following individuals be reclassified as follows.

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
5, r	Monica Quirk	Coordinator II, Design & Marketing	Office of the Chief of Communications & School Performance	03	07A	\$89,825
5, nr	Luther Albinger	Coordinator III, Procurement	Office of the Chief of Finance	03	08A	\$104,543

### **Recommended Salary Adjustments**

The Office of Board Governance recommends that the following individuals receive adjustments to their salaries as indicated, to be effective upon approval by the Board.

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
4, r	Alberto Adame	Performance Auditor II	Office of Board Governance	03	06A	\$80,000
3, r	Yusaid Moua	Performance Auditor II	Office of Board Governance	03	06A	\$80,000

### **Recommended LTE Contracts Exceeding 60 Days**

The Administration recommends that the Board approve the following LTE contracts exceeding 60 days, pursuant to Administrative Policy 6.23(4)(b), to be effective as indicated.

Codes	Name	Position	Assignment	Hourly	
				Wage	Dates
4, r	Dr. Evelyn Resto	Effectiveness Implementation Coach (EEIC)	Office of the Chief of Academics	\$40.00	10/01/22-12/31/22
5, r	Barbara Hickling	Effectiveness Implementation Coach (EEIC)	Office of the Chief of Academics	\$40.00	09/22/22-12/31/22
5, nr	Robert Strehlow	Milwaukee Virtual Program	Office of the Chief of School Administration	\$40.00	10/01/22-06/17/23
2, r	Gloria Palmer	Milwaukee Virtual Program	Office of the Chief of School Administration	\$40.00	10/01/22-06/17/23
2, r	Angela Mack	Milwaukee Virtual Program	Office of the Chief of School Administration	\$40.00	10/01/22-06/17/23
2, r	Nathaniel Gillon	Milwaukee Virtual Program	Office of the Chief of School Administration	\$40.00	10/01/22-06/17/23
2, r	Patti Debow	Milwaukee Virtual Program	Office of the Chief of School Administration	\$40.00	10/01/22-06/17/23
5, r	Lisa Robbins	Milwaukee Virtual Program	Office of the Chief of School Administration	\$40.00	10/01/22-06/17/23

Codes	Name	Position	Assignment	Hourly Wage	Dates
5, r	Julle Nussberger	Milwaukee Virtual Program	Office of the Chief of School Administration	\$40.00	10/01/22-06/17/23
2, r	Yvette Moore	Milwaukee Virtual Program	Office of the Chief of School Administration	\$40.00	10/01/22-06/17/23
2, r	Rozalla Harris	Milwaukee Virtual Program	Office of the Chief of School Administration	\$40.00	10/01/22-06/17/23
2nr	Claydia Miller	Milwaukee Virtual Program	Office of the Chief of School Administration	\$40.00	10/01/22-06/17/23
2, r	Debra Wallace	Milwaukee Virtual Program	Office of the Chief of School Administration	\$40.00	10/01/22-06/17/23
2, r	Catherine Robinson	Milwaukee Virtual Program	Office of the Chief of School Administration	\$40.00	10/01/22-06/17/23
5, r	Shirley Lewis	Milwaukee Virtual Program	Office of the Chief of School Administration	\$40.00	10/01/22-06/17/23
2, r	Cheryl Hayes	Milwaukee Virtual Program	Office of the Chief of School Administration	\$40.00	10/01/22-06/17/23
5, r	Clara Tracey	Art & Orchestra Instruction	Office of the Chief of School Administration	\$30.00	09/01/22-12/31/22
2, r	Awilda Acevedo	Transportation Associate	Office of the Chief of School Administration	\$30.00	09/15/22-12/15/22
2, r	LeQuita Terrell	Planning Assistant II	Office of the Chief of Academics	\$30.00	11/01/22-05/01/23

Codes:

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

**Committee’s Recommendation**

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

Director O’Halloran moved approval of the recommended administrative appointments, promotions, reassignments and reclassifications, salary increases/decreases, and limited-term employment (LTE) contracts exceeding 60 days.

The motion passed, the vote being as follows:

- Ayes — Directors Carr, Herndon, Leonard, O’Halloran, Siemsen, Taylor, and President Peterson — 7.
- Noes — None.

\* \* \* \* \*

**(Item 3) Action on Resolution 2223-009 by Directors Siemsen and Peterson Regarding Collaborative/Shared Leadership**

**Background**

At its regular meeting on October 27, 2022, the Board referred Resolution 2223R-009 by Directors Siemsen and Peterson to the Committee on Accountability, Finance, and Personnel.

- WHEREAS, The Board is committed to developing and expanding a positive culture of collaborative/shared decision making so that all staff work together for common goals; and
- WHEREAS, The second priority of the District’s five priorities is “Improve District and School Cultures”; and
- WHEREAS, The Board understands that having a positive school culture is essential in meeting our goal of attracting and retaining high-quality administrators, teachers and other staff; and
- WHEREAS, Leaders need to be intentional about building community at both school and central service levels so that we can collectively strive to meet our District’s goals; and

WHEREAS, To help school and central service leaders become more adept at collaborative/shared decision making, the District should establish a set of practices and standards for shared-leadership; now therefore, be it

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

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

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

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

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

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

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

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

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Goal 3, Effective and Efficient Operations

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

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Administrative Policy 6.01, General Personnel Policies

#### **Fiscal Impact Statement**

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None

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

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Upon the Board's approval, the resolution will be implemented.

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

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Your Committee recommends that the Board adopt Resolution 2223R-009.

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

### **(Item 4) Action on a Request to Approve Vacation Compensation for Eligible Employees**

#### **Background**

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Due to the lingering effects of the COVID-19 pandemic, many individuals have not used their earned vacation-time benefit. Vacation time may accumulate to a point where an employee is no longer earning it. The Administration is requesting approval of vacation-time compensation for employees who submit the written request form and that have at least 88 hours of earned vacation time accumulated.



**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 6.20, Contracts, Employee Benefits, and Compensation Plans

**Fiscal Impact Statement**

The fiscal impact to compensate eligible employees for unused vacation time by February as outlined in this item will be an estimated \$1.2 million, depending on how many employees participate. The cost will be analyzed again to determine if funding is available to provide another vacation-compensation opportunity in June.

**Implementation and Assessment Plan**

The minimum vacation-pay request is one day (eight hours), and the maximum is not to exceed one week (40 hours). The vacation-compensation request would reduce the employee's remaining vacation time. An employee would need to have at least 80 hours remaining in his/her vacation balance after the payout to be eligible. For example, an employee that chooses to participate and has 88 hours of vacation time could apply for eight hours to be paid at his/her regular hourly rate, leaving a remaining balance of vacation time of 80 hours.

Vacation compensation is not pensionable pay. Approval of this item outlines vacation-time compensation by February as well as June, if funding permits, for eligible employees.

**Committee's Recommendation**

Your Committee recommends that the Board approve the vacation compensation for eligible employees as outlined in this item.

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

**(Item 5) Action on Monthly Facilities Matters: FMS Award of Professional Services, Contract Modification, and Material Purchases**

**Professional Services Contracts**

RFP #21-002 Design Services for Playground Improvements, Division 1, at Emigh Playfield

Selected firm: Ayres Associates, Inc.

Contract Period: November 18, 2022-October 27, 2023

Budget Code: STS 00 RFI RC ECNC ..... \$140,000.00

RFP #21-002 Design Services for Playground Improvements, Division 2 , at Wick Playfield

Selected firm: Ayres Associates, Inc.

Contract Period: November 18, 2022-October 27, 2023

Budget Code: STS 00 RFI RC ECNC ..... \$190,000.00

RFP #8168 AiM Standard for Data Connectors & Development Upgrades at DFMS

Selected firm: AssetWorks, per the National Cooperative Purchasing Alliance contract number 2022-1436493614, in accordance with the unit pricing on the quote dated September 9, 2022.

Contract Period: November 18, 2022- October 31, 2023

Budget Code: MBM OA 8M3 FM ECNC ..... \$82,872.00

**Contract Modification**

\_\_\_\_\_ Authorization to Increase a Contract with Hogan Environmental Cleaning, LLC; Integrity Environmental Services, Inc.; KPH Environmental Corporation; and Safe Abatement For Everyone, Inc.; for Asbestos-abatement and Disposal Services.

The Administration is requesting approval to increase the expenditure authority for Hogan Environmental Cleaning, LLC, Integrity Environmental Services, Inc.; KPH Environmental Corporation; and Safe Abatement For Everyone, Inc., by an additional \$1,000,000 per year, for a total expenditure authority not to exceed \$2,000,000 for each year of the contract.

The vendors were chosen pursuant to RFP #374899-2, with a contract term of March 25, 2022, through March 24, 2025.

Budget Code: Various, annually not to exceed for each year of the contract..... \$2,000,000

**Material Purchase**

**New Chiller Plant**

*Golda Meir Upper Years*

Prime Contractor

Temperature Equipment Corp.  
17725 Volbrecht Road  
Lansing, IL 60438

Low Bidder, Base Bid of ..... \$548,000.00

Funds are available for the new chiller plant project, account code OPR 0A8 M2 FM ECNC (Project No. 7276).

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.09, Purchasing and Bidding Requirements

**Fiscal Impact Statement**

This item authorizes expenditures for:

**Professional Services Contracts**

- Ayres Associates, Inc., for Design Services for Playground Improvements. Division 1, at Emigh Playfield;  
Code: STS 00 RFI RC ECNC ..... \$140,000.00
- Ayres Associates, Inc., for Design Services for Playground Improvements, Division 2, at Wick Playfield;  
Code: STS 00 RFI RC ECNC ..... \$190,000.00
- AssetWorks for AiM Standard Data Connectors & Development Upgrades at DFMS;  
Code: MBM OA 8M3 FM ECNC ..... \$82,872.00

**Contract Modification**

- Increase in the contract with Hogan Environmental Cleaning, LLC; Integrity Environmental Services, Inc.; KPH Environmental Corporation; and Safe Abatement for Everyone, Inc., of an additional \$1,000,000.00 per year for Asbestos-abatement and Disposal Services at various MPS

sites;  
Code: Various, not to exceed for each year of the contracts..... \$2,000,000.00

**Material Purchases**

- Temperature Equipment Corp. for a new chiller plant at Gold Meir Upper Years;  
Code: OPR 0A8 M2 FM ECNC ..... \$548,000.00

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

Your Committee recommends that the professional services contracts, contract modification and material purchases, as attached to the minutes of your Committee’s meeting, be approved.

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

**(Item 6) Action on a Request to Approve Technical Amendments to the First Amendment to the Lease Agreement with the UW-Madison Pre-college Enrichment Opportunity Program of Learning Excellence (PEOPLE)**

**Background**

In accordance with the Wisconsin Idea, the University of Wisconsin-Madison is committed to inclusive excellence. The Pre-college Enrichment Opportunity Program for Learning Excellence (PEOPLE), housed in the Division of Diversity Equity and Educational Achievement (DDEEA), is committed to work in partnership with students, parents, public school districts, alumni, and corporate and private donors throughout Wisconsin to expand the pool of students from its target population who qualify for top-ranked universities and UW system institutions.

PEOPLE is a pre-college pipeline program designed for UW-Madison-targeted minority groups and low-income students, most of whom are the first in their families to potentially attend college. Their journey prepares them academically and socially to apply, to be successfully admitted, and to enroll at the UW system institutions. Students who enroll at UW-Madison may be eligible for four-year tuition scholarships. PEOPLE accepts highly-motivated students into a rigorous program to build and to master academic knowledge, to build cognitive skills and strategies, to build self-management skills, and to explore college through experiential learning. The PEOPLE program provides a college-prep experience that is experiential and allows students to explore career interests and build the social skills needed to make a successful college transition on a world-class campus.

In exchange for space at Rufus King International Middle School, 121 East Hadley St., PEOPLE plans to serve approximately 400 MPS students through tutoring, academic enhancements, and summer experiences designed to prepare students for post-secondary success at no cost to students or families of MPS. Students will enroll in the program the second semester of their eighth-grade year. Those who enroll in their eighth-grade year must attend one of the 17 identified PEOPLE partnership high schools. Additionally, the PEOPLE program has eight after-school college-prep spaces that PEOPLE’s students must attend to receive tutoring, ACT prep, and social-skill building at no cost to the District.

In September 2018, the Board entered into a lease agreement with PEOPLE for space at Rufus King International Middle School, located at 121 East Hadley Street. The Administration requested approval of the proposed first amendment to the lease agreement with PEOPLE that will extend the lease term from August 1, 2020, through July 31, 2024, with a lease rate of \$1 per year in order to provide space for PEOPLE to further advance its work with Milwaukee Public Schools in providing to students pre-college preparatory services that promote growth and create additional opportunities for future success.

The Board approved the first amendment at its regular meeting on June 25, 2020; however, at that time, we were unable to fully execute the document due to the contingencies of the COVID-19 pandemic. Since that time, there have been staff changes within the UW system, and some individuals on the original

draft are no longer authorized signers. The First Amendment, as attached to the minutes of your Committee’s meeting, is being brought back with technical updates to reflect the names of the current individuals who have signatory authorization. The term language has also been updated.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 5.02, Use of School Facilities

**Fiscal Impact Statement**

There are no expenditures associated with this item. Total lease revenue for the lease term is \$4.00.

**Implementation and Assessment Plan**

Upon the Board’s approval, the First Amendment to the Lease Agreement between Milwaukee Public Schools and the University of Wisconsin-Madison Pre-college Enrichment Opportunity Program of Learning Excellence (PEOPLE) will be executed.

**Committee’s Recommendation**

Your Committee recommends that the Board approve the First Amendment to the Lease Agreement with the University of Wisconsin-Madison Pre-college Enrichment Opportunity Program of Learning Excellence (PEOPLE), as attached to the minutes of your Committee’s meeting.

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

**(Item 7) Action on Monthly Finance Matters: Authorization to Make Purchases; Report on Revenues and Expenses; Monthly Expenditure Control Report; Report on Budget Transfers; Report on Contracts under \$50,000 and Cumulative Total Report; Report on Monthly Grant Awards; and Acceptance of Donations**

**Purchases**

— Authorization to Purchase from Scholastic Inc., LP, Curriculum-support Materials

The Administration is requesting authorization to make a purchase from Scholastic Inc, LP, of curriculum-support materials. As MPS focuses on standards-aligned traits to integrate explicit instruction in writing, the Modes in Focus materials for grades K-5 will address the writing needs of the different modes of writing. Modes in Focus is designed to support educators and students with ready-to-use lessons, mentor texts, teaching tools, and more. Each grade-level kit includes six mentor texts supported by its own teaching guide tailored to the needs, abilities, and interests of the students.

This purchase is made under the Interlocal Purchasing System (TIPS) Cooperative Contract 200903. The total cost of goods purchased from Scholastic will not exceed \$258,657.00.

Budget Code: ENG-0-I-8G3-CI-EXTB (Office of Innovation — Contracted Services)..... \$258,657.00

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

**RFB 5806 Authorization to Issue a Purchase Order to Anatomage, Inc., for 3D Anatomy Tables**

The Administration is requesting authorization to issue a purchase order to Anatomage, Inc., for six 3D anatomy tables for students in six high schools that have active NAF Academies of Health Sciences or large offerings of human anatomy and physiology sections (Hamilton, Marshall, Pulaski, Reagan, Riverside and

South Division). The primary purpose of the 3D anatomy tables is to provide human anatomy and physiology classes with hands-on, minds-on tools that allow students to collaborate on and to engage in limitless virtual dissections, physiology simulations, and pathology examinations.

The contractor was chosen pursuant to RFB 5806, which closed on September 13, 2022.

The total cost will not exceed \$575,500.00.

Budget Code: SCN-0-S-9Q3-TC-ETHD (Technology Hardware)..... \$575,500.00

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

**Routine Monthly Reports**

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

**Donations**

Location	Donor	Amount	Gift or Purpose
<b>Monetary Donations</b>			
Academia De Lenguaje Y Bellas Artes (ALBA)	Charities Aid Foundation America	\$27.70	General School Supplies
Allen-Field School	Elvia Hernandez-Larese	\$205.00	General School Supplies
Clara Barton School	Retha Mccoy	\$100.00	General School Supplies
Bay View High School	Bay View Neighborhood Association*	\$1,055.00	School-beautification Supplies
Browning School	Judith Anderson	\$3,000.00	PBIS
William Cullen Bryant School	Educator's Credit Union	\$1,500.00	Book Club Incentives
Clement Avenue School	Kidsgardening.Org, Inc.	\$500.00	Little Seeds Pollinator Pals
Elm Creative Arts School	Therese Kroll & M. Glasper	\$800.00	General School Supplies
Emerson School	FIS Foundation	\$2,000.00	General School Supplies
Fairview School	Charities Aid Foundation America	\$500.00	General School Supplies
Green Bay Elementary	Box Tops	\$0.40	General School Supplies
German Immersion School	Charities Aid Foundation America	\$103.82	General School Supplies
Greenfield School	Charities Aid Foundation America	\$100.00	General School Supplies
Hamilton High School	Mary Fowlkes	\$100.00	General School Supplies
Hamilton High School	Milwaukee Public Schools Foundation	\$750.00	General School Supplies
Albert E. Kagel School	Lion Karen Jurek, the New Berlin Lions Club	\$462.00	First Grade Class Materials and Field Trips
MacDowell Montessori	King Solutions, Inc.	\$27.95	General School Supplies
Milwaukee School of Languages	King Solutions, Inc.	\$29.25	General School Supplies
Obama School of Career and Technical Education	Kwik Trip, Inc.	\$1.92	General School Supplies
Siefert School	Sandra Molenda	\$540.00	Field Trips
Story School	Charities Aid Foundation America	\$500.00	General School Supplies
Story School	Iglesia Ni Christo Church of Christ Northern Midwest	\$2,000.00	Safeplace
Strategic Partnerships and Customer Service	Antje Kroner Milsch	\$100.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Adam Barboff	\$20.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Trombetta, Patti Lampien	\$185.00	MPS School Supply Drive

Location	Donor	Amount	Gift or Purpose
Strategic Partnerships and Customer Service	James Millard	\$100.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Julie Attermeien	\$50.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	United Adworkers	\$120.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Juliette Hayes	\$150.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	William Barnewitz	\$150.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Jacqueline Muth	\$200.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Zilber Ltd	\$825.00	MPS School Supply Drive
Trowbridge School	Martin Schreiber	\$300.00	Field Trips
<i>Total Monetary Donations</i>		<i>\$16,503.04</i>	
<b>Non-monetary Donations</b>			
Albert E. Kagel School	DonorsChoose	\$362.92	STEM Activities
Doerfler School	DonorsChoose	\$194.82	It's Small Group Time
Doerfler School	DonorsChoose	\$231.53	Mistakes Are Okay
Doerfler School	DonorsChoose	\$345.36	Color My World
Benjamin Franklin School	DonorsChoose	\$439.73	Cancel Chalkboards
Pulaski High School	DonorsChoose	\$587.59	The Great Writing Project
Dr.B.Carson Academy of Science	DonorsChoose	\$214.42	Just the Basics
Fernwood School	Pete's Fruit Market	\$225.00	Fruits and Veggies
Fifty-third Street School	Walmart	\$95.00	Gift Cards for Supplies
Gwen T. Jackson School	DonorsChoose	\$930.23	Diversity and Cultural Books
Vincent High School	DonorsChoose	\$163.88	Journaling
Vincent High School	DonorsChoose	\$169.50	General School Supplies
Hayes Bilingual School	DonorsChoose	\$131.50	The Future Is Now!
Hayes Bilingual School	DonorsChoose	\$280.75	General School Supplies
Hayes Bilingual School	DonorsChoose	\$402.99	General School Supplies
Hayes Bilingual School	DonorsChoose	\$506.71	Off to a Good Start
Lafollette School	Francine Monroe*	\$5.95	Clothing Items for Students
Lafollette School	Walmart, Michelle (Manager)	\$95.00	Gift Card
Goodrich School	DonorsChoose	\$272.66	Attendance Matters
Goodrich School	DonorsChoose	\$275.61	Collecting and Composting
MacDowell Montessori	DonorsChoose	\$700.81	Spicing Up Snack Time
Manitoba School	DonorsChoose	\$239.79	Pen, Please
Milwaukee High School of the Arts	DonorsChoose	\$221.80	Class Notebooks
Morgandale School	Blick Art	\$2,500.00	Art Supplies for Students
Neeskara School	DonorsChoose	\$453.49	Basic Writing/Drawing Supplies
Ninety-fifth Street School	DonorsChoose	\$226.31	General Classroom Supplies
Ninety-fifth Street School	DonorsChoose	\$269.12	General Classroom Supplies
Ninety-fifth Street School	DonorsChoose	\$302.64	General Classroom Supplies
Ronald Reagan High School	Cris Parr*	\$1,280.00	Vinyl Records for Radio Reagan
Spanish Immersion School	Thermo Fisher Scientific Milwaukee	\$200.00	General Classroom Supplies
Thurston Woods	Hunger Taskforce	\$500.00	Food- Raisins and Dried Cranberries
Trowbridge School	DonorsChoose	\$155.01	General Classroom Supplies
Trowbridge School	DonorsChoose	\$351.52	General Classroom Supplies
Vieau School	DonorsChoose	\$268.47	Write On, Right On
Zablocki School	Scholastic Books	\$500.00	Books for Classroom Library
<i>Total Non-monetary Donations</i>		<i>\$14,100.11</i>	

Location	Donor	Amount	Gift or Purpose
Total Value of Donations		\$30,603.15	
*Donations from MPS Alumni		\$2,340.95	

**Fiscal Impact Statement**

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

**Committee’s Recommendation**

Your Committee recommends that the Board

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

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

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

\_\_\_\_\_ Authorization to Issue a Contract with Robert Half International, Inc., to Provide Finance and Human Resources Personnel

The Administration is requesting authorization to enter into a contract with Robert Half International, Inc., to provide budget, finance, procurement, and human resources personnel for positions including, but not limited to, comptroller and budget analysts. These positions are currently open, and these services will assist with continuity of services during the interview-and-hiring process.

The contractor was chosen pursuant to the cooperative agreement with Harris County Department of Education (“HCDE/CP”), Contract #21/063SG.

The contract will run from November 28, 2022, through November 27, 2025, and will not exceed \$500,000.

Budget Code: SD1-0-S-9X3-FX-ECTS..... \$500,000.00

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
NA	NA	NA	No	0	0	TBD	NA	0	0

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.09, Purchasing and Bidding Requirements

**Fiscal Impact Statement**

Recommended for the Board's approval at this meeting is the following professional services contract:

- Robert Half International, Inc., to provide personnel services for the Offices of Finance and Human Resources; Code SD1-0-S-9X3-FX-ECTS ..... \$500,000.00.

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

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

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

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

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

\_\_\_\_\_ Authorization to Issue a Purchase Order to Learning A-Z, LLC, for a Literary-focused Digital Platform Subscription

The Administration is requesting authorization to issue a purchase order to Learning A-Z, LLC, for a subscription to its literary-focused digital platform, which the District has used since 2008. The Learning A-Z platform makes it easy to target the skills, strategies, and points of emphasis associated with curricular and state standards. The district-wide licenses include the Raz-Plus, Science A-Z, Vocabulary A-Z, and RAZ-Plus Espanol add-ons.

With the online correlation tools, teachers can quickly find resources correlated to Wisconsin Standards for English Language Arts, Wisconsin Standards for Science, HMH into Readings®, and language-proficiency standards. Complementary program-orientation webinars are included — four sessions are available to be scheduled each year.

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

The subscription will run from July 15, 2023, through July 15, 2024, and will not exceed \$947,045.00.

Budget Code: GEN-0-0-INV-DW-ENTB ..... \$947,045

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

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.09, Purchasing and Bidding Requirements

**Fiscal Impact Statement**

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

- Learning A-Z, LLC, for Subscription to Literary-focused Digital Platform;  
Code GEN-0-0-INV-DW-ENTB..... \$947,045.00

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



**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

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

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

**(Item 10) Report with Possible Action on the MPS School Nutrition Program**

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

**Background**

The following report is a follow-up to the information brought in October 2022 to the Committee on Accountability, Finance, and Personnel. The report outlines further information on staffing, student engagement, and plans for moving forward.

**Update on Nutrition Services**

**Kitchen Staffing**

Total Positions.....	653
Current Positions Filled .....	441
Current Positions Vacant .....	212
Benefit-level Positions.....	482
Non-benefit-level Positions.....	171

**Vacant Positions**

Food Service Assistants .....	171
School Kitchen Manager I.....	27
School Kitchen Manager II .....	10
School Kitchen Manager III.....	4
Benefit-level Positions .....	106
Non-benefit-level Positions .....	106

**Student Engagement**

We met with the Youth Empowered in the Struggle (YES) group and listened to students' concerns regarding school meals. We explained to students why we had to switch to pre-packed meals and shared with students what we are doing to transition kitchens back to being production kitchens. We updated students on staffing and supply-chain issues.

**Moving Forward**

We have hired a chef to participate in developing and improving menus and to train kitchen staff on culinary skills. The chef will incorporate students’ feedback when developing and improving menus and recipes.

Approximately 15 food service manager trainees are currently going through our training program.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 4.05, School Nutrition Management

**Fiscal Impact Statement**

N/A

\* \* \* \* \*

## REPORT OF THE COMMITTEE ON LEGISLATION, RULES AND POLICIES

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

### **(Item 1) Action on Resolution 2223R-010 by Director Gokalgandhi on Gender Inclusion**

#### **Background**

At its meeting on October 27, 2022, the Board referred Resolution 2223R-011 by Director Gokalgandhi to the Committee on Legislation, Rules, and Policies:

WHEREAS, Board Governance Policy 1.01, Vision and Mission, states that “[s]chools will be safe, welcoming, well-maintained, and accessible community centers meeting the needs of all”; and

WHEREAS, Administrative Policy 1.04, Nondiscrimination, states that “No person may be denied admission to or participation in the benefits of any public school in the Milwaukee Public Schools...because of the person’s sex, gender, gender identity, gender expression, [or] gender nonconformity”; and

WHEREAS, In 2020, the U.S. Supreme Court’s decision in *Bostock v. Clayton County* concluded that discrimination based on sexual orientation and discrimination based on gender identity inherently involve treating individuals differently because of their sex; and

WHEREAS, On June 22, 2021, the federal Department of Education issued a formal Interpretation to make clear that “the Department interprets Title IX’s prohibition on sex discrimination to encompass discrimination based on sexual orientation and gender identity”; and

WHEREAS, The City of Milwaukee’s Legislative Reference Bureau stated in a memo dated January 2, 2019, that “[a] 2015 National School Climate Survey showed that nearly two-thirds of transgender students avoid school bathrooms because of feeling unsafe or uncomfortable”; and

WHEREAS, In the same study, over half of transgender students reported that they were required to use the bathroom of their legal sex rather than the one they felt most comfortable using — an illegal requirement under Title IX; and

WHEREAS, Many cities, including Milwaukee, Minneapolis, Orlando, and Jersey City, have pursued legislative action to establish gender-inclusive restroom policies in buildings; now, therefore, be it

RESOLVED, That the Board direct the Administration, in collaboration with Office of Board Governance, to review gender-inclusive policies and best practices; and, be it

FURTHER RESOLVED, That the work include

- recommendations for an administrative policy regarding gender-inclusive restrooms and other facilities, such as locker rooms;
- recommendations for the procedures by which the District solicits, collects, and reports pronouns on district documents; and
- recommendations for district-wide training, including, but not limited to, LGBTQ+ and gender-inclusion awareness; and be it

FURTHER RESOLVED, That this review consider input from various community stakeholders; and be it

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

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

Goal 3, Effective and Efficient Operations

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

Administrative Policy 8.17, Student Rights, Responsibilities, and Discipline

**Fiscal Impact Statement**

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N/A

**Implementation and Assessment Plan**

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Resolution 2223R-011 will be implemented upon the Board’s approval.

**Committee’s Recommendation**

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Your Committee recommends the Board adopt Resolution 2223R-011.

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

**(Item 2) Action on a Request to Approve Revisions to Administrative Policy 6.11, Tobacco Products Use on Board Property**

**Background**

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The Administration recommends the revisions, as attached to the minutes of your Committee’s meeting, to Administrative Policy 6.11, Tobacco Products Use on Board Property, to include additional actions and descriptions of tobacco products and to expand the definition of locations and events that are considered either district property or district-sponsored, respectively.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Administrative Policy 6.11, Tobacco Products Use on Board Property

**Fiscal Impact Statement**

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No fiscal impact

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

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Your Committee recommends that the Board approve the revisions to Administrative Policy 6.11 Tobacco Products Use on Board Property, as attached to the minutes of your Committee’s meeting.

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

**(Item 3) Action on a Request to Approve Revisions to Administrative Policy 9.08 Advertising in the Schools**

**Background**

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The Administration recommends the revision, as attached to the minutes of your Committee’s meeting, to Administrative Policy 9.08, Advertising in the Schools, to include descriptions of the types of unallowable items and gifts from or given with input from the tobacco industry, expansion of the definition of tobacco products, and locations and events that are considered district property or district-sponsored, respectively, and to identify unallowable promotion from the tobacco industry. The policy also clarifies individuals who may not accept on behalf of the district educational materials, gifts, or promotional items from or created by the tobacco industry.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 9.08, Advertising in the Schools

**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 9.08, Advertising in the Schools, as attached to the minutes of your Committee’s meeting.

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

**(Item 4) Action on a Request to Approve Revisions to Administrative Policy 7.06, Health Education**

**Background**

The Administration recommends revisions, as attached to the minutes of your Committee’s meeting, to Administrative Policy 7.06, Health Education, to prohibit acceptance of educational materials created by or with input from the tobacco industry.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 7.06, Health Education

**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 7.06 Health Education.

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

**(Item 5) Action on a Request to Reaffirm Administrative Policy 7.01, Teaching and Learning Goals**

**Background**

Per Administrative Policy 2.11, every fifth year, 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. Policies, rules, and procedures are reviewed on an ongoing basis.

The Administration has reviewed Administrative Policy 7.01, Teaching and Learning Goals, and has determined that the Policy is still appropriate to the mission of the District and does not need modification at this time. It is recommended, therefore, that the Board reaffirm this policy.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 7.01, Teaching and Learning Goals

**Fiscal Impact Statement**

No fiscal impact

**Implementation and Assessment Plan**

Upon the Board's approval, Administrative Policy 7.01, Teaching and Learning Goals, will remain as written.

**Committee's Recommendation**

Your Committee recommends that the Board reaffirm Administrative Policy 7.01, Teaching and Learning Goals, as attached to the minutes of your Committee's meeting.

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

**(Item 6) Action on a Request to Reaffirm Administrative Policy 7.02, Instructional Priority Objectives**

**Background**

Per Administrative Policy 2.11, every fifth year, 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. Policies, rules, and procedures are reviewed in an ongoing basis.

The Administration has reviewed Administrative Policy 7.02, Instructional Priority Objectives, and has determined that the Policy is still appropriate to the mission of the District and does not need modifications at this time. It is recommended therefore, that the Board reaffirm this policy.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 7.02, Instructional Priority Objectives

**Fiscal Impact Statement**

No fiscal impact

### **Implementation and Assessment Plan**

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Upon the Board's approval, Administrative Policy 7.02, Instructional Priority Objectives, will remain as written.

### **Committee's Recommendation**

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Your Committee recommends that the Board reaffirm Administrative Policy 7.02, Instructional Priority Objectives, as attached to the minutes of your Committee's meeting.

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

### **(Item 7) Action on a Request to Approve Revisions to Administrative Policy 7.03, School Year/School Calendar**

#### **Background**

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Per Administrative Policy 2.11, every fifth year, 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 recommends revisions to Administrative Policy 7.03, School Year/School Calendar, to align with the updated Wisconsin Statutes. Revisions include specifying the number of instructional hours planned for each grade band, the addition of instructional days in the event of unexpected school closure, requirements for charter and non-instrumentality charter schools, and requirements for alternative schools' reporting. The revisions also note the updated partners who will review and give feedback to the proposed school calendar prior to its annual approval.

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

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Goal 3, Effective and Efficient Operations

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

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Administrative Policy 7.03, School Year/School Calendar

#### **Fiscal Impact Statement**

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No fiscal impact

### **Implementation and Assessment Plan**

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

### **Committee's Recommendation**

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Your Committee recommends that the Board approve the revisions to Administrative Policy 7.03, School Year/School Calendar, as attached to the minutes of your Committee's meeting.

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

### **(Item 8) Action on a Request to Approve Revisions to Administrative Policy 7.04, School Day**

#### **Background**

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Per Administrative Policy 2.11, every fifth year, 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 recommends revisions to Administrative Policy 7.04, School Day, to clarify that all high schools provide a closed-campus lunch and to clarify how the hours of instruction are computed, based on the updated Wisconsin Statutes.

**Strategic Plan Compatibility Statement**

---

Goal 3, Effective and Efficient Operations

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

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Administrative Policy 7.04, School Day

**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 7.04, School Day, as attached to the minutes of your Committee's meeting.

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

**(Item 9) Action on a Request to Approve Revisions to Administrative Policy 8.24, Students of Legal Age**

**Background**

---

Per Administrative Policy 2.11, every fifth year, 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 recommends a revision to Administrative Policy 8.24, Students of Legal Age, to update the language for eighteen-year-olds regarding school meals and instructional materials as determined by the students' economic circumstances, and to clarify when out-of-school behavior may be addressed by school officials. The language also reaffirms that all schools are closed-lunch campuses and when a student may leave school grounds.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Administrative Policy 8.24, Students of Legal Age

**Fiscal Impact Statement**

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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**

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Your Committee recommends that the Board approve the revisions to Administrative Policy 8.24, Students of Legal Age, as attached to the minutes of your Committee’s meeting.

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

**(Item 10) Action on a Request to Approve Revisions to Administrative Policy 8.25, Married/Pregnant Students**

**Background**

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Per Administrative Policy 2.11, every fifth year, 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 recommends revisions to Administrative Policy 8.25, Married-Pregnant Students, to remove gender-biased language and to update the supports offered in school.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Administrative Policy 8.25, Married/Pregnant Students

**Fiscal Impact Statement**

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No fiscal impact

**Implementation and Assessment Plan**

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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 8.25, Married/Pregnant Students, as attached to the minutes of your Committee’s meeting.

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

**(Item 11) Action on a Request to Approve Revisions to Administrative Policy 9.05, School Childcare Facilities**

**Background**

---

Per Administrative Policy 2.11, every fifth year, 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 recommends a revision to Administrative Policy 9.05, School Childcare Facilities, to align with Administrative Policy 3.09, Purchasing and Bidding Requirements.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations



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

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Administrative Policy 9.05, School Childcare Facilities

**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 9.05, School Childcare Facilities, as attached to the minutes of your Committee’s meeting.

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

**(Item 12) Action on a Request to Approve Revisions to Administrative Policy 8.21, Secret Societies**

**Background**

---

Per Administrative Policy 2.11, every fifth year, 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 recommends a revision to Administrative Policy 8.21, Secret Societies, to delete a statement regarding suspension and expulsion. This policy update is in alignment with the Administrative Policy 8.28, Student Discipline, and the Milwaukee Board of School Directors’ Code of School/Classroom Conduct, regarding offenses that warrant a suspension or expulsion.

**Strategic Plan Compatibility Statement**

---

Goal 3, Effective and Efficient Operations

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

---

Administrative Policy 8.21, Secret Societies

**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 8.21, Secret Societies, as attached to the minutes of your Committee’s meeting.

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

**(Item 13) Action on a Request to Approve Revisions to Administrative Policy 8.08, Entrance Age**

**Background**

The Administration recommends the following revision to Administrative Policy 8.08, Entrance Age, to change the statement to reflect that a child must be five years of age by September 1 of the year in which the child enters five-year-old kindergarten for the first time.

Administrative Policy 8.08  
Entrance Age

- (1) Children more than four and not more than 20 years of age whose parents or legal guardians are residents of the City of Milwaukee may attend the public schools, subject to the provisions of this policy.
- (2) All children ages three to 21 who have special educational needs shall be admitted to the Milwaukee Public Schools upon the request of a parent.
- (3) Special exceptions may be made to these age limitations to conform to certain requirements of law and to admit children to primary school prior to the time at which they reach the prescribed age, provided they meet certain criteria established by the Administration.

Five-year-old Kindergarten

Children entering kindergarten for the first time must meet the age requirements established by law. A child entering kindergarten must be ~~four~~ five years old on or before September 1 of the year in which the child enters. The enrollment of all such eligible children should be completed during the first 10 school days of the school year. Children may be admitted after this date under extenuating circumstances if authorized by the Director of the Division of Student Services.

Three- and Four-year-old Kindergarten

In addition to the regular kindergarten program, the Board may establish three- and four-year-old kindergarten programs at selected locations. The establishment of any such program shall be in keeping with budgetary limitations and the needs of the community.

- (1) A child entering the three-year-old kindergarten program must be three years of age on or before September 1.
- (2) A child entering the four-year-old kindergarten program must be four years of age on or before September 1.
- (3) A birth certificate must be shown at the time of application/registration on order to verify the child's birth date. Parents will be notified by mail of their child's acceptance into the program.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 8.08, Entrance Age

**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 8.08, Entrance Age, as attached to the minutes of your Committee's meeting.

Subsequent to the Committee’s meeting, the Administration submitted the following updated revisions to Administrative Policy 8.08:

Administrative Policy 8.08  
Entrance Age

(1) Children more than four and not more than 20 years of age whose parents or legal guardians are residents of the City of Milwaukee may attend the public schools, subject to the provisions of this policy.

(2) All children ages three to 21 who have special educational needs shall be admitted to the Milwaukee Public Schools upon the request of a parent.

(3) Special exceptions may be made to these age limitations to conform to certain requirements of law and to admit children to primary school prior to the time at which they reach the prescribed age, provided they meet certain criteria established by the Administration. A child may be admitted after September 1 of the year in which the child enters under extenuating circumstances, if authorized by the Director of the Department of Student Services.

Five-year-old Kindergarten

Children entering kindergarten for the first time must meet the age requirements established by law. A child entering kindergarten must be ~~four~~ five years old on or before September 1 of the year in which the child enters. The enrollment of all such eligible children should be completed during the first 10 school days of the school year. ~~Children may be admitted after this date under extenuating circumstances if authorized by the Director of the Division of Student Services.~~

Three- and Four-year-old Kindergarten

In addition to the regular kindergarten program, the Board may establish three- and four-year-old kindergarten programs at selected locations. The establishment of any such program shall be in keeping with budgetary limitations and the needs of the community.

- (1) A child entering the three-year-old kindergarten program must be three years of age on or before September 1.
- (2) A child entering the four-year-old kindergarten program must be four years of age on or before September 1.
- (3) A birth certificate must be shown at the time of application/registration on order to verify the child’s birth date. Parents will be notified by mail of their child’s acceptance into the program.

Director Taylor moved approval of the Administration’s updated revisions to Administrative Policy 8.08, Entrance Age.

The motion passed, the vote being as follows:

Ayes — Directors Carr, Herndon, Leonard, O’Halloran, Siemsen, Taylor, and President Peterson — 7.

Noes — None.

\* \* \* \* \*

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

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Parent and Community Engagement presents the follow report.

**(Item 1) Report with Possible Action Regarding Discipline Disproportionality & Progress**

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

## **Background**

In September 2020, the Board directed the Administration to report progress and updates on discipline disproportionality on a monthly basis.

This work is aligned with the Five Priorities for Success, with the vision of creating a positive school climate for all students. Schools use proactive strategies to support students and engage with alternatives to suspension when appropriate. The Administration uses these data to strategize the best use of the resources at hand, servicing all schools with Tier 1 supports and focusing on those demonstrating a need for additional supports.

### **Monthly Discipline Disproportionality Report**

The following report is an update of activities to support a proactive approach to realizing accelerated outcomes in reducing disproportionality within Milwaukee Public Schools for the 2022-23 school year. The monthly reporting associated with disproportionality for the 2022-23 school year will focus on the following proactive approaches:

- providing proactive supports and interventions
- strengthening student, staff, and community collaboration
- reconceptualizing the role of school leaders within discipline
- developing staff's integration of *Courageous Conversations about Race*.

### **Providing Proactive Supports and Interventions**

All Discipline Champions received guidance and best practices on culture and climate throughout the year. The focus in October was proactive strategies. Best practices around using start statements (used when redirecting students to find opportunities to vocalize the behavior or procedure you want to see from students, instead of focusing on the behavior you do not want to see), examples of pre-correction, and how to use the “I do, we do, you do” model of teaching procedures were shared across the district.

A meeting of school leaders and the Discipline Response Team was held with the “Momentum Schools,” which have been identified for additional support. School leaders reviewed school data for learning-environment behavioral referrals, identifying staff members and students in need of additional support. School leaders are identifying areas of support within restorative discipline, classroom strategies, school systems, facilitation of team meetings, individual student support (mentoring and interventions), and processing of referrals.

The Violence Prevention Program (VPP) provided professional development at SST institute on classroom management and supporting teachers on classroom climate. VPP also coordinated a cohort of staff members going through Compassion Resilience professional development and support.

PBIS caches met with Building Intervention Teams (BITs) and PBIS Teams at schools to facilitate monthly meetings as well as provide feedback on monthly minutes. PBIS coaches collaborated with school teams, using PLP classroom-behavior data to identify students in need of Tier 2 behavioral interventions.

Black and Latino Male Achievement (BLMA) continued mentoring sessions at high schools and BLMA Buddies at elementary schools to facilitate discussions on the BLMA 12 Guiding Principles:

- academic success;
- brotherhood;
- community;
- cultural dignity;
- fatherhood;
- financial literacy;
- historical understanding;
- leadership development;
- love;
- self-care;
- socio-political awareness;
- and
- understanding “manhood.”

The use of specific strategies for classroom-managed behaviors are documented within Infinite Campus. Total documented strategies across all schools through October 20, 2022, are included in the table below.

<u>Strategy</u>	<u>Total</u>	<u>Strategy</u>	<u>Total</u>
Brain breaks	106	Collecting property	209
Behavior contract	75	Engagement opportunities	97
Rewind/Broken record	94	Go Guardian	59
Buddy classroom	333	Independent work	42
Community service	12	Mindfulness	69

Strategy	Total	Strategy	Total
Moving their seats	386	Restorative conversation	230
One-on-one conversation	5,412	Restorative Circle	41
Proximity control	807	Secret Signal	15
Praise 5:1	30	Consultation with support staff	1,313
Parental contact	3,251	Self-monitoring	39
Planned ignoring	695	Tangible acknowledgement System	153
Redirection	3,089	Reflection sheet	100
Recovery area (within room)	190	VABB	3
Referral to BIT	55		

All schools have Building Intervention Teams (BITs) whose members ensure that students in need of additional support are offered Tier 2 and Tier 3 interventions within the PBIS framework. Below are the numbers of Tier 2 and Tier 3 interventions provided year to date for the 2022-23 school year.

Tier 2/Tier 3 Intervention	Students
Check-In/Check-Out (CICO)	856
Individualized CICO	159
Social Academic Instructional Group (SAIG)	362
Behavioral Assessment/ Intervention Plan (BAIP)	30
FBA/BIP	88
Educational Wraparound and RENEW	33

### Strengthening Student, Staff, and Community Collaboration

Student Discipline Committees have been formed at all traditional middle and high schools, with at least one meeting having been held in September 2022. A sampling of students' conversations in October included topics of classroom instructional practices, school pride, and relationships between staff and students.

On October 25, 2022, the Fall Student Leadership Summit was held with student representatives from Student Discipline Committees across the district. A total of 180 students attended the summit to engage in conversations with district leaders on a variety of topics.

Breakout sessions included topics of school spirit, applying to college, student voice empowerment, feeling safe in school, community building, code of conduct, restorative practices, equity, extracurricular activities and clubs, mental health supports, defining their educational experiences, and leading inclusivity in school. Students completed a survey at the completion of the summit, looking at next steps for schools and the district. Survey results indicate that 76% of students said their breakout sessions engaged their interest, 87% indicated their breakouts provided opportunities for student voice, 86% indicated the sessions acknowledged student voice, and 73% indicated their breakouts provided clear next steps for students.

The Restorative Practices team continued collaboration with school PBIS Tier 1 teams, Building Intervention Teams, and Community School's Leadership Team, Learning Team. The district Restorative Practices team is aligning efforts and prioritizing support within the Community School Partnership Schools.

The Department of Black and Latino Male Achievement (BLMA) is hosting Parent University Sessions as well as partnering with Marquette's Center for Urban Research, Teaching, and Outreach (CURTO) to explore a dual-enrollment program with juniors and seniors interested in receiving college credits or high-school credits in ethnic studies.

The PBIS Team provided after-school professional development for teachers in "PBIS in the Classroom — Moving Beyond Expectations." Schools' SSTs attended professional development from the PBIS Team in proactive supports, specifically relationship building, expectations, and engagement strategies.

The Violence Prevention Program (VPP) presented mindfulness at Foro Latino, as well as participating in a cross-departmental Comprehensive School Mental Health Academy. Individuals from VPP and Specialized Services offered professional development in the Crisis Prevention Institute (CPI), Pyramid Model, Unlocking the Secrets of Behavior, and Navigating the Escalation Cycle.

Topics for Community Conversations have been identified and advertised throughout the district and community:

- November 9, 2022, will focus on elevating student voice;
- January 11, 2023, will focus on attendance and the Culture, Climate and Alternatives to Suspension Toolkit;

- March 15, 2023, will focus on multi-tiered systems of support, including PBIS, restorative practices, trauma sensitive schools, and mental health supports;
- May 17, 2023, will focus on pre-college and summer activities for students.

All members of the MPS and Milwaukee community are encouraged to participate in these important discussions.

### Reconceptualizing the Role of School Leaders within Discipline

All school leaders attended professional development on the Culture, Climate and Alternatives to Suspension Toolkit in October. The focus for the month was proactive supports. Specifically, the strategies of using start statements and teaching procedures through pre-correction were discussed. School leaders shared this best practice tool with staff members at the school.

The Restorative Practices team is developing a restorative leadership professional development that will incorporate elements of nonviolent communication and other elements of restorative leadership for building level administrators.

School leaders are submitting a monthly reflection on school data and their next steps as building leaders. School leaders have identified the following as next steps to support positive climate.

- community building
- discuss as staff
- practice procedures with students
- practice strategies with staff
- provide professional development
- share best practices
- update schools' procedures.

Below are all behavioral events that led to out-of-school suspensions or Student Services suspensions across the district from October 1, 2022, through October 25, 2022, as recorded in Infinite Campus.

Behavior	American			Pacific			Total
	Hispanic	Indian	Asian	Black	Islander	White	
Arson				6			6
Assault	3			9		1	13
Battery	5	2		27		1	35
Bomb Threats	1			1		1	3
Bullying	1	0	2	10	0	0	13
Chronic Disruption or Violation of School Rules	18	1	1	155		7	184
Disorderly Conduct	67	1	1	336		8	418
Endangerment of Physical Safety/Mental Well-being	21	2		184		2	210
False Fire Alarms	2			2			5
Fighting	48	3	5	396		10	466
Gambling				7			7
Gang Activity				2			2
Inappropriate Dress				2			2
Inappropriate Personal Property	4	1	1	22			30
Inappropriate use of electronic communication devices	1			26			27
Intent to Distribute Drugs/Alcohol/Meds				1			1
Leaving the Classroom Without Permission	1			2			4
Other Substances/Materials	6		6	31		2	45
Personal Threat	6			34		1	43
Possession of Drug Paraphernalia				12		1	13
Possession/Ownership/Use of Drugs	6		1	39		2	49
Possession/Ownership/Use of Gun	1			4			5
Possession/Ownership/Use of Weapon Other than Gun	9			19		3	31
Possession/Use of Fireworks				2			2
Robbery				1			1
Sexual Assault				11			11

Behavior	American			Pacific			Total
	Hispanic	Indian	Asian	Black	Islander	White	
Sexual Harassment	2		1	3		1	7
Skipping Class				1			1
Substantial Environmental Disruption	5			20	1		26
Theft				6			6
Trespassing				3			3
Use of Tobacco, Including Chewing	9		1	30			41
Vandalism	8		1	4		3	16
Verbal Abuse/Profanity/Harassment	5			27		1	33
Grand Total	229	10	20	1,435	1	44	1,759

### Total Suspension Events by Grade Level

K4-K5	10	5 <sup>th</sup> Grade	74	10 <sup>th</sup> Grade	250
1 <sup>st</sup> Grade	3	6 <sup>th</sup> Grade	173	11 <sup>th</sup> Grade	147
2 <sup>nd</sup> Grade	13	7 <sup>th</sup> Grade	187	12 <sup>th</sup> Grade	70
3 <sup>rd</sup> Grade	40	8 <sup>th</sup> Grade	234		
4 <sup>th</sup> Grade	49	9 <sup>th</sup> Grade	509		

### Alternatives to Suspension

The following alternatives to suspension were used by administrators through October 25, 2022.

Conference	<u>Total</u> 112	Mediation	<u>Total</u> 85	Repairing Harm Circle	<u>Total</u> 23
Counseling	971	Referral to BIT	13	Restorative Conference	39
Detention	85	Referral to Support Staff	25		

### Student Demographics

	MPS Population	YTD Suspension Events
Hispanic	28%	13%
American Indian	1%	1%
Asian	8%	1%
Black	50%	82%
Pacific Islander	<1%	—
White	9%	2%
Multi-ethnic	4%	1%

### Develop Staff Integration of Courageous Conversations about Race

In October, sessions of Courageous Conversations about Race Exploration were held with elementary teachers and school secretaries. The District Equity Leadership Team (DELT) met to identify areas of the district to reflect upon and to discuss through the Courageous Conversations about Race protocols and framework.

Black and Latino Male Achievement is continuing its professional development series around Dr. Gholdy Muhammad's Cultivating Genius within the Principal Leadership Institute monthly, as well as district-led professional development on her framework.

The Wisconsin Disproportionality Network held its Fall Equity Series on October 27, 2022, with a variety of national and local speakers.

### Next Steps

In November, there will be additional sessions of Courageous Conversations about Race held for regular education and special education teachers.

The first quarterly Community Conversation will be held on November 9, 2022, from 5:30 to 6:30 for members of the MPS and Milwaukee community to engage in conversations.

Additional follow-up meetings will be held within individual Momentum Schools to co-create next steps for individualized support in each school, based on need and areas of concern.

Best practices from the Culture, Climate and Alternatives to Suspension Toolkit will be presented to all school leaders at the Principal Leadership Institute. The November highlights will be classroom

strategies, including increasing opportunities to respond within instructional practices and validating and affirming students while redirecting behaviors.

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

Administrative Policy 1.06, Equity in MPS

**Fiscal Impact Statement**

N/A

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

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

**(Item 1) Report with Possible Action on M<sup>3</sup> College Connections Program**

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

**Background**

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

The M<sup>3</sup> College Connections program is a dual-enrollment program for MPS’s high-school students. Students in this program attend classes at both the MATC and UWM campuses to earn high-school and college credits.

A team of administrators and instructors from MPS, MATC, and UWM meet bi-weekly to review the progress of students, to problem solve logistical issues, and to adjust the programs’ or individual pathways’ designs.

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

M<sup>3</sup> is a collaborative partnership among the three largest public education institutions in Milwaukee that seeks to transform the future of Milwaukee through education. M<sup>3</sup> College Connections has three pathways of study:

- General: Started spring semester of the 2018-19 school year
- Nursing: Started fall semester of 2019-20 school year
- Education: Started spring semester of 2020-21 school year

M<sup>3</sup> College Connections is in the fifth year of implementation.

**Demographics**

	Students of Color	Black	Hispanic	White	Asian	EL Students	Former EL Students	Students with Disabilities
Total*	84.8%	50.1%	21.3%	15.2%	11.2%	2.5%	9.3%	3.6%
District 2022-23**	90.8%	50.4%	27.9%	9.1%	8.3%	14%		19.6%
	84.8%	52.7%	20.5%	15.2%	10.7%	1.8%	1.8%	4.5%

\*Total from 2018-19 through 2022-23 — subject to change due to incoming students in the second semester

\*\*Subject to change due to incoming students in the second semester



**Grade Distribution, from 2018-2019 through 2021-22**

A	B	C	D	P	U	I
39.1%	26.0%	13.9%	5.6%	11.1%	4.0%	0.3%

A, B, & C..... 79%  
 A, B, C, & P..... 90.1%  
 D, U, & I..... 9.9%

**Outcomes**

The total number of MPS students participating from 2018-19 through 2022-23 is 475.  
 More than 4,800 college credits have been earned since the inception of the program.  
 Student participants' post-secondary enrollment rate exceeds the district, state, and national rates.  
 Two students from the first nursing cohort completed their LPN associates degrees while in high school.

**Collaborative and Continuous Improvement**

MPS has added a new staff member for additional students' support. UWM has also added a new staff member for high-school students' support. MATC has increased its high-school students' support  
 There has been intentional outreach to under-served populations — Black and Latino males, students with disabilities, and English-language learners.  
 Summer coursework and additional course options have been added.  
 There is increasing success within pathways.  
 The education pathway has been redesigned to begin with internship.  
 UWM offers scholarships for M<sup>3</sup> College Connections' students.

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

Administrative Policy 7.01, Teaching and Learning Goals

**Fiscal Impact Statement**

N/A

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**(Item 2) Action on Resolution 2223R-010 by Director Taylor to Name the Learning Exchange Program for Ceasar Stinson**

**Background**

On its regular meeting on October 27, 2022, the Board referred Resolution 2223R-010 by Director Taylor to the Committee on Student Achievement and School Innovation.

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

WHEREAS, Wisconsin Statute s. 121.84(1)(c) states “A school board may permit a foreign exchange student to attend school in the school district without payment of tuition”; and

WHEREAS, Language in the MPS 2021-2022 Legislative Agenda indicates that “MPS strives to accomplish the same basic objectives — to enhance student achievement, to increase educational opportunities for all children and to attract and retain the most qualified teachers”; and

WHEREAS, Ceasar Stinson was a Legislative Policy Specialist for Milwaukee Public Schools and advocate for international exchange opportunities for students and educators; and

WHEREAS, Ceasar Stinson, a Milwaukee Public Schools alumnus, graduated from the University of Wisconsin-Madison’s law school, served as a lobbyist, and held various other positions throughout his 17 years with the District; and

WHEREAS, Ceasar Stinson worked with elected officials and other public education advocates at the local, national, and international levels; and

WHEREAS; On January 25, 2020, MPS and the entire community was devastated by the loss of Mr. Stinson, a man who made significant contributions to the quality of life of the Milwaukee community; and

WHEREAS, Ceasar worked with board members, the Administration, and students and families, to further the MPS student-exchange program and to recruit talented teachers from the United Kingdom and other countries; and

WHEREAS, Ceasar will be remembered as an intelligent and strong team member; an involved individual who loved his community; a mentor who was passionate about helping young people achieve their educational aspirations — not just stateside, but internationally; and a loving father to his daughter Cearra; now, therefore, be it

RESOLVED, That in sincere appreciation of Ceasar Stinson’s years of dedicated service to the Milwaukee Public Schools, the Milwaukee Board of School Directors hereby renames the MPS International Enrollment Program and international educator-recruitment effort the Ceasar Stinson Learning Exchange Program; and be it

FURTHER RESOLVED, That this name change be reflected in any policies, procedures, district webpages, and relevant documents; and be it

FURTHER RESOLVED, That this resolution be spread upon the permanent proceedings of the Board of School Directors, and that the Board instruct the Board Clerk to have an engrossed copy of this document, suitably signed and sealed, prepared and delivered to the family of Ceasar Stinson in tribute to his record of dedicated public service to the citizens of Milwaukee and to the children of the Milwaukee Public Schools.

The Administration is recommending adoption of the resolution, with the final Resolved to be amended as follows:

FURTHER RESOLVED, That this resolution be spread upon the permanent proceedings of the Board of School Directors, and that the Board instruct the Board Clerk to have an engrossed copy of this document, suitably signed and sealed, prepared and delivered to the family of Ceasar Stinson in tribute to his record of dedicated public service to the ~~citizens~~ residents of Milwaukee and to the children of the Milwaukee Public Schools.

**Strategic Plan Compatibility Statement**

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

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

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Administrative Policy 8.12, Admission of Exchange Students

**Fiscal Impact Statement**

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None

**Implementation and Assessment Plan**

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Upon the Board’s approval, the resolution will be implemented.

**Committee’s Recommendation**

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You Committee recommends adoption of the Resolution, as amended by the Administration.  
*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

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**(Item 3) Action on Resolution 2021R-002 by Former Director Miller Regarding Advancing the Goal of Equity in MPS**

**Background**

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At its regular meeting on May 28, 2020, the Board referred Resolution 2021R-002 by then Director Miller to the Committee on Student Achievement and School Innovation.

WHEREAS, In 2014-15, the Office for Civil Rights (OCR) conducted a biennial data-collection review, which found what OCR believed to be a disproportionality of African American students in referrals, suspensions, and other disciplinary actions; and

WHEREAS, Upon investigation, the OCR confirmed this disproportionality, which led to the MPS Resolution 05-14-5003, in which the district assured the OCR that it would take action to comply with the Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d (Title VI), and its implementing regulation, 34 C.F.R. Part 100, which prohibit discrimination based on race, color, or national origin by a recipient of federal financial assistance; and

WHEREAS, In August of 2017, the Milwaukee Board of School Directors adopted Administrative Policy 1.06, Equity in MPS, which states, in part:

(a) The Milwaukee Board of School Directors is committed to the success of every student, regardless of race, ethnicity, family economics, mobility, gender identity, sexual orientation, disability, or initial proficiencies. The Board holds itself and all district and school-site decision makers, faculty, and support staff accountable for building a district-wide culture of equity.

(b) The Board acknowledges the need to address the impact of inequities in the city of Milwaukee and the state of Wisconsin. Accordingly, the Board acknowledges that these inequities have a long-standing impact on access and opportunity for our students, families, staff, and community; and

WHEREAS, In the 2019-2020 school year, the Milwaukee Public Schools successfully convened two student conferences — one at the beginning of the school year, and a follow-up at the end of the school year — to engage students in discussion and evaluation of Resolution 05-14-5003 and of the district's disciplinary policies; now, therefore, be it

RESOLVED, That in the spirit of that work and to advance the goals of MPS Administrative Policy 1.06, Equity in MPS, the Milwaukee Board of School Directors directs the following:

1. the Administration shall create a tool, using the Equity Guidebook, which the school engagement council at each school in MPS will use to conduct an annual equity evaluation;
2. each MPS high school shall create an equity team, made up of 50% students, to carry out the equity evaluation;
3. every fall, the district shall convene a student equity conference in order to train students on the equity teams in equity policy and practices; and
4. every spring, the shall convene a follow-up high-school student conference to report on implementation of equity policies at each high school; and be it

FURTHER RESOLVED, That the Milwaukee Public Schools shall commit itself to fully engage students, staff, and parents in this process at each school; and be it

FURTHER RESOLVED, That each year, the Administration shall convene a district-wide equity conference at which it shall bring together school communities to report on the district's efforts and progress in ensuring equity in MPS.

The resolution emphasizes providing opportunities for student voice through engagement in various school-based and district-wide activities and events that foster equity, using a student-created evaluation tool to collect data on the impact of school-based and district-wide efforts to further advance equity in MPS. The Administration currently provides and will continue to provide a variety of diverse academic, racial, ethnic, cultural, linguistic, social-emotional, and leadership opportunities to support the diverse needs and interests of students, parents/guardians, staff, and the Board in efforts to advance the goal of equity in MPS. Efforts underway to advance the goal of equity in MPS include Student Leadership Summits, Superintendent's Student Advisory Council (SSAC), 30/60/90-day Plans, Ambitious Instruction-Accelerating Learning, in-person and virtual staff professional development opportunities, parent/guardian learning opportunities, deepening systemic change, expansion of academic programs and enrichment opportunities through internal and external collaborations, and personal efficacy for all.

**Strategic Plan Compatibility Statement**

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Goal 2, Student, Family and Community Engagement

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

Administrative Policy 1.06, Equity in MPS

**Fiscal Impact Statement**

NA

**Implementation and Assessment Plan**

Upon the Board’s approval, the Administration will implement Resolution 2021R-002 by former Director Miller regarding advancing the goal of equity in MPS.

**Committee’s Recommendation**

Your Committee recommends that:

1. the Board adopt the resolution;
2. a preliminary draft of the required evaluation to be brought to the Board by March 2023;  
and
3. the final evaluation to be brought to the Board by June 2023

*Approved with the roll call vote on the balance of the Reports of the Standing Committees.*

\* \* \* \* \*

**(Item 4) Update with Possible Action on the Results of the Wisconsin Student Assessment System from Spring 2022**

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

**Background**

Annually, students 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 ACT Aspire, while students in grade 11 are assessed on the ACT. This presentation will review the results from spring 2022 and the comparison to the spring 2021 results.

**Update**

**Highlights**

MPS improved scores in all subjects and in all tests (Wisconsin Forward Exam, ACT Aspire, ACT) from spring 2021 to 2022!

**Forward English Language Arts (ELA), Grades 3-8**

No Test .....	5.1%	• Increase of 7.3% from Spring 2021
Below Basic .....	53.7%	• 94.9% test participation
Basic .....	26.7%	
Proficient.....	12.8%	
Advanced.....	1.8%	

*Schools that Improved from 2018-19 to 2021-22 in Forward ELA*

- Auer, Central Region
- Bay View Montessori, East Region
- Bethune, Central Region
- Carver, East Region
- Cass Street, East Region
- Clarke Street, Central Region
- Craig Montessori, Northwest Region
- Eighty-first Street, Northwest Region
- Elm, East Region
- Emerson, Northwest Region
- Engleburg, Northwest Region
- Fratney, East Region
- Grantosa, Northwest Region

- Highland, Contracted
- Hi-Mount, Central Region
- I.D.E.A.L, East Region
- Keefe, Central Region
- Kluge, Northwest Region
- Lancaster, Northwest Region
- MacDowell Montessori, High School Region
- Maryland Montessori, East Region
- Milw. French Immersion, Central Region
- Roosevelt, Citywide Region
- Sherman, Central Region
- Story, Central Region
- Stuart, Northwest Region
- Zablocki, Southwest Region

**Forward Math, Grades 3-8**

No Test .....	5.1%	• Increase of 6.2% from 2021
Below Basic .....	61.6%	• 94.9% test participation
Basic .....	23.0%	
Proficient.....	9.3%	
Advanced.....	1.0%	

*Schools that Improved from 2018-19 to 2021-22 in Forward Math*

- Barbee, Central Region
- Browning, Northwest Region
- Engleburg, Northwest Region
- Fratney, East Region
- Goodrich, Northwest Region
- Grantosa, Northwest Region
- Kilbourn, Northwest Region
- Lancaster, Northwest Region
- MacDowell Montessori, High school Region
- Roosevelt, Citywide Region
- Stuart, Northwest Region
- Zablocki, Southwest Region

**Forward Science, Grades 4 & 8**

No Test .....	5.4%
Below Basic .....	44.1%
Basic .....	30.9%
Proficient.....	14.4%
Advanced.....	5.2%

**Forward Social Studies, Grades 4, 8, & 10**

No Test.....	11.2%
Below Basic.....	41.2%
Basic .....	21.4%
Proficient.....	18.9%
Advanced .....	7.3%

**ACT Aspire English Language Arts (ELA), Grades 9 and 10**

No Test .....	41.4%	• An increase of 9.8% from 2021
Below Basic .....	29.1%	• 58.6% test participation
Basic .....	17.3%	• ELA requires the completion of three subtests for a score to be determined.
Proficient.....	10.0%	
Advanced.....	2.3%	

**ACT Aspire Math, Students in Grades 9 and 10**

No Test .....	28.7%	• An increase of 6.4% from 2021
Below Basic .....	51.6%	• 71.3% test participation
Basic.....	12.0%	
Proficient.....	6.1%	
Advanced.....	1.6%	

**ACT English Language Arts (ELA), Grade 11**

No Test .....	24.3%	• An increase of 4% from 2020-21
Below Basic .....	38.7%	• 75.7% test participation
Basic.....	20.5%	• ELA requires the completion of three subtests for a score to be determined
Proficient.....	14.5%	
Advanced.....	2.0%	

**ACT Math, Grade 11**

No Test ..... 24.2%  
 Below Basic ..... 55.3%  
 Basic ..... 12.6%  
 Proficient..... 6.6%  
 Advanced ..... 1.3%

- An increase of 2.8% since 2020-21
- 75.8% test participation

**ACT Science, Grade 11**

No Test ..... 24.6%  
 Below Basic ..... 48.2%  
 Basic ..... 19.5%  
 Proficient..... 6.4%  
 Advanced ..... 1.3%

- An increase 1.6% from 2020-21
- 75.4% test participation

**Next Steps**

- Continue to implement Ambitious Instruction: Accelerating Learning
- Monitor progress with local assessments
- Celebrate our movement toward minimizing unfinished learning!

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Administrative Policy 7.38, Balanced Assessment Systems

**Fiscal Impact Statement**

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NA

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**(Item 5) Report with Possible Action on the Results from the National Assessment of Educational Progress (NAEP)**

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

**Background**

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The National Assessment of Educational Progress (NAEP), participation in which is required by any school or district that receives Title I funding, is administered across the country every other year. As a result of the COVID-19 pandemic, however, the NAEP assessment was not administered in 2021, although it was administered in 2022.

Milwaukee Public Schools goes beyond this requirement by being part of the Trial Urban District Assessment (TUDA), which provides the District the ability to benchmark with other districts in the Council of Great City Schools, national public schools, and large-city schools in the country.

The presentation attached to the minutes of your Committee’s meeting reviews our results from 2009 to the present, compared with those of the many other jurisdictions.

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

Administrative Policy 7.38, Balanced Assessment Systems

**Fiscal Impact Statement**

NA

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**(Item 6) Report with Possible Action Regarding Bilingual Education and the District Multicultural Multilingual Advisory Council (DMMAC)**

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

**Background**

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

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

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

Since the Board's action, district staff have been working with the community to implement the resolution.

**Bilingual Multicultural Education**

**Demographics, 2022-23**

- 13,305 Students
- 21 Schools
- 38.3% English-language Learners
- 22.8% Special education
- 81.0% Economically-disadvantaged\*

\*Schools continue to collect and to review alternate-income surveys.

American Indian	0.4%
Asian	4.6%
Black	23.0%
Hispanic	65.5%
Hawaiian/Pacific Islander	0.1%
White	4.3%
Multi-ethnic	2.1%

**Department of Bilingual Multicultural Education**

*Mission*

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

*Vision*

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

*Updates*

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

**Program Updates***Bilingual***Accomplishments**

Guided teacher work groups (K5-5th grades) in the development of Week-at-a-Glance documents for Trimester 1 Science BUFs (Biliteracy Unit Framework) — for the Biliteracy Year-at-a-Glance.

Completed the Bilingual Dual-language Foundational Skills Scope and Sequence (K5-2nd grades).

Collaboratively developed and modeled instructional plans for primary teachers at Riley Dual-language (DL) Montessori.

**Next Steps**

Complete an inventory of reading skills and standards based on the newly-adopted reading materials in order to inform updates to biliteracy units and the Biliteracy Year-at-a-Glance.

Provide professional development on Bilingual Dual-language Foundational Skills Scope and Sequence (K5-2<sup>nd</sup> grades).

Continue to support Riley Dual-language Montessori through the intentional development of tier-one curricular materials, supports, and strategies that promote language development.

*English as a Second Language (ESL) and English-language Development (ELD)***Accomplishments**

Implemented the ELD action plan, 2021-24.

Offered professional development and coaching to schools that educate English-learners (EL).

Provided summer services to newcomer refugees.

**Next Steps**

Implementation of the ELD action plan will continue district wide:

English learner identification

Instructional strategies

Reclassification to former EL.

Determine/document eligibility and develop a plan of services for summer 2023.

*World Languages and Immersion***Accomplishments**

Path to Proficiency in world languages and immersion second-language acquisition.

Explicit instruction based on the world languages curriculum map and learner-centered can-do statements.

Formative practices through the Intercultural Communicative Competence and authentic resources. (Products/practices/perspective).

I Engagement through at least 90% authentic communication using the target language.

*Seal of Biliteracy***Accomplishments**

2019-20: 18 graduates

2020-21: 58 graduates

2021-22: 66 graduates



### Next Steps

Continue to motivate high schools to participate in the Seal of Bi literacy recognition to reach a goal of graduating 100 students with this honor

### **DMMAC Update**

#### *2022-23 Kick-off Meeting*

- Introduced parents to the MPS language portfolio (ESL, bilingual, world language and immersion programming).
- Beyond DMMAC Workshops — Individual schools hosting language-specific meetings to help families understand the language program available at their schools.
- Brief exploration of benefits/perks of enrolling and completing language programming.

#### *Mango Workshop*

- Self-paced language platform that allows MPS employees, families, and students to learn and strengthen languages on their own time.

#### *DMMAC Coming Up*

- 11/15 Parent Coordinator presentation
- 11/16 Meeting topic: The benefits and perks of enrolling and completing language programming.
- Free college enrollment in Germany
- College credits
- Seal of Biliteracy

### **Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

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

### **Fiscal Impact Statement**

N/A

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### **(Item 7) Report with Possible Action Regarding the Implementation of the Personal Finance Course**

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

#### **Background**

This is the first of three updates for the 2022-23 school year on the development and implementation of the personal finance course required for graduation. At its regular meeting in May 2021 the Board approved the proposed revisions to administrative policy 7.37 requiring all high-school students to take a one-semester personal finance course to prepare them to be college-and-career-ready.

The graduation requirement began at three schools — Riverside University High School, Alexander Hamilton High School, and Green Tree Preparatory Academy — starting with the Class of 2026, with additional schools to be added in subsequent semesters/years.

The following schools offered the personal finance course in spring 2022: Bay View, Bradley Tech, Marshall, MacDowell, Milwaukee High School of the Arts, Project Stay, Vincent Accelerated Academy, and Wisconsin Conservatory of Lifelong Learning.

The following schools began offering the personal finance course in fall 2022: Alliance, Audubon, JMAC, King IB, Milwaukee County Youth Education Center, Milwaukee School of Languages, and Pulaski.

In spring 2023, the final seven high schools will begin to offer the course.

## Personal Finance Update

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### Personal Finance Implementation

<i>Cohort 1 (2026), 2021 Fall</i>	MHSA Project Stay Vincent Accelerated Academy WCLL	Pulaski
Green Tree Prep Hamilton Riverside		<i>Cohort 4 (2028), 2023 Spring</i>
<i>Cohort 2 (2027), 2022 Spring</i>	<i>Cohort 3 (2027), 2022 Fall</i>	Golda Meir North Division Obama Reagan South Division Vincent Washington
Bay View Bradley Tech MacDowell Marshall	Alliance Audubon JMAC King IB MKE Co Youth Ed Center MSOL	

### Professional Development Update

- Almost 50 staff attended the Forward Learning Institute of Financial and Economic Literacy in June 2022
- More than 100 staff members attended the Summer Institute in August 2022
- Average of 29 hours of Next Gen Personal Finance professional development provided to personal finance teachers
  - Increase over last year's 17 hours
  - Ten teachers took more than 30 hours
  - Every school has at least one teacher trained to teach personal finance. Six schools have two or more teachers trained.
- Eight teachers applied for and received scholarships to attend the National JumpStart Conference in November

### Events & Engagement Strategies

- Educators Credit Union's Reality Check Day, September
- Economics Wisconsin's stock market game, October-December
- Junior Achievement's field trip, November
- JumpStart's Conference in Atlanta, GA, November
- Student-led newsletter, December
- Students on Advisory Council, December
- Moving Racial Discrimination Unit, Spring 2023
- Financial Literacy Fridays during Financial Literacy Month, April 2023
- Parental workshops in schools, Spring 2023

### What's Next?

- Expand and improve partnerships
- Provide continued professional development
- Provide parental financial-literacy workshops
- Expand financial-literacy programming to middle schools
- Organize Financial Literacy Event for Financial Literacy Month

### Our Partners

- |                          |                             |                            |
|--------------------------|-----------------------------|----------------------------|
| • CLIMB USA              | • Next Gen Personal Finance | • Secure Futures, formerly |
| • Economics Wisconsin    | • Riverworks Development    | Make A Difference-         |
| • Educators Credit Union | Corp.                       | Wisconsin                  |
| • EVERFI                 |                             |                            |
| • Junior Achievement     |                             |                            |

- University Economic Development Association (UEDA)

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Administrative Policy 7.37, Graduation Requirements

**Fiscal Impact Statement**

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N/A

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**(Item 8) Report with Possible Action on the Regional Showcase — Central Region**

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

**Background**

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The 2021-22 monthly Regional Showcase item will provide a thorough picture of each region, including goals and progress in attaining them. In addition, strategies that are being successfully implemented within the region and that may be replicated will be included.

This month, the Central Region is featured. The Central Region comprises the following 23 schools, which serve 6,662 students in diverse settings to meet their varied needs:

- |                                |                              |  |
|--------------------------------|------------------------------|--|
| • Auer Avenue                  | • Hawley Road                | • Sherman                                  |
| • Barbee Montessori            | • Hopkins Lloyd              | • Frances Starns Discovery Learning Center |
| • Bethune Academy              | • Gwen T. Jackson            | • Frances Starns Early Childhood Center    |
| • Burbank                      | • Keefe Avenue               | • Story                                    |
| • Clarke                       | • LaFollette                 | • Westside Academy.                        |
| • Clemens                      | • Marvin E. Pratt            |  |
| • Fifty-third Street School    | • Metcalfe                   |  |
| • Franklin                     | • Milwaukee French Immersion |  |
| • Grant Gordon Learning Center | • Neeskara                   |  |

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

**Central Region Showcase**

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**Demographics**

• 6,662 students	American Indian	0.3%
• 22 schools	Asian	6.7%
• 6.6% English-language learners	Black/African American	79.5%
• 19.2% students with disabilities	Hispanic	6.2%
• 92.2% economically-disadvantaged*	Hawaiian/Pacific Islander	0.1%
*Alternate income forms are still being collected and processed.	White	3.2%
	Multi-ethnic	4.0%

## State Report Card

### 2020-21 Wisconsin State Report Card's Overall Scores and School Ratings

Pratt Elementary	89.3	Significantly Exceeds Expectations
Starms Discovery	66.6	Meets Expectations
Milwaukee French Immersion	65.9	Meets Expectations
Clemens Elementary	64.8	Meets Expectations
LaFollette Elementary	63.3	Meets Expectations
Neeskara Elementary	62.8	Meets Expectations
Franklin Elementary	62.7	Meets Expectations
Bethune Academy	62.5	Meets Expectations
Fifty-third Street Elementary	62.3	Meets Expectations
Clarke Street Elementary	61.2	Meets Expectations
Metcalfe Elementary	61.2	Meets Expectations
Story Elementary	58.4	Meets Expectations
Westside Academy	58.2	Meets Expectations
Burbank Elementary	54.8	Meets Few Expectations
Auer Avenue School	53.8	Meets Few Expectations
Hawley Environmental School	53.3	Meets Few Expectations
Barbee	52.4	Meets Few Expectations
Keefe	52.3	Meets Few Expectations
Sherman	47.1	Fails to Meet Expectations
Jackson	26.0	Fails to Meet Expectations
Hopkins	21.2	Fails to Meet Expectations

### Spotlight on Milwaukee French Immersion School

Milwaukee French Immersion School is committed to making language-immersion education accessible to all students.

We ensure each student reaches his or her full potential by:

- embracing the unique backgrounds and cultural identities of our students and staff;
- exposing our students to the Francophone world through rich language and cultural experiences;
- providing a rigorous academic curriculum with supports for students' needs while building upon students' strengths;
- expanding our curriculum to include lessons/units that impart the historical and current impact of oppression and the realities of racial inequities; and
- closing the racial achievement and opportunity gaps among students.

*Local learning and global thinking since 1978.*

Nous sommes fiers de parler français et de connaître le monde francophone. Nous sommes respectueux, responsables, et en sécurité. Nous sommes différents, uniques, et plus forts ensemble.

Nous sommes MFIS.

### Demographics

• 449 students in K4 to grade 8	American Indian	0.2%
• 4.5% English-language learners	Asian	3.6%
• 7.8% students with disabilities	Black/African American	61.1%
• 63.7% economically-disadvantaged*	Hispanic	6.5%
*Alternate-income forms are still being collected and processed.	Hawaiian/Pacific Islander	0.4%
	White	18.0%
	Multi-ethnic	10.2%

### Early Literacy — IDAPEL

IDAPEL is a series of French-language formative measures designed to assess the early literacy skills of students learning to read in French in grades K through 5.

*Kindergarten, Fall 2022*

## Facilité à Reconnaître le Premier Son

At or Above Benchmark	56%	(n = 36)
Below Benchmark	13%	(n= 8)
Well Below Benchmark	31%	(n = 20)

Number of Students .....	64
Average .....	16
Standard Deviation .....	13.8
Score Range.....	0 to 45

*First Grade, Fall 2022*

## Facilité à Dénommer des Lettres

At or Above Benchmark	28%	(n= 24)
Below Benchmark	21%	(n = 18)
Well Below Benchmark	51%	(n= 43)

Number of Students .....	85
Average .....	17.6
Standard Deviation .....	12.3
Score Range.....	0 to 52

## Facilité à Segmenter les Phonèmes PT

At or Above Benchmark	52%	(n = 44)
Below Benchmark	19%	(n= 16)
Well Below Benchmark	29%	(n= 24)

Number of Students .....	84
Average .....	25.4
Standard Deviation .....	17.4
Score Range.....	0 to 61

**STAR Reading**

	2021-22 Fall	2021-22 Winter	2021-22 Spring	2022-23 Fall
Significantly Below Target	28.8%	23.7%	24.7%	29.7%
Well Below Target	13.2%	14.1%	11.9%	13.1%
Below Target	29.2%	30.3%	26.4%	24.8%
On Target	10.8%	11.2%	12.8%	12.6%
Significantly Above Target	18.0%	20.7%	24.3%	19.8%

**STAR Math**

	2021-22 Fall	2021-22 Winter	2021-22 Spring	2022-23 Fall
Significantly Below Target	18.8%	22.6%	29.7%	15.8%
Well Below Target	21.8%	16.4%	14.8%	20.1%
Below Target	43.0%	42.9%	40.4%	44.3%
On Target	0	0	0	0
Significantly Above Target	16.4%	18.1%	15.1%	19.8%

**Language Immersion at MFIS**

- Label France School
- French language through instruction and interaction across all subjects
- Students in K4-1<sup>st</sup> grade receive 90% of instruction in French.
- English-literacy instruction begins in 2<sup>nd</sup> grade.
- Music and art are taught in French.

**Points of Pride**

- African dance program
- French-speaking interns
- DELF exam for French proficiency
- Grand Concours oral French-speaking contest
- Positive Behavior Intervention and Support (PBIS)
- Slack & Latino Male Achievement
- Milwaukee French Immersion Foundation
- United Nations Association of the United States of America, Greater Milwaukee Chapter

**Moving Forward**

- Culturally-responsive classrooms
- Read, read, read
- Early childhood literacy
- Language acquisition
- Strengthening family connections and engagement

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

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

**Fiscal Impact Statement**

N/A

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**REGULAR ITEMS OF BUSINESS**

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

The Board received the report of its delegate to the District Advisory Council.

\* \* \* \* \*

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

This report will be included in the President's report in December.

\* \* \* \* \*

**RESOLUTIONS**

**Resolution 2223R-012**

Directors Peterson and Leonard

WHEREAS, The Wisconsin Standards for Social Studies (SS.PS2.b.h) state that students in grades 9-12 should “[d]emonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot)”;

and WHEREAS, The Wisconsin Standards for Social Studies (SS.PS3.a.h) state that students in grades 9-12 should, “create and evaluate solutions to increase voter participation”;

and WHEREAS, Milwaukee Public Schools should ensure that all students have access to an education that teaches and promotes the importance of civic engagement and voter registration;

and WHEREAS, The Milwaukee Board of School Directors recognizes that student voter registration is an important element of preparation for adult life;

and WHEREAS, MPS should encourage students to pursue and maintain civic engagement through voter-education programs and by encouraging their peers and families to become civically engaged through participation in all federal, state, and local elections;

and WHEREAS, The Board believes that all students should be registered to vote before they graduate from school and be equipped to make informed decisions about voting; now, therefore, be it

RESOLVED, That the Administration, in accordance with state law and the Wisconsin Standards for Social Studies, develop a specific plan and timeline to increase voter registration and actual voting by eligible high-school students; and be it

FURTHER RESOLVED, That the plan and timeline be developed collaboratively, with participating groups to include, but not be limited to, the League of Women Voters, Souls to the Polls, the Milwaukee Teachers' Education Association, and appropriate MPS groups/departments such as Parent Coordinators, Student Services, Transportation, Guidance/Counseling, Social Work, College and Career Readiness, and the Social Studies team; and be it

FURTHER RESOLVED, That the planning process consider the inclusion of the following provisions:

- 1) that any request by a student to be provided voter-registration information be forwarded to the appropriate school official, granting the student access to necessary information;
- 2) opportunities for all qualified staff to become Voter Champions within their school communities to support eligible students to register to vote before they graduate;
- 3) a formal recognition within the district that annually, on the fourth Tuesday of the month of September, Student Voter Registration Day will be recognized within Milwaukee Public Schools;
- (4) that the District provides eligible students with year-round opportunities to engage in voter-registration activities and to carry out year-round initiatives related to these efforts;
- (5) the District develop two-month timelines in advance of spring and fall election days to ensure that all students who are 18 by the election day have time and support to obtain necessary documents and, if necessary, transportation to DMV offices so that qualifying students may obtain identification that will allow them to vote; and
- (6) any other provisions that surface during conversations with the participating groups and MPS departments; and be it

FURTHER RESOLVED, That district-implemented voter-registration education initiatives and efforts shall be non-partisan and without pressure or influence on any individual or group of individuals to register to vote for any particular political party, to vote for any particular candidate, or to solicit campaign contributions; and be it

FURTHER RESOLVED, That the Administration report back to the full Board during its February board cycle so that the plan can be implemented before the general election in April 2023; and be it

FURTHER RESOLVED, That after the April 2023 election, the Board and the Administration consider ways to improve the process for subsequent election cycles.

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

\* \* \* \* \*

Having disposed of the balance of the items on its agenda, the Board returned to the following two items, which had been postponed from earlier in its meeting.

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

### **(Item 3) Action on a Request for a Closed Session Relative to a Report with Possible Action Regarding a District Safety Drill as Required by Wisconsin Statutes, §118.07(4)(cp), and Other Associated Requirements**

#### **Background**

State Statutes, §118.07(4)(cp), requires all public and private schools in Wisconsin to conduct safety drills prior to January 1 of each year. The drills are intended to provide training for a building's occupants should an emergency situation occur that would require a response based on the district and schools' safety plans.

On November 2, 2022 safety drills were conducted at Milwaukee Public Schools. The drills consisted of a standard response to an emergency situation. The drills were completed appropriately, rendering discussions at the school level about what needs improvement. Principals then prepared written evaluations for the Board to review within 30 days of the drill. The Board is then to provide a certification of the drills, which will be forwarded to the Wisconsin Department of Justice's Office of School Safety by January 1, 2023.

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Administrative Policy 4.03, Security

**Fiscal Impact Statement**

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N/A

**Recommendation**

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The Administration recommends the Board retire to closed session pursuant to Wisconsin Statutes, §19.85(1)(d), which allows a governmental body to hold a closed session to consider strategy for crime detection or prevention, in order to consider this item.

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

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

**Background**

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

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Board Rule 1.18, Legal Representation

**Recommendation**

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

In regard to the above items, respectively, Director Carr moved to retire to closed session:

1. pursuant to Wisconsin Statutes, §19.85(1)(d), which allows a governmental body to hold a closed session to consider strategy for crime detection or prevention; and
2. pursuant to Wisconsin Statutes, §19.85(1)(g), which allows a governmental body to hold a closed session to confer with legal counsel for the Board who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

The motion passed, the vote being as follows:

Ayes — Directors Carr, Herndon, Leonard, O'Halloran, Siemsen, Taylor, and President Peterson —

7.

Noes — None.



The Board retired to closed session at 6:24 p.m.

The Board adjourned from closed session at 7:43 p.m..

JACQUELINE M. MANN, Ph.D.  
Board Clerk

DRAFT