

**BOARD OF SCHOOL DIRECTORS  
MILWAUKEE, WISCONSIN  
SEPTEMBER 26, 2024**

Regular meeting of the Board of School Directors called to order by President Herndon at 5:32 p.m.

Present — Directors Garcia, Gokalgandhi, Leonard, O’Halloran, Siemsen, Zombor, and President Herndon – 7.  
Absent and Excused — Director Jackson – 1.

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

- Justin Bynum, an 8<sup>th</sup> grader from Lincoln Center of the Arts
- Jenesis Brown, a K-4 student from Westside Academy
- Vanessa Claypool a Program Analyst with the Office of the Superintendent
- Javontae Davis, a former student of Metcalfe and Bradley Tech
- Myrna Grossman a retired teacher from Wisconsin Avenue School
- CarmenTorres Nans a retired teacher from Whitman School

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**APPROVAL OF MINUTES**

The minutes of the special and regular board meetings of August 2024, were approved by consensus.

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

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

**Background**

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Each month, the Interim Superintendent presents a report to the Milwaukee Public Schools (MPS) Board of Directors and the broader MPS community. This report serves as an overview of the month’s developments, offering insight into various events, initiatives, and milestones achieved. It will highlight activities, academic achievements, and outline areas where gains and growth are noted, ensuring that both successes and challenges are transparently communicated.

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

Strategic Plan Key Initiatives:

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

**Strategic Plan Compatibility Statement**

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

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

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Admin Policy 2.10 - Administrative Reports

**Fiscal Impact Statement**

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N/A

**Implementation and Assessment Plan**

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N/A

Interim Superintendent Galvan gave an oral report.

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**(Item 2) Action on a Request to Retire to Closed Session Relative to School Resource Officers**

**Background**

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The Board may retire to closed session to consider this item, pursuant to:  
19.85(1)(e) Deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session; and  
19.85(1)(d) to consider strategy for crime detection or prevention.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Admin Policy 4.03 - Security

**Recommendation**

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That the Board retire to closed session for consideration of this item.

*Item deferred to the end of the meeting.*

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

**(Item 1) Action on a Request to Retire to Closed Session to Consider the Salary Range for the Superintendent of Schools**

**Background**

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At its August 2024 meeting, the Board authorization to enter into a contract with Hazard, Young, Attea & Associates (HYA) for superintendent search services.  
One of the next steps in the process is to determine the salary range for the position.

The Board may retire to closed session for consideration of this item, pursuant to Wisconsin Statutes, Chapter 19.85(1)(c). The Board may return to open session to take action on this item or to continue with the remainder of its agenda, or the Board may adjourn from closed session.

### **Recommendation**

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That the Board determine how it wishes to proceed.

*Item deferred to the end of the meeting.*

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### **(Item 2) Action on a Request to Retire to Closed Session Regarding Employee Personnel Matters**

#### **Background**

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Pursuant to Wisconsin Statutes, Chapter 19.85(1)(b) to consider the dismissal, demotion, licensing or discipline of any public employee or person licensed by the Board or the investigation of charges against such person, or considering the grant or denial of tenure for a university faculty member, and the taking of formal action on any such matter; provided that the faculty member or other public employee or person licensed is given actual notice of any evidentiary hearing which may be held prior to final action being taken and of any meeting at which final action may be taken;

Pursuant to Wisconsin Statutes, Chapter 19.85(1)(c), for the purpose of considering employment, promotion, compensation, or performance-evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility;

Pursuant to Wisconsin Statutes 19.85(1)(f), for the purpose of considering financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges against specific persons which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations; and

Pursuant to Wisconsin Statutes, Chapter 19.85(1)(g) to confer with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

*Item deferred to the end of the meeting.*

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### **(Item 3) Action on a Request to Retire to Closed Session to Discuss an Employee Who Disregarded a Board Directive and Legal Advice**

#### **Background**

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The Board may retire to a closed session to consider this item:

Pursuant to Wisconsin Statutes, Chapter 19.85(1)(b) to consider the dismissal, demotion, licensing or discipline of any public employee or person licensed by the Board or the investigation of charges against such person, or considering the grant or denial of tenure for a university faculty member, and the taking of formal action on any such matter; provided that the faculty member or other public employee or person licensed is given actual notice of any evidentiary hearing which may be held prior to final action being taken and of any meeting at which final action may be taken;

Pursuant to Wisconsin Statutes, Chapter 19.85(1)(c), for the purpose of considering employment, promotion, compensation, or performance-evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility;

Pursuant to Wisconsin Statutes 19.85(1)(f), for the purpose of considering financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges against specific persons which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations; and

Pursuant to Wisconsin Statutes, Chapter 19.85(1)(g) to confer with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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1.18 - Legal Representation

*Item deferred to the end of the meeting.*

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**(Item 4) Action on a Request to Retire to Closed Session to Confer with Legal Counsel with Respect to Pending or Probable Litigation Matters**

**Background**

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

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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1.18 - Legal Representation

**Recommendation**

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That the Board retire to closed session to confer with legal counsel.

*Item deferred to the end of the meeting.*

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**(Item 5) Monthly Report, with Possible Action, From the Board Clerk/Chief Officer, Office of Board Governance**

Thank you for the opportunity to highlight a few of the key efforts within the Office of Board Governance this month.

**Superintendent Search**

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We have a series of meetings and community forums scheduled for September and October to gather feedback on what people see as the key qualities of a new superintendent. Individual meetings with Board members will begin next week, and in October there will be several in-person and virtual opportunities for the community to attend and share their thoughts. There will also be a survey link for feedback available on our website in early October. The insights gathered from these meetings will be used to develop the profile of an ideal leader for Milwaukee's schools, and the Board will work with HYA to see out an individual who meets the community's expectations.

**Policy & Legal Support**

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The Office of Board Governance, in collaboration with MPS Administration, is working to ensure that all district policies are up-to-date, accessible, appropriate and relevant. In August and September, we looked at solutions

that will help us to stay aligned to statutory changes and legal challenges facing school districts around the state. In October, we plan to bring forward a recommendation to partner with Neola, Inc. an organization that supports 80% of school districts across the state with policy work. We anticipate that this partnership will save the district a great deal of money annually by reducing the need for a policy analyst and will protect the district from unnecessary legal risk by ensuring that we are operating according to policy that reflects the most up-to-date legal guidance.

### **Effective & Efficient Operations**

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We are working quickly to get the Office of Board Governance fully staffed to ensure that the Board has the resources necessary to operate in the most effective and efficient manner. In August, the Board approved the appointment of Sue Patterson to the Executive Administrative Assistant role. An individual has also been selected for the Planning Assistant role, which will be key to ensuring proactive communications with constituents and the community. In the absence of administrative staff, our Board Staff Coordinator took on a great deal of the budgeting and accounts reconciliation work for the office. In doing so, I am happy to share that she found resources within our budget that will make it possible for the Board to pay for the superintendent's search without having to draw from the MPS contingency fund.

### **Student, Family and Community Engagement**

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In September, the Chief Officer for the Office of Board Governance had conversations with several constituents about improving communications and relationships between the Board and community. A couple of changes resulted from those conversations immediately, such as making the online Board calendar more accessible on the webpage, allowing public commentary at Board meetings before the Board discussion, and the development of a timeline of activities that the Board has taken since the news of reporting errors was made public. Our hope is to continue to build on these relationships and to provide additional opportunities for feedback from the public.

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

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

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## **(Item 6) Report with Possible Action on Legislative Matters Concerning Milwaukee Public Schools**

### **Background**

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Update on the State Superintendent's, State of the State of Education presentation, along with any available updates on the Department of Public Instruction's state budget proposal which is expected in November.

Local and State level updates will be provided as warranted.

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

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1.02 - Goals

### **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.

Vice-President Gokalgandhi in the Chair from 6:14 p.m. to 6:18 p.m.

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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
- Audit Services

The attached report includes activities from late August through mid-September.

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

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

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Between August 17, 2024, and September 14, 2024, Accountability and Efficiency Services completed one constituent inquiry and one information request. The OAE also satisfied two impartial hearing officer (IHO) requests, and completed one special project.

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

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

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

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During this reporting period, the CCS team focused on enhancing our Student Engagement Programming. Notably, two student interns were interviewed for positions in various industries, including administrative and moving services, both of which resulted in successful hires.

Looking ahead to the 2024-2025 school year, CCS aims to create additional work-based learning internships for high school students. Currently, we are collaborating with Pulaski, South Division, and Vincent High Schools. We will continue to provide updates as we engage with other interested schools.

CCS remains committed to fostering partnerships with internal departments and sponsors to expand these opportunities. Additionally, we continue to support the District's implementation of Administrative Policies 3.10 and 3.13, furthering our commitment to compliance and student engagement.

#### **Audit Services**

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

Updates in the Audit Services area for the current reporting period of August 18 through September 13, 2024, include:

- Audit Completions and Activities

Corrective Action Plan Updates: Outreach to Stakeholders on Audit Committee Membership continues with commitments from City of Milwaukee Mayor's Office, City of Milwaukee Comptroller's Office and Wisconsin Policy Forum. Updated Board Rule sent to City Attorney for review and awaiting their input.

Conducting several ongoing investigations resulting from Fraud Hotline tips.

Met with new Principals as part of New Principal Audits

Presented Fraud Training to New Principals in conjunction with Department of Finance

Updated Policies and Procedures in anticipation of Peer Review which will be scheduled in the Spring of 2025 by the Association of Local Government Auditors

Performed Peer Review of City of Portland Audit Services

### **Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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

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

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

Director O'Halloran moved to accept the reports of the Independent Hearing Officers of:

September 18, 2024, @ 9:00 a.m.

September 20, 2024, @ 9:00 a.m.

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

Ayes — Directors Garcia, Gokalgandhi, Leonard, O'Halloran, Siemsen, Zombor, and President Herndon - 7  
Noes — None.

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## **REPORTS OF STANDING COMMITTEES**

Separate consideration was requested of the following items:

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

Item Six, Action on the Award of Exception-to-Bid Contracts

Item Eight, Action on the Closure of South Accelerated Academy and Vincent Accelerated Academy have both been advanced to the Board without a recommendation.

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

Ayes — Directors Garcia, Gokalgandhi, Leonard, O'Halloran, Siemsen, Zombor, and President Herndon - 7  
Noes — None.

## COMMITTEE ON ACCOUNTABILITY, FINANCE, AND PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

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

**Classified Personnel Transactions**

Name	Position and Salary	Date	
<b>NEW HIRES</b>			
2 Melvin Aldridge	Building Service Helper I	08/26/2024	\$17.88/hr
5 Autumn Atchison	Building Service Helper I	08/26/2024	\$17.88/hr
2 Terryon Boyd	Building Service Helper I	08/19/2024	\$17.88/hr
2 Janiya Carter	Building Service Helper I	07/29/2024	\$17.88/hr
2 Haven Carter-Thompson	Building Service Helper I	07/29/2024	\$17.88/hr
2 Jaleel Cooper	Building Service Helper I	08/26/2024	\$17.88/hr
2 Shaquille Gordon Rochelle	Building Service Helper I	08/26/2024	\$17.88/hr
2 Mahogany Harness	Building Service Helper I	07/29/2024	\$17.88/hr
2 Mykel Hawthorne	Building Service Helper I	08/26/2024	\$17.88/hr
2 Byreanna Holloway	Building Service Helper I	07/15/2024	\$19.67/hr
2 Jeremiah Jackson	Building Service Helper I	07/29/2024	\$17.88/hr
2 LaToya Meeks	Building Service Helper I	07/15/2024	\$17.88/hr
2 Adam Paige	Building Service Helper I	07/29/2024	\$17.88/hr
2 Khorey Renfro	Building Service Helper I	08/19/2024	\$20.86/hr
2 Curtis Reynolds	Building Service Helper I	08/26/2024	\$17.88/hr
4 Daniel Rosario Sanchez	Building Service Helper I	07/29/2024	\$17.88/hr
4 Rose Anne Solis	Building Service Helper I	07/29/2024	\$17.88/hr
5 Chiquita Villines	Building Service Helper I	07/29/2024	\$17.88/hr
2 Latoyvion Williams	Building Service Helper I	07/29/2024	\$17.88/hr
2 Candace Woods	Building Service Helper I	08/19/2024	\$17.88/hr
2 DiAngelo Wragg	Building Service Helper I	07/15/2024	\$24.44/hr
2 T'ana Yancey	Building Service Helper I	07/29/2024	\$17.88/hr
1 Iesha Fisher	Children's Health Assistant	08/27/2024	\$25,662.76
4 Marisela Sanchez	Children's Health Assistant	08/27/2024	\$23,526.63
4 Yeeshleeanne Verdejo Cepeda	Children's Health Assistant	08/27/2024	\$23,526.63
4 Esther Benitez	Food Service Assistant	08/29/2024	\$17.88/hr
2 Kimeko Copening	Food Service Assistant	08/27/2024	\$18.41/hr
6 Nina Harris	Food Service Assistant	08/27/2024	\$17.88/hr
2 Tajia Jones	Food Service Assistant	08/27/2024	\$17.88/hr
4 Maria Leon	Food Service Assistant	08/29/2024	\$17.88/hr
2 Jomarra Lowe	Food Service Assistant	08/27/2024	\$19.49/hr
2 Jennifer Patton	Food Service Assistant	08/27/2024	\$18.95/hr
5 Michelle Peffer	Food Service Assistant	08/27/2024	\$17.88/hr
2 Portia Reed	Food Service Assistant	08/27/2024	\$18.41/hr
2 Shalair Riley	Food Service Assistant	08/27/2024	\$20.02/hr
2 Mario Spivey	Food Service Assistant	08/29/2024	\$18.95/hr
5 Shannon Tercher	Food Service Assistant	08/27/2024	\$21.63/hr
4 Vanessa Vera	Food Service Assistant	08/27/2024	\$19.49/hr
3 Kalash Ali	Paraprofessional	08/19/2024	\$22,218.26



Name	Position and Salary	Date	
2 Celeste Beals	Paraprofessional	08/27/2024	\$22,218.26
5 Christopher Braunschweig	Paraprofessional	08/19/2024	\$27,668.74
2 Katlyn Brookens	Paraprofessional	08/27/2024	\$22,760.79
2 Shekinah Brown	Paraprofessional	08/19/2024	\$23,580.88
2 Draelon Burns	Paraprofessional	08/19/2024	\$22,760.79
5 Joseph Calamia	Paraprofessional	08/19/2024	\$23,580.88
4 Maria Yesenia Camacho	Paraprofessional	08/19/2024	\$25,208.46
2 Alphonso Carter	Paraprofessional	08/27/2024	\$22,218.26
5 Benjamin Chartier	Paraprofessional	08/19/2024	\$24,400.98
5 James Chaudoin	Paraprofessional	08/19/2024	\$22,218.26
2 Mark Cole	Paraprofessional	08/19/2024	\$22,218.26
2 Savanna Coleman	Paraprofessional	08/27/2024	\$22,218.26
2 Jcyon Coleman McGee	Paraprofessional	08/27/2024	\$22,218.26
5 Mia Cornale	Paraprofessional	08/19/2024	\$22,218.26
5 Dana Davidson	Paraprofessional	08/27/2024	\$28,476.22
5 Matthew Davies	Paraprofessional	08/27/2024	\$22,218.26
2 Jermaya Davis	Paraprofessional	08/19/2024	\$23,580.88
5 Yvonne Dettloff	Paraprofessional	08/19/2024	\$26,848.65
4 Laura Diaz Torres	Paraprofessional	08/19/2024	\$24,400.98
2 Tyanne Earnest Linton	Paraprofessional	08/19/2024	\$22,218.26
5 Julie Edington	Paraprofessional	08/19/2024	\$22,760.79
2 Parisha Green	Paraprofessional	08/27/2024	\$28,476.22
4 Ashley Gutierrez Vega	Paraprofessional	08/19/2024	\$23,580.88
2 Elexis Harris	Paraprofessional	08/19/2024	\$23,580.88
4 Olivia Heredia	Paraprofessional	08/19/2024	\$29,296.31
4 Viviana Hernandez	Paraprofessional	08/19/2024	\$23,580.88
2 Prentice Hollins	Paraprofessional	08/27/2024	\$23,580.88
5 Stephanie Howe	Paraprofessional	08/19/2024	\$25,208.46
2 Donna Hutson	Paraprofessional	08/19/2024	\$24,400.98
2 Jacklyn Isabell	Paraprofessional	08/19/2024	\$23,580.88
2 Ciara Johnson Wilks	Paraprofessional	08/27/2024	\$29,624.35
2 Gabrielle Joseph	Paraprofessional	08/19/2024	\$22,218.26
5 Stephanie Kuenzli	Paraprofessional	08/19/2024	\$23,580.88
2 Joyce Lee	Paraprofessional	08/19/2024	\$26,848.65
4 Disney Lopez	Paraprofessional	08/19/2024	\$24,400.98
3 Coby Lynch	Paraprofessional	08/19/2024	\$22,218.26
5 Kristen Mathson	Paraprofessional	08/27/2024	\$23,580.88
2 Zyeria McClinton	Paraprofessional	08/19/2024	\$22,218.26
5 Alejandra McLure	Paraprofessional	08/19/2024	\$22,218.26
2 Tawanda Moore	Paraprofessional	08/19/2024	\$22,218.26
5 Katie Mullen	Paraprofessional	08/27/2024	\$22,218.26
3 Saima Noreen	Paraprofessional	08/19/2024	\$24,069.79
4 Katrina Parra	Paraprofessional	08/19/2024	\$22,218.26
2 Alani Pierre	Paraprofessional	08/27/2024	\$22,218.26
5 April Pigg	Paraprofessional	08/19/2024	\$22,218.26
2 Luam Rincon	Paraprofessional	08/19/2024	\$22,760.79
4 Glenda Rosado	Paraprofessional	08/19/2024	\$25,208.46
5 Amber Rybnick Boffeli	Paraprofessional	08/19/2024	\$23,580.88
5 Kari Schwartz	Paraprofessional	08/19/2024	\$30,936.50
2 Keondrae Speights	Paraprofessional	08/19/2024	\$23,580.88
4 Nery Thyren	Paraprofessional	08/19/2024	\$23,580.88
5 Nicholas Troupis	Paraprofessional	08/19/2024	\$22,218.26
5 Paulina Valadez Flores	Paraprofessional	08/19/2024	\$23,580.88
5 Christopher Verkaik	Paraprofessional	08/19/2024	\$23,580.88
4 Valeria Villalobos	Paraprofessional	08/19/2024	\$23,580.88

Name	Position and Salary	Date	
4 Iris Vivanco	Paraprofessional	08/19/2024	\$22,218.26
2 Samone Washington	Paraprofessional	08/19/2024	\$22,218.26
2 Aniyah Winckler	Paraprofessional	08/27/2024	\$22,218.26
5 Kaitlyn York	Paraprofessional	08/19/2024	\$23,580.88
2 Paris Wooden	Paraprofessional - Hourly	08/27/2024	\$19.80/hr
2 Markita Weston	Paraprofessional – Parent Involvement	08/19/2024	\$32,534.64
2 Jayla Bounds	School Safety Assistant	08/20/2024	\$28,658.91
2 Patricia Diggins	School Safety Assistant	08/27/2024	\$28,658.91
2 Patrice Gates	School Safety Assistant	08/20/2024	\$28,658.91
2 Sidney Green	School Safety Assistant	08/20/2024	\$28,658.91
2 Shania Lucas	School Safety Assistant	08/27/2024	\$28,658.91
2 Regina Patterson	School Safety Assistant	08/20/2024	\$28,658.91
2 Kameryn Turner	School Safety Assistant	08/27/2024	\$28,658.91
2 Christine Fuller	Secretary I – 10 Month	08/16/2024	\$34,111.28
4 Shawna Goetz	Secretary I – 10 Month	08/19/2024	\$32,567.78
4 Nilsa Gonzalez	Secretary I – 10 Month	08/26/2024	\$37,489.09
2 Shalonda Pinnix	Secretary I – 10 Month	08/26/2024	\$38,615.81
2 Tiara Rochell	Secretary I – 10 Month	08/16/2024	\$30,733.47
2 Latonya Thomas	Secretary I – 10 Month	08/26/2024	\$38,615.81
2 Kendra Fisher	School Kitchen Manager I	08/19/2024	\$32,634.89
4 Gabriela Reyes Gamez	School Kitchen Manager Trainee	08/27/2024	\$18.83/hr
2 Latina Robinson	School Kitchen Manager Trainee	08/19/2024	\$21.51/hr
2 Tamika Saintnelus	School Kitchen Manager Trainee	08/19/2024	\$19.37/hr

#### PROMOTIONS

4 Cesar Miranda	Information Specialist	08/29/2024	\$51,125.13
5 Nicole Oake	Paraprofessional	08/16/2024	\$25,208.46
4 Veronica Olmos	Paraprofessional	08/19/2024	\$26,848.65
2 Atlantis Carter	Secretary I – 10 Month	08/16/2024	\$29,606.75
4 Ziad Selim	School Engineer III	08/05/2024	\$74,307.10
2 Ora Collins	School Kitchen Manager I	08/27/2024	\$34,383.25
2 Kyra Campbell	School Kitchen Manager Trainee	08/27/2024	\$20.44/hr
2 Carolyn Davis	School Kitchen Manager Trainee	08/27/2024	\$24.19/hr
2 Latonya Parks	School Kitchen Manager Trainee	08/27/2024	\$20.44/hr
2 Tonya Smith	School Kitchen Manager Trainee	08/27/2024	\$24.19/hr
5 Danette Storey	School Kitchen Manager Trainee	08/27/2024	\$24.19/hr
2 Saleka Anderson	Social Work Aide II	08/27/2024	\$21,671.43

#### REHIRES

2 Tempest Hodges	Building Service Helper I	07/29/2024	\$19.07/hr
2 Denzel Johnson	Building Service Helper I	07/29/2024	\$18.59/hr
2 Crystal Pickens	Building Service Helper I	07/29/2024	\$17.88/hr
2 Alicia Thomas	Building Service Helper I	08/19/2024	\$17.88/hr
2 Alisha Walker	Building Service Helper I	08/05/2024	\$19.67/hr
2 Savanna Hewings	Food Service Assistant	08/27/2024	\$17.88/hr
2 Precious Taylor	Food Service Assistant	08/27/2024	\$20.02/hr
2 Janya Williams	Food Service Assistant	08/27/2024	\$18.95/hr
2 Benjamin Booth	Paraprofessional	08/19/2024	\$22,760.79
4 Sabrina Brody	Paraprofessional	08/19/2024	\$25,208.46
5 Gabriel Eagon	Paraprofessional	08/19/2024	\$22,760.79
5 Shannon Galindo	Paraprofessional	08/19/2024	\$25,208.46
2 Wesley Love	Paraprofessional	08/19/2024	\$23,580.88
5 Stephanie Monte	Paraprofessional	08/19/2024	\$27,668.74
2 Danisha Murrell Buie	Paraprofessional	08/19/2024	\$23,580.88
2 LaToya Neal	Paraprofessional	08/19/2024	\$24,400.98

Name	Position and Salary	Date	
5 Marina Povich	Paraprofessional	08/19/2024	\$28,476.22
2 Yvette Reeves	Paraprofessional	08/19/2024	\$25,208.46
2 Brielle Richmond	Paraprofessional	08/27/2024	\$22,218.26
2 Latisha Robinson	Paraprofessional	08/19/2024	\$22,218.26
2 Patricia Rodgers	Paraprofessional	08/19/2024	\$28,476.22
5 Ashlen Salman	Paraprofessional	08/30/2024	\$22,218.26
2 Antoinette Sartin	Paraprofessional	08/19/2024	\$24,400.98
4 Destanee Sifuentes	Paraprofessional	08/27/2024	\$22,218.26
3 Shilpa Talwalker	Paraprofessional	08/19/2024	\$22,218.26
2 Angelete Thorpe	Paraprofessional	08/19/2024	\$22,760.79
2 Brandi Womack	Paraprofessional	08/19/2024	\$22,218.26
3 Jou Xiong	Paraprofessional	08/19/2024	\$30,936.50
3 Pao Ge Xiong	Paraprofessional	08/19/2024	\$27,668.74
2 Rubie Mizell	Paraprofessional – Parent Involvement	08/19/2024	\$35,798.24
4 Stephanie Adorno	Secretary I – 10 Month	08/30/2024	\$29,606.75
4 Ana Gonzalez	Secretary I – 10 Month	08/30/2024	\$29,606.75
2 Rosa Cotton	School Kitchen Manager I	08/19/2024	\$33,508.48
2 Sherri Howard	School Kitchen Manager I	08/19/2024	\$36,131.61
2 Latasha Oates	School Kitchen Manager Trainee	08/19/2024	\$19.37/hr

### Certificated Appointments

ACTION ON CERTIFICATED APPOINTMENTS -TEACHER				
4,nr	Aguilera,Amara M	01/BA	\$52,827.70	8/27/2024
	AMP ART			
5,r	Anderson,Renee	01/BA	\$52,827.70	8/27/2024
	GEN ELEM & K8 - ALL GRADES			
5,nr	Bowlin,Emily A	01/BA	\$52,827.70	8/27/2024
	EDUCATIONAL OPERATIONS			
5,nr	Bukosky,Melony A	01/MA	\$98,937.66	8/27/2024
	REG (5 YR) KINDERGARTEN			
2,r	Butler,Ida F	01/MA	\$98,937.66	8/27/2024
	GEN ELEM & K8 - ALL GRADES			
5,nr	Callen,Carly	01/BA	\$52,827.70	8/27/2024
	FOREIGN LANGUAGE			
3,r	Chris,Mular	01/BA	\$52,827.70	8/27/2024
	TITLE I COORDINATION			
5,r	Chubin,Miles	01/BA	\$52,827.70	8/27/2024
	SCIENCE			
4,r	Delarosa,Jacob	01/BA	\$52,827.70	8/27/2024
	MUSIC			
3,r	Dombrowsky,Sarah E	01/MA	\$56,467.69	8/27/2024
	AMP MUSIC			
2,r	Early,Laquanda L	01/BA	\$52,827.70	8/27/2024
	GEN ELEM & K8 - ALL GRADES			
5,r	Gerondale,Kayla	01/BA	\$52,827.70	8/27/2024
	AMP ART			
5,nr	Gerszewski,Lindsey R	01/BA	\$70,300.12	8/27/2024
	DAY TO DAY TEACHER			
5,r	Horowitz,Azariah	01/BA	\$52,827.70	8/27/2024
	REG (5 YR) KINDERGARTEN			
5,r	Huibregtse,Carolyn A	01/BA	\$64,476.35	8/27/2024

	AMP ART			
5,r	Jaros,Mary	01/BA	\$52,827.70	8/27/2024
	GEN ELEM & K8 - ALL GRADES			
2,r	Lockhart,Trina D	01/MA	\$90,444.34	8/27/2024
	GEN ELEM & K8 - ALL GRADES			
5,nr	McGill,Bonnie	01/MA	\$86,195.99	8/27/2024
	GEN ELEM & K8 - ALL GRADES			
5,r	Morris,Ryan	01/MA	\$88,320.16	8/27/2024
	ART			
5,r	Mullin,Molly C	01/BA	\$52,827.70	8/27/2024
	SAGE			
5,nr	Olivero,Amy E	01/BA	\$64,476.35	8/27/2024
	EARLY CHILDHOOD- SPEC ED			
4,r	Panelli,Isabella Q	01/BA	\$52,827.70	8/27/2024
	GEN ELEM & K8 - ALL GRADES			
5,nr	Perkins,Benjamin	01/MA	\$67,085.18	8/27/2024
	DAY TO DAY TEACHER			
5,r	Polzin,Eryn	01/BA	\$52,827.70	8/27/2024
	AMP ART			
2,r	Ramos de Oliveira,Rodrigo	01/MA	\$62,839.09	8/27/2024
	AMP MUSIC			
5,r	Reno,Terrence	01/BA	\$52,827.70	8/27/2024
	ENGLISH			
5,r	Reyes,Makayla A	01/BA	\$52,827.70	8/27/2024
	KINDERGARTEN (4 YR OLDS)			
5,r	Rian,Kaitlyn	01/BA	\$56,710.58	8/27/2024
	MUSIC			
1,r	Schliegh,Melissa A	01/BA	\$52,827.70	8/27/2024
	EARLY CHILDHOOD- SPEC ED			
5,r	Schrang,Abigail	01/MA	\$60,714.91	8/27/2024
	SPEC ED MULTICATEG.			
5,nr	Smith,Katelyn	01/BA	\$52,827.70	8/27/2024
	MULTICATEG. COMP. SEN			
5,r	Sobecke,Sarah	01/BA	\$52,827.70	8/27/2024
	ART			
5,r	Stacey,Julia	01/BA	\$52,827.70	8/27/2024
	ART			
5,nr	Stranathan,Elizabeth R	01/MA	\$94,690.43	8/27/2024
	GENERAL OPERATIONS			
5,r	VanOudenhoven,Julia	01/MA	\$92,566.26	8/27/2024
	ART			
5,r	Willis,Jordan	01/BA	\$52,827.70	8/27/2024
	MUSIC			
2,r	Young,Tara D	01/BA	\$66,417.23	8/27/2024
	SPEC ED MULTICATEG.			
6,r	Zecevic,Snjezana	01/BA	\$52,827.70	8/27/2024
	SPEC ED MULTICATEG.			
3,nr	Zhang,Zhi Xin	01/BA	\$52,827.70	8/27/2024
	DAY TO DAY TEACHER			
2,r	Jordan-Hailstock,April J	01/MA	\$90,444.34	8/27/2024
	GEN ELEM & K8 - ALL GRADES			
ACTION ON CERTIFICATED APPOINTMENTS -LIBRARY MEDIA SPECIALIST				

2,r	Johnson,Denise L LIBRARY	01/2FM	\$103,599.82	8/16/2024
5,nr	Knapp,Leigh M LIBRARY	01/MA	\$90,444.34	8/16/2024
5,r	Radermacher Butts,Kelly J LIBRARY	01/2FB	\$71,580.92	8/16/2024
ACTION ON CERTIFICATED APPOINTMENTS -SCHOOL COUNSELOR				
5,nr	Moore,Sarah M GUIDANCE	01/BA	\$85,831.59	8/27/2024
5,nr	Pierzchalski,Paige T GUIDANCE	01/MA	\$56,467.69	8/27/2024
4,r	Stehofsky,Desiray GUIDANCE	01/MA	\$60,714.91	8/27/2024
ACTION ON CERTIFICATED APPOINTMENTS -SPEECH PATHOLOGIST				
5,nr	Solak,Olivia SPEECH PATHOLOGY	01/SLP	\$59,457.73	8/27/2024
ACTION ON CERTIFICATED APPOINTMENTS -SCHOOL SOCIAL WORKER				
2,r	Kidd,Britney M SOCIAL WORK	01/2A	\$66,312.65	8/16/2024
5,nr	Scardina,Sicilia SCHOOL SOCIAL WORK	01/2A	\$66,312.65	8/16/2024
ACTION ON CERTIFICATED APPOINTMENTS -SCHOOL PSYCHOLOGISTS				
4,r	Donahue,Thomas IDEA- CENTRAL SERVICE	FLT/51C	\$68,102.85	8/16/2024
5,nr	Hicks,Abigail GEN ELEM & K8 - ALL GRADES	FLT/51C	\$68,102.85	8/16/2024
5,r	Hubbard,Carlie SCHOOL PSYCH SERVICES	FLT/51C	\$68,102.85	8/16/2024
5,nr	Pokorney,Megan SCHOOL PSYCH SERVICES	FLT/51C	\$68,102.85	8/16/2024
5,nr	Sauvignon,Aude GEN ELEM & K8 - ALL GRADES	FLT/51C	\$68,102.85	8/16/2024
ACTION ON CERTIFICATED APPOINTMENTS -PERMIT TEACHER				
2,r	Benitez,Marilda SPEC ED MULTICATEG.	XX/4W2	\$52,827.70	8/27/2024
1,r	Bland,Keziah ART	XX/4W2	\$52,827.70	8/27/2024
5,nr	Diel,Landon GEN ELEM & K8 - ALL GRADES	XX/4W2	\$52,827.70	8/27/2024
2,r	Gill-Slim,Janice GEN ELEM & K8 - ALL GRADES	XX/4W2	\$52,827.70	8/27/2024
2,r	Gray,Kim S FED. HEAD START- GENERAL	XX/4W2	\$51,888.74	8/27/2024
6,nr	Hecimovich,Nathaniel FOREIGN LANGUAGE	XX/4W2	\$52,827.70	8/27/2024
2,r	Huff,Stephanie I EARLY CHILDHOOD- SPEC ED	XX/4W2	\$52,827.70	8/27/2024
5,nr	Kulibert,Danielle	XX/4W2	\$52,827.70	8/27/2024

	SAGE			
2,r	Mckinley,Diamontae L	XX/4W2	\$52,827.70	8/27/2024
	SPEC ED MULTICATEG.			
4,r	Perez Ramos,Jeyshla	XX/4W2	\$52,827.70	8/27/2024
	GEN ELEM & K8 - ALL GRADES			
5,nr	Reichert,Victoria	XX/4W2	\$51,888.74	8/27/2024
	GEN ELEM & K8 - ALL GRADES			
4,r	Seifert,Isabelle	XX/4W2	\$52,827.70	8/27/2024
	DAY TO DAY TEACHER			
5,r	Welch,Maya R	XX/4W2	\$52,827.70	8/27/2024
	SCIENCE			

			Native American (1)	African American (2)	Asian/Pacific Islander (3)	Hispanic (4)	White (5)	Other (6)	Two or More Ethnic Codes (8)
<i>Counts</i>	<i>Male</i>	<i>Female</i>	1	2	3	4	5	6	7
Teachers	12	45	2	12	3	5	33	1	1
SSW's	0	2	0	1	0	0	1	0	0
Psychologists	1	4	0	0	0	1	4	0	0
Other	0	3	0	0	0	1	2	0	0
<b>TOTAL</b>	<b>13</b>	<b>54</b>	<b>2</b>	<b>13</b>	<b>3</b>	<b>7</b>	<b>40</b>	<b>1</b>	<b>1</b>

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

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

### Leaves of Absence

	Present Assignment	Effective From
Illness Leave August 2024		
Erin Zea	Whitman	August 27, 2024
Illness Leave September 2024:		
Amanda Dostal	Jackson	September 3, 2024
Jasmine Porter	Itinerant	September 3, 2024
Cheryl Martens	Fairview	September 9, 2024
Adelynn Witham	Reagan	September 17, 2024
Personal Leave September 2024:		
Nicholas Wasmund	Obama	September 23, 2024

### Report on Certificated Resignations and Classified Retirements

Reason	Yrs Svc	Eth Code	Name	Position	Location	Effective Date
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#### Certificated Resignations

Personal	4.6	2	Famo Ali	Teacher	Pratt	07/30/2024
Personal	7.9	2	Christina Bolden	Teacher	81st Street	08/07/2024
Personal	0.1	2	Temone Champion	Teacher	Congress	08/20/2024
Personal	1.0	2	Taleavia Cole	Teacher	Central Svcs	08/23/2024
Other Dist	3.0	5	Jessica Cox	Teacher	Bradley Tech	08/13/2024
Retire	33.0	2	Elserita Crosby	Teacher	81st Street	07/31/2024

Retire	2.0	5	Paul Dallmann	Teacher	Bradley Tech	09/22/2024
Retire	32.0	2	Tanya Daniel	Teacher	Central Svcs	09/27/2024
Personal	5.7	5	Tamera Derby	PT Teacher	Central Svcs	06/30/2024
Other Dist	12.0	2	Laverne Dillard	Teacher	Dr. King Elem	08/24/2024
Personal	1.5	5	Christina Dresang	Supv Assoc Recreation		06/21/2024
Other Work	1.0	4	Sandra Forero Ramirez	Teacher	Fratney	07/31/2024
Personal	0.7	4	Andrew Formentini	PT Teacher	Central Svcs	08/16/2024
Retire	29.6	5	Tyrone Gauger	Teacher	Westside Acad	08/05/2024
Other Dist	5.9	5	Amelia Haight	Teacher	JMAC	08/07/2024
Personal	3.6	2	Tyrionna Hicks	Teacher	Riverwest	08/09/2024
Other Dist	3.0	5	Elizabeth Howie	Teacher	JMAC	08/05/2024
Personal	0.1	5	Bridget Kircher	SLP	LaFollette	08/12/2024
Other Dist	30.0	5	Stacy Klein	Innov Coach	Central Svcs	08/13/2024
Retire	33.8	5	Heather Knopp	Teacher	MSOL	08/03/2024
Personal	7.7	2	Aryahna Levy	Counselor	Riverside	08/05/2024
Retire	35.0	5	Susan Lieven	Teacher	German Imm	10/11/2024
Other Dist	3.0	5	Jennifer Lindner	Teacher	Dr. King Elem	08/06/2024
Other Dist	11.0	5	Melannie Litscher	Psych Sup	Central Svcs	08/21/2024
Personal	10.0	4	Arlen Lopez Gutierrez	Teacher	Allen Field	08/14/2024
Retire	11.0	5	Shelley Luetngen	Teacher	Forest Home	08/14/2024
Personal	2.0	1	Diana Lyon	Teacher	Bay View HS	08/07/2024
Personal	0.1	5	Meghan Malovec	Nurse	Manitoba	08/25/2024
Other Dist	2.0	5	Jason Meissner	Teacher	Central Svcs	08/16/2024
Personal	7.7	2	Oronde Milledge	Teacher	Audubon MS	08/14/2024
Other Dist	6.0	5	Alexander Miller	Teacher	Meir	08/12/2024
Other Dist	8.0	5	Brandon Miller	Teacher	Fernwood	08/22/2024
Other Dist	7.0	5	Connor Morris	Teacher	Garland	07/31/2024
Personal	6.0	3	Kabao Moua	Teacher	Parkview	08/13/2024
Personal	10.0	2	Melody Parchia	Teacher	Dr. King Elem	08/01/2024
Personal	0.7	2	Patricia Parks	Teacher	MSOL	08/27/2024
Personal	16.0	5	Natalie Philippe	Spec Ed Sup	Central Svcs	10/04/2024
Other Dist	1.0	5	Carson Reader	Teacher	Kluge	08/07/2024
Personal	7.0	5	Laura Sandblom	Teacher	Longfellow	08/20/2024
Other Dist	4.0	5	Jordan Schmitz	Teacher	Pratt	08/24/2024
Personal	0.1	5	Sarah Sobecke	Teacher	Pulaski	08/29/2024
Other Dist	18.0	2	Tyra Stokes	Teacher	Auer	08/23/2024
Other Dist	3.9	2	Michael Thalman	Teacher	Riverside	08/15/2024
Personal	2.0	2	Ciara Torrence Sims	Teacher	Starms	08/22/2024
Other Dist	0.1	1	Haley Tovar	Teacher	Metcalfe	08/14/2024
Other Dist	22.0	5	Margaret Valentino	Innov Coach	Central Svcs	08/13/2024
Personal	1.0	2	Kenya Warren	SSW	Obama SCTE	08/05/2024
Personal	31.6	2	Laconia Williams	Teacher	Carson Acad	08/23/2024
Other Dist	9.0	5	Clare Witkowiak	Teacher	Kluge	08/08/2024
Personal	1.0	1	Patricia Wolter	SST	MSL	08/19/2024
Other Work	0.1	5	Cammi Zemke	Nurse	Central Svcs	08/08/2024

### Classified Resignations

Personal	3.0	2	Monique Abernathy	Para	Central Svcs	08/02/2024
Personal	1.3	5	Chloe Bachman	Para	Central Svcs	08/06/2024
Personal	5.7	2	Perry Bell	Para	Maple Tree	07/31/2024
Personal	4.0	5	Riley Bina	Para	Rufus King HS	08/20/2024
Personal	3.5	2	Jaleeza Blue	Para	Carson	07/29/2024
Personal	0.7	2	Tyler Bradley	Safety Asst	School Safety	08/21/2024
Personal	0.1	2	Katrina Burnett	BSH I	Dr. King Elem	08/12/2024

Personal	0.8	2	Louis Burrell	Para	Groppi	08/19/2024
Personal	1.0	2	Lakayla Charley	Safety Asst	School Safety	08/28/2024
Other Work	0.5	4	Julio Cifuentes	Para	Doerfler	09/02/2024
Personal	1.0	2	Sherita Coleman	Para	River Trail	08/27/2024
Other Work	7.0	2	Zyeria Corley	Secretary I	Franklin	08/15/2024
Other Dist	2.0	4	Mary Crespo Ortiz	Secretary I	Spanish Imm	08/09/2024
Personal	2.0	4	Andrew deJunco	Para	Parkside	08/30/2024
Personal	18.7	2	Johnnie Dinsmore	Para	Bradley Tech	08/27/2024
Other Work	1.6	2	Lakicia Douglas	Secretary I	Washington	09/09/2024
Other Work	1.6	2	Ganiyat Edu	Para	MACL	08/02/2024
Personal	0.6	2	Theresa Edwards	Para	Engleburg	08/29/2024
Personal	0.7	2	James Eiland	Para	Barton	08/09/2024
Personal	0.4	2	Tiffany Ellis	FSA	Rogers	08/15/2024
Personal	8.0	2	Darien Essex	Para	Rogers	08/26/2024
Other Dist	16.3	5	Lisa Filippo	Para	Gaenslen	08/09/2024
Retire	25.0	2	Becky Flagg	CHA	Clemens	08/09/2024
Personal	5.0	2	Rhoneysa Freeman	Safety Asst	School Safety	08/12/2024
Personal	15.8	4	Aixa Garcia Rosado	Para	Kagel	07/25/2024
Personal	6.9	2	Gregory George	Para	WCLL	09/04/2024
Other Work	3.0	2	Keesha Gibson	CHA	Fernwood	08/23/2024
Personal	1.9	4	Maira Gonzalez	FSA	Morgandale	08/29/2024
Personal	1.4	2	Teresa Guyton	Para	Washington	08/09/2024
Other Work	6.7	2	Nastassia Haley	FSA	HS of the Arts	08/27/2024
Personal	1.5	2	Alexandria Hanson	Para	Kluge	08/30/2024
Personal	0.9	2	Marion Hewings	NSH I	Fratney	08/02/2024
Personal	0.1	2	Byreanna Holloway	BSH I	Central Svcs	08/05/2024
Other Work	6.0	2	Dikembe Husband	Para	Bradley Tech	08/29/2024
Other Work	2.0	2	Hahmya Johnson	Para	Gaenslen	07/31/2024
Personal	2.6	2	Shapira Johnson	Safety Asst	School Safety	08/08/2024
Personal	6.0	2	Yashica Kuykendall	Para	Lincoln MS	08/27/2024
Personal	2.6	5	Maureen Lackey	Para	Jackson	08/20/2024
Personal	0.9	2	Linda Lee	FSA	Stuart	08/29/2024
Other Work	19.9	6	Dianna Maldonado	Para	Riverside	08/14/2024
Personal	25.7	4	Irma Maldonado	SWA II	Central Svcs	08/22/2024
Personal	0.4	1	Greg Manlove	Para	Keefe	08/30/2024
Other Work	1.7	4	Jakob Mayerstein	Safety Asst	School Safety	08/28/2024
Personal	6.0	2	Raymont McElroy	Para	MSL	08/26/2024
Personal	3.0	2	Kierra Mcgee	Safety Asst	School Safety	08/19/2024
Other Work	2.5	2	Kiara Melendez	Para	Longfellow	08/15/2024
			Aviles			
Personal	11.0	5	Stephanie Monte	Para	Hawthorne	08/14/2024
Personal	1.8	5	Casey ONeil	Para	Carver	08/12/2024
Personal	0.6	5	Jazmyn Palmer	Para	AAL	07/26/2024
Other Work	3.9	5	Danette Richardson	Secretary I	Audubon HS	08/02/2024
Retire	7.8	2	Danielle Richardson	CHA	Doerfler	06/12/2024
Retire	8.2	5	William Rodewald	Syst Admin		09/13/2024
				Technology		
Retire	11.9	4	Pedro Rodriguez	Para	Forest Home	11/30/2024
Personal	7.0	2	Trameika Sanders	Safety Asst	School Safety	08/27/2024
Retire	22.0	5	Steven Schnelz	Sr Prog	Technology	07/29/2024
Other Work	2.0	3	Morgan Scot	Para	Victory	08/03/2024
Personal	0.3	6	Carey Simmons	BSH I	Hartford	07/12/2024
Personal	1.8	2	Mya Simmons Ward	Para	River Trail	08/28/2024
Other Work	12.0	5	James Sokolowski	Coord II	Central Svcs	09/13/2024
Personal	5.0	5	Katelyn Suszek	CHA	Humboldt Park	08/19/2024
Personal	0.4	5	Lisa Switlick	Para	Grant	08/13/2024



Other Work	10.9	2	Brenda Taylor	Accountant Human Resources 08/16/2024		
Personal	8.0	2	Richard Thompson	FSAIC	Alliance	08/30/2024
Personal	10.0	2	Kyle Tolbert	Para	Bethune	06/30/2024
Personal	0.1	2	Kameryn Turner	Safety Asst	School Safety	08/27/2024
Personal	6.0	4	Maritza Valentin	Para	Central Svcs	08/20/2024
Personal	0.8	4	Cristona Villegas	Para	Rogers	07/26/2024
Personal	1.0	2	Nanetta Washington	FSA	Riverside	08/20/2024
Personal	0.9	2	Shateria Wiley	Para	53rd Street	08/14/2024
Personal	8.4	7	Dominique Williams	Para	Whittier	08/26/2024
Personal	2.0	2	Jada Williams	Para	Lancaster	08/23/2024

Other District – 19 (Classified – 1 Certificated – 18)

Other Work – 18 (Classified 16 – Certificated – 2)

Personal – 73 (Classified 49 – Certificated – 24)

Retirement – 12 (Classified 5 – Certificated – 7)

**Codes**

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

**Monthly Personnel Report**

The monthly Affirmative Action report is attached to the minutes of this item.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Admin Policy 6.19 - Positions: Staff

**Fiscal Impact Statement**

Authorized expenditures were previously approved in the FY25 budget.

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

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

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

\* \* \* \* \*

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

**Recommended Appointments**

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

(2)(nr)	Robbin Morgan	Assistant Principal I, Gaenslen Office of the Chief of School Administration	Sch 03, Range 10C \$109,440
(5)(nr)	Nicole Jensen	Recreation Supervisor Associate II Office of the Chief of Operations	Sch 03, Range 04A \$89,959
(2)(r)	Jamie Hollins Mast	Administrative Assistant III, Parent Services Office of Communications and School Performance	Sch 03, Range 03A \$66,830

The Interim Superintendent has appointed the following individuals to the positions indicated, for the purpose of implementing the Corrective Action Plan set forth by the Department of Public Instruction in June 2024.

(5)(r)	Aycha Sawa	Chief Financial Officer Office of the Chief of Finance	Sch 03, Range 18A \$200,000
(5)(nr)	Elizabeth Hanna	Analyst I-Financial Planning and Budget Office of the Chief of Finance	Sch 03, Range 05A \$67,340

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

(2)(r)	Malik Cupid	Assistant Principal I, Hartford Office of the Chief of School Administration	Sch 03, Range 10C \$90,668
(2)(nr)	Kellie Carson	Assistant Principal I, Gaenslen Office of the Chief of School Administration	Sch 03, Range 10C \$112,862

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

(5)(r)	Anna Miller	Planning Assistant II Office of Board Governance	Sch 03, Range 02A \$56,118
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**Recommended LTE Contracts (To be effective upon the Boards approval)**

(5)(nr)	Lisa Napoli	Assistant Principal Support Administrator Office of the Chief of School Administration 09/03/24 to 03/03/25	\$50.00
(5)(r)	Denise Sather	School Psychologist Office of the Chief of Academics 09/03/24 to 12/20/24	\$50.00
(4)(nr)	Carlos de Arteaga	Auditing and Investigative Support Office of Accountability & Efficiency 09/16/24 to 02/16/25	\$45.00
(5)(nr)	Margie Hood	ESSER Project Manager Office of the Chief of Academics 10/01/24 to 10/31/24	\$40.00
(2)(r)	Nathaniel Gillon	Milwaukee Virtual Program Office of the Chief of School Administration 08/15/24 to 01/25/25	\$40.00
(5)(r)	Robert Strehlow	Milwaukee Virtual Program Office of the Chief of School Administration 08/15/24 to 01/24/25	\$40.00
(5)(r)	Shirley Lewis	Milwaukee Virtual Program	\$40.00

(2)(r)	Debra Wallace	Office of the Chief of School Administration 08/15/24 to 01/24/25 Milwaukee Virtual Program	\$40.00
(5)(r)	Angela Mack	Office of the Chief of School Administration 08/15/24 to 01/24/25 Milwaukee Virtual Program	\$40.00
(2)(r)	Yvette Moore	Office of the Chief of School Administration 08/15/24 to 01/24/25 Milwaukee Virtual Program	\$40.00
(2)(r)	Catherine Robinson	Office of the Chief of School Administration 08/15/24 to 01/24/25 Milwaukee Virtual Program	\$40.00
(5)(r)	Barbara Mack	Office of the Chief of School Administration 08/15/24 to 01/24/25 Milwaukee Virtual Program	\$40.00
(5)(r)	Julle Nussberger	Office of the Chief of School Administration 08/15/24 to 01/24/25 Milwaukee Virtual Program	\$40.00
(2)(r)	Rozalia Harris	Office of the Chief of School Administration 08/15/24 to 01/24/25 Milwaukee Virtual Program	\$40.00
(2)(r)	Marie McClain	Office of the Chief of School Administration 08/15/24 to 01/24/25 Milwaukee Virtual Program	\$40.00
(2)(r)	Cheryl Hayes	Office of the Chief of School Administration 08/15/24 to 01/24/25 Milwaukee Virtual Program	\$40.00
(5)(r)	Annie Kubes	Office of the Chief of School Administration 07/26/24 to 01/26/25 Recreation Special Projects	\$40.00
(2)(r)	Janie Hatton	Office of Organizational Development 08/05/24 to 02/05/25 Induction & Support	\$40.00
(2)(r)	Janie Hatton	Office of the Chief of School Administration 08/05/24 to 02/05/25 Project Stay & MCYEC Schools	\$40.00
(5)(nr)	Azhar Ali	Office of the Chief of Academics 09/01/24 to 02/28/25 Refugee Student Service Provider	\$35.00
(6)(r)	Anna Cwalina	Office of the Chief of Academics 09/01/24 to 02/28/25 Refugee Student Service Provider	\$35.00
(5)(r)	Karen Romantini	Office of the Chief of Academics 07/01/24 to 12/31/24 Refugee Student Service Provider	\$35.00
(6)(r)	Richard Faraj	Office of the Chief of Academics 07/01/24 to 12/31/24 Refugee Student Service Provider	\$35.00
(4)(r)	Martha Daleccio	Office of Accountability & Efficiency 08/15/24 to 02/14/25 Workplace Maintenance	\$35.00
(5)(r)	Gary Kowalski	Office of the Chief of School Administration 09/02/24 to 01/24/25 Youth Mentor	\$30.00

(2)(nr)	Lawrence Ambrose	Youth Mentor Office of the Chief of School Administration 09/01/24 to 02/28/25	\$30.00
(2)(r)	Roslyn Sampson	Art Literacy Program Office of the Chief of School Administration 09/03/24 to 02/03/25	\$30.00
(5)(nr)	Louann Parsons	Mentor Secretary Program Office of the Chief of School Administration 08/19/24 to 02/19/25	\$30.00
(5)(r)	Kathleen Veit	Mentor Secretary Program Office of the Chief of School Administration 08/19/24 to 02/19/25	\$30.00
(5)(r)	Debra Migdal	Mentor Secretary Program Office of the Chief of School Administration 08/19/24 to 02/19/25	\$30.00
(5)(r)	Debra Costello	Mentor Secretary Program Office of the Chief of School Administration 08/19/24 to 02/19/25	\$30.00
(5)(r)	Suzie Dall	Mentor Secretary Program Office of the Chief of School Administration 08/19/24 to 02/19/25	\$30.00
(5)(r)	Ellen Lasch	Mentor Secretary Program Office of the Chief of School Administration 08/19/24 to 02/19/25	\$30.00
(2)(r)	Lakisha Metcalf	Mentor Secretary Program Office of the Chief of School Administration 08/19/24 to 02/19/25	\$30.00
(2)(r)	Tia Moore	Mentor Secretary Program Office of the Chief of School Administration 08/19/24 to 02/19/25	\$30.00
(2)(r)	Linda Martin	Mentor Secretary Program Office of the Chief of School Administration 08/19/24 to 02/19/25	\$30.00
(5)(r)	Angela Matthias	School Support - Attendance Office of the Chief of School Administration 08/23/24 to 02/21/25	\$23.50
(5)(r)	Cindy Flechner	Project Coordinator Office of the Chief of Academics 08/19/24 to 02/19/25	\$23.00
(2)(r)	Dominique Diamante	ELS Support Office of the Chief of School Administration 08/27/24 to 01/17/25	\$20.00
(2)(r)	Nari Shuttlesworth	Dance Instruction Support Office of the Chief of School Administration 08/27/24 to 01/17/25	\$20.00
(4)(r)	Analise Flores	Data Support Analyst Office of the Chief of Academics	\$16.00

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

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Admin Policy 6.19 - Positions: Staff

**Fiscal Impact Statement**

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Authorized expenditures were previously approved in the FY25 budget.

**Committee’s Recommendation**

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

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

\* \* \* \* \*

**(Item 3) Action on a Request for Approval of a Job Description for Grief Support Specialist**

**Background**

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Pursuant to Administrative Policy 6.19, the Interim Superintendent is bringing forth approval of the job description for the Grief Support Specialist position.

Housed in the Chief Academic Office, the Grief Support Specialist is a full-time, exempt position that reports to the Manager, Psychological Services and Allied Health, in the Department of Specialized Services.

The Grief Support Specialist

• Provides individual and small group therapy counseling to students experiencing grief and/or the impacts of psychological trauma.

• Utilizes evidence-based therapeutic methodologies that measure ongoing progress and outcomes.

• Utilizes district-approved procedures for consent and progress monitoring of services.

• Consults and problem-solves with school personnel, families and students.

• Supports students who have experienced trauma.

• Collaborates with other school support staff and community agencies to provide services for students and families in crisis.

• Serves as a member of the district crisis team.

• Collaborates with other district departments to provide professional development regarding trauma sensitive practices.

• Manages district “handle with care” referrals for incidents involving grief, loss and the potential impact of psychological trauma.

• Creates and maintains accurate student records on service delivery plans and outcomes.

• Enters relevant information into the district’s student information system as appropriate.

• Conducts suicide risk and non – suicidal self-injury assessments per district guidelines.

• Provides follow-up supports, referrals to community resources and services to students and families.

The position is based on a 200-day work schedule with a salary arrange of Psychologist: \$68,102 – 110,570 School Social Worker: \$66,312 – 108,781 Counselor: \$59,128 – 103,599.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Admin Policy 6.19 - Positions: Staff

**Fiscal Impact Statement**

The item does not authorize expenditures.

**Implementation and Assessment Plan**

Upon approval of the Board, the Administration will utilize the attached job description.

**Committee’s Recommendation**

Your Committee recommends that the Board approve the attached job description for the Grief Support Specialist position.

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

\* \* \* \* \*

**(Item 4) Action on Monthly Finance Matters: Authorization to Make Purchases; Report on Change Orders in Excess Of \$25,000; Report on Budget Transfers; Report on Contracts Under \$50,000 and Cumulative Total Report; Report on Monthly Grant Awards; Acceptance of Donations.**

**Purchases**

Cooperative Authorization to Issue a Purchase Order to BSN Sports, LLC for Athletic Apparel

The Administration is requesting authorization to issue a purchase order to BSN Sports, LLC for Athletic Apparel for Reagan High School. Items will consist of office, gym, and locker room rugs, table skirts, media drop, as well as uniforms for boys and girls in track, softball, baseball, soccer, tennis, and golf.

This is important to the district as it supports MPS's commitment to the district-wide rebranding initiative for both athletics programs and schools.

This purchase is made under the Omnia Partners Region 4 ESC-TX Contract #R201101.

The total cost of goods purchased from BSN Sports, LLC will not exceed \$133,897.50

Budget Code: GEN-H-I-BDH-TL-ESUP..... \$133,897.50

BSN Sports, LLC

HUB PARTICIPATION

Required ..... 0%

Proposed..... 0%

\$ Value NA

STUDENT ENGAGEMENT (hours per 12-month contract)

Paid Student Employment Hour Commitment: 0 HOURS

Student Career Awareness Commitment: 0 HOURS

Cooperative Authorization to Issue a Purchase Order to Newsela for a One-Year Subscription to the Online Platform Library Package for Grades 2-12.

The Administration is requesting authorization to issue a purchase order to Newsela for grades 2-12 library package for current, supplemental content aligned to standards.

The purchase will be made under The Interlocal Purchasing System (TIPS) Cooperative Contract 210101.

The primary purpose of the Newsela platform is to grant students access to timely news articles that are accessible at different Lexile levels in both Spanish and English. The content specific packages include materials aligned to support current happenings in specific content areas, and includes alignment to several district adopted texts, including HMH

science dimensions. This resource allows students to access grade level content while also working to improve reading skills.

Newsela is a tier 1 educational resource designed to help students stay current with news related to grade level standards and topics in grades 2-12. This resource is for all students, and articles are available in Spanish.

Licenses will cover a one-year period, effective upon execution of Purchase Order. . The total cost will not exceed \$483,000.00.

Budget Code: SLB-0-S-CSF-DW-ESWR (Instructional Technology) ..... \$483,000.00

Newsela

HUB PARTICIPATION

Required ..... 0%

Proposed..... 0%

\$ Value N/A STUDENT ENGAGEMENT (hours per 12-month contract)

Paid Student Employment Hour Commitment: 0 HOURS

Student Career Awareness Commitment: 0 HOURS

**RFB 5818 Authorization to Issue a Purchase Order with Riverside Assessments, LLC DBA Riverside Insights for a Universal Screener for Gifted and Talented Students**

The Administration is requesting authorization to issue a purchase order with Riverside Assessments, LLC DBA Riverside Insights for the 2024-2025 school year for a universal screener used to identify gifted and talented students in second grade within the District.

CogAT assesses students’ verbal, quantitative, and nonverbal reasoning abilities. By measuring three separate cognitive domains, the screener provides a broad perspective other instruments would miss. All second-grade students (approximately 4,800) in MPS will be assessed using the CogAT Screening Form 7 during the first semester; other students will be assessed on an as-needed basis. A select group of students identified in the seventh through ninth stanine will be administered the CogAT Post Screener Form 7 to identify giftedness in the areas of verbal, nonverbal and quantitative reasoning. While MPS will be using this tool to determine eligibility into accelerated programs, it can also be used to guide instruction for all students.

The vendor was chosen pursuant to RFB 5818 which opened on June 17, 2024, and closed on July 17, 2024. As a result of this RFB, pricing has been provided and established for a three-year period beginning with the 2024-25 school year and ending following the 2026-27 school year.

This purchase will be made annually over a three-year period on or around the anniversary date of the initial purchase order from October 1, 2024 through September 30, 2027. The total cost over three years will not exceed \$170,235.00.

Budget Code: SYS-0-0-AMT-RH-ECTS (Assessment)..... \$170,235.00

Total Cost Per Year		
Year 1	Year 2	Year 3
\$56,160.00	\$56,700.00	\$57,375.00

Riverside Assessments, LLC DBA Riverside Insights

HUB PARTICIPATION

Required ..... 0%

Proposed..... 0%

\$ Value N/A

STUDENT ENGAGEMENT (hours per 12-month contract)

Paid Student Employment Hour Commitment: 0 HOURS

Student Career Awareness Commitment: 10 HOURS

**Report on Change Orders in Excess of \$25,000**

In compliance with Administrative Policy 3.09(10)(e)1, the Administration is reporting change orders to existing contracts whose collective net value exceed \$25,000.

Contract: C031956

NAF (National Academy Foundation)

On September 1, 2023, the Milwaukee Board of School Directors and NAF formerly National Academy Foundation entered into Professional Services Contract number C031956 (“Contract”), with a term of September 1, 2023 through August 31, 2024, for career academy support for 18 NAF academies (small learning communities) within eight high schools. On July 20, 2024, a Request to Change Contract (RCC) was approved to add funds of \$31,500 to extend the contract for an additional year through August 31, 2025.

Original Contract Amount:.....\$ 32,400.00

RCC 7/20/2024.....31,500.00

Ending amount: .....\$ 63,900.00

Contract: C032935

CliftonLarsonAllen LLP

On July 2, 2024, the Milwaukee Board of School Directors and CliftonLarsonAllen LLP entered into Professional Services Contract number C032935 (“Contract”), with a term of July 2, 2024 through July 1, 2025, for audit and financial management advisory services. On July 31, 2024 a Request to Change Contract (RCC) was submitted for additional funds of \$85,000 to be added to the contract to cover services.

Original Contract Amount: \$ 49,999.00

RCC 7/31/2024.....85,000.00

Ending amount: .....\$134,999.00

**Monthly Financial Reports**

The report on budget transfers; the report on contracts awarded with a value under \$50,000 and cumulative total report; and the report on monthly grant awards are attached and no action is required

**Donations**

Location	Donor	Amount	Gift or Purpose
<b>Monetary Donations</b>			
Burdick School	Reflo	200.00	Supplies for Globe Program
Pulaski High School	Gadzuric Foundation Inc	600.00	Help Students Purchase Prom Tickets
South Division High School	* Patti Sereno	300.00	New Comers Support
	<i>Total Monetary Donations</i>	<i>1,100.00</i>	
<b>Non-Monetary Donations</b>			
Allen-Field School	DonorsChoose	20.32	Classroom Essentials
Cass Street School	DonorsChoose	142.99	Health Sports & Wellness
Craig Montessori School	DonorsChoose	281.48	Life Skills, Literacy & Language
Craig Montessori School	DonorsChoose	999.06	Comprehending Compassion
Doerfler School	DonorsChoose	6.00	Classroom Essentials
Doerfler School	DonorsChoose	9.49	Classroom Essentials
Eighty-First Street School	DonorsChoose	719.60	Life Skills, STEM



Forest Home Avenue School	DonorsChoose	9.99	Classroom Essentials
Forest Home Avenue School	DonorsChoose	457.15	Literacy & Language
Fratney Street School	DonorsChoose	55.98	Classroom Essentials
Gaenslen School	DonorsChoose	689.91	Student Adapted At-Home Library
Goodrich School	DonorsChoose	19.64	Classroom Essentials
Greenfield School	DonorsChoose	14.00	Classroom Essentials
Hartford University School	DonorsChoose	473.46	Set up my students for success
Hi-Mount School	DonorsChoose	423.69	End of the School Year Snacks
Kilbourn School	DonorsChoose	147.05	New Magnetic Letters Needed
King High School	DonorsChoose	1,479.42	Literacy & Language
Kluge School	DonorsChoose	403.44	Let's Cook and Eat Healthy
Maple Tree School	DonorsChoose	224.57	Scholastic Magazines for K5
Marshall High School	DonorsChoose	889.42	STEM
Marshall High School	DonorsChoose	958.70	Health Sports & Wellness, STEM
Milwaukee High School of the Arts	DonorsChoose	577.98	Literacy & Language, Social Studies
Ninety-Fifth Street School	DonorsChoose	14.14	Classroom Essentials
Ninety-Fifth Street School	DonorsChoose	250.41	Life Skills, Students with Disabilities
South Division High School	MCDONALDS	105.17	Breakfast with Santa item
South Division High School	Sam's Club - Sander Irish	100.00	Breakfast with Santa Item
South Division High School	Starbucks	81.80	Breakfast with Santa Item
South Division High School	United Way	964.59	Food for Salad Bar
South Division High School	Anonymous	267.00	Breakfast with Santa Item
South Division High School	Hot Bargains Depot	725.00	Breakfast with Santa Item
South Division High School	UWM Office of Sustainability, Surplus & Recycling	9,675.00	Student Desk
Trowbridge School	DonorsChoose	135.54	Cards & Castles
Victory School	DonorsChoose	481.06	Life Skills, Students with Disabilities
Victory School	DonorsChoose	613.77	Giving Students Choices!
Victory School	DonorsChoose	636.04	Students Choose
Vincent High School	DonorsChoose	228.52	Social Studies
	<i>Total Non-Monetary Donations</i>	<i>23,281.38</i>	
	<i>Total Value of Donations</i>	<i>24,381.38</i>	
* Donations from MPS Alumni			

### **Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Admin Policy 3.06 - Fiscal Accounting and Reporting

### **Fiscal Impact Statement**

This item authorizes expenditures as indicated on the attachment.

**Committee’s Recommendation**

Your Committee recommends that the Board (1) authorize the purchases and (2) accept the donations as listed in the attachments, with appropriate acknowledgement to be made on behalf of the Board.

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

\* \* \* \* \*

**(Item 5) Action on the Award of Professional Services Contracts**

**Professional Services Contracts**

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

Cooperative Authorization to Enter into a Blanket Purchase Order with School Specialty, LLC. for Furniture, Installation, and Related Services

The Administration requests authorization to extend a blanket agreement with School Specialty, Inc., (“School Specialty) for furniture, classroom instructional solutions, and school supplies for school purchasing across the District

This contract is being extended pursuant to the cooperative agreement Omnia Partners Contract R191815.

The benefits afforded under this cooperative blanket agreement shall include:

- 35% off list price for supply items;
- 14% off list price on individual furniture, equipment, and AV tech\*
- Multiple tiered discounts off list price on furniture incorporated herein as Attachment One;
- Free shipping on orders of \$49.00 or more for supply items;

The contract will run from October 1, 2024 through April 30, 2025 and the total cost of the contract will not exceed \$500,000.00.

Budget Code: 000-0-0-000-BL-ETCS..... \$500,000.00

School Specialty, LLC.

HUB PARTICIPATION

Required ..... 0%

Proposed..... 0%

\$ Value N/A

STUDENT ENGAGEMENT (hours per 12-month contract)

Paid Student Employment Hour Commitment: 400 HOURS

Student Career Awareness Commitment: 10 HOURS

**Cooperative Authorization to Issue a Contract to Campus Kaizen LLC for Use of Guardian Software and Services.**

The Administration is requesting authorization to enter into a contract with Campus Kaizen LLC for use of Guardian software and services as they relate to Title IX case management. Contractor will serve as the host for the online application of Guardian, central repository of an all-district Title IX cases, develop a workflow for case management and an interface with existing district technology platforms relative to Title IX compliance.

Title IX of the Education Amendments of 1972 (Title IX): protects individuals from discrimination based on sex and gender in programs or activities that receive federal financial assistance. Title IX applies to Milwaukee Public Schools, which includes all of its schools, educational programs, and activities. The new regulations strengthen the requirements for adopting and publishing non-discrimination and grievance procedures. The new regulations, effective August 1, 2024 were enacted requiring recipients of federal funding to maintain records for seven years.

Implementation of the new regulations will result in an increased number of cases being reported. The Guardian platform will allow streamlining of the intake process for complaints, track workflow for each individual case, ensure that the district is in compliance with the 2024 regulations.

Campus Kaizen LLC will customize their platform for district use to meet MPS branding specifications, and train essential district staff on how to use the software.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis of the George Mason University Cooperative Agreement GMU-1547-19.

The contract will run from October 1, 2024 through September 30, 2027, and the total cost of the contract will not exceed \$62,075.00.

Budget Code: SSV-0-0-SDS-SN-ECTS ..... \$62,075.00

Campus Kaizen LLC

HUB PARTICIPATION

Required ..... N/A

Proposed ..... N/A

\$ Value N/A STUDENT ENGAGEMENT (hours per 12-month contract)

Paid Student Employment Hour Commitment: 0 HOURS

Student Career Awareness Commitment: 0 HOURS

RFP 1140 Authorization to Enter into a Blanket Contract with Proximity Learning, Inc. for Online Interactive Learning Course System for World Languages Grades K-12

The Administration is requesting authorization to enter into a blanket contract with Proximity Learning, Inc. (“Proximity”) for a vendor-hosted virtual Online Interactive Learning Course System for World Languages for grades K-12. Proximity will be utilized to deliver services for at least the following languages: American Sign Language (ASL); Chinese/Mandarin; French; German and Spanish to a maximum estimated 11,000 students throughout the district during the 2024-2025, 2025-2026, and 2026-2027 school years.

For the purposes of direct-to-student online courses with provision of layered levels of support for each course such as teacher-to-student, student-to-teacher, student-to-student, teacher-to-teacher and teacher-to-paraprofessional interaction, MPS requires a qualified and developed self-learning vendor-hosted Online Interactive Learning Course System for World Languages for grade bands K-12. All courses will be administered by a Licensed Content Certified Instructor. MPS seeks online interactive World Language courses due to changes in graduation requirements and as part of the Strategic Plan.

Proximity was chosen pursuant to RFP 1140, which closed on July 25, 2024. The contract will run from October 1, 2024, through September 30, 2027. The total cost of the three-year contract is \$3,000,000. The total cost of the contract each year will not exceed \$1,000,000.

Budget Code: GEN-0-0-INV-DW-ECTS ..... \$3,000,000.00

Proximity Learning, Inc.

PRIME CONTRACTOR INFORMATION

Certified HUB Vendor? ..... No

Total # of Employees ..... 950

Total # of Minorities ..... 285

Total # of Women ..... 779

HUB PARTICIPATION

Required ..... 5%

Proposed ..... 5%

\$ Value \$2000,000

STUDENT ENGAGEMENT (hours per 12-month contract)

Paid Student Employment Hour Commitment: 400 HOURS

Student Career Awareness Commitment: 10 HOURS

**Cooperative Authorization to Enter into a Blanket Agreement with Ricoh USA, Inc., for Lease and Purchase of Copiers/Multifunction Device Equipment and Related Maintenance**

The Administration requests authorization to enter into a blanket agreement with Ricoh USA, Inc., to provide copiers/multifunction device equipment, and associated maintenance to all MPS schools and departments under the State of Wisconsin’s Contract #505ENT-M25-MFDCOPIER-01 Participating Addendum to a Western States Contracting Alliance–National Association of State Procurement Officials Master Agreement.

This blanket agreement will run from October 1, 2024 through September 30, 2027, and will not exceed \$2,500,000.

Budget Code: Various School/Department Budgets..... \$2,500,000.00

Ricoh USA, Inc.

HUB PARTICIPATION

Required ..... 0%

Proposed..... N/A

\$ Value N/A

STUDENT ENGAGEMENT (hours per 12-month contract)

Paid Student Employment Hour Commitment: 0 HOURS

Student Career Awareness Commitment: 0 HOURS

**Cooperative Authorization to Enter into a Contract with Gallagher Bassett Services, Inc. for Administration of the Workers’ Compensation Program**

The Administration is requesting authorization to enter into a contract with Gallagher Bassett Services, Inc. for workers’ compensation services. Contractor will be used to deliver third-party administration of the district’s self-insured workers’ compensation program. Gallagher Bassett has been the third-party administrator for several years. The contract is being issued under the CoProcure cooperative agreement 7161804REN1.

The contract will run from October 1, 2024 through September 30, 2025 and will not exceed \$248,529.00.

Budget Code: INJ-0-0-DIJ-DW-EWCM (Contracted Services) .....\$248,529.09

Gallagher Bassett Services, Inc.

HUB PARTICIPATION

Required ..... 0%

Proposed..... 0%

\$ Value NA

STUDENT ENGAGEMENT (hours per 12-month contract)

Paid Student Employment Hour Commitment: 0 HOURS

Student Career Awareness Commitment: 0 HOURS

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Admin Policy 3.09 - Purchasing and Bidding Requirements

**Fiscal Impact Statement**

This item authorizes expenditures as indicated in the attachments.

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

Your Committee recommends that the Board authorize the professional services contracts as set forth in the attachments to this item.

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

\* \* \* \* \*

**(Item 6) Action on the Award of Exception-to-Bid Contracts**

Exception Authorization to Extend a Contract with Instruction Partners for Professional Development, Support, and Curriculum Development in Math

The Administration is requesting authorization to extend a contract with Instruction Partners for professional development, support, and curriculum development in math. Instruction Partners provides in-depth support to the Research, Assessment and Data team for the ongoing support for leadership development, teaching and learning, and incorporating strategies for unfinished learning.

The costs included are funded by the Comprehensive Support and Improvement (CSI) Grant.

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

The contract initial term was from October 10, 2022 through June 30, 2024. This first and final extension will run from September 27, 2024, through June 30, 2025.

Budget Code: SDV-0-S-3Z5-DW-ECTS... (CSI – RAD Department) ..... \$196,530.00

Instruction Partners

HUB PARTICIPATION

Required ..... 0%

Proposed.....N/A

\$ Value N/A

STUDENT ENGAGEMENT (hours per 12-month contract)

Paid Student Employment Hour Commitment: 0 HOURS

Student Career Awareness Commitment: 0 HOURS

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Admin Policy 3.09 - Purchasing and Bidding Requirements

**Fiscal Impact Statement**

This item authorizes expenditures as indicated in the attachments.

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

Your Committee has advanced this item to the Board without a recommendation. A revised version of the first and final extension has been attached to this item.

Director Zombor moved to approve the award of the exception-to-bid contracts, as listed in the revised attachment.

Ayes — Directors Garcia, Gokalgandhi, Leonard, O’Halloran, Siemsen, Zombor, and President Herndon – 7.  
Noes — None – 0.

\* \* \* \* \*

**(Item 7) Action on Monthly Facilities Matters: FMS Award of Construction and Professional Service Contract Recommendation**

**Background**

The contract award recommendations for the September, 2024 Regular Board meeting are listed below for your review. Adequate funding is available in the accounts as noted.

**Construction Contracts**

PLAYFIELD RENOVATION	
Emigh Playfield	
Prime Contractor: Poblocki Paving Corporation, 16363 West Ryerson Road, New Berlin, WI 53151	
Low Bidder, Base Bid of.....	\$6,390,178.00
HUB	
Certified HUB Vendor?.....	No
Total # of Employees .....	204
Total # of Minorities .....	98
Total # of Women .....	14
Required .....	15%
Submitted .....	16%
\$ Value .....	\$1,026,000.00
COIN	
Required .....	10%
Student Engagement	
Paid Employment (Required Hours) .....	1000 Hours
Career Education Activity (Required Hours) .....	10 Hours

Funds are available for the Emigh Playfield Renovation project from account code STS 00 RFI RC ECNC (Project No 8187). The project contract start date is scheduled for September 27, 2024, and completion date is September 30, 2025.

WINDOW SCREENS

Jeremiah Curtin Elementary School

Prime Contractor: Gordon Solutions LLC, 7500 North Teutonia Avenue, Milwaukee, WI

Low Bidder, Base Bid of.....\$54,900.00

HUB

Certified HUB Vendor?..... Yes

Total # of Employees .....21

Total # of Minorities .....9

Total # of Women .....6

Required ..... 15%

Submitted ..... 100%

\$ Value ..... \$54,900.00

COIN

Required ..... 5%

Student Engagement

Paid Employment (Required Hours) ..... 100 Hours

Career Education Activity (Required Hours) ..... 10 Hours

Funds are available for the Window Screens project from account code MBM 0AC CT FM ECNC (Project No 9215). The project contract start date is scheduled for September 27, 2024, and completion date is November 29, 2024.

WINDOW SCREENS

Fairview Elementary School

Prime Contractor

Gordon Solutions LLC, 7500 North Teutonia Avenue, Milwaukee, WI

Low Bidder, Base Bid of.....\$137,200.00

HUB

Certified HUB Vendor?..... Yes

Total # of Employees .....21

Total # of Minorities .....9

Total # of Women .....6

Required ..... 15%

Submitted ..... 100%

\$ Value \$137,200.00

COIN

Required ..... 5%

Student Engagement

Paid Employment (Required Hours) ..... 100 Hours  
Career Education Activity (Required Hours) ..... 10 Hours

Funds are available for the Window Screens project from account code MBM 0AC CT FM ECNC (Project No 9214). The project contract start date is scheduled for September 27, 2024, and completion date is November 29, 2024.

Total construction contract dollars awarded.....\$6,582,278.00  
Total dollars HUB participation .....\$1,218,100.00  
% of HUB participation..... 18.51%  
% Minority employees within company..... 47.82%  
% Women employees within company ..... 6.64%

**PROFESSIONAL SERVICES CONTRACTS**

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

**RFP #Cohort 7 2025 Green Infrastructure Upgrades Cohort 7 Design Services**

A request for Proposal (RFP) was issued by Facilities and Maintenance Services to obtain a firm to provide Design Services – 2025 Green Infrastructure Upgrade Cohort 7 at Clemens, Humboldt Park, Kagel, Riverwest & Whitman.

Selected firm: Smith Group, Inc.  
Contract Amount: \$323,060.00  
Contract Period: September 27, 2024 – August 22, 2025  
Budget Code: Various

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Admin Policy 3.09 - Purchasing and Bidding Requirements

**Fiscal Impact Statement**

This item authorizes expenditures for:  
Construction Contracts:  
Total Construction Contracts Requested = \$6,582,278.00  
Professional Services Contracts:  
Total Professional Services Contracts Requested = \$323,060.00

**Implementation and Assessment Plan**

Upon Board approval, the attached construction and professional services contracts shall be executed.

**Committee's Recommendation**

Your Committee recommends that the Board approve the attached construction and professional services contracts.

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

\* \* \* \* \*



## **(Item 8) Action on the Closure of South Accelerated Academy and Vincent Accelerated Academy**

### **Background**

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In the 2017-18 school year, South and Vincent High Schools began operating small high schools/Accelerated Academies. The design of each small high school/Accelerated Academy was to serve 100 students from the "home school" populations who were at risk of not graduating based on credit attainment or attendance.

The goal of the Accelerated Academies was to strengthen the existing high schools by providing intensive supports in a smaller setting to the most vulnerable students at South Division and Vincent High Schools. A maximum of 100 students would be served in each academy. Students enrolled would be those with credit deficiency and/or low attendance.

A 2019 update to the Board led to use of the Competency curriculum at both sites.

Based on the data shared with the Board in September 2019, and the current data of the Accelerated Academies, they have not shown success in meeting the expected outcomes of this design, as shown in the attachment. Attendance, graduation rates, and enrollments have not met or exceeded those of other high school programs, including the home schools of South and Vincent. Furthermore, the Accelerated Academies are fully staffed with 5 licensed teachers at each site giving a student teacher ratio of 5:1, the closure of the Accelerated Academies would support the strategic plan goal of Right Sizing the District.

The Administration recommends that the Board approve the closure of South Accelerated Academy and Vincent Accelerated Academy effective at the Third Friday reassignment date for the 2024-2025 school year.

### **Data**

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Enrollment for 2024-25 school year shows that neither school is at or utilized the full 100 seats in the history of the programming.

Attendance going back to 2018-19 are significantly below the high school attendance rates for 9-12 schools. Similarly, the dropout rates of accelerated academies exceed the dropout rates for high schools

A four-year completion rate Although Vincent's rates are higher in recent years, the rates for both academies are not on par with high schools.

### **Administration's Recommendations**

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Based on the data and the need for teachers, the recommendation is to close both Accelerated Academies at the Third Friday reassignment date of the 2024-2025 school year. By:

- Meeting with the Accelerated Academy staff regarding closure
- Meeting with the Accelerated Academy students
- Sending a letter to families regarding closure
- Enrolling all of the current Accelerated Academy students in the Competency program existing at their current school building

\* There will be no change to the academic programming for the Accelerated Academy students.

Next Steps

Upon closure of both Accelerated Academies at the Third Friday reassignment date of the 2024-2025 school year:

- Staff will participate in the Third Friday reassignment process to obtain a new assignment
- Research and Assessment will notify DPI of the school code end date with all data being archived as outlined in the DPI procedures

### **Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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

### **Implementation and Assessment Plan**

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Upon Board approval, all of the currently Accelerated Academies enrolled students will return to their home school and continue with the same competency curriculum in their current school building. Staff members assigned

to the Accelerated Academies will participate in the 3rd Friday reassignment process, already established by the district, for assignment to a vacant position either at the home school or another location.

### **Administration's Recommendation**

The Administration has recommended that the Board approve the closure of South Accelerated Academy and Vincent Accelerated Academy effective at the Third Friday reassignment date for the 2024-2025 school year.

### **Committee's Recommendation**

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

Director Gokalgandhi in the Chair from 6:53 p.m. to 6:55 pm.

Director Garcia moved to place the item on file. The motion passed, the vote being as follows:

Ayes — Directors Garcia, Gokalgandhi, Leonard, O'Halloran, Siemsen, Zombor, and President Herndon - 7  
Noes — None.

\* \* \* \* \*

## **COMMITTEE ON LEGISLATION, RULES AND POLICIES**

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

### **(Item 1) Action on a Request to Approve Revisions to Administrative Policy and Procedure 7.12 Foreign Languages**

#### **Background**

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

Policies, rules, and procedures are reviewed on an ongoing basis. The Administration has reviewed the following policy and procedure:

Administrative Policy 7.12 World Languages

Administrative Procedure 7.12 World Languages

It has been determined that the policy listed above requires modifications to better align with the mission of the district and the evolving needs of our students. The policy changes were made to address the growing need for multilingualism among students in an increasingly globalized world. By strengthening world language offerings at all school levels, Milwaukee Public Schools aims to prepare students for the global workforce and foster an inclusive learning environment. Furthermore, ensuring that no child is excluded from language study due to disabilities aligns with our commitment to equity and accessibility in education. These policy changes reflect the Administration's dedication to providing comprehensive and inclusive educational opportunities for all students.

#### **Administrative Policy 7.12 Foreign Languages**

The Board ~~supports~~ commits to enhancing world language programs ~~the strengthening of foreign language offerings~~ in the Milwaukee Public Schools. To ~~accomplish this goal~~ achieve this objective, the superintendent will establish procedures to promote ~~shall implement processes to encourage~~ student enrollment in foreign world language courses ~~classes~~ at the high-, middle-, and elementary-school levels. Additionally efforts will ~~shall~~ be made to publicize ~~foreign~~ raise awareness of world language offerings at ~~within~~ the schools. All students, regardless of disability, shall have access to world language education. ~~No child shall be excluded from foreign language study by reason of handicap.~~

## Administrative Procedure 7.12

### Foreign World Languages

The Board supports the strengthening of foreign language offerings in the Milwaukee Public Schools.

#### (1) High School Level

- ~~(a) Evening classes in foreign languages shall be on a fee basis.~~
- (a) Implement beginning-level, conversation-oriented world language courses.
- ~~(b) Conversation oriented foreign language courses shall be offered at the beginning level.~~
- (b) Provide “bridge” courses between level one and level two shall be offered for students who have difficulty with level-one courses.
- (c) Provide counseling services to advise students on the advantages of world language proficiency.
- (d) Conduct orientation sessions to highlight the benefits of world language study.
- (e) Use school websites, newsletters, and social media to promote language courses.
- (f) Host language fairs and cultural events.
- (g) Ensure accessibility for all students, including those with disabilities, by providing necessary accommodations.

#### (2) Middle School Level

- ~~(a) Courses in exploring languages and cultures shall be offered at any level~~
- (a) Offer courses in exploring languages and cultures.
- ~~(b) Students in superior ability classes and those reading at or above grade level shall be allowed to study foreign languages during the time allocated for reading. Provide regular instruction in world languages in grades 7 and 8 per Wisconsin Statute 121.02(1)(L)5~~
- (c) Heterogeneous groups of students shall be allowed to study foreign languages during the time allocated for reading, provided students in need of reading take a reading course every other day during another time block Collaborate with elementary and high school educators to create a cohesive world language learning pathway.
- (d) Reading and foreign language shall be offered on a alternate day or alternate semester basis. Organize informational sessions to explain the importance of early world language learning
- (e) Content-area or accelerated foreign language courses (immersion courses) shall be offered.
- (f) Ensure accessibility for all students, including those with disabilities, by providing necessary accommodations

#### (3) Elementary School Level

- ~~(a) After school foreign language courses shall be offered on a fee basis at selected schools.~~
- (a) Integrate basic world language exposure focusing on vocabulary and cultural appreciation.
- ~~(b) Foreign language opportunities shall be included, as found desirable, in any extended day program operated by the Division of Municipal Recreation and Community Education. . Engage parents through workshops to emphasize the benefits of early world language learning.~~
- (c) Efforts will be made to publicize foreign language offerings at the schools and also those at all special schools and specialty schools. Include world language opportunities in extended day program
- ~~(d) No child will be excluded from foreign language study by reason of handicap. . Encourage participation in language immersion programs and cultural exchanges.~~
- (e) Ensure accessibility for all students, including those with disabilities, by providing necessary accommodations.

### **Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Admin Policy 7.12 - Foreign Languages

### **Implementation and Assessment Plan**

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Upon Board approval, Administrative Policy 7.12 World Languages

and Administrative Procedure 7.12 World Languages will be implemented with the changes as written.

### **Committee's Recommendation**

Your Committee recommends adoption of the proposed revisions to the policy and procedure.

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

\* \* \* \* \*

## **(Item 2) Action on a Request to Approve Revisions to Administrative Policy and Procedure 7.13 Exceptional Education Programs**

### **Background**

Per Board Governance Policy 2.11, every fifth year, or as needed, the Board and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district. The Administration has reviewed Administrative Policy 7.13 and made revisions. It is recommended that the Board approve revisions to this policy.

#### **Administrative Policy 7.13 ~~Exceptional Special~~ Education Programs**

(1) Under Wisconsin and federal law, the Milwaukee Public Schools are mandated to provide to its residents multidisciplinary team evaluations of all children ages birth to 21 (or to graduation) who are suspected of having ~~an exceptional special~~ special education needs, and educational programming for all children ages three to 21 (or to graduation) who have ~~exceptional special~~ special education needs.

(2) ~~The Division of Special Services~~ Department of Specialized Services shall be responsible for supporting the schools in providing diagnoses and appropriate educational programs designed to confer educational benefits to all eligible children. Programs shall be under the direct supervision of the ~~Division of Special~~ Department of Specialized Services.

(3) ~~In order to~~ To comply with the requirements of law (see delineation of applicable state and federal laws in the model special education policy document published by the Wisconsin Department of Public Instruction (DPI) and to ensure equal educational rights for all ~~exceptional children and youth students with disabilities~~ living in the city of Milwaukee, the Board has established a comprehensive program for such students incorporating the following:

- (a) An effective process for screening students new to the Milwaukee Public Schools for possible ~~exceptional special~~ special education needs and a mechanism for ensuring that all ~~handicapped children~~ students with disabilities within its jurisdiction are identified, located, and evaluated, including children in all public and private agencies and institutions;
- (b) A special education multidisciplinary-referral system ~~which that~~ makes available appropriate diagnostic services to all children who have need of such services. A child may be referred to ~~a multidisciplinary an evaluation~~ an evaluation team for evaluation by parents, ~~school principals building administrators,~~ teachers, or community agencies;
- (c) A system to ensure informed parental consent before any action is taken by the ~~multidisciplinary~~ evaluation team;
- (d) A system whereby the rights of parents and children are guaranteed throughout the entire diagnostic and programming process;
- (e) ~~A multidisciplinary~~ An evaluation team and ~~exceptional special~~ special education programming process ~~which that~~ involves parents of identified children throughout the process;
- (f) The establishment of a centralized evaluation process. ~~of multidisciplinary teams for each school, which shall include at least two of the following staff members: school psychologist, school social worker, speech pathologist, exceptional education diagnostic teacher, and exceptional education classroom teacher.~~ A regular classroom teacher is required for children who will participate in the general curriculum, suspected of having learning disabilities. Additional members may be added to the team, based on the suspected needs of the child. A person shall be designated as case manager for each team to act as team coordinator and to ensure that all due-process requirements are met during the ~~multidisciplinary team~~ evaluation process;

- (g) A ~~multidisciplinary~~ team and ~~exceptional special~~ education program placement process ~~which that~~ appropriately assesses the needs of each child referred, identifies ~~handicapping conditions~~ disability-related needs based upon criteria, develops an appropriate individualized education program (IEP) in conjunction with parents, and notifies parents of program placement decisions within 90 calendar days of receipt of the referral;
- (h) An effective system for reevaluating the needs of children served in ~~exceptional special~~ education at least every three years;
- (i) A process for the placement of children in the various ~~exceptional special~~ education programs accomplished in accordance with Department of Public Instruction rules, regulations, and procedures established by the Administration and approved by the Board.
- (j) A ~~cascade variety of~~ ~~exceptional special~~ education services sufficient to meet the needs of and to confer educational benefits to all children with ~~exceptional special~~ education needs;
- (k) A flexible service-delivery model of ~~exceptional special~~ education suited to the individual needs of the child ~~which that~~ provides for frequent reevaluation of the needs, capabilities, and progress of a child with ~~exceptional special~~ education needs throughout the school years and includes transition to the adult community;
- (l) Education of the child with ~~exceptional special~~ education needs, whenever appropriate, in classes ~~along with children who do not have exceptional needs~~ non-disabled peers;
- (m) Provision of related services, such as psychological services, social work services, health services, and ~~student and parent~~ counseling, identified by either the ~~multidisciplinary evaluation~~ team or IEP team and delineated in the IEP;
- (n) Enrollment of ~~exceptional special~~ education students in all schools ~~shall be that is~~ proportional to district averages, ~~with all mildly disabled students being included as part of the student/teacher ratios at the elementary school level as much as possible.~~

(4) To develop and implement programs in accordance with the aforementioned requirements, administrators, teachers, and other staff members in ~~exceptional special~~ education programs must be trained to work with children who have ~~handicapping conditions~~ special education needs; a well-defined staff development plan must be in place to ensure that best practices are known and followed; and the cooperation of parents and community agencies must be sought and utilized.

Note: ~~For more detailed information and specific procedures pertaining to programs for students with exceptional educational needs, refer to the Division of Exceptional Education and Supportive Service's Referral, Diagnosis and Programming Handbook, Fourth Edition, September 1991, and the model special education policy document published by the Wisconsin Department of Public Instruction (DPI).~~

### **Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Admin Policy 7.13 - Exceptional Education Programs

### **Fiscal Impact Statement**

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No fiscal impact

### **Implementation and Assessment Plan**

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

### **Committee's Recommendation**

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You Committee recommends adoption of the revisions to Administrative Policy 7.13 Special Education Programs

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

**(Item 3) Action on a Request to Approve Revisions to Administrative Policy and Procedure 7.14  
Gifted Students: Programs**

**Background**

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

The Administration recommends revisions to Administrative Policy 7.14 to include the state definition of gifted and talented, the district definition of high ability/high potential, and services.

Revisions to Administrative Procedure 7.14 update the procedures used to identify students that are high ability/high potential or gifted and talented and the district goals for identification, services, and programs.

Administrative Policy 7.14  
Gifted Students: Programs

(1) DEFINITIONS

(a) State law defines gifted and talented pupils as students enrolled in public schools who give evidence of high-performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities [Wis. Stat. §118.35(1)].

1. Gifted and talented pupils are students significantly above the average-ability students in a given domain who need a Tier 2 or Tier 3 level of differentiation as determined by national norms.

(b) High-ability/high-potential pupils are students above the average-ability student in a given domain who require a Tier 2 response to fully develop their talents as determined by local norms.

(2) PROGRAMS AND SERVICES

(a) The Board recognizes that students identified as gifted and talented or high ability/high potential require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

(b) Gifted and talented students are capable of high performances in intellectual, creative, artistic, leadership, or specific academic areas.

(c) To help meet the needs of these students, the Board has approved the establishment of programs and services for the gifted and talented and or high ability/high potential for academically talented.

Administrative Procedure 7.14  
Gifted Students: Programs and Services

The Board recognizes that students identified as high ability/high potential or gifted and talented require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contributions to self and society. To help meet the needs of these students, the Board has approved the establishment of programs for the students who are identified as high ability/high potential or gifted and talented and academically talented. Placement of students in these programs and access to gifted services shall be accomplished in accordance with the following.

(1) Placement of children in these programs requires careful and accurate identification. Identification and recommendation shall be made based on the basis of multiple factors to match students' needs with appropriate services that are predictive of success, including evaluation of mental ability, achievement, and emotion, social, and physical factors intellectual ability, achievement, and social-emotional considerations.

(2) These factors will be assessed through various means, including local norms of ability and/or achievement group test data, school records and grades, teacher ratings, and individual psychological assessment.

(3) When data on ability, achievement, and teacher nominations ratings indicate consistent and positive performance at high levels, ~~together~~ they may be considered relatively safe predictors of probable success in the a programs; ~~such students may be recommended for placement without further individual psychological study.~~

(4) When ~~school assessment data and teacher ratings~~ are in conflict ~~or are contradictory~~, the school academic building intervention team and district staff will meet to review data and create a strengths-based plan to meet the needs of the student while providing the support that the student needs to reach their fullest potential. An individual psychological study shall be performed ~~in order~~ to obtain a fuller and more careful assessment of ability and personality factors to resolve the conflict and to provide a more objective basis for recommending the student for the program and/or services. Conditions may include the following:

- (a) students whose group ability and achievement test scores meet the minimum screening criteria, but who ~~are not recommended by their teachers~~. These may be under-motivated or under-achieving students who need the who need to be academically challenged challenge of the programs.
- (b) ~~students who meet only the group achievement test criteria but who are recommended for the program by their teachers. These may be students of borderline superior ability who are achieving at or near maximum potential.~~
- (be) students for whom there is no group test data or for whom the data are below the established minimum criteria and whom the school wishes to recommend.

(5) All of the students described above may benefit from receiving gifted services available through the school and/or district ~~should be referred to the school psychologist for evaluation and recommendation to the Division of Curriculum and Instruction regarding placement in the programs for the academically talented.~~

(6) Among goals established for these programs are the following:

- (a) that ~~their~~ racial and ethnic composition of students identified as high ability/high potential or gifted be similar to that of the general district school population;
- (b) that gifted services and the location of schools offering the programs ~~are~~ be equitably distributed throughout the city.

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**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Admin Policy 7.14 - Gifted Students: Programs

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**Fiscal Impact Statement**

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NA

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**Implementation and Assessment Plan**

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

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**Committee's Recommendation**

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Your Committee recommends adoption of the revisions to the Administrative Policy and Procedure 7.14, Gifted Students: Programs.

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

\* \* \* \* \*

**(Item 4) Action on a Request to Approve Revisions to Administrative Policy and Procedure 7.17 Summer Academy**

**Background**

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

Revisions to Administrative Policy and Procedure 7.17 include updates to the types of alternative programs supported and provide clarity on tuition charges for non-resident students.

The policy has been revised to amend section (3) to add “Tuition is based on the cost of the course in which the student is admitted.” Along with minor edits, reference to “exceptional education” has been updated to “special education” in both the policy and the procedure.

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

Admin Policy 7.17 - Summer Academy

**Fiscal Impact Statement**

NA

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

Your Committee recommends adoption of the revisions to Administrative Policy and Administrative Procedure 7.17, Summer Academy.

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

\* \* \* \* \*

**(Item 5) Action on a Request to Approve Revisions to Administrative Policy 7.32 Comprehensive School Counseling Program and Related Procedures**

**Background**

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

Postsecondary data and high school graduation rates become available in late fall. Revisions to Administrative Policy 7.32 includes modification of the date for reporting to the Board.

Revisions to Administrative Policy 7.32(2) includes minor changes to formatting and removal of reference to a past school year.

Administrative Policy 7.32  
Comprehensive School Counseling Program

- (1) Comprehensive School Counseling Program
  - (a) A comprehensive school-counseling program shall be incorporated into the curriculum in kindergarten through grade 12. The comprehensive school-counseling program comprises a number of programs and initiatives; elementary through high school; within the following areas: career planning; consultation; counseling; curriculum; education planning; orientation; placement; program evaluation; referral; school; parent and community relations; and system support.
  - (b) The comprehensive school counseling program shall be coordinated by trained personnel in the Central Services offices and shall be under the direct supervision of a manager in the Office of Academics, Department of College ~~&~~ Career Readiness.



(2) Student Orientation

Principals shall make available to incoming students and their parents an orientation and tour of the school facility in order to ~~address~~ encourage students' and parents' concerns and encourage their involvement with the school.

(3) Monitoring and Evaluation

Annually, ~~in October~~ by January of the next school year, the Administration shall review the comprehensive school counseling program. A report shall be presented to the Board. The report shall describe the work that has occurred under the comprehensive school counseling program for the past year related to improving pupil postsecondary outcomes.

Revisions to Administrative Procedure 7.32(1) includes clarification of the academic and career planning assessment and planning process at the school. While nothing material was changed in Administrative Procedure 7.32(2), some minor formatting changes were made.

Administrative Procedure 7.32(1)  
Academic and Career Planning

(A) Background

State law requires implementation of academic and career planning (ACP) statewide ~~beginning in the 2017-18 school year~~ for students in grades 6 through 12. ~~ACP Academic and career planning~~ supports and aligns with the philosophy of the comprehensive school counseling program in Milwaukee Public Schools.

(B) Purpose

The purpose of ~~ACP Academic and Career Planning~~ is to enable students, supported by adults, to create their own academic and career plans for postsecondary success through self-exploration, career exploration, and the development of career-planning-and-management skills.

(C) Academic and Career Planning

1. The district Academic and Career Planning (ACP) implementation plan shall address:
  - a. local, regional, and state labor market needs;
  - b. educational and training requirements for occupations that will fill labor market needs;
  - c. the parental engagement process, including opportunities for parents to participate;
  - d. a description of career-and-technical-education (CTE) programming available, staff for ACP delivery, and a description of how the school district will meet the education for employment requirements; and
  - e. a strategy to engage business, postsecondary education, and workforce development.
2. The ACP process addresses career planning and preparation in high school that includes:
  - a. career research;
  - b. school-supervised work-based learning experiences;
  - c. career decision making;
  - d. application of academic skills, technologies, and economics;
  - e. entrepreneurship;
  - f. personal financial literacy, including financial aid and postsecondary planning;
  - g. CTE (career and technical education) opportunities;
  - h. labor market information;
  - i. employability skills;
  - j. individual academic and career plan development;
  - k. pre-college programs;
  - l. career/college awareness in elementary and career exploration in middle and high school;
  - m. career fairs;
  - n. articulation between levels (elementary, middle, and high);
  - o. communication with parents;
  - p. collaboration with our community, including government, business, post-secondary institutions, and private agencies.
3. In the Milwaukee Public Schools, the ~~Academic and Career Planning~~ (ACP) process is directed, coordinated, and monitored centrally to ensure that programmatic elements are in place. Also, data for local and state reports, as well as for funding sources, are gathered and written centrally.

4. Many school-based variables determine the ACP process's needs and priorities. Each school's ~~or comprehensive school counseling program~~ ACP team, in collaboration with the ACP coordinator, will assess annually the previous year's ACP plan and develop objectives for the next year. ~~The ACP Academic and career planning~~ is a critical strategy in the school-improvement plan, as well as part of the district's comprehensive school-counseling program plan.

### **Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

Admin Policy 7.32 - Comprehensive School Counseling Program

### **Fiscal Impact Statement**

NA

### **Implementation and Assessment Plan**

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

### **Committee's Recommendation**

Your Committee recommends adoption of the revisions to the Administrative Policy 7.32, Comprehensive Counseling and its related procedures.

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

\* \* \* \* \*

## **(Item 6) Action on a Request to Approve Revision to Administrative Policy 7.36 Promotion and Retention of Students**

### **Background**

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

The revision to Administrative Policy 7.36 provides students who are admitted and enrolled into an alternative program, such as GED Option #2, to be identified as a senior to gain better access to graduation requirements restricted to students in grade 12.

In addition to stylistic changes throughout, Section 3 of the policy has been revised to include an additional requirement:

#### **(3) HIGH-SCHOOL PROMOTION REQUIREMENTS**

(a) The following minimum number of units, or the equivalent, is required for high-school students to be promoted at the end of the school year:

1. If a student is to be promoted from ~~9th to 10th~~ ninth to tenth grade (sophomore), 5 units or more will be required.
2. If a student is to be promoted from ~~10th to 11th~~ tenth to eleventh grade (junior), 10 units or more will be required.
3. If a student is to be promoted from ~~11th to 12th~~ eleventh to twelfth grade (senior), 16 units or more will be required, and the student must be on track for graduation after the successful completion of no more than two additional semesters.

(b) A student who is admitted and enrolled into an alternative program will be identified as a senior, grade 12, for the purpose of completing graduation requirements, regardless of the number of credits earned.

### **Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

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Admin Policy 7.36 - Promotion and Retention of Students

**Fiscal Impact Statement**

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NA

**Implementation and Assessment Plan**

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

**Committee's Recommendation**

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Your Committee recommends adoption of the revision to Administrative Policy 7.36, Promotion and Retention of Students.

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

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**(Item 7) Action on a Request to Approve Revisions to Administrative Policy 7.38 Balanced Assessment Systems, and to Approve Administrative Procedure 7.38 Balanced Assessment Systems**

**Background**

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The revisions made to Administrative Policy 7.38, Balanced Assessment Systems, primarily clarify the roles and responsibilities within the Balanced Assessment System. Key changes include the inclusion of additional supports and accommodations for English learners and students with disabilities. These revisions aim to enhance the policy's clarity, inclusivity, and effectiveness in guiding assessment practices. The creation of Administrative Procedure 7.38, Balanced Assessment Systems, outlines key aspects such as test administration, the district assessment calendar, roles of school assessment coordinators, assessment strategies for specific student populations, communication of assessment results to parents, and the process for parent opt-outs. Approving this new procedure will ensure that the Balanced Assessment Policy is clearly and consistently applied, enhancing assessment practices throughout the district.

**Administrative Policy 7.38  
Balanced Assessment System**

**(1) Definition and Purpose**

(a) Within school districts, people in different roles need different assessment information at different times and in different forms in order to make decisions. The MPS Balanced Assessment System is designed to match assessment types, purposes, and users to improve data-informed decision making throughout the district.

(b) The Balanced Assessment System will support instructional planning, district- and school-improvement planning, curriculum and program evaluation, district-wide resource planning and decision making, and accountability. The Balanced Assessment System will include national, state, district, school- and classroom-based components. District-level oversight and guidance will be provided to support school staff, and data from assessments will be stored in the district's data dashboard. Data elements will be used to support graduation- and promotion-related decisions for individual students. Selected assessment data will also be reported to the public annually in the District Report Card as per Administrative Policy 2.16, District Accountability System, to promote transparency, shared responsibility for student success, and a focus on results.

(c) All students in all schools will participate in the Balanced Assessment System. Students with disabilities participate with designated supports and accommodations or in alternate assessments per the requirements of Individualized Education Plans. Early English language learners may be assessed in their first language, and students receiving instruction in languages other than English, participate with designated supports and accommodations, and/or complete assessments in other languages aligned with

the instructional programming of their grade level and subject area. This includes, but is not limited to, Bilingual, English as a Second Language, and Immersion programs. English learners who have been in the United States less than 12 months and have an English Proficiency level of less than 2.9 may be exempt from assessments of English reading or English language arts.

(d) The MPS Balanced Assessment System comprises three major components: summative assessments, benchmark assessments, and formative assessments.

## (2) Summative Assessments

(a) Summative assessments are used primarily for student, school, and district accountability. They typically include assessments such as end-of-course tests, chapter tests, state assessments, and national assessments such as the National Assessment of Educational Progress (NAEP). Some state and national assessment results from these assessments are reported publicly to provide to parents and the broader community with information about student, school and district performance and the effects of school- and program-improvement plans.

(b) The district's role in summative assessments is to guide the development of assessments and to coordinate the administration of district, state, and national tests. The district is responsible for reporting the results from state and national assessments in a manner consistent with state and federal guidelines and district policy. The district will also use the data for district improvement planning, school interventions, and program/policy-evaluation research. The role of school personnel is to administer the summative assessments consistent with Administrative Policy 2.14, Assessment Ethics, and to use the data, as applicable, for grade reporting and school-improvement planning.

## (3) Benchmark Assessments

(a) Benchmark assessments are standardized assessments administered multiple times per year. The purpose of benchmark assessments is as follows:

1. The benchmark assessments will be used as part of the district's universal screening process to identify children in need of intervention;
2. They will inform instruction as much as formative assessment data do;
3. They can be used to measure students' responses to school-based interventions;
4. They can be administered upon entry into the district;
5. They provide information to monitor and evaluate school and program performance.

(b) The district's role in benchmark assessments is to provide and score assessments in selected grades and to provide reports to individual students, parents, classroom teachers, schools, and the district office. The district is also responsible for providing professional development for learning teams and classroom teachers in interpreting and using benchmark data to monitor performance and to improve instruction. The schools' role is to administer benchmark assessments to all students and to use the data for instructional and school-improvement planning by identifying and intervening with students at risk of future academic failure.

## (4) Formative Assessments

(a) Formative assessment practices are intended to inform instruction; provide immediate, specific, and descriptive feedback for students; to guide differentiation of instructional practices; and facilitate students' goal setting and self-assessment. Typically, these assessments are not graded. Formative assessments shall be used across all content areas and all grades within the district. Data from these informal assessment strategies may be reported to the district.

(b) Formal assessment for progress monitoring is required with all students who receive additional educational supports and interventions. Progress monitoring is used to assess academic performance, quantify rate of improvement or responsiveness to instruction, and evaluate the effectiveness of instruction or intervention. Progress-monitoring procedures permit ongoing decision making and adjustment of interventions when needed, thereby increasing the likelihood of helping students acquire new skills, knowledge, or improved functioning. Progress monitoring occurs frequently throughout the course of the intervention/support, and data are routinely analyzed by staff so that adjustments can be made. These data will be available to the district.

(c) The district's role in formative assessments is to provide grade-level standards/learning targets, sample assessments of those targets/standards, grade-level exemplars of student work, progress-monitoring tools, and professional development for educators. The schools' role is to implement

formative assessment practices, score assessments, analyze data within the learning team/collaborative teacher teams, and use the data to inform instruction and monitor the efficacy of interventions.

(5) Assessment Information

A list of current assessments and a description of each shall be posted to the Research, Assessment, and Data page of the MPS website.

\* \* \*

Administrative Procedure 7.38  
Balanced Assessment System

The district's balanced assessment system is comprised of state, district, and classroom assessments which are designed to support instructional planning and promote data-informed decision making throughout the district. Execution of the following assessment procedures ensures that practices in schools and classrooms support and align with the intended purpose of the balanced assessment system.

(1) TEST ADMINISTRATION

(a) Test administration refers to how an assessment is presented to students, and in the case of standardized assessments also includes specific directions for both the proctor of the assessment and the student taking the assessment. Information, training, and resources are provided to teachers and school staff from the district, state, and test vendors to ensure proper test administration.

(b) All assessments of student learning are administered in a manner that aligns with their intended purpose and design. Failure to adhere to these standards may result in assessment data that is difficult to interpret.

(2) DISTRICT ASSESSMENT CALENDAR

(a) A District Assessment calendar is created by the Department of Research, Assessment, and Data for the purposes of identifying testing dates and windows for each of the required federal, state and district assessments.

(b) By the end of each school year in the spring, an initial district assessment calendar for the upcoming school year will be published and communicated to schools. Revisions and updates to the calendar are made prior to the beginning of school in the fall or throughout the school year as needed.

(c) A list of current assessments and their descriptions will be posted on the district website.

(3) SCHOOL ASSESSMENT COORDINATOR

(a) Every school has one or more designated school assessment coordinators (SAC) whose responsibilities include the coordination of all aspects of required federal, state, and district assessments with pertinent school staff. The school assessment coordinator serves as the liaison between the school and the Department of Research, Assessment, and Data

(b) Before the beginning of the school year, school leaders must designate staff to be school assessment coordinators and share that information with the Department of Research, Assessment, and Data. These designations are used to create a SAC directory which drives the communication of assessment information between the district and schools.

(4) ASSESSMENT OF SPECIFIC STUDENT POPULATIONS

(a) Designated Supports

The use of designated supports and accommodations with any student must align with how the student is supported during classroom instruction and the intended design of the assessment. In some cases, certain supports may not be appropriate for how an assessment is designed (e.g. read aloud services for assessments of reading comprehension). All students receiving designated supports and accommodations will have their supports reviewed annually to ensure appropriateness and alignment to learning goals.

(b) Students with disabilities and 504 plans

1. Students with disabilities and 504 plans will participate in assessments with the appropriate designated supports and accommodations.

2. Some students with disabilities may be assessed with specific alternate assessments per the requirements of their individualized education plans

(c) English Learners

1. English learners will participate in assessments with the appropriate designated supports and accommodations.

2. English learners who have been in the United States less than 12 months and have an English proficiency level of 2.9 or less may be exempt from one administration of the state's English reading or English language arts assessment. Other subject areas are completed with the appropriate designated supports and accommodations. This exemption may be extended to any administration of district assessments within the designated 12-month period on a case-by-case basis as decided by the school-based educational team in consultation with district staff.

(d) Language Immersion and Bilingual Dual Language Programs

1. Students in the language immersion program are assessed in English and/or the target language when an appropriate and comparable assessment is available.

2. Students in the bilingual dual language program, grades K-2, are primarily assessed in Spanish in subject areas of literacy. Students in grades 3-12 are assessed in both Spanish and English in subject areas of literacy. The language of assessments administered in other subject areas are aligned with the instructional programming of the student's grade level and specific subject area.

(5) PARENT COMMUNICATION OF ASSESSMENT RESULTS

(a) Individual student reports (ISRs) from state required assessments are received by the district for distribution to schools and families. ISRs are shared with families in a timely fashion and with the appropriate support documents or cover letters.

(b) Results from interim and classroom assessments are shared with families by schools and teachers. While assessment results can be sent home with proper explanation, in-person conversations (e.g. parent-teacher conferences) about student assessment results are encouraged whenever possible.

(c) When communicating assessment results with parents, the district makes every effort to ensure the information is presented in an understandable format. For parents or guardians of English Learners whose primary language is not English, additional support is provided, including supplemental resources for further explanation, translation of communications and score reports into different languages, and interpretation services to ensure meaningful communication in a language they can understand.

(d) Standardized scores from summative and interim assessments are made available to parents electronically through the parent portal of the student information system.

(6) PARENT OPT-OUT

(a) Parent opt-out requests must be honored for any required state assessments under the Wisconsin Student Assessment System (WSAS) in grades 4, 8, 9-11, per Wis. Stats. 118.30(2)(b)3. A parent must submit a written request for student opt-out to the principal or school leader. The principal or school leader verifies the opt-out request, ensures the request is documented in the corresponding assessment system, and provides the district assessment coordinator with a copy of the request.

(b) Parent opt-out requests may be considered on a case-by-case basis for required WSAS assessments in grade levels other than 4, 8, 9-11, as well as local district or classroom assessments. In this situation, a parent must still submit a written request for student opt-out to the principal or school leader. The principal or school leader will discuss the case with the parent and determine if the opt-out is appropriate and whether to grant the request.

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**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

Admin Policy 7.38 - Balanced Assessment Systems

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**Fiscal Impact Statement**

No fiscal impact

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**Implementation and Assessment Plan**

Upon board approval, the Office of Board Governance will make and publish revisions to Administrative Policy 7.38 and implement Administrative Procedure 7.38.

**Committee’s Recommendation**

Your Committee recommends adoption of the revisions to Administrative Policy 7.38 and approve implementation of Administrative Procedure 7.38.

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

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**(Item 8) Action on a Request to Reaffirm Administrative Policy 6.10 Employee Assistance Program**

**Background**

The Administration recommends that Administrative Policy 6.10 Employee Assistance Program, be reaffirmed.

**Implementation and Assessment Plan**

Upon Board approval, Administrative Policy 6.10 Employee Assistance Program, will remain as written.

**Committee’s Recommendation**

Your Committee recommends reaffirmation of Administrative Policy 6.10 Employee Assistance Program

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

\* \* \* \* \*

**(Item 9) Action on a Request to Approve Revisions to Administrative Policy 6.12 Drug-Free Workplace**

**Background**

Per Board Governance Policy 2.11, every fifth year, or as needed, the Board and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district. The Administration has reviewed Administrative Policy 6.12 and made revisions. It is recommended that the Board approve revisions to this policy.

**Administrative Policy 6.12  
Drug-Free Workplace**

All Milwaukee Public Schools workplaces and facilities shall be drug-free, safe working environments for all employees in accordance with the following.

(1) The manufacture, distribution, dispensing, possession, or use of controlled substances by employees is prohibited in school district buildings, on school premises, and in school-owned vehicles or any other school-approved vehicle used to transport students to and from school or school activities or off school property during any school-sponsored or school-approved activity, event, or function.

(2) All employees in the district shall abide by provisions of this policy. Employees engaged in the performance of a federal grant shall be required to notify the superintendent of any criminal drug statute conviction occurring in the workplace within five days of the conviction. The district administrator shall notify the appropriate federal agency.

(3) Any employee who violates this policy shall be disciplined, up to and including dismissal in accordance with the provisions of the current MPS Employee Handbook and district policy, procedures, rules, and regulations, ~~collective bargaining agreement or other procedures established by the Board for non-represented employees.~~

(4) Any employee convicted of a criminal drug statute violation occurring in the workplace and not dismissed by the district shall be required to satisfactorily participate in the district’s employee assistance program. Failure to satisfactorily participate in such program shall result in disciplinary action, up to and including dismissal in accordance with provisions of the current MPS Employee

~~Handbook and district policy, procedures, rules, and regulations, collective bargaining agreement or other procedures established by the Board for non-represented employees.~~

(5) All district employees shall be informed of this policy, the dangers of drug abuse, the district's employee assistance program, and the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

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

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Admin Policy 6.12 - Drug-free Workplace

**Fiscal Impact Statement**

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N/A

**Implementation and Assessment Plan**

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

**Committee's Recommendation**

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Your Committee recommends adoption of the proposed revisions to Administrative Policy 6.12 Drug-Free Workplace.

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

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**(Item 10) Action on a Request to Reaffirm Administrative Policy 6.13 Drug and Alcohol Testing**

**Background**

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The Administration recommends that Administrative Policy 6.13 Drug and Alcohol Testing be reaffirmed.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Admin Policy 6.13 - Drug and Alcohol Testing

**Fiscal Impact Statement**

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N/A

**Implementation and Assessment Plan**

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Upon Board approval, Administrative Policy 6.13 Drug and Alcohol Testing, will remain as written.

**Committee's Recommendation**

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Your Committee recommends reaffirmation of Administrative Policy 6.13 Drug and Alcohol Testing.

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

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**(Item 11) Action on a Request to Approve Revisions to Administrative Policy 6.14 Personnel Records**

**Background**

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Per Board Governance Policy 2.11, every fifth year, or as needed, the Board and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district. The Administration has reviewed Administrative Policy 6.14 and made revisions. It is recommended that the Board approve revisions to this policy.

Administrative Policy 6.14  
Personnel Records

(1) The ~~Department Office~~ of Human Resources shall be charged with maintaining personnel records in accordance with the state open records law, other applicable statutes, collective bargaining agreements, and administrative procedures. Personnel, medical, and similar records, disclosure of which would constitute unwarranted invasion of personal privacy, shall be handled in a manner that will ensure such privacy.

(2) The ~~Department Office~~ of Human Resources shall treat as privileged information letters of reference pertaining to an employee's potential and similar correspondence. Such letters shall not be available for employee inspection under Wis. Stat. § 103.13.

(3) The Office of Human Resources must still turn over letters of reference to the Office of Board Governance when the Office of Board Governance requests copies of those letters in order to respond to a public records request. There is a statutory exclusion under the public records law, that, in most instances, precludes the Office of Board Governance from releasing letters of reference; however, the Office of Board Governance still needs to see the letters of reference, as it has to disclose to a requester what specific records are being redacted or withheld, and under what authority.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Admin Policy 6.14 - Personnel Records

**Fiscal Impact Statement**

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N/A

**Implementation and Assessment Plan**

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

**Committee's Recommendation**

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Your Committee recommends adoption of the revisions to Administrative Policy 6.14 Personnel Records.

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

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**(Item 12) Action on a Request to Approve Revisions to Administrative Policy 6.18 Definitions: Staff**

**Background**

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Per Board Governance Policy 2.11, every fifth year, or as needed, the Board and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district. The Administration has reviewed Administrative Policy 6.18 and made revisions.

It is recommended that policy section (3) on Non-Represented Staff be struck from the policy.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Admin Policy 6.18 - Definitions: Staff

**Fiscal Impact Statement**

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No Fiscal Impact

**Implementation and Assessment Plan**

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

**Committee's Recommendation**

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Your Committee recommends the adoption of the revisions to Administrative Policy 6.18 Definitions: Staff.

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

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**(Item 13) Action on a Request to Approve Revisions to Administrative Policy 6.28 Resignation: Staff**

**Background**

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Per Board Governance Policy 2.11, every fifth year, or as needed, the Board and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district. The Administration has reviewed Administrative Policy 6.28 and made revisions. It is recommended that the Board approve revisions to this policy.

Administrative Policy 6.28  
Resignation: Staff

- (1) **Certificated Staff**
  - (a) The superintendent is authorized and directed to accept finally on behalf of the Board the resignation of all certificated employees.
  - (b) The superintendent shall transmit a report of all such accepted resignations to the Board or its designated committee. The superintendent's report shall then be included with the committee's report to the Board.
- (2) **Classified Staff**

The superintendent is authorized and directed to accept resignations of classified employees in their respective departments, and such resignations shall be filed with the Milwaukee City Service Commission.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Admin Policy 6.28 - Resignations: Staff

**Fiscal Impact Statement**

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No fiscal impact

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

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Your Committee recommends adoption of the revisions to Administrative Policy 6.28 Resignation: Staff.

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

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**(Item 14) Action on a Request to Approve Revisions to Administrative Policy 6.29 Retirements: Staff**

**Background**

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Per Board Governance Policy 2.11, every fifth year, or as needed, the Board and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district. The Administration has reviewed Administrative Policy 6.29 and made revisions. It is recommended that the Board approve revisions to this policy.

Administrative Policy 6.29  
Retirements: Staff

(1) Certificated Staff

Any employees defined as teachers in section 40.02(55) of the Wisconsin Statutes are participants in the Wisconsin Retirement System.

(2) Classified Staff

Employees of the Milwaukee Public Schools, with exceptions noted in section 63.53 of the Wisconsin Statutes, and those who are eligible according to the rules of the Employees’ Retirement System of the City of Milwaukee (ERS) may participate in the ERS program. Employees hired on or after January 1, 2024, shall be eligible to participate in the Wisconsin Retirement System.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Admin Policy 6.29 - Retirements: Staff

**Fiscal Impact Statement**

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No fiscal impact.

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

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Your Committee recommends adoption of the revisions to Administrative Policy 6.29 Retirements: Staff.

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

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**(Item 15) Action on a Request to Approve Revisions to Administrative Policy and Procedure 8.35  
Inoculation of Students**

**Background**

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Per Board Governance Policy 2.11, every fifth year, or as needed, the Board and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district. The Administration has reviewed Administrative Policy 8.35 and made revisions. It is recommended that the Board approve revisions to this policy.

Administrative Policy 8.35  
Inoculation of Students

(1) For admission to school (preschool through high school), students must present written evidence of immunization and/or immunization-in-progress against hepatitis B, mumps, measles, rubella (~~German measles~~-MMR), diphtheria, pertussis (whooping cough), poliomyelitis, meningitis, (MenACWY), varicella (chickenpox) and tetanus (Tdap), as required by law. Schools are required to implement the law and report to authorities students who fail to be immunized or do not maintain their immunization schedules. Students may be excluded from school in accordance with s. 140.05(16), Wisconsin Statutes, for noncompliance.

(2) The requirement is waived for students whose parents submit written statements to the school expressing their objections for reasons of health, religion, or personal conviction.

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Admin Policy 8.35 - Inoculation of Students

**Fiscal Impact Statement**

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No fiscal impact

**Implementation and Assessment Plan**

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

**Committee's Recommendation**

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Your Committee recommend adoption of the revisions to Administrative Policy 8.35 Inoculation of Students.

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

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**(Item 16) Action on a Request to Administrative Policies 8.42: Student Records**

**Background**

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Revisions to Administrative Policy 8.42: Student Records reflect the timeline for the transfer of student records to a resident school district and a change in how military recruiters and institutions of higher learning will gain access to student directory data.

Section (5), Confidentiality, Section (f)(1), has been modified to read

(f) Disclosure of Pupils' Names, Addresses, or Telephone Listings to Military Recruiters and/or Institutions of Higher Education

1. The District shall provide, on a request made by military recruiters or institutions of higher education, access to secondary-school pupils' names, addresses and telephone listings. All such requests must be made through the Department of Student Services.

Section (7)(c), Transfer of Records, has been modified to read

(c) Pupil records shall be transferred within ~~five~~ one working days of receiving the written notice, as is required by law. Patient healthcare records and law-enforcement agency records shall be maintained separately from a pupil's other records.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Admin Policy 8.42 - Student Records

**Implementation and Assessment Plan**

Upon approval by the Board, the Office of Board Governance will update the policies.

**Committee's Recommendation**

Your Committee recommends adoption of the proposed revision as presented in the attachment.

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

\* \* \* \* \*

**(Item 17) Action on a Request to Reaffirm Administrative Policy 8.47 Children's Internet Protection Act**

**Background**

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

Policies, rules, and procedures are reviewed in an ongoing basis. The Administration has reviewed Administrative Policy Administrative Policy 8.47 Children's Internet Protection Act.

It has been determined that the policy listed above is still appropriate to the mission of the district and does not need modifications at this time.

Therefore, it is recommended that the Board reaffirm this policy.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Admin Policy 8.47 – Children's Internet Protection Act

**Fiscal Impact Statement**

No fiscal impact.

**Implementation and Assessment Plan**

Upon Board approval, Administrative Policy 8.47 Children's Internet Protection Act will remain as written.

**Committee's Recommendation**

Your Committee recommends reaffirmation of Administrative Policy 8.47 Children's Internet Protection Act.

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

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**(Item 18) Action on a Request to Revise Administrative Policies 8.48 Student Internet Safety and Acceptable Use Policy (AUP)**

**Background**

At its June 2024 meeting, the Board adopted revision to Administrative Policy 8.48, the acceptable use policy for students. This policy is being brought back to the Board for approval of a minor addition regarding Wi-Fi hotspot use for students. This language will allow the district to apply for a new funding opportunity through the E-rate program to use E-rate funded Wi-Fi hotspots while off school premises.

The proposed revisions would modify section (3), Education, Supervision and Monitoring to add a fifth clause:

(e) The off-premise use of any E-rate supported Wi-Fi hotspots and/or services is primarily for educational purposes as defined in 47 U.S.C. §54.500 (integral, immediate, and proximate to the education of students). The Wi-Fi hotspot and/or service is for use by students based on need.

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

Admin Policy 8.48 - Student Internet Safety Acceptable Use Policy (AUP)

**Implementation and Assessment Plan**

Upon Board approval, the Office of Board Governance will make and publish the necessary revisions.

**Committee's Recommendation**

Your Committee recommends adoption of the proposed revisions as indicated in the attachments.

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

\* \* \* \* \*

**(Item 19) Action on a Request to Approve Revisions to Administrative Policy 2.10 Administrative Reports**

**Background**

Board Governance 2.11 policy states that every fifth year, or as needed, the Board and its designee shall revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the district. The Administration has reviewed Administrative Procedure 2.10 and made revisions. It is recommended that the Board approve revisions to this policy

Administrative Policy 2.10  
Administrative Reports

At the conclusion of each semester, the Administration shall develop and present to the Board a profile for each school region within the system, containing at a minimum, the following management indices:

- student achievement level (STAR, Forward, literacy, and math
- ~~mean grade point average~~
- school improvement plan progress by region
- number of student suspensions by region
- average daily attendance rate by region
- official student enrollment by region
- ~~budget and expenditures~~
- ~~full time equivalent teachers~~
- ~~full time equivalent administrators~~
- ~~full time equivalent clerical support.~~

## **Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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

## **Fiscal Impact Statement**

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No fiscal impact

## **Implementation and Assessment Plan**

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Upon Board approval, the Office of Board Governance will make and publish revisions to Administrative Policy 2.10 Administrative Reports

## **Committee's Recommendation**

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Your Committee recommends adoption of the revisions to Administrative Policy 2.10 Administrative Reports

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

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## **COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT**

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

### **(Item 1) Report with Possible Action on Parent and Community Engagement: District Advisory Council**

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

#### **Background**

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MPS is committed to fostering a collaborative environment where parents, guardians, and City of Milwaukee community members are actively involved in shaping practices and providing relevant feedback related to the education of all students. The District Advisory Council would like to update some of its current practices to collaborate more closely with the district Parent and Community Engagement Committee (PACE). The benefits would help create a platform for families to be able to provide regular feedback, and improve communication and reporting between Administration, the MPS Board of Directors and families.

- The District Advisory Council (DAC) was established to ensure that families of Milwaukee Public Schools (MPS) students have a voice
- The DAC consists of two parent representatives from each school across the district
- Meetings are held virtually on the first Thursday of the month from October to May
- Build stronger connections with the Parent and Community Engagement (PACE) Committee

#### **District Advisory Council**

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- Families can work with their school leader if they have an interest in becoming a delegate
- Meetings are open to any families or community members that would like to attend
- Positive Notes & School Highlights
- School/District Presentations

## **2024-25 Initiatives**

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- District Advisory Council updates at PACE Committee meetings
- Establish a parent workgroup to strengthen parent involvement to regularly collaborate with PACE
- Increase opportunities for parents to provide feedback on district initiatives during DAC meetings
- Implement sub-committees for DAC to address specific topics such as Special Education and Family Advocacy

## **Benefits**

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- Create a platform for regular feedback from families
- Provide a clearer pathway for families to share input on topics at board meetings
- Improve communication and reporting between Administration, Board of Directors and Families
- Increase training and support opportunities for families who want to be involved

## **Strategic Plan Compatibility Statement**

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Goal 2, Student, Family and Community Engagement

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

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Admin Policy 9.11 - School Engagement Councils

## **Fiscal Impact Statement**

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N/A

## **Implementation and Assessment Plan**

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N/A

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## **(Item 2) Report with Possible Action on Annual School Procedural Compliance Self-Assessment (PCSA)**

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

### **Background**

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

Results-driven Accountability (RDA) is a revised accountability system from the federal Office of Special Education Programs (OSEP). States were allowed to choose a focus for RDA. Wisconsin chose literacy outcomes because this is an area of challenge for many students with disabilities in the state. Thus, Wisconsin's effort retools the acronym as "Reading Drives Achievement: Success through Literacy (RDA:StL)." The revised accountability system, which used to focus solely on compliance, now includes both compliance and results. Each Milwaukee public school receives the results of PCSA with the expectation that data will be included in the school-wide planning each year. The target for the PCSA is to achieve (and to maintain) 100% in each of the identified compliance items. Federal oversight requires 100% compliance. Milwaukee Public Schools strives to meet this goal each year.

The full 32-page report is attached to the minutes of your Committee's meeting.

## **Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement



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

Admin Policy 8.01 - Student Nondiscrimination, Complaints and Appeals

**Fiscal Impact Statement**

No Fiscal Impact

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**(Item 3) Update on Enhancing Educational Communities and School Climate August Report**

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

**Background**

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

At the August, 2024 PACE Committee meeting, committee members inquired about specific areas which are addressed in this month's report.

**School Improvement Plans (SIP)**

For the 2023-2024 school year, all schools conducted root cause analysis regarding culture and climate and selected one of four climate pathways to create a positive climate and culture.

**Climate Pathways Chosen by Schools for 2023-2024:**

Anti-racism/ Anti-bias .....	4.62%
Mental Wellness .....	8.46%
Restorative Practices.....	20.77%
Positive Behavior Interventions and Support (PBIS)..	66.15%

For the 2024-2025 school year, all schools selected an evidence-based improvement strategy (EBIS) based on research.

Trauma Sensitive Schools.....	2.92%
Mentoring .....	6.57%
Sense of Belonging .....	8.03%
Restorative Practices.....	16.06%
Community Schools.....	0.73%

Schools also selected one of the five components of school climate to focus on for cycle 1 of their school improvement plan.

Skill Development .....	3.33%
Accountability Systems .....	6.67%
Expectations and Procedures .....	40.83%
Relationships & Community .....	47.50%
Systems of Acknowledgment .....	1.67%

All schools selected a staff practice to monitor implementation and a student outcome to measure outcomes. The most common staff practices selected to utilize included PBIS Walkthrough tool, Infinite Campus PLP behavior data, Second Step data, and positive phone call logs. The most common student outcomes being monitored include student attendance, office discipline referrals, Infinite Campus PLP behavior data, and wellbeing survey data.

All schools have a climate goal within their SIP of "schools will reduce the percentage of Black/African American students receiving behavior referrals (ODRs) by 10% by the end of the school year through the use of

equitable practices as part of a multi-tiered system of support. Progress with the SIP is monitored in cycles with a rubric indicating end of cycle progress along a continuum following the school improvement process of plan, do, study, and act. Cycle one results will be shared at the January Parent And Community Engagement (PACE) committee meeting.

### **Professional Development**

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Based on the end of the year discipline survey, the most selected topics for professional development (PD) included re-entry, restorative practices, alternatives to suspension, classroom management, Culturally Responsive Problem Solving, and engaging student voice. Staff were also asked to identify their preferred means of receiving professional development, with the most popular choices being district-led PD opportunities, school-based PD after school, and self-paced modules.

There will be breakout sessions on identified topics regarding climate on all district PD days this year. Schools also can request school-based PD from a variety of district departments on a variety of topics. Within our Learning Management System (LMS) there are self-paced modules on topics such as microaggressions, Culturally Responsive Problem Solving, re-entry, accessing data, elevating student voice, interrupting bias, and community building. Additional modules are being created.

All professional development is monitored through a check for understanding occurring at the end of each session. Facilitators use the results to determine if participants acquired the knowledge and skills set forth in the session's learning intention and success criteria.

### **Courageous Conversations about Race and District Equity Leadership Team (DELT)**

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At the end of the 2023-2024 school year staff completed a survey with some questions about Courageous Conversations about Race (CCAR) implementation. Staff selected which part of the framework they are still struggling to implement with the most common responses being speaking my truth, experiencing discomfort, staying engaged, and engaging multiple perspectives. Staff expressed the most concern over the topics from the seminar of examining the presence and role of whiteness as well as isolating race. Staff responses indicated confusion on the concept of whiteness and some resistance to discomfort with the reflections. Staff indicated they are looking for additional support holding conversations on racial equity and the opportunity to engage in protocols to better understand how to integrate into their practices. Many staff indicated they appreciated the seminar but did not understand implementation.

For the 2024-2025 school year, the District Equity Leadership Team (DELT) will meet monthly with membership from a variety of district departments. The team will be creating an action plan with measurable outcomes in September and utilizing the Framework for Systemic Change from CCAR to engage in this work at a systemic level. To continue the collaboration with CCAR during the 2024-2025 school year, MPS will be partnering to engage in Students Organized Against Racism (SOAR) and Beyond Diversity for students. Additionally, monthly central services staff members will have the opportunity to attend a Courageous Conversations Continued Learning Series as well as a Courageous Conversations luncheon to practice utilizing protocols in conversations with their colleagues.

Staff members from the district's Research, Assessment, and Data (RAD) department are collaborating with DELT to create a year-long implementation evaluation. Information gathered from the evaluation will be utilized to guide continued implementation of Courageous Conversations about Race and racial equity.

### **Supporting Schools**

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For the 2024-2025 school year, all schools are organized into tiers of support based on disciplinary data. Through data analysis, 15 schools have been identified as high intensity support schools. These 15 schools make up 14% of total district enrollment while having 48% of all suspensions. Teaming in Equitable Education Coaching & Holistic Support (TEECHS) collaboration has been created to support these schools. A cross-departmental collaboration will be working with and in these schools to meet school-specific needs regarding climate and instruction. During September, observations and a collaborative root cause analysis will be conducted at each of these schools to identify specific needs and to identify how the TEECHS collaboration can best support the school. School implementation plans will be monitored to determine which support plans are impactful in lowering suspensions and disproportionality.

### **Student Engagement**

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For the 2024-2025 school year, all traditional middle and high schools are continuing with their Student Discipline Committee. Students will attend the Student Leadership Summit in October to kick-off their work for the

year by creating a school-based problem of practice to investigate throughout the year. Students will meet monthly and make a recommendation regarding their problem of practice after researching the problem, interviewing students and staff members, learning about best practices, and other activities throughout the year. On a monthly basis students also provide feedback on implementation and whether they have seen change in the school regarding their identified problem of practice. Students will present their problem of practice and recommendation at the Student Leadership Summit in April 2025.

### **Restorative Practice Implementation**

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The Department of Restorative Practices has developed a school-wide implementation plan that will support schools to develop communities of care by using restorative practices (RP) to build, maintain and heal relationships and community. The department currently works with 22 schools across the district. The department is approaching this effort from multiple levels, including providing consultation support to schools as requested. Restorative practitioners guide schools to develop new systems through the implementation process, train and coach staff members to use restorative practices, and support a RP high school elective course focused on developing student practitioners that can work with school system change efforts. It is a department goal to begin to address barriers to implementation by increasing the knowledge and use of restorative practices with senior level staff, community members and Central Services departments, as well as provide training to school principals at Principal Leadership Institutes.

### **Suspension Deep Dive**

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For the 2024-2025 school year additional data analysis will be conducted regarding district disciplinary data. A new report, "Monthly Climate and Culture Snapshot" was created in Data Dashboard showing a monthly snapshot of data by region and school including attendance, enrollment, classroom behaviors, strategies used, behavior referrals, suspensions, and Tier 2 interventions. This report is used at the school and district level to monitor trends across schools and months. Additionally, students with repeated suspensions will be monitored and reported on this school year. Data will be shared regarding the number of students with one suspension and number of students with multiple suspensions to help schools and the district determine students with greater needs of support and schools with greater needs of support.

### **Strategic Plan Compatibility Statement**

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Goal 2, Student, Family and Community Engagement

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

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Admin Policy 1.06 - Equity in MPS

### **Fiscal Impact Statement**

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NA

### **Implementation and Assessment Plan**

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NA

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## **COMMITTEE ON STUDENT ACHIEVEMENT AND SCHOOL INNOVATION**

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

**(Item 1) Annual Update with Possible Action on Workforce Readiness for the 2023-2024 School Year**

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

**Background**

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The annual workforce-readiness report was last provided at the September 2023 meeting of the Committee on Student Achievement and School Innovation. The Career and Technical Education (CTE) office has continued its work to improve and expand student work readiness and provide work opportunities for students throughout the district. The following are highlights from the 2023–24 school year:

- At least 2,055 students had some sort of work experience in 2023–24 that included youth apprenticeships, internships, the School-to-Work Transition Program, work release, and the 2023 summer Mayor’s Earn and Learn program.
- There was a record number of youth apprenticeships and internships in 2023–24. Internship numbers have grown every year since the internship program’s inception seven years ago.
- Students participating in work-based learning are representative of the district’s population for gender, disability, and race.
- Full-time, limited-term employment, work-based learning specialist positions were filled to assist 13 high schools with student work readiness and employment. These individuals worked directly in our schools to assist students with securing and sustaining employment.
- CTE met monthly with school staff to ensure efficient communication and coordination between the schools and CTE to continue growing the number of internships and youth apprenticeships for our students.
- A new Employer Handbook was developed with our M3 partners, UWM and MATC, to supply employers with a resource for providing high-quality work-based learning for our students.
- The district’s student job board was the students’ tool for viewing and applying for positions. CTE contracted with a vendor to provide an improved job board for the upcoming year.
- Students interested in work opportunities had access to two Google Classrooms, and staff had access to a Google Drive folder to provide students with an array of work-readiness resources.
- Over 1,000 juniors and seniors participated in spring job fairs, exceeding the previous year’s numbers by 12%. A work-readiness conference in February prepared students for the fairs.
- Approximately 700 students participated in the fall 2023 Skilled Trade and Technical Career Fair.
- A student advisory group and student surveys provided CTE with feedback so that we can better meet students’ work-based learning needs.
- More than 100 students were recognized this past spring for successfully completing an internship and at least four related courses in their chosen career pathway.
- More than 100 employers were recognized in August for their support of our students and participation in our work-based learning program.
- CTE continued a contract with District C to train teachers and facilitate alternative work experiences for students that will provide them with the kinds of transferable skills needed to succeed in the workplace.
- We continue to work together with our M3 partners on the M3 Work-Based Learning Committee to improve and expand work-based learning opportunities for students.

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Admin Policy 7.01 - Teaching and Learning Goals

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**(Item 2) Report with Possible Action on Work Readiness Opportunities for Students**

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

## **Background**

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Milwaukee Public Schools provides work readiness opportunities for students to engage in. This presentation will review three different types of work readiness opportunities which includes Internships, School to Work, and Youth Apprenticeships. Additionally, information will be shared about MPS as the employer for the work readiness opportunities.

## **Youth Apprenticeship Program**

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Thanks to local employers who are eager to develop future employees, MPS high school students are training for high-demand, high-skill careers while still in school. Students may spend half the day in class and half the day on the job. Some youth apprentices transition to registered apprenticeships after graduation. Overseen by the Wisconsin Department of Workforce Development, current pathways include engineering, finance, manufacturing, construction, health services, transportation, and more.

### **High School Students**

- Are high school juniors or seniors
- Submit an application detailing grades, behavior, and attendance
- Must be paid minimum wage or higher and receive on-the-job training
- Must enroll in related coursework at school
- Receive credit toward high school graduation
- Receive a certificate of completion from the State of Wisconsin

### **Employers**

- May hire students for one or two years (450 or 900 hours)
- Assign a workplace mentor
- May invite students for continued training/employment upon graduation

## **Internships**

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MPS students are finding career pathways through internships! Interns get to experience a workplace, develop essential work habits, and gain confidence.

Students complete a Work Readiness Session to be eligible for internships.

### **High School Students**

- Are high school juniors or seniors
- Submit an application detailing grades, behavior, and attendance
- May receive paid or unpaid on-the-job training
- May take related coursework at school
- Sign an internship agreement listing all parties' roles and responsibilities
- Receive credit toward high school graduation

### **Employers**

- Assign a workplace mentor
- May pay the student or make internships voluntary
- May invite students for continued training/employment upon graduation

## **School-to-Work Transition Program**

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Each year, about 500 students with special needs begin the transition from school to work. MPS special education professionals support student readiness, identify career interests, and provide coaching for specific job skills. Our staff assesses student skills and career abilities, then oversees appropriate placement. Required length of employment varies by program.

### **High School Students**

- Are at least 16 years old
- Submit an application detailing behavior and attendance

Are screened for appropriate work environments based on their needs, skills, and interests  
Sign a work agreement  
May enroll in related classes at school  
Often receive credit for work-based learning  
Learn work habits and career-specific skills

### **Employers**

Provide paid or unpaid on-the-job training  
May invite students for continued training/employment

### **Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Admin Policy 7.01 - Teaching and Learning Goals

### **Fiscal Impact Statement**

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NA

### **Implementation and Assessment Plan**

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NA

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### **(Item 3) Report with Possible Action on Montessori Strategic Plan**

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

#### **Background**

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

An update on the implementation of the Montessori Strategic Plan will be presented; covering items that have been completed, what is being worked on at this time, and providing an outline of future work.

#### **Success = Alignment and Connection**

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1. Build positive relationships with students and families.
2. Know what each student needs in each content area.
3. Conduct formative assessments regularly.
4. Differentiate instruction for students.
5. Instruct students at or above grade level.
6. Utilize scaffolding for students above and below grade level.
7. Design instruction using the content standards.
8. Use district-adopted/endorsed materials during instruction.
9. Center learning around student interests, voice, and choice.
10. Design learning experiences for students that are inquiry-based.

#### **Montessori Strategic Plan**

##### **Completed Work**

Celebrated 50 years of Montessori in MPS

- Implemented Montessori three-year grading cycle
- Facilitated Montessori Advisory Committee meetings
- Presented Montessori-specific professional development for new teachers, principals, and Teacher Institute
- Developed Riley Dual Language curriculum

- Hosted Montessori summer school

**Current Work**

- Holding monthly Montessori principal meeting
- Facilitating teacher work sessions for consistency in grading and phase III secondary curriculum
- Supporting Montessori credentialing courses for elementary and secondary teachers
- Systematizing creation of handmade Montessori materials
- Managing math textbook adoption
- Developing Montessori Second Step curriculum for lower elementary

**Montessori Teacher Credentialing**

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75 total MPS Staff			
Primary	Elementary	Secondary	Administration
10	35	27	3

**Secondary Curriculum Expectations**

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**Phase One, 22–23**

- Micro-economy
- Community meeting
- Socratic seminar
- Scheduling
- Solo time

**Phase Two, 23–24**

- Pedagogy of place
- Service experience
- Nature experience

**Phase Three, 24–25**

- Cycle of study:
  - Theme-based pacing guide
  - Kick-off
  - Group initiative
  - Culminating activity
  - Student self-assessment
  - Manipulative materials

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

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

**Fiscal Impact Statement**

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n/a

**Implementation and Assessment Plan**

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n/a

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#### **(Item 4) Report with Possible Action on ESSER Funded Tutoring**

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

#### **Background**

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During the 2022-2023 and 2023-2024 school years, Milwaukee Public Schools (MPS) provided in-school tutoring through the Elementary and Secondary School Relief (ESSER) Fund to address learning loss that may have occurred during the COVID-19 pandemic. Tutoring was requested for reading grades K-3 and math grades 9-12.

In-school tutoring vendors were selected through a Request for Proposal (RFP) process. Tutoring services were provided in either individual, group, or virtual modalities. Traditional schools in MPS were provided with the opportunity to opt in to tutoring.

The research and evaluation (R&E) division of the Department of Research, Assessment, and Data was asked to complete an evaluation of the in-school tutoring services provided by vendors during the 2023–24 school year. The vendors were selected through the request for proposal process by the extended learning opportunities office and paid for using ESSER funding to address learning loss accrued during the COVID-19 pandemic and the disruption that the pandemic caused to regular school operations. The ELO office also used ESSER funding to pay for after-school tutoring that was provided by school staff; however, the focus of this evaluation is on the tutoring services provided by external vendors with which the department had contracted for the 2023–24 school year.

A total of six vendors were selected to provide in-school tutoring to students. The vendors varied in their approach to tutoring, with some providing only one-on-one sessions while others provided a mix of one-on-one and group sessions as well as in the content areas covered during tutoring sessions.

This presentation includes a brief overview of the RFP process, types of tutoring, and review the evaluation of the in-school tutoring services provided during the 2023-2024 school year.

The evaluation examined the impact of tutoring on student STAR assessment, attendance, and course outcomes. Additionally, limitations of the evaluation and additional evaluation questions will be discussed.

#### **Methodology**

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Students were identified for tutoring if they met certain criteria, with the priority of identifying students performing below grade level but not currently receiving Tier 2 or Tier 3 interventions. Vendors were required to complete tutoring session forms after each session that they completed with a student or group of students. The form asked tutors to provide information about the content area covered, the number of minutes spent with the student(s), the time of day and date of the session, any resources or curricula used, and notes about how the session went. These forms were collected via the district's survey platform and Qualtrics, and a dashboard was created to assist vendors in tracking and ensuring that their data were accurate and complete.

To evaluate the effectiveness of in-school tutoring as a whole and by vendor, the R&E team consulted with the ELO office to determine the student outcome metrics. The teams decided to use Star Reading percentile rank (PR) change and Star Math PR change for students in grades 1–8, and average daily attendance (ADA) and ELA and math course passing rate for students in grades 9–12. Star was selected since it is used for district accountability and is given three times per year, which allows for within-year comparison, whereas the Wisconsin Forward Exam or ACTs are given only once per year and are subject to delays in test result availability for district personnel. High schools do not uniformly administer the Star for their student assessment, so coursework performance and ADA were used instead to ensure that there were enough data points for a robust analysis.

#### **Results**

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During the 2023–24 school year, 4,092 students had at least one tutoring session recorded with at least one vendor

Star Reading				
DPI On Target PR	Grade	Average Fall PR	Average Spring PR	Average PR Change Fall to Spring
60	2nd	24.4	32.9	8.5
60	3rd	22.2	27.7	5.5
60	4th	23.9	27.4	3.5



60	5th	23.1	25.5	2.4
60	6th	22.6	22.5	-0.1
60	7th	23	23.9	0.9
60	8th	22.6	22.6	0
60	9th	16.5	16.6	0.1
60	10th	18.2	18.4	0.2

**Star Early Literacy**

DPI On Target PR	Grade	Average Fall PR	Average Spring PR	Average PR Change Fall to Spring
60	1st	22.4	37.5	15.1

**Star Math**

DPI On Target PR	Grade	Average Fall PR	Average Spring PR	Average PR Change Fall to Spring
60	1st	37.32	49.9	12.7
60	2nd	29	39.9	10.9
60	3rd	30.2	35.5	5.3
60	4th	26.9	33.4	6.5
60	5th	26.2	31.5	5.3
60	6th	23.8	25.5	1.7
60	7th	23.3	25.9	2.6
60	8th	23.5	25.4	1.9
60	9th	20.4	22	1.6
60	10th	27.3	26.8	-0.5

**Conclusion**

Notwithstanding the limitations described above, the results demonstrate that the use of ESSER funding to provide in-school tutoring services to students significantly improved the students’ chances of improving on a variety of metrics, namely their Star test performance, attendance rates, and course passing rates. To be sure, some vendors outperformed others in terms of student outcomes observed, and others did not demonstrate significant effects for specific content areas, but the overall effect observed regardless of vendor was a significant increase in the odds that the students who received at least 11 tutoring sessions made notable improvements in the Star Reading test, attendance, and/or coursework performance. Math tutoring was not quite as consistently effective across vendors, but specific providers did demonstrate impressive results for students. The R&E team hopes that this evaluation provides clarity on the value and effectiveness of the tutoring program more generally as well as guidance for the ELO office should the staff decide to pursue tutoring through an external vendor in the future.

The full report is attached to the minutes of your Committee’s meeting.

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

Admin Policy 7.01 - Teaching and Learning Goals

**Fiscal Impact Statement**

NA

## Implementation and Assessment Plan

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NA

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### (Item 5) Report with Possible Action on Interventions Across a Continuum

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

#### Background

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The purpose of this presentation is to provide an overview of the multi-tiered system of supports implemented within the district. It will cover the academic and behavior strategies and interventions used at Tier 1, Tier 2, and Tier 3 levels, explain how these tiers function to support student achievement, and describe the process when a student enters an intervention.

#### Multi-Tiered System of Support

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Tier 1 – Universal Instruction - High-quality instruction for all students; Regular assessments to monitor progress.

Tier 2 – Targeted Interventions - Small group instruction for students who need additional support; Focused on specific skills or areas of concern

Tier 3 – Intensive Interventions - Personalized and intensive instruction for students with significant difficulties; Often involves one-on-one or very small group support and frequent monitoring

#### Tier 2 – Academic Overview

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Screen – All students; use data and observation

Diagnose – Determine specific needs

Match – Ensure intervention matches need

Intervention – Deliver intervention on a regular basis

Progress Monitor and Record – Collect on-going data

Evaluate – Use data; Continue, adjust or end intervention

#### Tier 2 Academic Interventions

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	# Not on Target	# w/Academic Goals	# Students w/ Progress Monitoring
Reading (EN)	31,215	8,482	7,174
Reading (SP)	2,702	771	580
Math (EN)	35,166	5,677	5,454
Math (SP)	2,870	485	396

#### Addressing Tier 3 – Intensive Intervention

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- Wraparound
- RENEW
- 1-1 Therapy
- FBA/BIP
- Psychologist
- Social Worker
- PBIS Coach
- TSS
- Special Education PSTs

## Data Since 2022

<u>Type of Contact</u>	<u>Service Number</u>
PLP Log contacts: psychologists, SSW, TSS	65,318
PLP - Individual/Group Counseling	10,092
PLP – Social Emotional/Behavioral	37,616
PLP – Special Education Related	8,644
Community Mental Health Referral	1,375
Dialectical Behavioral Therapy (DBT)	429
Cognitive Behavioral Intervention for Trauma in Schools (CBITS)	381

## Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

## Fiscal Impact Statement

No fiscal impact

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## **(Item 6) Report with Possible Action on Comprehensive School Counseling 2024**

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

### Background

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

School counselors take a proactive role in providing appraisal and advisement to students as a part of the school counseling program. They help students, families, and staff assess the individual student's strengths and interests and encourage the selection of a rigorous and relevant educational program supporting each student's postsecondary goals

### Role of MPS School Counselors

Focusing on the following areas is vital for providing support that is unique to each student's path, aiming to get students the right resources and opportunities to achieve their full potential

- Personalized support
- Informed decision making
- Goal alignment
- Equity and access
- Long-term success

### Milwaukee Parent Institute

- M3 Milwaukee Parent Institute for elementary, middle, and high school families
- M3 Milwaukee Parent Institute college tours for elementary, middle, and high school families
- UNCF Empower Me Tour parent sessions, grades 9–12
- Parent grade-level meetings, grades 9–12

### Activities and Strategies

During the 2023-24 school year, the comprehensive school counseling program implemented and collaborated with multiple departments and stakeholders on activities and strategies to increase postsecondary outcomes for students in Milwaukee Public Schools. The comprehensive school counseling program is closely aligned with the academic and career planning (ACP) process, which is statewide and now a graduation requirement. The 2023-2024 school year continued to be a year of transition for students.

School counselors worked to provide various levels of support to students to ensure a successful transition. The activities implemented in 2023-24 for improving postsecondary outcomes included the following:

- ACP conferences – grades 5, 7, 9, 11
- ACP school teams and school plans – all schools
- College Application Week – grade 12
- Ca\$h for College Campaign (scholarship application) – grade 12
- Common Black College Application – grade 12
- Comprehensive school counseling program professional development – K–grade 12
- Day of Hope – grade 12
- Decision Day – grade 12
- FAFSA (Free Application for Federal Student Aid) Campaign – grade 12
- Historically Black Colleges and Universities (HBCU) Week – K–grade 12
- Historically Black Colleges and Universities Campus and College Tours – grades 10,11
- High School/Top Grade Signing Day – grades 5 and 8
- High School Enrollment Parent Meeting – grades 6 and 7
- M-cubed Milwaukee Parent Institute – elementary, middle, and high schools
- M-cubed Milwaukee Parent Institute College Tours– elementary, middle, and high schools
- National Apprenticeship Week Pilot- grades 9-11
- New school counselor 414 Tour
- Parent grade-level meetings – grades 9–12
- School counseling curriculum – K5–grade 12
- School counselor small groups – K–grade 12
- UNCF Empower Me Tour- grade 12
- UNCF Empower Me Tour Parent Session – grades 9-12
- Virtual mindfulness room – K–grade 12

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Admin Policy 7.32 - Comprehensive School Counseling Program

**Fiscal Impact Statement**

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n/a

**Implementation and Assessment Plan**

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n/a

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**(Item 7) Report with Possible Action on Ambitious Instruction**

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

**Background**

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This presentation will provide a comprehensive update on the plans to address student achievement, focusing on key initiatives for FY25 under the Ambitious Instruction plan.

The Ambitious Instruction plan revolves around three key levers: formative practices, explicit instruction, and engagement. It aligns with the district's Five Priorities of Success, which focus on increasing academic achievement and accountability, developing staff, and strengthening communication and collaboration. We will share how these priorities guide our strategies and initiatives.

To effectively track the progress of Ambitious Instruction, we have developed a non-evaluative Walk-Through Rubric. This tool is designed to provide constructive feedback, supporting teachers and leaders in understanding and implementing best practices for teaching and learning.

**Success = Alignment and Connection**

One Initiative ties the MPS Strategic Plan with Ambitious Instruction and with the following Academic Standard of Care:

1. Build positive relationships with students and families.
2. Know what each student needs in each content area.
3. Conduct formative assessments regularly.
4. Differentiate instruction for students.
5. Instruct students at or above grade level.
6. Utilize scaffolding for students above and below grade level.
7. Design instruction using the content standards.
8. Use district-adopted/endorsed materials during instruction.
9. Center learning around student interests, voice, and choice.
10. Design learning experiences for students that are inquiry-based.

**EMPOWER: Cultivating Learner Identity and Agency**

**Student-run business in Montessori grades 7–12**

- Joyful approach to learning
- Relevant and applicable to student lives
- Authentic learning
- Student choice
- Demonstrating knowledge of standards
- Help students know their strengths and areas of growth

**NURTURE: Emotional Safety and a Supportive Environment**

**Strategic Plan (Student Achievement): Students will feel emotionally and physically safe in school.**

Based on the Components of School Climate:

- Relationships and Community
- Expectations and Procedures
- Skill Development
- Accountability Systems
- Systems of Acknowledgement

**NURTURE: Emotional Safety and a Supportive Environment**

How do we measure it?

- Belonging Before Learning
  - o Monitoring implementation, measuring outcomes, maintaining/modifying practices
- Well-being survey data
- PBIS
- Second Step
- DESSA

**GUIDE: Instructional Transformation**

Hattie: Teacher efficacy is the number one influence on student achievement

	Then	Now
Coaching Focus	Regional	New Educators
Coaching Caseloads	Variable	Maximum of 12 educators
Approach to Coaching	Variable	Coaching cycles
Frequency of Coaching	Variable	Minimum of 3 times per month
Supervision Meetings	Variable	Weekly meeting to study data or provide feedback

Coaching Impact

Variable

Clear and measurable

**GUIDE: Instructional Transformation**

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**Middle/High School Summer Institute – Mathematics**

Teachers collaborated to understand the mathematics content and plan each unit of instruction for the first semester of the 2024–25 school year.

What teachers are saying....

“...very critical in helping teachers prepare for teaching...” – Algebra 2 teacher

“It is really helpful to have designated time to plan for the units...” – Seventh grade teacher

“I hope this training can be mandatory for all math teachers or anyone else teaching math in the district.” – Algebra teacher

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Admin Policy 7.01 - Teaching and Learning Goals

**Fiscal Impact Statement**

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No Fiscal Impact

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**(Item 8) Report with Possible Action on Academic Standards**

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

**Background**

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As required by the Wisconsin Department of Public Instruction, the school board includes a notice of adopted academic standards on its agenda at the start of the school year. The academic standards addressed are:

Common Core State Standards (CCSS): Adopted on September 27, 2012, they form the foundation of classroom instruction and professional development.

Common Core Essential Elements (CCEE): Provide students with significant intellectual disabilities the same challenging expectations as the CCSS and they serve as the foundation of instruction in the classroom and of professional development for teachers and principals.

Career and Technical Education Standards (2013): Cover six content areas for grades PK-12, preparing students for college and careers. (Agriculture, Food and Natural Resources, Business and Information Technology, Family and Consumer Sciences, Health Science, Marketing, Management, and Entrepreneurship, Technology and Engineering)

Wisconsin Model Early Learning Standards (WMELS) (2014): Emphasize child-initiated and teacher-initiated activities for early learning. These standards reflect the belief that children should be provided with opportunities to explore and apply new skills through child-initiated and teacher-initiated activities and interactions with peers, adults, and materials.

Next Generation Science Standards (2017): Identify essential science and engineering content and practices for K-12 students. These include elementary science, physical science, life science, earth and space science, engineering, technology, and applications of science in middle and high school.

Social Studies Standards (2018): Establish foundational knowledge and skills for appropriate grade levels.

Common Core State Standards for World Languages (2019): Support bilingualism and biliteracy.

English Language Development (ELD) Standards (2021): Focus on expanding multilingual learners' communication abilities. The standards are aligned to the academic content standards to plan for both language and content learning, allowing for the engagement of multilingual students in the learning process.

Wisconsin Career and Technical Education (CTE) Standards (2024): Set knowledge and skills necessary for successful transition to postsecondary programs and careers. (Agriculture, Food, and Natural Resources; Business and Information Technology; Family and Consumer Sciences; Health Science; Marketing, Management and Entrepreneurship; and Technology and Engineering).

Wisconsin Academic Standards: Cover areas not addressed by CCSS, CCEE, and WMELS, including Art and Design, Dance, Environmental Education, Health Education, Information and Technology Literacy, Music Education, Nutrition Education, Personal Financial Literacy, Physical Education, Reading, School Counseling, Theatre Education, and World Languages.

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

Admin Policy 7.01 - Teaching and Learning Goals

**Fiscal Impact Statement**

N/A

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**REGULAR ITEMS OF BUSINESS**

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

The Board received the reports of its delegate to CESA 1 in the form of an oral report.

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**(Item 1) Report of the President of the Milwaukee Board of School Directors**

**Report of Milwaukee Board of School Directors President, Marva Herndon – September 26, 2024**

Welcome to all as we have nearly completed our first month of the 2024-25 school year. We celebrated the first day of school at South Division High School, welcoming the students and staff with the Red Carpet. In addition, we are so honored to have been joined in this endeavor by Gov. Tony Evers, Senator Tammy Baldwin, Dr. Jill Underly, State Superintendent along with other elected officials.

Interim Superintendent Galvan, Administrative Staff and I then traveled to Kluge Elementary. Principal Willingham, staff and students were already hard at work on their first day and were very welcoming.

I am delighted to share the highlights of our activities and achievements for the month of September. This month has been very busy, yet very productive.

**Effective and Efficient Operations**

We have been working hard to ensure everything runs smoothly and efficiently.

The Board held our first Legislation, Rules and Policies committee meeting for this school year. Our purpose is to accept or deny the recommendation of Administration’s review/modification/removal of the policy and procedures in the agenda. It is a goal of the board to complete this process by the end of this school year. There are 300+ Administrative Policy and Procedures that must be reviewed.

Again, we held a very productive meeting of the Committee on Accountability, Finance and Personnel this month, where we discussed our approving a job description for Grief Support Specialist as well as financial strategies and personnel updates.

In terms of meeting attendance, I attended quite a few:

- Four detailed audit status meetings this month. These meetings are essential for keeping on track with our compliance activities, goals ensuring that the Board stays updated on our audit work.
- Attended one meeting with Interim Superintendent Galvan regarding safety.
- Attended one Legislation, Rules and Policies committee meeting.
- Three meetings with OBG Board Clerk to review meeting schedule, review possible committee agenda items, board initiatives or projects.
- Four strategic meetings with our Kane Communications partners. These discussions are focused on taking proactive steps to keep the public informed.
- Two meetings with attorneys regarding personnel matters.
- One meeting with MHSA Principal Farris.
- One meeting regarding Long Range Facilities Master Plan.
- Two meetings regarding or with the Hazard, Young, Attea Associates (HYA) – consulting firm hired to conduct the Superintendent search.
- I will be joining Ald. Larresa Taylor, District 9 with visits to four schools.

**Student, Parent, and Community Engagement**

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I encourage everyone to attend one of the Long- Range Facilities Master Plan (LRFMP) meetings. We need your input to help shape the school district’s future by commenting at town hall meeting on the 10-year plan for district buildings.

You will be able to review Perkins Eastman’s (MPS Consultants) proposed options for buildings and comment on them to help build the final plan. This plan will have a direct impact on the future of schools buildings and student experiences across Milwaukee. Please go to this link for location, dates and times: MPS: Milwaukee Public Schools Calendar.

Parents of 8th graders – don’t miss this chance to explore MPS high schools, meet educators, learn about programs, and apply to secure your child’s school assignment for Fall 2025.

**HIGH SCHOOL ENROLLMENT FAIR**

Saturday, September 28, 9:00 a.m. – Noon

South Division High School 1515 W. Lapham Blvd

Additional High School Enrollment Open House events will be held at various locations throughout the month of October.

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

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1.17 - President's Duties and Powers: Exo Officio Membership

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**ITEMS DEFERRED**

The Board returned to the following items that were previously deferred:

- Action on a Request to Retire to Closed Session Relative to School Resource Officers
- Action on a Request to Retire to Closed Session to Consider the Salary Range for the Superintendent of Schools
- Action on a Request to Retire to Closed Session Regarding Employee Personnel Matters



- Action on a Request to Retire to Closed Session to Discuss an Employee Who Disregarded a Board Directive and Legal Advice
- Action on a Request to Retire to Closed Session to Confer with Legal Counsel with Respect to Pending or Probable Litigation Matters

Director O'Halloran moved to retire to closed session pursuant to Wisconsin Statutes, 19.85(1) (b), (c), (d), (f), and (g). The motion passed, the vote being as follows:

Ayes — Directors Garcia, Gokalgandhi, Leonard, O'Halloran, Siemsen, Zombor, and President Herndon - 7

Noes — None.

The Board retired to closed session at 7:02 p.m.

The Board resumed open session at 11:57 p.m.

The question being on the salary range for the superintendent of schools, Director O'Halloran moved to approve a salary range of \$275,000 – 350,000. The motion passed, the vote being as follows:

Ayes — Directors Garcia, Gokalgandhi, Leonard, O'Halloran, Siemsen, Zombor, and President Herndon - 7

Noes — None.

The Board adjourned at 11:59 p.m.

TINA OWEN-MOORE Ed.Ld.  
Board Clerk