

**Minutes for Approval at the Regular December 2020 Meeting of the Milwaukee Board of School Directors**

**PLEASE REVIEW PRIOR TO THE  
DECEMBER 17, 2020, BOARD MEETING**

Pages

November 19, 2020, Regular Monthly Board Meeting..... 433-479



# BOARD OF SCHOOL DIRECTORS MILWAUKEE, WISCONSIN NOVEMBER 19, 2020

Regular meeting of the Board of School Directors called to order by President Miller at 6:36 P.M.

Present — Directors Báez, Herndon, O'Halloran, Peterson, Phillips, Siemsen, Taylor, Woodward, and President Miller — 9.  
Absent and Excused — None.

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

- Ronald Stram, a retired teacher at Pulaski IB High School, who had passed away on October 24, 2020;
- Robert Schmeling, a retired teacher at South Division High School, who had passed away on November 2, 2020;
- Charlene Sexton, a paraprofessional at Kluge Elementary, who had passed away on November 9, 2020;
- Elijah Jordan, a student at Gaenslen School, who had passed away on November 11, 2020; and
- Tahesha Williams, a paraprofessional at Westside Academy, who had passed away on November 17, 2020.

## APPROVAL OF MINUTES

The minutes of the special and regular board meetings of October 2020 were approved as printed.

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## REPORTS AND COMMUNICATIONS FROM THE SUPERINTENDENT OF SCHOOLS

### (Item 1) Monthly Report of the Superintendent of Schools

#### **Background**

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

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

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

### **MPS Students Participate in Mock Election**

Over the past few weeks, MPS students have learned about citizenship, government, and the electoral process. More than 13,000 students in grades 4K through 12 took part in a mock election, and results were announced on Election Day, November 3, 2020. The winner among MPS student voters was Joe Biden.

During social studies classes, students have spent time learning about elections, with the goal of becoming engaged and active citizens. Classroom goals include understanding the importance of voting and gaining a sense of power to impact change. In the social studies curriculum, students spend time analyzing information, reading primary and secondary documents, drawing conclusions, and using evidence to make arguments. The presidential election is a unique opportunity to draw upon all these skills within a real-world event and watch how the process plays out. This process allowed students to feel the responsibility of voting and know that they have a voice.

Virtual learning has introduced new challenges to the process, such as assisting the youngest learners with technology. Older students, who have become acclimated to virtual platforms and online surveys, were able to easily navigate to cast ballots. A system of checks and balances ensured that students were able to vote only once.

### **Six Milwaukee High School of the Arts (MHSA) Singers Selected for All-State Ensemble**

Students from Milwaukee High School of the Arts (MHSA) have captured six coveted places in an all-state vocal ensemble sponsored by the Wisconsin Choral Directors Association (WCDA). Following the rigorous audition process, the students will take part in virtual rehearsals and performances in January.

The WCDA hosts the All-State Vocal Jazz Ensemble annually. Student entries are submitted from all over Wisconsin for consideration for this prestigious ensemble.

This is the first year in which MHSA students have auditioned for the 16-member group, with the final results landing the school in more than one-third of the available seats. Each student prepared and submitted a solo from the standard jazz literature, as well as an ensemble excerpt.

The singers will participate in virtual rehearsals and a performance during the WCDA annual state conference in January. Students will be working with college professors from Columbia College and the University of Wisconsin-Stevens Point, and will be exchanging musical experiences with other gifted high-school singers from around the state.”

Congratulations to our students, who will serve as phenomenal music ambassadors to a statewide audience: seniors Adrean Maxwell and Jeffrey Pastor; juniors Damien Blair, Treysean Hall, Glorymar Mendez, and Nvaira Shackelford-Jackson.

### **Sophomores Attend Virtual Program**

On October 14, 2020, MPS sophomores spent their lunchtime virtually with industry experts and MATC educators to learn about career paths in engineering and manufacturing, to get tips, and to ask questions. The meet-up was part of a new Lunch and Learn series designed to help students explore educational options offered at Milwaukee Area Technical College (MATC) and the University of Wisconsin-Milwaukee (UWM).

The series will continue twice per month throughout the school year, with different career areas discussed by educators and staff at both MATC and UWM. In addition to engineering and manufacturing, students can explore careers in information technology and robotics, health and general sciences, liberal arts and education, arts and media, business and finance, and public services (police, fire, criminal justice, and social work).

The Lunch and Learn series is made possible through the M (pronounced M-cubed) partnership among MPS, MATC, and UWM. This collaboration among Milwaukee’s three urban public education institutions is transforming the future of Milwaukee through education and seeks to ensure student success within these institutions to meet the workforce needs of business and industry in our region and to improve the wellbeing of Wisconsin citizens, their families, and communities.

The October 14 session featured faculty and staff from MATC along with industry experts from Allis-Roller, LLC. Interested students should contact their school counselors or College and Career Center advisors to learn how to sign up. For a list of sessions, visit the Lunch and Learn web page.

### **Free Flu Immunizations at Four MPS Sites in November**

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Children’s Wisconsin was on site at four MPS locations — Andrew S. Douglas Middle School, Engleburg Elementary School, Doerfler Elementary School, and Zablocki Community School — in early November to provide free flu immunizations. Thank-you to the City of Milwaukee Health Department for providing the flu immunizations, which were administered by Children’s Wisconsin school nurses and Children’s Community Health Plan nurses. The vaccines were available to all community members, regardless of insurance coverage, including children over six months of age as well as adults.

### **Strategic Plan Compatibility Statement**

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

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

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

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

### **(Item 1) Update on Legislative Matters or Related Issues Concerning Milwaukee Public Schools.**

#### **Background**

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Joe Biden has been elected President of the United State of America. Kamala Harris has been elected Vice President of the United States of America.

The Democratic Party controls a majority of seats in the House of Representatives. Republicans currently retain control of the U.S. Senate; however, there will be a run-off election in Georgia for two U.S. Senate seats.

As of this writing, progress has not been made on a federal-level pandemic relief package, though a package could be enacted as soon as February of 2021.

The Wisconsin State Legislature last met as a body on April 15, 2020.

On November 9, Stanford-Taylor, the State Superintendent of Public Instruction, and the Department of Public Instruction (DPI) introduced a \$1.4 billion budget proposal to fund K-12 public education in the upcoming biennium.

The State Superintendent has proposed a budget that clearly and strongly supports her equity agenda. Her budget creates a new funding policy for students challenged by poverty; increases the reimbursement rate for students with disabilities to 40% over the next two years, with a goal of reaching a 60% rate within the next four years; and increases support for English-learner students by \$18.3 million. A copy of DPI’s 2021-23 biennial budget request has been provided under separate cover.

In addition, the DPI’s proposed budget provides protection to districts’ finances during the pandemic by creating a student-enrollment hold-harmless policy and lives up the state’s promised commitment to two-thirds funding while holding statewide property taxes to zero.

#### **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 Office of Accountability and Efficiency's (OAE) Report provides the Milwaukee Board of School Directors and the public with an update on current activities in service areas headed by the Senior Director of the OAE:

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

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

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

#### **Report to the Milwaukee Board of School Directors, November 2020**

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##### **Work Plan Highlight: Student-engagement Program**

In accordance with Administrative Policies 3.10, Historically Underutilized Business Program, and 3.13, Communities in Need Initiative, student-engagement requirements expose MPS students to career exploration through educational activities that may include paid employment. The student-employment requirement affords MPS students the opportunity to gain meaningful employment experiences. Many vendors and contractors continue the partnership commitment beyond the requirement period. Most MPS contracts now require a minimum of 10 hours of career education.

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

Between October 20, 2020 and November 10, 2020, Accountability and Efficiency Services fulfilled two requests for research/information and one constituent's inquiry.

Accountability and Efficiency Services also continued to work on several special projects, including the board-directed analysis of LTE and contracted staff. A quantitative analysis is being implemented to study demographic information, compensation rates, and others measures to determine the diversity of the MPS contracted workforce and to identify any hinderances to contract attainment. While the analysis of internal LTE data is nearly complete, this analysis is also dependent upon the acquisition of external data, which will be necessary to identify any disparities between MPS LTE contracted employees and employees contracted through a third-party. As such, this analysis will be brought to the Board upon receipt and full analysis of this external data.

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

##### **Contract Compliance Services**

This month, mission-aligned partners began safe, paid project-based learning with students from various high schools. The diverse group of ten students is engaging in fundamental carpentry projects, beginning with individual projects and working up to specialized group projects. The opportunity affords students hands-on experience that is industry-approved within the skilled trades. Additionally, the program focuses on building job-readiness skills, communication, and teamwork through various activities.

Contract Compliance Services (CCS) also continued to work collaboratively with the Administration and the Office of Board Governance on implementation of Resolution 2021R-008, regarding the establishment of a code of conduct for outside contractors and their employees. This work includes drafting a new administrative policy and corresponding procedure for presentation to the Board upon completion.

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

### **Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

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

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## **REPORTS OF THE STANDING COMMITTEES**

Item 3 of the report of the Committee on Accountability, Finance, and Personnel, Action on Monthly Facilities Matters: FMS Award of Construction Contracts and Professional Services Contracts Recommendation, was set aside at the request of the Administration.

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

Ayes — Directors Báez, Herndon, O'Halloran, Peterson, Phillips, Siemsen, Taylor, Woodward, and President Miller — 9.

Noes — None — 0.

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

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

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

#### **Classified Personnel Transactions**

Code	Name	Position	Salary	Date
<i>New Hires</i>				
2	Tanisha Lampley	Accounting Assistant I	\$39,218.84	10/26/2020
2	Larsharae Hooker	Accounting Assistant II	\$41,260.25	10/05/2020
2	Candice Franklin	Building Service Helper I	\$13.36/hr.	10/12/2020
2	Tempest Hodges	Building Service Helper I	\$13.36/hr.	10/12/2020
2	Lydia Moten	Building Service Helper I	\$13.36/hr.	10/12/2020
2	Shirley Thompson	Building Service Helper I	\$16.41/hr.	10/05/2020
2	Jason Whitley	Building Service Helper I	\$13.36/hr.	09/28/2020
2	Harry Wilson	Building Service Helper I	\$13.36/hr.	10/19/2020
2	Tia Davies	Children's Health Assistant	\$17,918.00	09/28/2020
2	Tina Ellis	Children's Health Assistant	\$17,918.00	10/29/2020
2	Umunique Mccain	Children's Health Assistant	\$17,918.00	10/12/2020

Code	Name	Position	Salary	Date
4	Hope Rivera	Children's Health Assistant	\$17,918.00	10/12/2020
2	Venchileni Smith	Duplicating Equipment Operator I	\$35,618.84	10/12/2020
4	German Gomez	Para Ed Assistant — Parent Involvement	\$24,857.00	10/27/2020
2	Shyheim Birdsong McClelland	Para Ed Assistant	\$19,099.00	09/28/2020
5	Erin Burkart	Para Ed Assistant	\$20,470.00	09/29/2020
5	Connor Dalzin	Para Ed Assistant	\$18,642.00	09/28/2020
2	Kevin English	Para Ed Assistant	\$19,099.00	09/28/2020
4	Caren Gonzalez Aguilera	Para Ed Assistant	\$18,642.00	09/28/2020
5	Annette Holland Vander Heyden	Para Ed Assistant	\$18,642.00	10/27/2020
5	Gavriele Klawikowski	Para Ed Assistant	\$19,785.00	10/27/2020
2	Brenda McMurtry	Para Ed Assistant	\$18,642.00	10/14/2020
5	Jacob Pick	Para Ed Assistant	\$18,642.00	09/28/2020
5	Ellen Mary Raster	Para Ed Assistant	\$19,099.00	10/12/2020
4	Jewell Reyes	Para Ed Assistant	\$18,642.00	10/05/2020
5	Crystal Schwieso	Para Ed Assistant	\$18,642.00	10/05/2020
2	Taylor Walters	Para Ed Assistant	\$18,642.00	10/19/2020
5	Kate Welton	Para Ed Assistant	\$18,642.00	10/27/2020
2	Rochelle Wortham	Para Ed Assistant	\$18,642.00	10/19/2020
4	Brenda Martinez	School Secretary I — 11-month	\$31,482.91	09/28/2020
2	Keajia Barksdale	School Secretary I — 12-month	\$31,934.13	10/19/2020
5	Brooke Kais	School Secretary I — 12-month	\$31,200.00	10/19/2020
5	Emma Swain	School Secretary I — 12-month	\$33,162.37	09/28/2020
<i>Promotions</i>				
2	Willie Harrison	Building Service Helper II	\$41,824.00	10/05/2020
2	Dante Watson	Building Service Helper II	\$37,588.00	10/05/2020
2	Lisa Batemon	Boiler Attendant Trainee	\$37,670.00	10/19/2020
2	Koa Branch	Boiler Attendant Trainee	\$38,688.00	10/05/2020
2	Jonas Harris	Boiler Attendant Trainee	\$37,670.00	10/05/2020
2	Michael Hill	Boiler Attendant Trainee	\$37,670.00	10/19/2020
2	Phillip Martin	Boiler Attendant Trainee	\$37,670.00	10/05/2020
2	Charnell Wells	Boiler Attendant Trainee	\$37,670.00	10/19/2020
2	Laquana Beverly Fitzgerald	Boiler Attendant	\$42,760.00	10/19/2020
4	Zyad Selim	Boiler Attendant	\$41,742.00	10/19/2020
5	Justin Sokol	Boiler Attendant	\$42,760.00	10/19/2020
2	Evans Stephens	Para Ed Assistant — Parent Involvement	\$30,035.00	10/16/2020
3	Mohni Kueng	Para Ed Assistant	\$22,526.00	10/30/2020
2	Kenysha Washington	School Secretary I — 12-month	\$35,618.84	10/12/2020
2	Kierra Evans	School Engineer I	\$48,869.00	10/05/2020
2	Tiara Jones	School Engineer I	\$46,833.00	10/05/2020
5	Michael Kowalewski	School Engineer I	\$51,923.00	10/05/2020
2	Theresa Lewis	School Engineer I	\$47,851.00	10/05/2020
2	Walter Love	School Engineer I	\$46,833.00	10/05/2020
2	Courtney Mays	School Engineer I	\$46,833.00	10/05/2020
2	Jessica Porter	School Engineer I	\$46,833.00	10/05/2020
2	Carey Sinclair	School Engineer I	\$49,887.00	10/19/2020
2	Biron Yates	School Engineer I	\$52,941.00	10/19/2020
5	Mollee Cleary	School Engineer II	\$52,941.00	10/19/2020
5	Donna Maras	Secretary II	\$45,813.20	09/28/2020
4	Natalia Mendez	Secretary II	\$34,581.19	10/19/2020
<i>Rehires</i>				
2	Anna Hewings	Building Service Helper I	\$13.36/hr.	10/12/2020
2	Preuana McBeath	Building Service Helper I	\$13.36/hr.	09/28/2020
4	Destanee Sifuentes	Building Service Helper I	\$13.36/hr.	10/12/2020
2	Ronald Hill	Boiler Attendant Trainee	\$42,670.00	10/19/2020
1	Mitchel Soto	Boiler Attendant Trainee	\$36,652.00	10/19/2020
2	Miquila Levy	Children's Health Assistant	\$19,073.00	09/28/2020
2	DeAndre Gentry	Para Ed Assistant	\$18,642.00	10/28/2020
4	Rosaura Medina-Perez	Para Ed Assistant	\$18,642.00	10/26/2020
4	Selina Serna Rizo	Para Ed Assistant	\$18,642.00	10/12/2020
2	Venetia Ward	Para Ed Assistant	\$22,526.00	09/28/2020
2	LaTasha Willingham	School Secretary I — 10-month	\$29,565.62	10/19/2020



Code	Name	Position	Salary	Date
2	Nigil Springfield	School Kitchen Manager I	\$27,224.00	10/12/2020

## Codes:

1	Native American	4	Hispanic
2	African American	5	White
3	Asian/Oriental/Pacific Islander	6	Other

**Certificated Appointments**

Codes	Name	Appointment	Salary	Date
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**Teachers**

5, r	Calo, Katelin	Gen Elem & K8 — All Grades	\$44,325.00	9/24/2020
3, r	Clayton, Jacqueline	Gen Elem & K8 — All Grades	\$44,325.00	10/5/2020
2, r	Cunningham, Robert	Gen Elem & K8 — All Grades	\$62,244.00	9/21/2020
2, r	Duncan, Jazmine	Kindergarten (four-year-old)	\$52,724.00	10/19/2020
5, nr	Elandt, Aimee	Spec Ed Multicategorical	\$54,099.00	10/27/2020
5, nr	Mussa, Alyssa J	Specialty Program	\$58,069.00	10/19/2020
4, r	Oliveras, Betzaida	Bilingual Education	\$66,978.00	9/24/2020
2, r	Sylvester, Raquel M	Multicateg. Comp. Sen	\$44,325.00	9/4/2020
5, r	Udovich, Mark	Gen Elem & K8 — All Grades	\$47,379.00	11/2/2020
5, nr	Wagner, Kerry	Multicateg. Comp. Sen	\$62,244.00	9/28/2020
5, r	Zimmermann, Eric	Art	\$50,841.00	10/12/2020

**School Support Teacher**

4, nr	Chamblin, Erin E	School Support Teacher	\$58,069.00	10/19/2020
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**Speech Pathologist**

5, r	Kaap, Paul D	Speech Pathology	\$55,232.00	10/1/2020
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**Teacher, Early Start**

1, nr	Barber, Sarah	English	\$50,841.00	9/21/2020
2, r	Parker, Beryl .Jeane	Spec Ed Multicategorical	\$54,099.00	10/26/2020
6, r	Tillman, Rebecca	Cat Math Mid	\$45,954.00	9/28/2020

**Library Media Specialist**

5, r	Steffens, Linda Lee	Library	\$70,134.00	10/27/2020
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**School Counselor, Early Start**

2, r	Allen, Brady	Guidance	\$47,379.00	10/27/2020
5, r	Ambrosio, Vincent	Guidance	\$47,379.00	9/28/2020
7, r	Cunningham, Laniseia K	Guidance — Various	\$47,379.00	10/19/2020
5, nr	Davis III, Isaac N.	Guidance — Various	\$66,978.00	10/5/2020
5, r	Evans, Liam	Guidance — Various	\$47,379.00	9/28/2020
5, nr	Gerou, Christopher	Guidance — Various	\$63,414.00	9/28/2020
5, nr	Hankins, Claire	Guidance — Various	\$47,379.00	10/5/2020
2, r	Little, Tasha N	Guidance	\$66,978.00	11/2/2020
5, nr	Smith, Kelsey	Guidance — Various	\$47,379.00	9/28/2020

**School Psychologist**

5, nr	Steen, Karen M	C.S — Psychological Services	\$83,272.00	9/24/2020
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**Permit Teacher**

2, nr	Robinson, Deborah	Multicateg. Comp. Sen	\$43,537.00	9/21/2020
5, r	Skonecki, Stacy M	Spec Ed Multicategorical	\$43,537.00	11/2/2020
2, r	Smith, Kenisha S	Kindergarten (four-year-old)	\$43,537.00	10/19/2020
7, r	T Eran, Ishshah S	AMP Art	\$43,537.00	9/28/2020

Codes	Name	Appointment	Salary	Date
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**Permit Library Media Specialist Early Start**

5, r	Erlandson, Mark A	Library	\$46,414.00	10/14/2020
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**Permit Teacher, Early Start**

2, r	Clark, Laquanda S	Cat Math Mid	\$43,537.00	9/24/2020
2, nr	Thalman, Michael	Technical Services	\$43,537.00	11/2/2020
3, r	Tial, Van Mawi	Science	\$43,537.00	9/16/2020

Codes	Counts				
	Teachers	SSW	Psychologists	Other	Total
1 Native American	1	0	0	0	1
2 African American	6	0	0	2	8
3 Asian/Oriental/Pacific Islander	1	0	0	0	1
4 Hispanic	1	0	0	1	2
5 White	7	0	1	9	17
6 Other	1	0	0	0	1
7 Two or More Ethnic Codes	1	0	0	1	2
Male	3	0	0	7	10
Female	15	0	1	6	22

nr Non-resident

r Resident

**Certificated Leaves of Absence**

	<u>Present Assignment</u>	<u>Effective From</u>
Illness Leave, August 2020 Ashley Reuter	Eighty-First Street	08/25/2020
Illness Leave, October 2020 Natalie Bishop Mary J. Bell	Central Services Bldg. Central Services Bldg.	10/01/2020 10/10/2020
Illness Leave, November 2020 Yajaira Espinosa	Metcalfe	11/04/2020

**Report on Certificated Resignations and Classified Retirements****Certificated Resignations**

Reason	Yrs		Name	Position	Location	Date
	Svc	Code				
Personal	23.6	5	Jennifer Centner	Teacher	MACL	10/14/2020
Retire	20.1	5	Dona DePerry	Teacher	Grant	10/16/2020
Retire	23.5	2	Calary Gordon McDowell	Teacher	Riverwest	06/15/2021
Retire	33.2	5	Sherrie Griffin	Teacher Ldr	Central Svcs	11/13/2020
Retire	15.8	5	William Hammett	Teacher	Whitman	10/02/2020
Retire	20.0	2	Carol Hooker	SST	River Trail	12/18/2020
Retire	4.2	5	Heidi Jankowski	Teacher	JMAC	12/23/2020
Retire	30.0	5	Connie Koutras	Teacher	Franklin	09/17/2020
Personal	7.7	2	Corey Lockett	Teacher	MACL	10/03/2020
Personal	28.0	2	Tammy Long	Teacher	Bradley Tech	10/03/2020
Personal	7.9	2	Tanya Reed	Teacher	Audubon	09/25/2020
Personal	11.0	5	Chasidy Simplot	Teacher	Bradley Tech	08/12/2020
Retire	34.5	5	Margaret Unold	Psych	Mitchell	06/18/2021
Personal	3.5	2	Treesa Woods	Teacher	Marshall	10/12/2020

**Classified Retirements**

Reason	Yrs		Name	Position	Location	Date
	Svc	Code				
Retire	21.2	5	Ned Brinkman	Sch Eng I	Cooper	10/17/2020
Retire	2.5	2	Justine Carpenter	BSH I	ALBA	10/02/2020

Reason	Yrs Svc	Code	Name	Position	Location	Date
Retire	30.1	5	Joseph Devereaux	Supervisor I	Facilities & Maint	10/08/2020
Retire	23.0	5	Vicki Dubis	Para	Honey Creek	10/24/2020
Retire	27.4	2	Carolyn Edwards	Sch Secty I	Meir	10/17/2020
Retire	34	2	Louise Johnson	Kit Mgr II	Thurston Woods	10/01/2020
Retire	30.8	5	Helen Lacroix	Gen Ed Asst	Fairview	10/31/2020
Retire	6.2	1	Josephine Lopez	Para	Honey Creek	10/31/2020
Retire	25.3	2	Harold Smith	Safety Asst	Sch Safety	10/07/2020

**Affirmative Action Report**

The Affirmative Action monthly personnel transaction report for October 2020 is attached to the minutes of your Committee’s meeting. This is an informational item, and no action is required.

**Remote Work Plan**

Total Remote Work Forms Submitted by Office* Received by 11/5/2020	
Office	Total Forms Submitted
Academics	518
Accountability & Efficiency	6
Board Governance	1
Communications & School Performance	90
Finance	137
Human Resources	7
School Administration	15
School Based	5,150
Superintendent	3
<b>Total Received</b>	<b>5,927</b>

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

**Committee’s Recommendation**

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

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

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

**Recommended Appointments**

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

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
2, nr	Michael Harris	Talent Management, Senior Director	Office of the Chief of Human Resources	03	16A	\$136,500
2, nr	Nicole Cain	Manager II, School Social Services	Office of the Chief of Academics	03	12A	\$115,584
5, nr	Josh Zimmer	School Performance Coordinator II	Office of the Chief of Communications & School Performance	03	08A	\$97,486

**Recommended Salary Increase**

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

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
2, nr	Felicia Saffold	Senior Director, Curriculum and Instruction	Office of the Chief of Academics	03	16A	\$118,000

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

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

Codes	Name	Position	Assignment	Hourly Wage	Dates
2, r	Tuwaniana Anderson	Independent Hearing Officer	Office of the Chief of School Administration	\$30.00	10/01/20-04/01/21
5, r	Karen Green	Computer Science Instructional Coach	Office of the Chief of Academics	\$30.00	07/01/20-12/31/20
2, r	James Gordon	Independent Hearing Officer	Office of the Chief of School Administration	\$30.00	10/01/20-04/01/21
2, nr	Arnitta Holliman	Independent Hearing Officer	Office of the Chief of School Administration	\$30.00	10/01/20-04/01/21
2, r	Vivian King	Independent Hearing Officer	Office of the Chief of School Administration	\$30.00	10/01/20-04/01/21
5, r	Sarah Shinkle	Early Childhood Instructional Support	Office of the Chief of School Administration	\$30.00	07/01/20-12/31/20
2, r	Cortez Van Felder	Independent Hearing Officer	Office of the Chief of School Administration	\$30.00	10/01/20-04/01/21

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

\* \* \* \* \*

**(Item 3) Action on Monthly Facilities Matters: FMS Award of Construction Contracts and Professional Services Contracts Recommendation**

**Construction Contracts**

The contract award recommendations for the Board’s regular November 2020 meeting are listed below for your review. Adequate funding is available in the accounts as noted.

**Field House Renovations — Division 1**

*Clovernook Playfield*

Prime Contractor

Broadway Construction, LLC  
1932 East Park Place Milwaukee, WI 53211

Low Bidder, Base Bid of ..... \$241,270.60

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
4	2	4	Yes	25%	25%	\$60,317.65	20%	100	10

Funds are available for the Fieldhouse Renovations project from account code STS 00 RFI RC ECNC (Project No. 6291). The project start date is scheduled for November 20, 2020, and completion date is May 28, 2021.

**Field House Renovations — Division 2***Columbia Playfield*Prime Contractor

ALLCON LLC  
12704 West Arden Place  
Butler, WI 53007

Low Bidder, Base Bid of ..... \$181,056.00

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
31	10	5	Yes	25%	68%	\$123,033.00	20%	100	10

Funds are available for the Fieldhouse Renovations project from account code STS 00 RFI RC ECNC (Project No. 6291). The project start date is scheduled for November 20, 2020, and completion date is May 28, 2021.

**Field House Renovations — Division 3***Custer Playfield*Prime Contractor

Broadway Construction, LLC  
1932 East Park Place  
Milwaukee, WI 53211

Low Bidder, Base Bid of ..... \$226,661.64

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
4	2	4	Yes	25%	25%	\$56,665.41	20%	100	10

Funds are available for the Fieldhouse Renovations project from account code STS 00 RFI RC ECNC (Project No. 6291). The project start date is scheduled for November 20, 2020, and completion date is May 28, 2021.

**Field House Renovations — Division 4***Franklin Square Playfield*Prime Contractor

Broadway Construction, LLC  
1932 East Park Place  
Milwaukee, WI 53211

Low Bidder, Base Bid of ..... \$321,583.50

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
4	2	4	Yes	25%	25%	\$80,395.88	20%	100	10

Funds are available for the Fieldhouse Renovations project from account code STS 00 RFI RC ECNC (Project No. 6291). The project start date is scheduled for November 20, 2020, and completion date is May 28, 2021.

**Field House Renovations — Division 5***Southgate Playfield*

Prime Contractor  
 ALLCON LLC  
 12704 West Arden Place  
 Butler, WI 53007

Low Bidder, Base Bid of ..... \$180,177.00

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
31	10	5	Yes	25%	67%	\$122,600.00	20%	100	10

Funds are available for the Fieldhouse Renovations project from account code STS 00 RFI RC ECNC (Project No. 6291). The project start date is scheduled for November 20, 2020, and completion date is May 28, 2021.

Total construction contract dollars awarded..... \$1,150,748.74  
 Total dollars HUB participation ..... \$443,011.94  
 % of HUB participation .....38.50%  
 % Minority employees within company .....44.44%  
 % Women employees within company.....73.63%

**Professional Services Contracts**

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

RFP #6686      Testing, Repairing, and Recharging of Fire Extinguishers and Fire-suppression Systems — Various MPS Sites

A request for Proposal (RFP) was issued by Facilities and Maintenance Services to obtain a firm to provide Testing, Repairing and Recharging Fire Extinguishers and Fire Suppression Systems at Various MPS Sites. The selected firm is Action Fire and Alarm.

The contract period is three-years, November 20, 2020 — November 19, 2023.

Budget Code:    Various ..... \$150,000

RFP #6540      Division 1 — Design Services for Corridor Ceiling and Lighting Upgrade at Barack Obama School of Career and Technical Education

A request for Proposal (RFP) was issued by Facilities and Maintenance Services to obtain a firm to provide design services for corridor ceiling and lighting upgrade at Barack Obama School of Career and Technical Education. The selected firm is Foundation Architects, LLC.

The contract period is November 20, 2020 — August 6, 2021.

Budget Code:    SCS 00 UTL DW ECTS..... \$61,920.00

**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**

Construction Contracts Requested for Approval:

- Broadway Construction, LLC, for fieldhouse renovations — division 1, at Clovernook Playfield;  
 Code: STS 00 RFI RC ECNC ..... \$241,270.60

- ALLCON LLC for fieldhouse renovations — division 2, at Columbia Playfield;  
Code: STS 00 RFI RC ECNC ..... \$181,056.00
  - Broadway Construction, LLC, for fieldhouse renovations — division 3, at Custer Playfield;  
Code: STS 00 RFI RC ECNC ..... \$226,661.64
  - Broadway Construction, LLC, for fieldhouse renovations — division 4, at Franklin Square Playfield;  
Code: STS 00 RFI RC ECNC ..... \$321,583.50
  - ALLCON LLC for fieldhouse renovations — division 5, at Southgate Playfield;  
Code: STS 00 RFI RC ECNC ..... \$180,177.00
- Total Construction Contracts Requested ..... 1,150,748.74

Professional Services Contracts Requested for Approval:

- Action Fire and Alarm for testing, repairing, and recharging fire extinguishers and fire suppression systems at various MPS sites;  
Code: Various, over a three-year term ..... \$150,000.00
  - Foundation Architects, LLC, for division 1 — design services for corridor ceiling and lighting upgrade at Barack Obama School of Career and Technical Education;  
Code: SCS 00 UTL DW ECTS ..... \$61,920.00
- Total Professional Services Contracts Requested ..... \$211,920.00

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

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

Director Woodward moved approval of the professional services contracts only.

The motion passed, the vote being as follows:

Ayes — Directors Báez, Herndon, O’Halloran, Peterson, Phillips, Siemsen, Taylor, Woodward, and President Miller — 9.

Noes — None — 0.

\* \* \* \* \*

**(Item 4) Action on a Request to Approve Conservation Easements among Milwaukee Public Schools, the City of Milwaukee, and Milwaukee Metropolitan Sewerage District**

**Background**

Milwaukee Public Schools has collaborated with the Milwaukee Metropolitan Sewerage District and the City of Milwaukee to further advance the district’s sustainability initiatives through \$1,013,000 in partnership funding grants for green infrastructure projects at the following five school sites:

- Academy of Accelerated Learning — 3727 S. 78<sup>th</sup> St.
- Burdick School — 4348 S. Griffin Ave.
- Hawley Environmental School — 5610 W. Wisconsin Ave.
- Longfellow School — 1021 S. 21<sup>st</sup> St.
- Starns Early Childhood — 2616 W. Garfield Ave.

The funding agreements indicate that, upon completion of these green infrastructure projects, an 11-year limited-term conservation easement shall be executed for each site in order to ensure that the new green space is adequately maintained and protected. These projects have resulted in improved stormwater management through the installation of bioswales, underground cisterns, native plants, new tree plantings, and additional green space. More than 150,000 square feet of outdoor space has been positively impacted by these efforts, which not only provides a direct benefit to the environment, but also creates additional opportunities for MPS students to learn about advancing sustainability efforts through the implementation of green infrastructure.

### **Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 5.01, Facilities

### **Fiscal Impact Statement**

There are no expenditures associated with this item.

### **Implementation and Assessment Plan**

Upon the Board's approval, the limited term conservation easements will be executed with the City of Milwaukee in favor of the Milwaukee Metropolitan Sewerage District.

### **Committee's Recommendation**

Your Committee recommends that the Board approve the limited-term conservation easements between Milwaukee Public Schools and the City of Milwaukee in favor of the Milwaukee Metropolitan Sewerage District, 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 5) Action on a Request to Approve Prevailing Wages**

### **Background**

Building trades workers employed at the Department of Facilities and Maintenance Services have historically been paid the prevailing wages, pursuant to the action of the Board on May 3, 1931 (Proc. pp. 555-556). This policy was incorporated in Section 2.32 of the Board's Rules (currently Administrative Policy 6.21) and was further affirmed by the Board in December 1962 (Proc. 12-11-62, pp. 301-302; 12-19-62, pp. 303-304). Building trades workers employed at the Department of Facilities and Maintenance Services last received the prevailing wage rates effective July 2019.

Based on the need to remain competitive in the current market for building trades, the Administration recommends that the Board move forward with the following updated prevailing wage structure for this unit.

Job Classification	FY20	FY21	Job Classification	FY20	FY21
	Current Rate	MBCTC* Prevailing Wage		Current Rate	MBCTC* Prevailing Wage
Bricklayer	38.93	40.75	Elevator Constructor Mechanic	49.47	51.09
Bricklayer Crewleader	40.88	42.79	Insulator Crewleader	38.20	39.30
Building Laborer	31.62	32.95	Insulator/Asbestos Worker	36.38	37.43
Building Laborer Crewleader	33.26	34.64	Locksmith	38.29	38.97
Carpenter	38.29	38.97	Locksmith Crewleader	40.21	40.92
Carpenter Crewleader	40.21	40.92	Machine Maintenance Crewleader	41.58	42.70
Electrician	41.03	42.84	Machine Maintenance Repairman	40.08	41.20
Electrician Crewleader	44.11	46.06			



Job Classification	FY21		Job Classification	FY21	
	FY20 Current Rate	MBCTC* Prevailing Wage		FY20 Current Rate	MBCTC* Prevailing Wage
Painter (Buildings)	32.95	34.45	Roofer	34.95	36.35
Painter Crewleader	33.33	34.83	Roofer Crewleader	35.45	36.85
Plasterer	35.31	36.72	Sheet Metal Crewleader	48.85	51.00
Plumber	43.65	46.40	Sheet Metal Worker	45.44	47.44
Plumber Crewleader	46.27	49.19	Steamfitter	46.89	47.79
Plumber-Rest. Journeyman I	39.42	42.17	Steamfitter Crewleader	49.24	50.18

\*Milwaukee Building & Construction Trades Council.

### **Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 6.21, Salary Schedules: Staff

### **Fiscal Impact Statement**

The district will incur costs by paying covered employees the wages as proposed in this item. These positions and salaries were allocated for in the Department of Facilities and Maintenance Services budget as approved by the Board for FY21.

### **Implementation and Assessment Plan**

Upon the Board's approval, the new wage rates shall be implemented as required.

### **Committee's Recommendation**

Your Committee recommends that the Board approve the prevailing wage rates, effective as of July 1, 2020.

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

\* \* \* \* \*

### **(Item 6) Action on Monthly Finance Matters: Authorization to Make Purchases; Acceptance of the Report on Revenues and Expenses; Monthly Expenditure Control Report; Report on Contracts under \$50,000 and Cumulative Total Report; Report on Monthly Grant Awards; Report on COVID-19 Expenditures; Acceptance of Donations**

#### **Purchases**

RFB 5788 Authorization to Contract with CDW Government LLC for Chrome Devices Running Google Chrome Operating System (OS) and Related Services, Software, and Accessories

The Administration is requesting authorization to enter into a blanket contract with CDW Government LLC ("CDW") for Chrome devices running Google Chrome operating system (OS) and related services, software, and accessories. These Chromebooks, Chromeboxes, Chromebook service, and Chrome operating-system licenses will be used in schools to refresh current inventories and to continue to decrease student-to-device ratios.

CDW was chosen pursuant to RFB 5788, which closed on September 4, 2020. The contract will run from December 1, 2020, through November 30, 2021, (the "Initial Term") with two additional one-year options to extend if certain performance metrics incorporated into the contract are met.

The total cost of the contract in the Initial Term will not exceed \$5,567,372.

Budget Code: Varies by location ordering goods..... \$5,567,372

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	\$ Value	Req.	Paid Student Employment	Educational Experience
748	144	192	Yes	15%	15.05%	TBD	NA	600	20

### Routine Monthly Reports

The report on revenues and expenses; the monthly expenditure control report; the report on contracts 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.

### Report on Preliminary COVID-19 Expenditures through September 30, 2020

#### Total Amount by Expenditure Type and Fiscal Year

Summary Expenditure Type	Estimated Amounts		Total Costs
	FY20	FY21 Quarter 1	
Educational supplies and materials supporting virtual learning	\$492,539	\$66,674	\$559,213
Technology upgrades , platforms/software/licenses, Chromebooks, hotspots and power adapters	\$49,129	\$11,562,332	\$11,611,461
Personal protective supplies and sanitation	\$538,284	\$888,478	\$1,426,762
Recreation (personal protective and sanitation supplies, and emergency wages)		\$10,032	\$10,032
Stop, Grab & Go distribution sites (wages, non-reimbursable meals, COVID-19 supplies)	\$2,311,645	\$844,360	\$3,156,004
Technology/Virtual Learning Staff Development		\$82,581	\$82,581
Transportation	\$4,679,989	\$3,475,503	\$8,155,492
Translation and interpretation services	\$15,400		\$15,400
<b>Total</b>	<b>\$8,086,986</b>	<b>\$16,929,961</b>	<b>\$25,016,946</b>

### Donations

Location	Donor	Amount	Gift or Purpose
<i>Monetary Donations</i>			
Bay View High School	Bay View Neighborhood Association	\$750.00	Art Mural Donation
Bradley Trade & Tech	Walker's Point Association	\$2,000.00	Scholarship Donation
Cass Street School	Tri City National Bank	\$3,000.00	General School Supplies/COVID Supplies
Clemens School	Milwaukee Public Schools Foundation, Inc.	\$4,674.66	General School Supplies
Clemens School	Bradley J. & Lisa M. Boortz	\$4,000.00	General School Supplies
German Immersion School	German Immersion Foundation	\$1,942.14	General School Supplies
German Immersion School	German Immersion Foundation	\$150.93	General School Supplies
German Immersion School	YourCause, LLC	\$16.48	General School Supplies
Greenfield School	Music Teachers National Association	\$750.00	Music Instruments
Holmes School	Cooperative Educational Service Agency	\$500.00	Wellness Completion Donation
Humboldt Park School	Supporting Families Together Association	\$150.00	Camp Fund Donation
Keefe Avenue School	Margaret Barron	\$500.00	Incentive Fund Donation
Keefe Avenue School	The Blackbaud Giving Fund	\$120.00	Virtual Learning Donation
Kluge School	General Mills/Box Tops For Education	\$2.00	General School Supplies

Location	Donor	Amount	Gift or Purpose
Kluge School	Hope Community Foundation Inc.	\$250.00	Medical Fragile Supplies
MacDowell Montessori	MacDowell Montessorian PTO	\$2,521.00	Swim & Nature Classroom Fieldtrip
MacDowell Montessori	Chr. Hansen Inc.	\$100.00	Senior Signs Donations
Maple Tree School	Healthy Classrooms Foundation	\$2,000.00	Healthy Classroom Donation
Milwaukee School of Languages	German Immersion Foundation, Inc.	\$2,998.00	Virtual Learning Donation
Mitchell School	Kiwanis Club of Milwaukee	\$2,000.00	RIF Books & Supplies
Morse Middle School	Richard & Nansi Hawkins	\$1,800.00	Head Phones Donation
Morse Middle School	Richard & Nansi Hawkins	\$200.00	Science Donation
Riverwest Elementary	Milwaukee Spurs Official Supporters Club	\$550.00	PPE Donation
Stuart School	American Transmission Company	\$150.00	Trees of Threes Program Donation
Thoreau School	United Methodist Church	\$50.00	General School Supplies
Thoreau School	American Transmission Company	\$225.00	Trees of Threes Program Donation
Thoreau School	Educator Credit Union	\$500.00	Parental Involvement Donation
Trowbridge School	Jolene Plautz	\$30.00	Technology for Virtual Learning
Trowbridge School	Brian & Nancy Mitchell	\$100.00	Technology for Virtual Learning
Trowbridge School	Lorraine Keck	\$50.00	Technology for Virtual Learning
Trowbridge School	Elaine Shanebrook	\$125.00	Technology for Virtual Learning
Trowbridge School	Kenneth Krei	\$250.00	Technology for Virtual Learning
Trowbridge School	Roberta Drews	\$250.00	Technology for Virtual Learning
Trowbridge School	Theresa Reagan	\$100.00	Technology for Virtual Learning
Trowbridge School	Dennis Cook	\$100.00	Technology for Virtual Learning
Victory School	American Transmission Company	\$150.00	Trees of Threes Program Donation
Washington High School	Wisconsin State Golf Association Foundation Inc.	\$500.00	IT Donations
Wedgewood Park School	Naomi & Benjean Lara	\$120.00	Music Donation
Westside Academy	Dollar General Literacy Foundation	\$3,000.00	Youth Literacy Donation
<i>Total Monetary Donations</i>		\$36,675.21	
<i>Non-monetary Donations</i>			
Academy of Accelerated Learning	Donors Choose	\$440.21	Writing Tablet
Audubon High School	Donors Choose	\$636.96	Self-Care Packages
Bay View High School	Donors Choose	\$429.35	Photos Book& laminator Film
Bay View High School	Donors Choose	\$369.92	Digital Magazines to Soothe the Soul
Bethune Academy School	Donors Choose	\$412.28	General School Supplies
Bethune Academy School	Donors Choose	\$497.14	Hands on Virtual Learning
Bradley Trade & Tech	Donors Choose	\$986.68	Incentives for Virtual Learning
Bryant School	Donors Choose	\$345.71	Math Intervention Tools
Burbank School	Donors Choose	\$375.86	Tag board Donation
Burbank School	Donors Choose	\$761.60	General School Supplies
Carson Academy of Science	Donors Choose	\$322.02	Hi-Fi Headset Bundle
Congress School	Donors Choose	\$228.29	Books Donation
Doerfler School	Donors Choose	\$781.16	Personal Care Items
Doerfler School	Donors Choose	\$228.68	Books & Reading Supplies
Doerfler School	Donors Choose	\$967.72	Books Donation
Emerson School	Donors Choose	\$773.49	General School Supplies
Emerson School	Donors Choose	\$417.00	Virtual Learning Donation
Fifty-Third Street School	Bella-Canvas	\$466.65	Masks
Fifty-Third Street School	Donors Choose	\$410.92	Hygiene Products
Goodrich School	Donors Choose	\$300.00	TPT Resources Donation
Goodrich School	Donors Choose	\$524.22	Learning at Home Supplies
Goodrich School	Donors Choose	\$591.00	Classroom Library
Goodrich School	Donors Choose	\$374.00	Learning at Home Supplies
Goodrich School	Donors Choose	\$417.09	Writing at Home
Goodrich School	Donors Choose	\$292.78	Lego Kits for Students
Goodrich School	Donors Choose	\$393.53	Resources Distance Learning

Location	Donor	Amount	Gift or Purpose
Goodrich School	Donors Choose	\$703.64	Make Virtual Learning Happen
Goodrich School	Donors Choose	\$656.04	Black Lives Matter Support Donation
Goodrich School	Donors Choose	\$490.00	General School Supplies
Goodrich School	Donors Choose	\$443.00	Virtual Learning Donation
Goodrich School	Donors Choose	\$329.00	Gym, Art & Music Supplies
Grantosa Drive School	Donors Choose	\$222.06	Math & Science for Special Needs
Grantosa Drive School	Donors Choose	\$471.04	Health & Sport for Special Needs
Hampton School	Donors Choose	\$604.21	Virtual Learning Donation
Hartford University School	Donors Choose	\$557.32	General School Supplies
Hartford University School	Donors Choose	\$416.87	Virtual Learning Donation
Hartford University School	Donors Choose	\$289.32	Science Donation
Hartford University School	Donors Choose	\$945.64	Science Donation
Hartford University School	Donors Choose	\$366.85	General School Supplies
Howard Avenue Montessori	Amanada Marquardt	\$50.00	Computer Monitor for Virtual Learning
I.D.E.A.L. School	Donors Choose	\$389.72	Story works Magazine
Jackson School	Donors Choose	\$392.82	Books Donation
Keefe Avenue School	Margaret Barron	\$50.00	Monitor
Keefe Avenue School	Margaret Barron	\$20.00	Face Shields
Keefe Avenue School	Donors Choose	\$1,016.75	Distance Learning K5-1 Materials
King Elem School	Songodina Ifatunji	\$50.00	Camera Tripod
King Elem School	Donors Choose	\$623.35	Attire for Afterschool Program
King Elem School	Grafton Costco	\$6,480.00	School Backpacks
King Elem School	Neighbors Care	\$2,015.00	General School Supplies
MacDowell Montessori	Donors Choose	\$656.54	Books Donation
MacDowell Montessori	Donors Choose	\$202.24	Books Donation
MacDowell Montessori	Donors Choose	\$198.50	Books Donation
Meir School	Donors Choose	\$292.00	Books Donation
Meir School	Donors Choose	\$199.00	Document Camera
Milw High School of Arts	Donors Choose	\$203.46	Computer Microphone
Milw High School of Arts	Donors Choose	\$528.06	Fugets
Milwaukee School of Languages	Donors Choose	\$300.62	Anatomical Life Donation
Milwaukee School of Languages	Donors Choose	\$406.52	Safety Science Project
Milwaukee School of Languages	Donors Choose	\$356.84	Science Donation
Milwaukee Sign Language School	Donors Choose	\$393.46	Student Materials
Milwaukee Sign Language School	Donors Choose	\$758.09	General Supplies & Books
Mitchell School	Donors Choose	\$590.49	Arts & Crafts for Students
Mitchell School	Donors Choose	\$403.25	Books Donation
Mitchell School	Donors Choose	\$646.20	Lego Community Sets for PBIS
Mitchell School	Donors Choose	\$669.01	Fire Tablets for PBIS
Mitchell School	Donors Choose	\$533.99	Art Supplies for Student PBIS
Morgandale School	Donors Choose	\$583.79	General School Supplies
Morgandale School	Donors Choose	\$1,409.36	Distance Learning Games
Morgandale School	Donors Choose	\$1,966.89	Distance Learning Supplies
Morgandale School	Donors Choose	\$392.81	Virtual Classroom Supplies
Morgandale School	Donors Choose	\$483.28	Virtual Classroom Supplies
Morgandale School	Donors Choose	\$628.71	COVID Cleaning Supplies
Morgandale School	Donors Choose	\$441.13	Sensory Supplies
Morgandale School	Donors Choose	\$469.56	Virtual Speech Therapy Supplies
Morgandale School	Donors Choose	\$384.13	SEL for Autistic Students
Morgandale School	Donors Choose	\$600.45	Fine Motor Skills Supplies
Ninety-Fifth Street School	Donors Choose	\$140.33	Kargol Supplies
Ninety-Fifth Street School	Donors Choose	\$234.81	Kargol Virtual Learning Items

Location	Donor	Amount	Gift or Purpose
Ninety-Fifth Street School	Donors Choose	\$230.83	Kargol Virtual Learning Items
Ninety-Fifth Street School	Donors Choose	\$351.09	General School Supplies
Ninety-Fifth Street School	Donors Choose	\$237.88	Kargol Virtual Learning Items
Ninety-Fifth Street School	Donors Choose	\$282.67	Kargol Classroom Materials
Ninety-Fifth Street School	Donors Choose	\$111.94	Kargol Classroom Materials
Ninety-Fifth Street School	Donors Choose	\$188.11	Kargol Classroom Materials
Ninety-Fifth Street School	Donors Choose	\$237.24	Kargol Classroom Materials
Ninety-Fifth Street School	Donors Choose	\$163.45	Kargol Classroom Materials
Ninety-Fifth Street School	Donors Choose	\$451.19	Kargol Classroom Materials
North Division High School	Donors Choose	\$392.55	Pickles, Salsa & Jam
North Division High School	Donors Choose	\$570.95	Educational Kits & Games
Office of Academics-Special Education	Educators Credit Union	\$80,000.00	4,000 New Backpacks for Homeless Students
Office of Academics-Special Education	Feed the Children	\$16,665.58	Backpacks, Supplies & Books for Homeless Students
Office of Finance- Nutrition Services	Klement Sausage Co., Inc.	\$2,106.00	5,200 Sausage Sticks
Pratt School	Donors Choose	\$733.60	Multicultural Books
Pratt School	Donors Choose	\$657.96	Classroom Books
Riverwest Elementary	Pilgrim Rest Missionary Baptist Church	\$500.00	General School Supplies
Riverwest Elementary	City of Milwaukee Health Department	\$3,200.00	General School Supplies
Riverwest Elementary	Neighbors Care	\$600.00	Reusable Grocery Bags
Riverwest Elementary	Donors Choose	\$293.19	COVID Supplies
Spanish Immersion School	Donors Choose	\$1,157.06	Educational Kits & Games
Starms Discovery School	Donors Choose	\$1,017.08	General School Supplies
Starms Early Childhood School	Donors Choose	\$940.34	Virtual Learning Materials
Thoreau School	Educator Credit Union	\$200.00	Bags & Water Bottles for Teacher
Trowbridge School	Donors Choose	\$725.12	Virtual Learning Materials
Trowbridge School	Donors Choose	\$139.62	Pencils & Erasers
Trowbridge School	Donors Choose	\$196.24	Dry Erase Boards & Markers
Trowbridge School	Donors Choose	\$154.02	Classroom Materials
Whitman School	Donors Choose	\$282.13	Classroom Games
Wisconsin Conservatory	Donors Choose	\$157.06	Books
Wisconsin Conservatory	Donors Choose	\$250.24	Online Grammar Opportunities
Wisconsin Conservatory	Donors Choose	\$274.12	Distance Learning Lessons
Wisconsin Conservatory	Donors Choose	\$248.54	We Are Learning Apart Project
Wisconsin Conservatory	Donors Choose	\$274.12	Distance Learning Preparation
Zablocki School	Donors Choose	\$332.19	General School Supplies
Zablocki School	Donors Choose	\$550.95	Magazines & Cleaning Supplies
Zablocki School	Donors Choose	\$358.95	General School Supplies
Zablocki School	Donors Choose	\$442.55	Student Manipulatives
Zablocki School	Donors Choose	\$492.94	General School Supplies
Zablocki School	Donors Choose	\$570.26	Headphones for Students
Zablocki School	Donors Choose	\$559.96	General School Supplies
Zablocki School	Donors Choose	\$333.79	Early Childhood Learning Materials
<i>Total Non-monetary Donations</i>		<i>\$163,031.92</i>	
Total Value for November 2020		\$199,707.13	

### **Committee's Recommendation**

Your Committee recommends that the Board

1. authorize the purchases; and
2. accept the donations as listed above, 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 7) Action on the Award of Professional Services Contracts**

RFP 965 Authorization to Contract with Occupational Health Centers of the Southwest P.A., d/b/a Concentra Medical Centers, for Occupational Medical Services

The Administration is requesting authorization to enter into a contract with Occupational Health Centers of the Southwest P.A., d/b/a Concentra Medical Centers (“Concentra”), for occupational medical services.

Concentra will be used to: deliver pre-employment physicals and exams; fitness-for-duty exams; occupational medical surveillance and testing, where required; follow-up care and medical surveillance relating to occupational exposure to bloodborne pathogens; coordination of the District’s reasonable-suspicion drug-and-alcohol-testing protocols; and worker’s compensation medical care for all MPS schools and departments. Timely scheduling and delivery of pre-employment exams and physicals is essential to achieve full staffing of schools.

Concentra was chosen as the highest-ranked vendor pursuant to RFP 965, which closed on October 26, 2017. In December 2017, the Board approved a contract with Concentra with an initial term running from January 1, 2018, through December 31, 2020, with two additional one-year options to extend if certain performance metrics incorporated into the contract were met. Concentra has met the performance metrics codified in the contract; therefore, MPS is exercising the first one-year option to extend the contract. This contract renewal will run from January 1, 2021, through December 31, 2021.

The total cost of the contract in this first extension will not exceed \$216,000.

Budget Code: DWC-0-0-EMB-DW-ECTS (Contracted Services — Employee Benefits) ..... \$216,000

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	\$ Value	Req.	Paid Student Employment	Educational Experience
10,539	5,763	7,775	No	NA	NA	NA	NA	400	20

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.09, Purchasing and Bidding Requirements

**Fiscal Impact Statement**

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

Budget Code: DWC-0-0-EMB-DW-ECTS ..... \$216,000

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

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

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

\* \* \* \* \*

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

**Exception Authorization to Extend a Contract with the Board of Regents of the University of Wisconsin System on Behalf of University of Wisconsin’s Milwaukee Center for Urban Population Health for Research Evaluation**

The Administration is requesting authorization to enter into a contract with the Board of Regents of the University of Wisconsin System on behalf of University of Wisconsin’s Milwaukee Center for Urban Population Health for Research Evaluation (CUPH) to conduct both process (formative) and outcome (summative) evaluation of the Milwaukee Public Schools’ (MPS’s) AIMing for Quality Arts and Achievement project. The services include:

- identifying sources for evaluation data and creating data-collection systems as needed;
- attending project meetings with stakeholders to stay informed of project’s changes and progress;
- analyzing qualitative and quantitative data to track project’s progress and to determine the impact on students;
- preparing performance-feedback memos and annual reports to inform project’s staff of evaluation results; and
- providing ongoing support to the project team through a developmental-evaluation approach.

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

The original contract provided for two one-year options to extend upon mutual consent. This will be the first extension of this contract. This first contract extension will run from January 1, 2021, through December 31, 2021.

The total cost of the contract in this extension year will not exceed \$63,000.

Budget Code: SDV-0-S-QU1-CI-ECTS. (AIMing for Quality Arts — Contracted Services) ..... \$63,000

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

**Exception Authorization to Extend a Contract with devX, LLC, for the Development of STEM Fabrication Labs**

The Administration is requesting authorization to extend the contract with devX, LLC (“devX”) to develop and furnish digital fabrication labs in up to six schools. The fabrication labs will serve as places for students to play, to create, to learn, and to invent through hands-on STEM activities. The contractor will provide customized, detailed digital-fabrication-lab design and a framework for implementation. Additionally, the contractor will provide consulting services related to the acquisition and installation of equipment. To ensure that staff maximize the use of the fabrication labs, devX will provide strategically designed professional development.

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

The original contract provided for two one-year options to extend upon mutual consent. This will be the first extension of this contract. This first contract extension will run from January 1, 2021, through December 31, 2021.

The total cost of the contract in this extension year will not exceed \$115,000.

Budget Code: SDV-0-S-G31-AQ-ECTS (GE Foundation Developing Futures — Contracted Services)..... \$115,000

devX, LLC

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	\$ Value	Req.	Paid Student Employment	Educational Experience
NA	NA	NA	NA	0%	NA	NA	NA	300	10

**Exception Authorization to Contract with Siemens Industry, Inc., for Energy-management-system Services at MPS Sites**

The Administration is requesting authorization to enter into a contract with Siemens Industry, Inc., for all labor and materials in conjunction with an energy-management-system project at various MPS sites.

This contractor has completed such projects for MPS previously and has the requisite knowledge to comply with MPS’s established standards; therefore, the exception from the requirement of a competitive procurement process for this contract has been granted on the basis of continuity of services and established MPS standard (Administrative Policy 3.09(7)(e)(1)(b)(iv) and 3.09(7)(e)(1)(b)(V)).

This contract will run from August 28, 2020, through December 15, 2020. The total cost of the contract will not exceed \$366,958. The contract is part of the Qualified School Construction Bonds funding, which must be completed by December 15. Work has been halted pending the approval of Milwaukee Board of School Directors.

Budget Code: Various Budget Codes (Construction Fund — Contracts — HVAC)..... \$366,958

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	5%	NA	NA	NA	100	10

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.09, Purchasing and Bidding Requirements

**Fiscal Impact Statement**

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

Budget Codes: Board of Regents (CUPH) for Research Evaluation, SDV-0-S-QU1-CI-ECTS..... \$63,000  
 devX, LLC, for the Development of STEM Fabrication Labs, SDV-0-S-G31-AQ-ECTS ..... \$115,000  
 Siemens Industry, Inc., for Energy-management System Services at MPS Sites,  
 Varies by location ..... \$366,958

**Implementation and Assessment Plan**

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



**Committee’s Recommendation**

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

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

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**(Item 9) Action on a Request to Waive Administrative Policy 3.09(9)(e) and to Issue a Purchase Order to The Art of Education University for a Subscription to FLEX Learning**

**Background**

The Administration is requesting authorization to waive the three-year term limits of Administrative Policy 3.09(9)(e) and to issue a purchase order to The Art of Education University for a four-year subscription to FLEX Learning, a customizable art-education curriculum exclusively for visual arts. This is an upgrade from the current license, which includes PRO Learning, the professional-development resource for visual-arts teachers. The license includes transferrable individual logins for up to 100 users and School Success onboarding and implementation services.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis that the goods provided by this vendor are considered one-of-a-kind and competitive vendors do not exist (Administrative Policy 3.09(7)(e)(1)(b)(i)).

The licensing period will run from December 1, 2020, through November 30, 2024. The total cost of the licenses during the term will not exceed \$98,544.

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

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.09, Purchasing and Bidding Requirements

**Fiscal Impact Statement**

Budget Code: SDV-0-S-QU1-CI-ECTS (Curriculum & Instruction — Contract Services) ..... \$98,544

**Implementation and Assessment Plan**

Upon approval by the Board, the purchase order will be issued to the vendor for order fulfillment of the licenses.

**Committee’s Recommendation**

Your Committee recommends that the Board authorize the waiver of Administrative Policy 3.09(9)(e) and approve the purchase from The Art of Education University, as set forth in this item.

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

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**(Item 10) Report with Possible Action Regarding Funding Recommendations for Student Safety**

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

**Background**

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At its June 2020 meeting, the Milwaukee Board of School Directors adopted, with amendments, Resolution 2021R-003, which terminated all contracts with the Milwaukee Police Department for the services of School Resource Officers and other personnel.

Through this action, the Administration was directed to develop recommendations in collaboration with staff, community partners, community members, and other governmental entities for using money previously allocated to contracts for serving and protecting the safety of MPS students.

The Administration held a series of meetings during October and November to finalize the collaborative recommendations. The final recommendation is to use the remaining funds, in the amount of \$184,774, to enhance the use of restorative practices within the district.

**Strategic Plan Compatibility Statement**

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

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

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Administrative Policy 8.36, Student Safety

**Fiscal Impact Statement**

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N/A

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**(Item 11) Report with Possible Action on Central Region Staffing**

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

**Background**

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At the Board's regular monthly meeting on June 25, 2020, Resolution 2021R-005, regarding Central Region's staffing, was introduced and referred to the Committee on Accountability, Finance, and Personnel. The Board consider the resolution at its meetings on July 30 and September 24, 2020, at which time the Administration provided additional analysis as requested by the Board.

At the meeting on September 24, 2020, the Board approved a motion to send the resolution back to committee. The motion also included direction to the Administration to form a task force to review possible revisions in current policies or procedures to increase the recruitment and long-term stability of employees working in hard-to-staff schools.

As reported last month, the Administration formed the task force, and the first meeting took place on October 29, 2020. The task force includes representation from the Board, central administrators, school leaders, parents, and the MTEA.

At the first meeting, task force participants gained an understanding of the resolution and their role as detailed in the motion that was approved by the Milwaukee Board of School Directors on September 24, 2020. In addition, the Office of Human Resources presented an overview of the staffing process.

The second meeting of the task force is scheduled for November 12, 2020. The focus of this meeting will be to discuss various perspectives and observations relative to staffs' concerns at schools. The Administration will continue to report to the Board on a monthly basis.

**Strategic Plan Compatibility Statement**

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

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

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Administrative Policy 6.23, Recruitment and Hiring: Staff

**Fiscal Impact Statement**

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N/A

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**(Item 12) Report with Possible Action Regarding the Task Force on Strategies and Guidelines to Develop Capacity in Attracting, Retaining, and Developing Bilingual Teachers and Support Staff**

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

**Background**

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At its December 2019 regular monthly meeting, the Board took action to direct the Administration to establish a special task force to develop capacity in attracting, retaining and developing bilingual teachers and support staff. Since December 2019, there have been four meetings of the task force: January 16, February 11, March 4, and November 11, 2020.

At the meeting on March 4, 2020, the Administration presented information in regard to programs that exist through the Milwaukee Public Schools University (MPSU) to assist in the development of a pathway leading towards bilingual certification. There was then an opportunity for the audience members to ask questions. The audience was also engaged in a sharing activity to highlight any barriers that they had encountered, or could foresee, in this pathway process. The task force will examine those responses and plans to use that information to create solutions or opportunities that will be presented to the Board.

Due to the pandemic, meetings of the task force have been suspended for the remainder of the 2019-2020 school year. There was a written update sent to the task force’s members in July 2020, which provided answers to some of the questions that were asked by members in earlier meetings. Also included in that communication was information taken from the 2019 Milwaukee Public Schools Education Pathways document.

The November 11 meeting started with a brief segment on virtual-meeting norms and an overview of the purpose of the Bilingual Task Force. The main focus of the meeting was an MPSU program update and information regarding student program offerings. The meeting concluded with a discussion on the steering committee’s roles and responsibilities, a call for volunteers, and setting the date for the next meeting, which will take place on December 9, 2020.

**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 6.23, Recruitment and Hiring: Staff

**Fiscal Impact Statement**

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N/A

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

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

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

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

#### **Background**

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

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

At the Committee on Parent and Community Engagement's meeting on September 8, 2020, the Administration provided a report regarding the submission of the district's end-of-year report to the Office of Civil Rights (OCR). At its regular meeting on September 24, 2020, the Board took action to direct the Administration to report monthly on progress relative to the ten agreed-upon action items, as well as report on suspensions, expulsions, and referrals. The requested information for the November report can be found below.

#### **Monthly Disproportionality Report — Resolution with Office for Civil Rights (OCR) October 1-October 30, 2020**

Below you will find an update of activities within each of the 10 requirements of Resolution #05-14-5003 with The Office of Civil Rights.

#### **Requirement 1 — Designation of Responsible Employee**

Completed.

#### **Requirement 2 — Early Identification of Students at Risk for Behavioral Difficulties and Early Intervention**

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

As of October 30, 2020, there were 279 documented Tier 2 behavior interventions and 29 Tier 3 behavior interventions across the district.

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

By November 30, 2020, documented Tier 2 interventions will increase by 10% supporting students identified for early intervention.

**Requirement 3 — Outreach to Students**

During October, schools held district-wide virtual meetings of the Student Discipline Committee, with minutes and discussions submitted online. Topics included students' recommendations for virtual learning or focused on a student-selected topics, including historical segregation, defining specific behaviors in the code of conduct, experience with COVID-19, and students' voice in the fight against racism.

The first of two Student Leadership Summits planned for the 2020-2021 school year will occur virtually in December 2020. The summit's title is "Bridging the Barriers to Student Leadership." Students will participate in a keynote and sessions on the importance of students' voice. Students will self-select participation in breakout sessions, each facilitated by MPS staff or community members on a variety of topics, including virtual bullying, job readiness, historical redlining in Milwaukee, understanding due process in MPS, teen stress, and a host of other topics.

***Benchmarks & Timeline:***

By November 30, 2020, 100% of traditional middle and high schools will submit their meetings' minutes for two virtual meetings of the Student Discipline Committee in which specific student recommendations and student-interest topics will be discussed.

**Requirement 4 — Outreach to District Staff**

Schools were instructed to establish a Discipline Work Group to address disproportionality, school climate, and culture. Each school was required to identify a discipline champion to serve as the facilitator of the group. The district discipline manager sends a weekly email and holds weekly office hours to support all discipline champions.

This work group meets monthly to analyze disproportionality data, to identify specific strategies, and to identify specific professional development and support for staff members, as well as to engage all staff, students, and the community. The recommendations discussed include engaging students virtually, more opportunities for professional development, a guided approach on courageous conversations about race and why race matters, discussions and professional development, more time to discuss the school-to-prison pipeline, understanding data analysis, and individual supports for struggling teachers.

***Benchmarks & Timeline:***

By November 30, 2020, 100% of traditional MPS schools will submit their Discipline Work Group meeting's minutes, including each school's specific next steps and recommendations for support to address disproportionality.

**Requirement 5 — Outreach to Community Members**

A flyer (provided under separate cover) for community conversations has been created, with the first community conversation occurring on November 11, 2020, at 6:00 p.m. Subsequent community conversations are scheduled for December 9, January 13, and February 10. Community conversations are being advertised on social media and through Thursday Updates, text messages, discipline champions, parent coordinators, and the Office of Board Governance's newsletters.

Through a grant in collaboration with the Wisconsin Humanities Council's Project Community CARE (Collaboration Around Racial Equity), the district will be launching a variety of activities throughout the 2020-2021 school year. Activities will include multiple documentary viewings with discussion, book cohorts, and solution-based action planning.

***Benchmarks & Timeline:***

By November 11, 2020, all MPS schools will have an administrator and parent coordinator attend community conversations discussing improving outcomes for all students in Milwaukee Public Schools.

**Requirement 6 — Policies, Practices, and Procedures**

Updates to our district's code of conduct were submitted to Office for Civil Rights in February 2019, and we are awaiting a response from that office.

### Requirement 7 — Staff Professional Development

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

Title	Audience	Date
Interrupting Bias in Discipline	Parkview — all staff members Social work assistants	October 13, 2020 October 27, 2020 October 9, 2020
Interrupting Bias and Microaggressions in Team Meetings	Lincoln MS — Discipline Work Group	October 19, 2020
Self-care Community of Practice	Interested staff members district-wide	October 13, 2020 October 27, 2020
Adolescent Mental Health	Interested middle- and high-school staff members	October 2, 2020 October 13, 2020 October 16, 2020 October 20, 2020 October 22, 2020 October 27, 2020 October 30, 2020
Trauma-sensitive Strategies	School psychologists	October 2, 2020
Grief	School psychologists, social workers, and trauma specialists	October 22, 2020
Crisis Prevention Institute (CPI)	Any staff	October 6, 2020
De-escalation	Any staff	October 20, 2020
Pyramid Model: Promoting Mental in Young Children	Staff working with students age 3-5	October 28, 2020

#### Benchmarks & Timelines:

By November 30, 2020, all members of the District Discipline Disproportionality Leadership Team will offer to staff members continued professional development addressing various aspects of district climate, discipline, equity, and the role of race.

### Requirement 8 — Data Collection

Completed.

### Requirement 9 — Data Evaluation

Below are all behavior events documented across the district from October 1, 2020, through October 30, 2020.

The column on the far right lists administrator resolutions used by school leaders.

Behavior Event	Hispanic	American Indian	Asian	Black	Pacific Islander	White	2+ Races	October Total	Year to date	Administrator Resolution Used*
Bullying Due to Disability				1				1	1	18
Bullying Due to Sex								0	1	
Chronic Disruption				6		2		8	22	9, 18
Disorderly Conduct			1	1				2	6	3, 9
Endangerment of Physical Safety/Mental Well-being				2		1		3	3	9, 18
Inappropriate Dress				1				1	1	18
Inappropriate Personal Property	1			1		1		3	3	9, 18
Inappropriate use of electronic communication devices	9			15		2		26	60	7, 9, 13, 17, 18
Other Substances/Materials				3				3	3	9, 18
Personal Threat				2				2	5	9, 18
Possession/Ownership/ Use of a Gun								0	4	
Possession/Ownership/Use of Weapon Other than Gun				1				1	1	11, 17

Behavior Event	Hispanic	American Indian	Asian	Black	Pacific Islander	White	2+ Races	October Total	Year to date	Administrator Resolution Used*
Sexual Assault						1		1	1	9, 10, 17
Sexual Harassment				2				2	2	9, 11, 17
Substantial Environmental Disruption	1			2				3	7	9
Use of Tobacco, Including Chewing									3	
Vandalism				3				3	4	9, 18
Verbal Abuse/Profanity/Harassment			1	3		1		5	10	9, 15, 18
<b>Grand Total</b>	<b>11</b>		<b>2</b>	<b>43</b>		<b>8</b>		<b>64</b>	<b>137</b>	

**\*Key**

Code	Resolution
1	Behavioral Probation
2	Conference
3	Counsel
4	CS Conference Scheduled
5	Handled at Local Level
6	IEP Review
7	Investigative Review
8	Alternative School Reassignment
9	Parent Contact

**\*Key**

Code	Resolution
10	Police Involvement
11	Preliminary Expulsion Hearing
12	Referral — BIT
13	Referral School Social Worker
14	Remain Present School
15	Suspension
16	Suspension Pending
17	Virtual Discipline Process
18	In process

**Requirement 10 — Implementation Plan**

The following departments have been collaborating on the implementation plan: Black and Latino Male Achievement (BLMA); Equity and Inclusion; Student Services; Specialized Services, and Violence Prevention. The monthly District Discipline Disproportionality Leadership Team has been meeting to review monthly data, to discuss updates from all departments, and to create next steps.

The Office of School Administration is in the process of updating the District Culture & Climate Toolkit for the 2020-2021 school year to include supports for building a community in a virtual setting as well as supports and next steps to address disproportionality. This updated toolkit will be finalized in the coming weeks and will be shared with all schools through all discipline champions.

There are multiple cohorts of staff members engaging in a book study on Glenn Singleton's *Courageous Conversations About Race*, including 40 school administrators, 22 centralized staff members, and several school-based cohorts, including Milwaukee High School of the Arts, Lincoln Middle School, and Story School. A cohort of 15 school-based staff are reading and discussing Ibram X Kendi's book *How to Be an Antiracist*. Eighteen new educators will start a monthly cohort using *The New Teacher Book* published by Rethinking Schools. Staff members at Starns School organized a book cohort with Bettina Love's book *We Want To Do More Than Survive*. The cohort has 17 participants who are meeting every two weeks for five sessions, reading and discussing the book.

All schools are continuing implementation of the Wisconsin Department of Public Instruction's Culturally Responsive Problem-solving model. This includes the creation of a variety of standard operating procedures for teams to utilize to implement the model and to interrupt bias in data-based decision making.

Self-paced modules focused on the five research-based best practices were created for staff members to engage in through Google Classroom. Currently there are over 20 staff members enrolled in each of the five self-paced modules, with four staff members having completed each module.

Lincoln Avenue, Maple Tree, Andrew Douglas, and South Division have been selected for the first restorative-practices cohort. Each of the schools is working closely with one of the four restorative-practices coaches providing professional development, restorative-practices coaching and modeling, and consultation on school-based next steps.

A self-paced comprehensive module going over the Antiracist Universal Supports has been created for interested staff members districtwide. There are 25 staff members currently enrolled in this self-paced module, with 16 staff members having completed all aspects of the module. Story School has required the

completion of this comprehensive module of all staff members. A cohort of 15 school psychologists are going through sections of this module weekly with the district's discipline manager over the course of five sessions, culminating on December 11, 2020. In addition, staff members can sign up through LMS to attend an all-day virtual professional development session.

Additionally, there will be a planned district-wide professional development on the role of bias within discipline at all schools. This professional development will be conducted by the discipline champion at every school. Discipline champions will attend a train-the-trainer session with the district discipline manager to learn about conducting this professional development with all staff members.

***Benchmarks & Timelines:***

By November 30, 2020, all school discipline champions will receive the MPS Culture & Climate Toolkit and will share with all staff members at their schools as an additional support in building a positive learning climate in a virtual setting.

By November 30, 2020, all Courageous Conversations about Race and other book cohorts will hold two additional meetings utilizing the framework to discuss the role of race in the climate and discipline in education.

By November 30, 2020, interested school psychologists will engage in three sessions of Antiracist Universal Supports professional development.

**Strategic Plan Compatibility Statement**

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

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

Administrative Policy 1.06, Equity in MPS

**Fiscal Impact Statement**

N/A

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**(Item 2) Report with Possible Action on Black and Latino Male Achievement (BLMA)**

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 MPS Department of Black and Latino Male Achievement (BLMA), which was established in 2017, works to analyze data and to adopt local and national best practices that result in improved academic and life outcomes for students.

A comprehensive presentation on the Department's work as aligned to the Five Priorities for Success is provided below. The presentation focuses on the following:

- BLMA's Mission and Vision
- Manhood Development Academies
- BLMA's Mentoring
- Recruitment/Retention of Black & Latino Male Teachers
- BLMA's Partnerships & Collaborations
- Positive Narrative Change Campaign

The following presentation will highlight the Positive Narrative Change Campaign.



**Administration’s Report**

**BLMA’s Mission and Vision**

*BLMA’s Mission Statement*

The Department of Black & Latino Male Achievement collaboratively works to improve the outcomes of all Black and Latino male students within Milwaukee Public Schools by challenging systems, structures, and spaces of oppression, and seeks to create conditions that promote greater success.

*BLMA’s Vision Statement*

Black and Latino male students will develop an affirmed sense of identity, dignity, and self-confidence, and will have the necessary tools to triumphantly navigate K-12, college, career, and life.

**BLMA Priority Strategies**

- Manhood Development Academies
- Improve School Culture and Climate
- BLMA Mentoring
- Recruitment and Retention of Black and Latino Male Teachers
- Positive Narrative Change Campaign

**Manhood-development Academies**

Item update	In Progress	Next Steps
Manhood-development courses	Currently partnering with four schools: Audubon Middle School, Lincoln Center of the Arts, South Division High School, and Washington High School. Through the elective courses, we are currently serving 220 students.	Support schools with courses through materials, coaching, and professional development.
Manhood-development coaching, professional development (PD), and support for course instructors	Six-week cycle of coaching implementation that explores restorative practices, instruction, academic rigor in reading and writing, and effective classroom-instruction feedback.	Continued support with implementation of manhood-development curriculum, coaching cycles, and PD.

Item update	On the Horizon	Next Steps
Expansion of manhood-development course	Look to expand to at least one additional site for the 2021-2022 year. Currently engaged in conversations with two high schools.	Continue discussions on how to successfully incorporate and implement manhood-development courses in schools.
Expansion of courses	Looking to explore the possibility of expanding the Manhood Development courses into an academy model aimed at helping students earn credits towards graduation requirements and service learning.	Discuss course-development requirements with schools and departments.

**Manhood-development Academy Courses**

*2020-21 BLMA Manhood-development Academy Student Racial Demographic %*

Black.....	76%
Latino.....	20%
American Indian/Alaska Native .....	1%
Asian.....	1%
White .....	2%

**Improve School Culture and Climate**

Item update	In Progress	Next Steps
Professional Development (PD)	Working to develop multiple levels of engagement points for district staff related to working with Black and Latino male students. Developing the three levels of engagement for staff: LMS, PD, and school-level technical assistance.	Building modules for LMS and 60-90-minute PD offerings for schools that fit the schools' needs while specifically focusing on Black and Latino males.
School Culture Teams within Schools	Working with Lincoln Center of the Arts, Milwaukee School of Languages, Transition High School, and Washington High School in creating School Culture Committees to support implementation of PD and evaluation of school culture as they relate to Black and Latino males.	Continue to coach and support School Culture Teams with identifying best practices for supporting Black and Latino males in their schools.

Item update	On the Horizon	Next Steps
Professional Development (PD)	Create a cycle to work with more schools on offering PD with having discussions around race as it relates to Black and Latino males.	Respond to schools and their requests for support through our PD request form.
School Culture Teams	Create a cycle to work with more schools on creating and supporting School Culture Teams with having discussions around race as it relates to Black and Latino males.	

**BLMA Mentoring**

Item update	In Progress	Next Steps
March 2020 — First Thursdays Mentor Luncheons	Pivoted to virtual sessions beginning in July 2020 (Bradley Tech, MSL, North Division, Riverside, South Division, Vincent, and Washington High Schools).	Provide tools for additional site-level, student-led continuations of monthly mentor sessions (Third Thursdays) during school year and set structure for summer of 2021; create opportunities for interest-based, personal mentoring (Level 2).
2020-21 monthly virtual First Thursday Mentoring Sessions	October 8, 2020, to May 6, 2021, at seven high schools — 35 students with between 8 and 15 community mentors dedicated to each site; online connections with site mentor leaders, community mentors, students, and families.	

Item update	On the Horizon	Next Steps
BLMA Ambassadors leadership development and near-peer mentorship opportunities transition to virtual format for 2020-2021.	Meeting with returning BLMA students (seniors and juniors) to arrange Ambassador and near-peer mentoring schedules and team goals for 2020-2021.	Pathway for sustained student leadership in BLMA schools and expanding "Power 2 Lead" to other BLMA schools. Currently: South Division High School and Forest Home Elementary, with option for Washington HS and a nearby elementary or K-8.
BLMA Mentoring Expansion	Seek to add at least one additional site for 2021-2022.	Increase number of community mentors and add additional school(s).

**Recruitment and Retention of Black and Latino Male Teachers**

Item update	In Progress	Next Steps
Black and Latino male staff recruitment and retention	Partnering with The Literacy Lab as a talent development strategy for youth to expose them to the teaching profession.	Provide mentoring opportunities for aspiring educators

Item update	On the Horizon	Next Steps
Research	Assist in conducting a study of Black and Latino male teachers currently in MPS in effort to capture their teaching journeys and experiences as teachers in MPS.	Utilize this information to aid the district in recruitment and retention of Black and Latino male educators.
BLMA/MPS Educator Coalition	Extend the reach of BLMA to Black and Latino male educators working in MPS through the development of a professional BLMA affiliate arm.  Create and hold regular space and opportunities for these educators to mutually support each other, share ideas and resources.	Identify and create platforms for Black and Latino male educators to hold regular space.  Generate topics and ideas through research-based means of support for Black and Latino male educators
University Partnerships	Continued partnership with Marquette University, Milwaukee Area Technical College and the University of Wisconsin-Milwaukee to develop teacher pathways.	Identify opportunities through meetings and planning.

**BLMA Partnerships & Collaborations**

*Internal MPS Collaborations*

- Pregnant and Parenting Youth Program (PPYP)/BLMA Fatherhood Bridge Program
- BLM Year of Impact
- Professional development opportunities
- Restorative Practices
- School Social Workers

*External Collaborations*

- Emerging Artist Program
- Black Lens MKE & The Rep
- Milwaukee Community Schools Partnership
- Milwaukee Succeeds Youth Forward MKE & Design Your Future Project
- National Apprenticeship Week

**Positive Narrative Change Campaign**

Item update	In Progress	Next Steps
2020 Art Start Portrait Project	“Souls of Young Folk” Panel With Black Lens MKE  Emerging Artist Program	Share the panel discussion on social media pages and BLMA website. Continued support for collaboration with Black Lens MKE for future projects

Item update	On the Horizon	Next Steps
Positive Narrative Change Campaign Opportunities	Identify additional opportunities for Positive Narrative Change	Contact local Black- and Latino-owned businesses, organizations, and artists to support the further development of the BLMA Positive Narrative Change Campaign.

I don’t know my own African ancestry but I know that I come from strong African kings and queens, and that I walk with my ancestors everyday.

My ancestors wake me up every day, telling me to keep striving for greatness and keep learning about my past and history so I can teach others.

#SeeMeBecause  
— Amir, age 15

I want people to see me as who I am and how I describe — as a confident leader who puts his mind to things — instead of the existing narratives about me.

— Demarcus, age 15,

If I could do something to change the world right now, I would end this virus. It affects so many people. A lot of people have lost their jobs. A lot people have passed away.

I want to impact others by being a nice, friendly guy.

I want people to see me with my Rubik’s cube in my hand, ‘cause the cube has an infinite world of algorithms.

#SeeMe Because  
— Miguel, age 15

**BLMA Department Updates**

- Addition of an underfill position to support the BLMA department’s work.
- The BLMA team is working with the Restorative Practices team to develop a collaborative rapid response protocol and plan for working with schools that experience unique challenges involving students.
- MPS’s administration is working to bring the Youth Guidance Becoming A Man (BAM) program to the district.
- MPS is exploring how to best provide similar support and programming for female students, possibly adding another position to assist in this effort.

**Strategic Plan Compatibility Statement**

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

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

Administrative Policy 1.06, Equity in MPS

**Fiscal Impact Statement**

N/A

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**(Item 3) Report with Possible Action Regarding Equity, Access, and Inclusion**

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 item serves to provide an update related to the Department of Equity, Access, and Inclusion. The following presentation provides an overview of the professional development offered by the department for staff and educators in Milwaukee Public Schools. The areas included are equity, Positive Behavioral Interventions and Supports, and restorative practices. All of the professional development is aligned to the district’s Five Priorities for Success.

**Administration’s Report**

**Equity as Defined by Milwaukee Public Schools**

*Equity* is defined as an allocation of district resources, supports, and opportunities that is based on the needs of students and staff.

**Equity Work**

“Equity work,” at its core, is about humanity and relationships. (Source: National Museum of African American History and Culture)

**Equity, Access, and Inclusion**

*Professional Development Series*

- Support the School Improvement Plan
- Facilitate Multi-level System of Support
- Monitor for Fidelity of Implementation

- Develop All Staff
- Provide Synchronous and Asynchronous Learning

## **Equity**

### *Module 1: Building Relationships through Culturally and Linguistically Responsive Practices*

- Participants will examine their approach to building relationships with culturally and linguistically rich student populations.
- Participants will learn what cultural identity means as it relates to their own cultural attributes.
- Participants will learn Culturally Responsive Teaching (CRT) strategies that help to build effective relationships and strengthen student engagement.

August and November 2020

### *Module 2: Building Cultural Competence*

Participants will deepen their cultural awareness by examining their personal narratives and how these narratives shape and impact the perceptions they have of themselves and others.

### *Module 3: Building Cultural Practices*

Participants will explore culturally responsive practices and ways to engage in meaningful group conversations that allow for robust discussions that consider the experiences and perspectives of each individual.

November 2020

## **Positive Behavioral Interventions and Supports**

### *Essential Elements and Universal Supports*

- Participants will become familiar with the essential elements of PBIS.
- Participants will learn how using the PBIS framework promotes a positive climate and culture.
- Participants will incorporate the essential elements into daily practice .

October 2020

### *Creating Effective Teams*

- Participants will review meeting minutes and expectations of monthly team meetings.
- Participants will learn how to implement meeting logistics, data analysis, and problem solving.

October and November 2020

## **Restorative Practices**

### *Foundations of Restorative Practices*

- Participants will develop an in-depth understanding of what it means to be restorative and how restorative practices connects to equity and culturally responsive practices.
- Participants will learn how to implement restorative practices in their daily interactions and with all school/district community members whether building, maintaining, or repairing relationships.
- Participants will learn to utilize restorative communication as a powerful tool for engaging with students and adults when challenges occur.

October 2020

### *Circle Keeping*

- Participants will learn the core components of circles, experience different type of circles, and explore ways of using circles in their professional practice.
- Participants will develop a circle agenda they created and practiced facilitating with other participants.

October 2020

*Restorative Teaching*

- Participants will learn how to best utilize restorative practices in their lesson plan development and instruction.
- Participants will experience both the process of developing a restorative agenda for delivering content that connects to students' lives as well as the process of using a restorative circle as an instructional tool.
- Participants will discover how restorative practices aligns with existing MPS frameworks including culturally responsive practices.

November 2020

*Virtual Circles Workshop*

Participants will learn virtual strategies to replicate the circle process, participate in community building activities, communicate restoratively, and promote equity.

October 2020

**On the Horizon***November and December*

- Equity in Action Modules 1-3
- Essential Elements and Universal Supports and Creating Effective Teams
- Foundations, Circle Keeping, Restorative Teaching, and Virtual Circles

**Strategic Plan Compatibility Statement**

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

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

Administrative Policy 1.06, Equity in MPS

**Fiscal Impact Statement**

N/A

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

Director Báez 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 Post-secondary Student Data**

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

**Background**

This report provides information on Milwaukee Public Schools graduates who have entered post-secondary institutions of learning. This data are provided by the National Student Clearinghouse, which provides post-secondary enrollment and graduation data to schools and universities. These data track students from more than 3,600 colleges and universities for eight years after high-school graduation based on

enrollment, persistence, and graduation. These data will detail the 2019 graduates one year after graduation and preliminary 2020 graduate data.

### Administration's Report

#### National Student Clearinghouse

The Data Resources:

- NSC works with over 11,000 high schools representing nearly 60% of high-school students.
- 18.3 million, or 97% of currently-enrolled post-secondary students (99% of all public and private institutions), are part of the database.
- More than 94% of all degrees awarded in the U.S. are tracked.

#### Post-Secondary Enrollment

Effective Date = September 18, 2020

Type of Institution	Percent of 2019 Graduates Enrolled in Fall Immediately after Graduation						
	2013	2014	2015	2016	2017	2018	2019
All	39	40	38	44	43	42	40
Four-year	27	30	26	23	26	25	23
Two-year	11	10	12	21	17	18	17

Type of Institution	Percent of 2019 Graduates Enrolled Anytime in the First Year after Graduation						
	2013	2014	2015	2016	2017	2018	2019
All	47	48	44	49	47	47	44
Four-year	31	32	29	25	27	27	24
Two-year	16	16	16	25	19	20	20

Increase of 4% from fall enrollments.

Type of Institution	Percent of 2018 Graduates Enrolled Anytime in the Two Years after Graduation					
	2013	2014	2015	2016	2017	2018
All	54	54	51	54	52	52
Four-year	33	34	31	27	29	28
Two-year	21	20	20	27	23	24

Increase of 10% from fall immediately after graduation.

Type of Institution	Persistence Percentages					
	2013	2014	2015	2016	2017	2018
All	75	75	78	80	80	80
Four-year	72	71	72	65	68	67
Two-year	65	63	62	49	52	50

#### Preparing Students for Post-secondary

- 682 Students took 1,281 dual-enrollment semester courses during the 2019-2020 school year.

*M<sup>3</sup> Program, 2019-20 Semester 1 — 476 Credits*

At least three credits ..... 100%  
 At least six credits ..... 95%  
 10 credits..... 76%

*M<sup>3</sup> Program, 2019-20 Semester 2 — (421 Credits)*

At least 3 credits ..... 98%  
 At least 6 credits ..... 86%  
 9 or 10 credits ..... 75%

#### Percent of Passing Scores

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Percent Earning a 4+ on IB Test	59.0	54.7	55.5	64.1	64.4	69.2

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Percent Earning a 3+ on AP Test	21.2	19.6	19.2	19.6	23.2	30.8

### FAFSA Completion Status for Financial Aid, Year 2020-21

	State	MPS
Completed	66.5%	49.7%
In Process	0.7%	3.1%
Not Started	32.8%	49.7%

### Graduating Class of 2013

	Percentages						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Graduated		1.0	2.5	7.2	11.7	15.1	16.7
Returned after Stop-out			2.0	3.0	2.5	3.0	3.1
New to College	46.5	7.7	3.9	1.8	1.6	1.3	1.3
No Longer Enrolled & Not Graduated		13.0	23.2	28.8	33.5	35.8	37.2
Persisted		32.6	26.8	19.4	12.5	8.0	6.3
Not in NSC to Date	53.4	45.6	41.6	39.7	38.2	36.8	35.4

### Graduates Enrolled by School

#### Most Common Institutions of Enrollment in the Fall Immediately Following High-school Graduation for All Classes, by Number of Students

Name	Rank	State	Level	Type	Total
Milwaukee Area Tech College	1	WI	2-year	Public	3,250
University of Wisconsin-Milwaukee	2	WI	4-year	Public	1,739
University of Wisconsin-Madison	3	WI	4-year	Public	602
University of Wisconsin-Whitewater	4	WI	4-year	Public	359
Marquette University	5	WI	4-year	Private	350
Mount Mary University	6	WI	4-year	Private	349
Alverno College	7	WI	4-year	Private	327

### Next Steps

- Expect and support all students toward the goal of post-secondary readiness throughout their K-12 education.
- Continue relationships with post-secondary institutions and programs that support our students' preparation for beyond high school. Some include:
  - M<sup>3</sup> College Connection,
  - Early College Credit Program/Start College Now,
  - College Possible,
  - People Program,
  - Boys and Girls Club, and
  - Schuler Scholars.
- Improve access and expect students to take rigorous course work during high school.

*[The complete presentation, along with a report on student demographic data, is attached to the minutes of your Committee's meeting.]*

### Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

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

Administrative Policy 7.38, Balanced Assessment Systems

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**(Item 2) Report with Possible Action on Online Credit-recovery and Acceleration Course Development**

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

**Background**

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At its meeting in August 2020, the Committee on Student Achievement and School Innovation directed the Administration to convene small groups of high-school teachers of English, math, science, and social studies to develop online courses for credit recovery or acceleration that are culturally relevant, self-paced, standards-based, and engaging.

An online application was developed asking for basic information from interested teachers. The application included a couple of open-ended questions related to curriculum, cultural relevance, and student outcomes. The application requested the following information:

- first name;
- last name;
- employee ID number;
- MPS email address;
- current school assignment;
- content area;
- teaching licenses;
- number of years of teaching experience;
- previous experience with writing and/or reviewing curriculum;
- any culturally-responsive instructional strategies the respondent may have used and how it improved student outcomes; and
- any comments, additional information the respondent may have wished to share, or questions he/she may have had regarding this committee (optional);

The application's window was 25 days. The recruitment timeline was as follows:

- posting in the September 10, 2020, Thursday Update;
- high-school regional follow-up on September 11, 2020;
- posting sent to Milwaukee Teachers Education Association on September 18, 2020;
- posting in the September 24, 2020, Thursday Update;
- application closed on October 5, 2020; and
- grades and professional development transcripts requested for all applicants for review the week of October 5, 2020.

A draft plan was developed outlining the steps needed for the creation of an asynchronous credit-recovery-and-credit-acceleration system.

Additional research was conducted on the use of Edgenuity and grading trends in Milwaukee Public Schools.

**Asynchronous Credit Recovery and Credit Acceleration Program Development Outline**

Developing a Milwaukee Public Schools asynchronous credit recovery and credit acceleration program will require the following:

*Request for Proposal (RFP) for a Learning-management System (LMS)*

Develop and post an RFP for an LMS to house courses

- Google classroom does not have the asynchronous functionality of Edgenuity. The LMS will need to include specific functionality and reports such as the following:
  - reports, including but not limited to:
    - idle time vs. active time;
    - percent of course completed;
    - grading averages by course and assessment;

- final exam and pretest reports;
- course completion by school, district, and course;
- duplicate accounts;
- IP address reports;
- teacher action reports;
- log-in and log-out time reports;
- functionality
  - special education and bilingual supports (including, but not limited to, text translation in multiple language, text highlighting, ability to provide voice for all reading passages);
  - ability to have teacher and administrative roles for schools and district;
  - compatibility with Chrome, Internet Explorer, Safari, and all devices;
  - capability for data encryption to prevent compromise of curriculum and system features;
  - self-scoring assessments;
  - videos;
  - note taking;
  - web-based;
  - clever compatible (single sign-on), with students' accounts tied to Infinite Campus enrollment;
  - ability to limit assessments by IP address, ensuring academic integrity;
  - ability to move students forward (avoid retesting students over and over);
  - a bank of questions or assessments deep enough to ensure that students do not get the same questions or tasks multiple times when redoing an activity;
  - ability to import content into the LMS system to differentiate when needed (additional projects, assignments, etc.);
  - intuitive help center to assist staff with program features in real time;
  - progress-monitoring features for parents/guardians;
  - posting of RFPs;
  - hosting of RFP review;
  - approval of contracts;
- Course development
  - Write curriculum for both credit-recovery and credit-acceleration courses
    - English
      - > 8-credit recovery
      - > 8-credit acceleration
    - Math
      - > 8-credit recovery
      - > 8-credit acceleration
    - Science
      - > 10-credit recovery
      - > 10-credit acceleration
    - Social Studies
      - > 12-credit recovery
      - > 12-credit acceleration
    - Other (Phys. Ed, Health, Fine Arts, Electives, STEM, CTE)
      - > 24-credit recovery
      - > 24-credit acceleration

- Middle School
  - > 6-credit recovery
  - > 6-credit acceleration
- Design professional development (train staff in new program features prior to pilot)
- Contract evaluator to review efficacy and effectiveness of the courses
- Pilot courses

Additional costs will include the following:

- maintaining Edgenuity contract until current courses are replaced and piloted
- professional development on LMS — currently over 100 staff trained in Edgenuity features with over 300 hours of PD time invested at a minimum
- updating courses annually
- server functionality and storage capacity — where will curriculum and program be housed?

### Administrative Recommendations

Based on the limited number of applicants, the high and disproportionate failure rates in first-time face-to-face classes, and the significant task of creating an asynchronous system for credit recovery and credit acceleration that replicates the effectiveness of Edgenuity, we are recommending the following:

- 1) develop systems within high schools to identify and to support students who are failing classes prior to the end of the of semester to help the students be successful
  - a) utilize the research and work of the Network for College Success
  - b) examine data deeper and address disproportionate grading outcomes/failure rates, with data review and reflection by schools and teachers that include students' voice
  - c) recommended intentional coaching based on data review and reflection to allow teachers to examine and to change practices that may promote inequitable outcomes.
- 2) Continue to support successful high-school completion of students who have received Ds or Us in their high-school courses or who have been unable to take courses needed for graduation with the current options available
  - a) summer school
  - b) Edgenuity
  - c) alternative programs
- 3) Continue to collaborate with Edgenuity on the evaluation and development of items for each course
  - a) Edgenuity recognizes that there needs to be a higher level of cultural and linguistically responsiveness in its tool and is willing to include MPS teachers and administrators in the redesign of the product to help meet the specific needs of MPS students
    - i) Edgenuity has identified a diverse group of experts to lead this work
    - ii) Edgenuity is currently working on social studies and will be moving to English next
    - iii) Edgenuity is willing to have MPS as part of both the development and evaluation of courses
  - b) Milwaukee Public Schools will be intentional in identifying teachers and administrators that both reflect the racial and ethnic diversity of the district but also have diversity amongst themselves based on years of experience, variety of schools, lived experiences, and success with diverse student learners.

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

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

**Background**

At its July 2020 meeting, the Board referred Resolution 2021R-010 by Director Miller to the Committee on Student Achievement and School Innovation. At its August 27, 2020, meeting, the Board took action to adopt Resolution 2021R-010 as provided below:

WHEREAS, In April 2015, the Milwaukee Board of School Directors adopted the Black Lives Matter resolution and followed with the Black Lives Matter at School resolutions in 2018 and 2019; and

WHEREAS, The Black Lives Matter resolution identified the need to end racism and to tear down the systems of white supremacy in schooling, policing and much more; and

WHEREAS, The 2019 resolution called for an advisory committee to advance the work which led to a coalition of the Black Educators Caucus, Milwaukee Teachers Education Association, Metropolitan Milwaukee Alliance of Black School Educators, Milwaukee Community Schools Partnership, SURJ Milwaukee, Leaders Igniting Transformation, Black and Latino Male Achievement, the Superintendent's Advisory Council, and Milwaukee Inner-City Congregations Allied for Hope, which led to a successful week of action in February of 2020; and

WHEREAS, The national Black Lives Matter movement, in the past, has called for a week of "Black Lives Matter at School Week" to focus on the need to:

- replace harsh zero-tolerance discipline policies, which disproportionately suspend students of color, with a Restorative Justice practices
- establish African American studies and other critical ethnic studies in all schools
- increase the hiring, training and support of Black teachers and other teachers of color
- "fund counselors, not cops;" and

WHEREAS, There has been some success in MPS with

- ending contracts with the Milwaukee Police Department
- increased funding for counselors, social workers, nurses, psychologist and trauma care specialists
- increased funding for ethnic studies
- increased hiring and training of Black and Brown teachers largely through MPSU
- expansion of training staff in Restorative Justice practices; and

WHEREAS, The progress made in the last 5 years, since the adoption of Black Lives Matter policy, is far short of the anti-racism transformation that was intended and still necessary; and

WHEREAS, A key issue needed to be addressed with MPS's Black Lives Matter work is the reduction of the disciplinary actions of suspensions and expulsions for Black and Brown students; therefore, be it

RESOLVED, That the district again hold a week of action in coordination with the national Black Lives Matter at School movement, encouraging dress in BLM attire the first month of school, and that there be a review of the BLM at school reflection questions; and that school staff begin to draft their schools' annual anti-racist action plan with a quarterly report; and be it

- FURTHER RESOLVED, That MPS establish a campaign for the whole year, beginning the first week of school, with the purpose of integrating the demands and actions of the Black Lives Matter at School program into every school and classroom; and be it
- FURTHER RESOLVED, That MPS will reach out to other movements of people of color fighting racism, to support the week of action and year-long campaign; and be it
- FURTHER RESOLVED, That the month of September opening week of school and each month of the school year be done with educational anti-racist, social justice activities celebrating the activists and martyrs (George Floyd, Breonna Taylor, Dontre Hamilton, Joel Acevedo, Earnest Lacy, and many more) of the fight for racial justice; and be it
- FURTHER RESOLVED. That the administration will re-assemble the 2020 coalition, to act as an advisory committee, for A Week of Action and a Year of Purpose, and will expand the coalition to other community and labor groups and individuals and MPS educators; and be it
- FURTHER RESOLVED, That the Administration will, with input from the advisor group, begin the process of integrating Black Lives Matter curriculum and principles, as part of our commitment to multi-culturalism into all areas of curriculum at all grade levels; and be it
- FURTHER RESOLVED, That MPS aggressively expand the professional development of staff and the training of students in restorative justice practices; and be it
- FURTHER RESOLVED, That discussions and trainings targeting racism are to be held at every school throughout the year to include
- creating safe spaces, community and parent involvement, and involvement of student leaders of all types;
  - discussions of biases, racial micro-aggressions, fears, cultural and linguistic ignorance, and stereotypes of Black, Brown, Indigenous, and other youth of color;
  - discussions that lead to the professional development of school staffs in methods of de-escalation, mindfulness, creating a culture of trust, and how to weave cultural relevance, ethnic studies and anti-racism into all curricular areas and grade levels in developmentally appropriate ways;
  - bringing community into our schools and strengthening schools as centers of support for communities; and be it
- FURTHER RESOLVED, That student voice be included in professional development sessions when feasible; and be it
- FURTHER RESOLVED, That MPS practice the concept of "Intersectionality" advanced by Black Lives Matter and other leaders which identifies an intersectional approach that acknowledges systemic discrimination due to race, economic status, immigration status, gender and gender identity, sexual orientation and identity, national origin, and ability, and that this systemic discrimination impacts access to opportunity.; and be it
- FURTHER RESOLVED, That an advisory committee be established of students, community, community educators, parents, teachers, and school and administrative staff to assist in planning and implementation of the national Black Lives Matter at School program; and be it
- FURTHER RESOLVED, That the advisory committee emphasize participation of students in planning that includes youth groups such as Leaders Igniting Transformation (LIT), Youth Empowered in the Struggle (YES), the school-based discipline committees, ACLU youth committees, the Community Schools Youth groups, the Superintendent's advisory group, with an invitation to all MPS high schools to send student representation; and be it
- FURTHER RESOLVED, That the Administration report monthly on this work to the Board through the appropriate committee.

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

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

## Administration's Report

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### Core Committee Members

#### *Curriculum & Professional Development*

- Dr. Latish Reed, Chair
- Felice Beal, Administrator
- Nuntiata Buck, Co-Chair
- Tanya Evans
- Shauna Perry-Finch
- Paul Moga
- Michelle Wade
- Jeremiah Jackson, Jr.
- Dr. Patricia Ellis
- Stanley McWilliams
- Cendi Trujillo Tena (LIT)
- Johnny Spingola (LIT), Student
- Zion Rogers, Student

#### *Week of Action*

- Angela Harris, Chair
- Felice Beal, Administrator
- Cynthia Wilson, Administrator
- Zion Rogers, Co-Chair, Student
- Janiya Williams, Student
- Nico Schudson (YES), Student
- Ryan Hurley, United Way
- MBSD President Miller
- Patrice Townsend, Paraprofessional
- MBSD Director Sequanna Taylor
- Janet Moreno
- Dr. Ebony Davis
- Jane Audette, MICAH

#### *Monthly School BLM Projects*

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

#### *Curriculum & Prof. Development Monthly Update*

- Collaboration across offices and departments to provide professional development to MPS staff on BLM and school content.
- Identified individual levers in the respective offices and departments.
- The MPS Restorative Practices (RP) team is creating lessons that incorporate the national BLM-at-school curriculum within MPS's RP offerings. These offerings will be differentiated by grade bands, as well as novice to advanced facilitator capacity.
- Collaborated about the development of an overarching equity catalog of offerings that can be utilized through our Learning Management System.

### Monthly Activities Update

#### *Development of October/November Activity*

- Justice for George October/November Activity  
Activity will be descriptive and provide resources. The activity will outline the following: principle, educator background, student resources, prompts, share and reflect. Student submission date and the national resource link will all be provided for every educator to reference.
- Students will be asked to write, sketch, express or share art, poetry, essay, or group projects by November 23 and will be encouraged to participate in the 2020-21 Dr. Martin Luther King, Jr., writing, speech and art contests.
- Planning for November/December Activity will begin during next month's meeting.

### Week of Action Update

- Brainstormed the week of action ideas
  - Students Amplified Panel Discussion (student panelists via Zoom)

- Movie Screening (Milwaukee Film Festival *Growing up Milwaukee*, breakout rooms Q&A)
- Talent Showcase (possible school competition, short filmed segments, D.J.)
- Intergenerational Panel
- Black Arts and Awards Night (showcasing revolutionary Black artist, students, historical and local)

*Next Steps*

Create award categories, solidify details for Intergenerational Night, select student panelists for two nights, discuss spirit week activities, connect with last year's sponsors.

**Strategic Plan Compatibility Statement**

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

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

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

**Fiscal Impact Statement**

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N/A

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**(Item 4) Report with Possible Action on the Citywide Regional Showcase**

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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Based on the Board’s action, the 2020-21 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 Citywide Region is featured in the presentation attached to the minutes of your Committee’s meeting. The region comprises 10 schools, representing the district’s International Baccalaureate(IB) programs, arts, community schools, charter schools, as well as traditional neighborhood schools. The Citywide Region serves over 4,316 students in diverse settings to meet the varied needs of our students.

Schools in the Citywide Region include the following: Dr. Martin Luther King Jr., Townsend Elementary, River Trail, Andrew Douglas, Green Tree Preparatory School, Lincoln Center of the Arts, Roosevelt Middle School, King Middle Years, Morse, and Wedgewood IB.

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

River Trail Elementary School is highlighted in the presentation attached to the minutes of your Committee’s meeting.

**Strategic Plan Compatibility Statement**

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- Goal 1, Academic Achievement

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

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

### **Committee's Recommendation**

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

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## **REGULAR ITEMS OF BUSINESS**

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

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

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

President Miller presented his monthly report of his activities on behalf of the Board.

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## **NEW BUSINESS**

### **(Item 1) Action on the Creation of Administrative Policy and Procedure 3.14, Contractor Code of Conduct**

#### **Background**

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

As further directed, the policy requires the Code of Conduct to be included in all contracts (except those for non-instrumentality charter schools). Specific language has been included relative to contractor interaction with students. Possible penalties for failure to adhere to the Code of Conduct are included, along with a companion procedure for investigating alleged violations of the Code.

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

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

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

Board Rule 1.10, Communications, Petitions, Resolutions for Referral

*Referred to the Committee on Legislation, Rules and Policies.*

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## RESOLUTIONS

### Resolution 2021R-016

By Director Báez

WHEREAS, in June 2014 the Board adopted resolution to expand bilingual education and create a targeted zone for bilingualism; and,

WHEREAS, In December of 2019, the Board took action to create a Bilingual Task Force (BTF) to

- support, financially and otherwise, bilingual professionals to become bilingually-certified teachers;
- support, financially and otherwise, bilingual teachers assigned to classrooms to earn bilingual or related certification;
- work with universities and the MPSU to have future teachers complete their student teaching on the job at MPS;
- develop performance portfolios for future bilingual teachers that lead to quality bilingual teaching;
- create programmatic strands in middle and high schools that encourage the preparation of bilingual teachers, and the partnerships to be established to attain college credit as well as recommendations on which schools must develop such programs;
- within an equity lens, eliminate the barriers to becoming a certified bilingual teacher, including MPS and state standardized tests and other related requirements; and
- offer courses through MPSU for the development of greater proficiency in English and other languages for future bilingual teachers; and

WHEREAS, In January 2020, the Board approved Resolution 1920R-012, whereby the Board would petition the state of Wisconsin to eliminate tests like the FoRT that are obstacles to bilingual certification; and

WHEREAS, In its meetings, the Bilingual Task Force identified numerous issues and concerns that may limit and often make ineffective the implementation of the June 2014 Resolution and the purposes of the Bilingual Task Force; and

WHEREAS, The recent Office of Civil Rights (OCR) review of MPS services to English Language Learners indicates an urgency for more hiring of certified bilingual personnel and teachers, professional development, and investment in the future bilingual workforce which is created by and points to the slow progress and the lack of adequately trained bilingual and ESL personnel; and

WHEREAS, As a result of the OCR review, MPS is required by the OCR Agreement on English Language Learners to develop a plan on how it will approach these goals and the hiring, financial and academic support, centralization of services, and eventual school placement of employees pursuing appropriate bilingual and ESL certification; and

WHEREAS, it is also imperative that MPS, in addition to bilingual and ESL teachers, also increase and adequately support the growth and endorsement of World Language Teachers, if the district is to continue on the path to bilingualism for all of its students; and

WHEREAS, There are close to 100 bilingual staff interested in joining a bilingual cohort but only 20 in the current cohort; now, therefore, be it

RESOLVED, That the Administration continue with the Bilingual Initiative as directed through the Board's action in in 2019 and 2020; and, be it

FURTHER RESOLVED, That the Administration ensure that the ongoing annual funds appropriated in the budget for tuition assistance for this program are made available to bilingual employees who wish to pursue bilingual certification and meet the qualifications to receive funding; and, be it

FURTHER RESOLVED, That the district continue to influence and engage the Wisconsin Department of Public Instruction and the Wisconsin State Legislature to appropriate more funding for bilingual programming and related materials, support, and Grow-Your-Own initiatives, and to adopt a state budget that includes funds for bilingual instruction, and to change testing requirements, such as the FoRT exam, that an obstacle for bilingual teacher certification; and, be it

FURTHER RESOLVED, That the district continue to provide yearly tuition assistance to bilingual employees and other financial support to reduce the out-of-pocket costs of bilingual endorsement; and, be it

FURTHER RESOLVED, That the Administration ensure participation in the Bilingual Grow-Your-Own Initiative, renew investment in its employees, and avoid all confusion regarding the district's support and commitment; and, be it

FURTHER RESOLVED, That the Administration add a full-time bilingual position within Milwaukee Public Schools University (MPSU) to assist in course and curriculum development; the induction and support of bilingual employees pursuing bilingual certification; and to provide advice to MPSU leadership on one-on-one issues affecting recruitment, retention and school placement; and, be it

FURTHER RESOLVED, That the Administration add another bilingual cohort similar to the current one to be offered no later than Spring of 2021; and, be it

FURTHER RESOLVED, That the Administration ensure that interested employees receive timely and very specific information on the Bilingual Initiative and on the application process for individuals interested in the bilingual Grow-Your-Own programs offered by MPSU by including it on the MPSU webpage, creating an email listserv for interested subscribers, and by posted notification of meetings on social media; and, be it

FURTHER RESOLVED, That the Administration make bilingual Grow-Your-Own efforts more efficient by streamlining coordination and services, expediting centralization of access and services of the Bilingual Initiative and other programs by strengthening MPSU and aligning and reorganizing the MPSU team concomitant to its efforts to improve the effectiveness of Human Resources; and, be it

FURTHER RESOLVED, That the Administration form a committee of key MPSU staff, its manager, the bilingual Limited Term Employee, member of the bilingual-multicultural department, a board member appointed by the Board President, a representative from the Office of Human Resources, and others who shall meet regularly and to plan and implement full compliance with OCR's bilingual staffing requirement; and, be it

FURTHER RESOLVED, That the committee shall give a monthly update to the Board, through the appropriate committee, on its progress toward fulfilling the staffing requirements of the OCR order, coordinating bilingual services, and preparing the bilingual teachers and educators of the future.

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

The Board adjourned at 7:43 P.M.

JACQUELINE M. MANN, Ph.D.  
Board Clerk