

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

**PLEASE REVIEW PRIOR TO THE
MARCH 24, 2022, BOARD MEETING**

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**BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 10, 2022**

Special meeting of the Board of School Directors called to order by President Peterson at 8:32 p.m.

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

Absent — None.

The Board Clerk read the following call of the meeting:

February 7, 2022

Special Board Meeting

6:30 p.m., Thursday, February 10, 2022

(or immediately following the adjournment of the meeting of the Committee on Student Achievement and School Innovation)

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Robert E. Peterson, a Special Meeting of the Board of School Directors will be held on Thursday, February 10, 2022, to consider the items below

1. Action on a Request to Retire to Executive Session in Order to Confer with Legal Counsel Regarding Litigation in Which the Board Is or Is Likely to Become Involved
2. Action on COVID-19 Protocols: School Closure, Quarantine Timeline, and Data-reporting Timeline.

With respect to Item 1 of this notice, the Board may retire to executive session under the provisions of Wisconsin Statutes, Chapter 19.85(1)(g) which allows a governmental body to enter into a closed session for the purposes of conferring 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.

MPS buildings are closed to the public due to ongoing public health concerns related to the COVID-19 pandemic. To allow as much public access and participation as possible, this meeting will be held virtually. Members of the Board may join the meeting in-person, from the Central Services building.

Testimony will be taken live during the meeting. Those who wish to speak must register in advance to receive a participation code to enter the platform. The deadline to register is 3:00 p.m. on February 10, 2022.

To register to participate by dial-in, call 414-475-8200 and follow the instructions.

To register to participate via email, visit the Boardcast page of the MPS website to send an email request: <https://mps.milwaukee.k12.wi.us/en/District/About-MPS/School-Board/Boardcast.htm>

Written comments may be submitted to the Office of Board Governance by mail, to 5225 W. Vliet Street, Milwaukee, 53208; by email, to governance@milwaukee.k12.wi.us; or by fax, to 414-475-8071. Public comments received before 3:00 p.m. on February 10, 2022, will be forwarded to the Board for its consideration.

This meeting will be broadcast on Time-Warner/Spectrum Channel 13, and via livestream or the MPS YouTube Stream at:

JACQUELINE M. MANN, Ph.D.
Board Clerk

Before commencing with the items on the agenda, President Peterson announced that Item Two, Action on COVID-19 Protocols: School Closure, Quarantine Timeline, and Data Reporting Timeline, would be considered first.

(Item 2) Action on COVID-19 Protocols: School Closure, Quarantine Timeline, and Data-reporting Timeline**Background**

Between September 2021 and January 2022, the Administration received calls and communications regarding the current COVID-19 protocols, specifically the 3% positivity rate used for closing schools, the 10-to-14-day exclusion period for positive and exposed cases, and the 14-day reporting window used to determine school closures.

COVID-19 Protocol Updates

- Threshold to transition to virtual learning
- Quarantine period
- Dashboard-reporting metrics

Recommendations are based on a review of the current practices of MPS, of the Council of Great City Schools, and of surrounding districts.

Threshold to Transition to Virtual Learning**MPS's Current Practice**

A 3% positivity rate of a school's total population within a 14-day window will transition that school to virtual learning for 10 days.

Other Districts' Practices*Baltimore, MD*

Two cases per classroom within 14 days result in a classroom closure. Three or more classrooms, from separate households, or 5% of unrelated individuals results in a closure.

Green Bay, WI

An elementary school will close for the lesser of five positive students within 10 days or 20% of staff.

Hamilton (Sussex, WI)

Seven-day average of cases rising above 9.5 for three consecutive days will require the wearing of masks and case monitoring; no closure percent.

Menomonee Falls, WI

In the case of 15% of any unit (class, grade, school), the district consults with the County regarding closure.

Cudahy, WI

"Large percent" of positive cases go to the school board for a decision on closure.

Health and Safety Team's Recommendation

1. Remain with the 3% positivity threshold because the testing of students and staff is not as widespread as it is in other districts.
2. Consider increasing testing opportunities beyond symptomatic individuals.

Quarantine Period**MPS's Current Practice**

14-day quarantine period for positive cases and close contacts. Quarantine period can be shortened to seven days for individuals without symptoms and a negative PCR test on sixth day after exposure.

Other Districts' Practices

Tulsa, OK

Five-day quarantine and five days of wearing masks for positive cases. No quarantine for vaccinated and boosted close contacts. Unvaccinated close contacts quarantine and wear masks for five days with a mask.

Minneapolis, MN

Five-day quarantine and 10 days of wearing masks for positive cases. Unvaccinated close contacts are quarantined for five days. Vaccinated close contacts are recommended to test.

Chicago, IL

Five-day quarantine for positive cases as of 2/1/22.

Cudahy, WI

No quarantine for vaccinated close contacts without symptoms. 10-day quarantine for unvaccinated or seven-day quarantine with a negative test on day six or seven.

Health and Safety Team's Recommendation

1. Consider concurrent quarantine period for household contacts
2. Remain with the 14-day quarantine period
 - Masks are not always worn with fidelity
 - New variant often doesn't show symptoms until later in the 14-day window
 - Symptoms are often confused with flu and allergies

Dashboard Reporting

MPS's Current Practice

Reports of positive cases by school are posted on the District's website during a 14-day window. Newly added to the COVID-19 Dashboard are the positive percentage by school and the number equaling the 3% threshold.

Other Districts' Practices

Cleveland, OH

Positive case reports are posted for 10 days as an "alert" on the school's website, which serves as the school community's notification.

Chicago, IL

Dashboard reports weekly the total tests, total number of positive cases, and positive percentage for each school.

Menomonee Falls, WI

Weekly reports for the district of the number of students in quarantine, positive student cases, and positive staff cases.

Cudahy, WI

Weekly reports by school of quarantined students, active positive cases, and closed classrooms.

Health and Safety Team's Recommendation

1. Maintain the 14-day dashboard, but to be transparent, indicate the dates of the current window, with cases added and dropping off.
2. Consider adding a "warning" notification as cases increase in a school's community so families can prepare.
3. Remove total symptom cases and total contacts

CDC's Guidelines

If you tested positive for COVID-19 or have symptoms, regardless of vaccination status:

- Stay home for at least five days
- Wear a well-fitted mask if you must be around others in your home.

If you were exposed to COVID-19 and are up-to-date on COVID-19 vaccinations:

- No quarantine — you do not need to stay home unless you develop symptoms
- Get tested — even if you don't develop symptoms, get tested at least five days after you last had close contact with someone with COVID-19.

Milwaukee Health Department's Guidelines**Quarantine Time for COVID-19**

- Stay home and away from other people for at least five days after your last contact with a person who has COVID-19
- Wear a well-fitting mask when around others at home
- For 10 days after your last close contact with someone with COVID-19, watch for COVID-19 symptoms

Exposed to COVID-19

You do not need to quarantine if:

- You are 12 years old or older and have received all recommended vaccine doses, including boosters
- You are 5-11 years old and have completed the primary series of COVID-19 vaccines
- You had confirmed COVID-19 within the last 90 days

NOVIR Testing

Additional opportunity for COVID-19 rapid testing on Wednesdays from 3 p.m. to 7:30 p.m. and Saturdays from 10 a.m. to 2 p.m. at Marshall, MacDowell, and Pulaski. Testing is offered to all MPS students and staff

Target start date: March 2, 2022

Recommendations

- Expand student testing and consent to test
- Campaign to support student vaccinations
- Reduce virtual-learning period to five days
- 3% positive rate in the building during a rolling 10-day window

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 2.06, Development of Administrative Procedures

Administration's Recommendation

The Administration is requesting that the current COVID-19 protocols as referenced above be re-evaluated and adjusted, if needed, in accordance with the guidelines of the City of Milwaukee's Health Department and of the Centers for Disease Control (CDC).

Director Siemsen moved to

1. adopt the Administration's recommendation to reduce the virtual-learning period to five days after 3% positivity is reached;
2. keep the 14-day rolling reporting dashboard window;

3. expand student testing, consent to test, and campaign to support student vaccinations; and
4. direct the Administration to bring to the Board, within the March 2022 board cycle, a detailed testing plan.

The motion passed, the vote being as follows

Ayes — Directors Garcia, Gokalgandhi, Herndon, Leonard, Siemsen, Taylor, and President Peterson — 7.
 Noes — Directors Carr and O'Halloran — 2.

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(Item 1) Action on a Request to Retire to Executive Session in Order to Confer with Legal Counsel Regarding Litigation in Which the Board Is or Is Likely to Become Involved

Background

The Office of Board Governance is requesting a closed session in order to consult with legal counsel who is rendering advice regarding litigation in which the Board is, or is likely to become involved. The closed session is requested pursuant to Wis. Stat., §19.85(1)(g), which allows a governmental body to enter into a closed session 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

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 6.35, Whistleblower Protections

Fiscal Impact Statement

NA

Recommendation

The recommendation is that the Board retire to closed session.

Director Carr moved to retire to executive session, pursuant to Wisconsin Statutes, §19.85(1)(g), in order to consult with legal counsel who is rendering advice regarding litigation in which the Board is, or is likely to become, involved.

The motion passed, the vote being as follows:

Ayes — Directors Carr, Garcia, Gokalgandhi, Herndon, Leonard, O'Halloran, Siemsen, Taylor, and President Peterson — 9.
 Noes — None.

The Board retired to executive session at 10:41 p.m.

The Board adjourned from executive session at 11:49 p.m.

JACQUELINE M. MANN, Ph.D.
 Board Clerk

**BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 24, 2022**

Regular meeting of the Board of School Directors called to order by President Peterson at 5:40 p.m.

Present — Directors Carr (5:47 p.m.), Garcia, Gokalgandhi, Herndon, Leonard, O’Halloran, Siemsen, Taylor, and President Peterson — 9.

Absent — None.

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

- M. Lucia Cardoso, a retired teacher at La Escuela Fratney;
- Jada Clay, a student at Samuel Clemens School;
- Dessie Ree Fisher, a retired teacher at Townsend Street Elementary;
- Romonia Hall, a retired secretary at Vincent High School;
- Thelma Hobson, a paraprofessional at Pulaski High School;
- Gabrielle Landry, a student at North Division High School;
- Avianna Mata, a student at Rogers Street Academy;
- James Anthony McCullough, Sr., a retired painter.
- Michael Sonnenberg, a retired regional superintendent; and
- Donnis Whiting, a retired steamfitter.

APPROVAL OF MINUTES

The minutes of the special and regular board meetings of January 2022, were approved as printed.

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

(Item 1) Action on a Technical Amendment to Contract Number B0001375/C029160

Background

On June 24, 2021, the Board approved the Award of Professional Services Contracts for Transportation, which included an award to American United Transportation Group, contract number B0001375/C029160. This item was a request to extend the contract for a second, and final, term of July 1, 2021, through June 30, 2022. The original contract that was presented for this item had the vendor’s old name of American United Taxicab, Inc. The subsequent extensions show the updated name of American United Transportation Group. The vendor provided a W-9 confirming that its name is American United Transportation Group.

The Administration is requesting a technical amendment to correct this.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.06, Fiscal Accounting and Reporting

Fiscal Impact Statement

This item does not have a financial impact.

Implementation and Assessment Plan

Upon the Board's approval, the vendor's name on the contract will be corrected as per the vendor's current W-9.

Recommendation

The Administration recommends that the Board approve this technical amendment to contract #B0001375/C029160.

Director O'Halloran moved to approve the technical amendment. The motion passed, the vote being as follows:

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

Noes — None.

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(Item 2) Monthly Report, with Possible Action, of the Superintendent of Schools

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

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

Activities from late January through mid-February are included in the following report.

Superintendent's Report

MPS Celebrates Black History Month

Black History Month is coming alive in Milwaukee Public Schools! Students and staff are planning, preparing, and participating in activities, projects, and performances all across the district to honor the contributions of Black Americans who have helped build our country, enhance everyday lives, and promote peace and equality. This year, staff and students have been extremely creative in developing the delivery of our Black History Month celebrations virtually.

Schools have hosted virtual programs, classroom teachers have taken students on virtual field trips, and individual students have created online presentations. This is all in addition to our traditional classroom activities such as speeches, posters, essays, and performances. We are proud of the rich learning experiences in which our schools are engaging in bringing Black History Month to life.

Black Lives Matter Week This was a week of phenomenal experiences. We had more than 750 participants join us for our week-long campaign. Activities included a kick-off with Dr. Decoteau J. Irby and went on to include a conversation about a Black film festival, panel discussions, and a staff and student showcase. Prior to our week-long campaign, schools engaged in monthly activities that focused on restorative justice, globalism and collective value, and Black villages. Activities will continue through March and April with loving engagement and empathy and radical Black educators.

We look forward to the continued work in both our Black History Month and Black Lives Matter Campaign activities as we finish out the month of February.

Professional Development

We have been working diligently with departments, schools, and staff on school culture districtwide. The enrollment in the following professional development offerings is evidence that we are moving in the right directions.

Restorative Practices

We had an overwhelming interest in the foundations of restorative practices and circles professional development courses. As a result, we have created additional sessions for staff to help ensure that everyone has an opportunity to receive this training.

M³

Nearly 300 teachers signed up to participate in the M³ Professional Development Day in February. The Professional Development Day topics included how to improve teaching practices, better understand students, address institutional racism, and create curriculum connections.

Courageous Conversations about Race (CCAR)

More than 2,600 administrators, teachers, and support staff completed the Courageous Conversations about Race professional development. Current staff will have the opportunity to sign up for this professional development, and it will be a part of the onboarding process for new staff.

MPS Virtual Kindergarten Enrollment Fair

Milwaukee Public Schools hosted a virtual Kindergarten Enrollment Fair on February 5, 2022, from 9:00 a.m. to 12:00 p.m. This virtual fair was critical for the surrounding families looking to begin their children's formal education. This fair allowed families the chance to explore schools which they may not otherwise have had an opportunity to visit. During the virtual fair, families were able to speak with school personnel one-on-one, take a virtual tour, ask questions, and feel the culture of the school community. Once parents completed their virtual visits, they had the option to select a school and register while at the virtual fair.

Along with the schools offering kindergarten, there was a booth for parents to learn more about and apply for the federal Head Start program. As a result of the fair, the MPS Head Start office received 30 new online applications for fall 2022.

School Counselors Are Spotlighted

Thank you to MPS school counselors! Every day, school counselors have an impact on the lives of students and help children find success in school. National School Counseling Week, sponsored by the American School Counselor Association, took place February 7–11, 2022. This week focused public attention on the professional school counselors who work with students every day, helping them to achieve in school, to navigate life, and to plan for careers.

School counselors promote success by seeing children for their needs and taking steps to meet those needs, whether it is a new backpack or comfort after the loss of a loved one. During a typical school year, counselors are actively engaged in working with parents to understand their children's personal situations; in focusing on positive ways to enhance students' social/personal, educational, and career development; and in working with teachers and other educators so that students can realize their potential and set healthy aspirations for themselves. The training and experience of school counselors makes them an integral part of the total education program.

Health and Safety

We continue to work closely with stakeholders as we navigate through the unpredictable changes of COVID-19. In response to these changes, we have added additional testing sites for staff and families, worked with our health and safety team along with the Milwaukee Board of School Directors to revisit COVID-19 protocols, provided additional supplies to schools, and continued working with local and state agencies to ensure that we are current on COVID-19 guidelines.

Youth Apprenticeships and Internships

We are excited to share that we had 39 students hold apprenticeships and 169 students hold internships during first semester of the 2021–22 school year. These apprenticeships and internships, which varied in the fields of interest, included hospitality and tourism; health science; transportation, distribution, and logistics; agriculture, food, and nutritional resources; arts, audiovisual technology and communications; manufacturing; informational technology; education and training; finance; STEM (science, technology, engineering, and mathematics); and law, public safety, corrections, and security. We will continue to work with our youth and partnerships to place more students in internships and apprenticeships.

Financial Literacy

We were recognized by the Governor's Council on Financial Literacy and Capability for adopting a graduation requirement for personal finance in 2021. This makes Milwaukee Public Schools one of only 12 urban school districts in the country to put this requirement in place without a state policy. This historic decision guarantees that all students in the Milwaukee Public Schools system will receive financial education. This initiative will be a game-changer for Milwaukee students, impacting hundreds this year at three schools and thousands as the program is rolled out to every school in the district over the coming years. The guaranteed financial education resulting from this initiative is one of the most effective ways to break down the barriers to full financial inclusion and equity that exist in under-resourced communities.

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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 Executive Session in Order to Confer with Legal Counsel Regarding Litigation in Which the Board Is or Is Likely to Become Involved

Consideration of this item was postponed to the end of the meeting.

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(Item 2) Action on Adoption of an Election-district Apportionment Plan for the Election of Members of the Milwaukee Board of School Directors, Pursuant to Wisconsin Statutes, §119.08(1)

Background

The Wisconsin Statutes specify the constitution of school board districts as follows:

119.08 Election of board members. (1)(a) The board shall consist of one member elected at-large and 8 members elected from numbered election districts determined by the board. The election districts shall be substantially equal in population and the boundaries of the election districts shall be drawn so as to reflect a balanced representation of citizens in all areas of the city.

(b) Within 60 days after the common council of the city enacts an ordinance determining the boundaries of the aldermanic districts in the city following the federal decennial census under s. 62.08(1), the board shall, by vote of a majority of the membership of the board, adopt an election district apportionment plan for the election of board members which shall be effective until the city enacts a new ordinance under s. 62.08(1) redetermining the aldermanic district boundaries.

The Milwaukee Common Council adopted its aldermanic maps on January 18, 2022, which began the Board's 60-day timeline to act on a plan for redistricting.

Consistent with the process established with the last redistricting, which took place in 2011, the Office of Board Governance has been in constant communication with the Office of the City Clerk regarding the development of the Board's redistricting process. Representatives from the Office of the City Clerk and the City of Milwaukee Legislative Reference Bureau, which develops the City's redistricting process and plans for the election wards and the aldermanic districts, are assisting Milwaukee Public Schools (MPS), again

with demographic data, mapping, and technical assistance for the development of the Board's redistricting plan.

Analysis

Wisconsin Statutes, §62.08(1), which deals with aldermanic districts, requires that aldermanic districts be "as compact in area as possible and contain, as nearly as practicable by combining contiguous whole wards, an equal number of inhabitants according to the most recent decennial federal census of population." Similar requirements apply to the Board's districts. Data, including a table listing the population by the Board's districts, has been developed and provided to the Board to assist in the planning process.

Since 1991, various court decisions have affected the criteria that elected bodies may use in reapportionment. An opinion from Hogan and Hartson discussing the U.S. Supreme Court's April 19, 2001, decision in the North Carolina redistricting case states:

The court reiterated its prior holdings that race may be a consideration in electoral redistricting, but not the "dominant and controlling" one. The High Court's recent decisions in this area have struck down a number of election districts where the jurisdiction in question relied too heavily upon race, but the court has left unclear the extent to which race could be permissibly be considered.

The opinion concludes with a summary of the issues facing the Board:

While the Court's decision in Hunt thus gives some additional guidance to school districts facing redistricting issues, such school districts, like other electoral bodies, face the daunting task of reconciling the protection of minority voting rights based on race under the Voting Rights Act with the limitations on redistricting based on race created by the Supreme Court in Hunt's predecessor, *Shaw v. Reno*.

When the Board redistricted in 2001, it established guidelines for increasing opportunities for voter participation by having election districts that reflect the existing neighborhoods and communities of interest. These guidelines were also used in the 2011 redistricting process.

During the previous redistricting process, the Office of Board Governance requested an opinion from the Office of the City Attorney regarding the criteria that the Board may establish for redrawing its districts. A copy of that opinion was provided to board members as a part of the information used in the redistricting-planning process.

Redistricting Process, January/February 2022

The following is being provided for informational purposes:

The City of Milwaukee's Common Council completed its aldermanic redistricting process on January 18, 2022. The Milwaukee Board of School Directors has 60 days from that date to act on and to complete a plan for redistricting. The schedule below was presented for the Board's consideration at the January 25, 2022, meeting of the Committee on Strategic Planning and Budget.

The process for the Milwaukee Board of School Directors to complete its reapportionment and redistricting includes two public hearings, a presentation from the City of Milwaukee Legislative Reference Bureau (LRB) of proposed maps for redistricting, meetings between board members and representatives of the LRB, and individual Board district townhall meetings. The newly-proposed district maps are also made public before final adoption.

Reapportionment/Redistricting Schedule

The Office of Board Governance presented the Board with the following timeline, which adheres to state statutes:

January 25, 2022	Milwaukee Board of School Directors: Consideration of the reapportionment/redistricting schedule and process Public hearing and consideration of reapportionment/redistricting item Presentation of proposed MPS district maps by Legislative Reference Bureau
January 31-February 4, 2022	Milwaukee Board of School Directors and Legislative Reference Bureau meet on their individual districts' maps
February 4-21, 2022	Milwaukee Board of School Directors conducted public meetings on their individual districts' maps

February 11, 2022	Board Clerk: Publication of proposed reapportionment/redistricting plan
February 22, 2022	Milwaukee Board of School Directors: Public hearing and consideration of proposed reapportionment/redistricting plan and maps
February 24, 2022	Milwaukee Board of School Directors: Possible adoption of the Board's reapportionment/redistricting plan and maps

Publication of Proposed Reapportionment/Redistricting Plan

A webpage on the District's website has been developed to keep the public apprised of the apportionment/redistricting plan and process. The webpage can be found at:

<https://mps.milwaukee.k12.wi.us/en/District/About-MPS/School-Board/2022-Election-district-Apportionment-Redistricting.htm>.

Public hearings were held both while the apportionment plan was being developed and after the plans were prepared. In addition, the information was shared at seven community meetings held by board members with their constituencies. The information was also shared through e-notify, through individual board members' listservs, and through the Board's meeting-notice subscription list. To ensure broad notification of the Board's being involved in its reapportionment/redistricting process, the information was also published in the *Daily Reporter*, *The Milwaukee Times*, *The Spanish Times*, and *The Community Journal*.

Statute, Administrative Policy, or Board Rule Implication Statement

The proposed redistricting plan was developed pursuant to Wisconsin Statutes, §119.08(1)(a), which states, in part, "The election districts shall be substantially equal in population and the boundaries of the election districts shall be drawn so as to reflect a balanced representation of citizens in all areas of the city." and Wisconsin Statutes, §119.08(1)(b), which directs:

Within 60 days after the Common Council of the City enacts an ordinance determining the boundaries of the aldermanic districts in the city following the federal decennial census under s. 62.08(1), the board shall, by vote of a majority of the membership of the Board, adopt an election district apportionment plan for the election of Board members which shall be effective until the city enacts a new ordinance under s. 62.08(1).

Fiscal Impact Statement

Any costs associated with the redistricting process and the plan's development will be charged to the contingency budget.

Implementation and Assessment Plan

The plan established for developing the Board's election districts would, at a minimum, increase opportunities for voter participation by having election districts that reflect the existing neighborhoods and communities of interest.

The City has adopted its aldermanic districts. The Board will be provided with two plans for developing the school board districts at the February 24, 2022 Regular meeting of the Board. The Office of Board Governance secured the services of the Milwaukee City Clerk's Office to assist the district staff in developing a plan for apportioning the Board's election districts. Once adopted, the new MPS district apportionment plan will be published on the MPS site and district materials will be updated.

Recommendation

The recommendation is that the Board

1. waive Board Rule 1.14 and give public hearing on this item; and
2. determine how it wishes to proceed.

As no one had registered to speak on this item, there was no need for a motion to waive Board Rule 1.14 in order to give public hearing on this item.

Director Carr moved to adopt reapportionment plan B, as represented by Map B provided under separate cover, as the election-district apportionment plan for the election of the Milwaukee Board of School Directors, pursuant to Wisconsin Statutes, §119.08(1).

The motion passed, the vote being as follows:

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

Noes — None.

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(Item 3) Action on a Request to Sign a Letter of Support for Act Now 2 Invest Relative to Dedicating the State Budget Surplus to K-12 Education

Background

The Office of Board Governance has received a communication from the Wisconsin Association of School Boards (WASB). The information in the letter, provided under separate cover, which was shared with the WASB Board of Directors last weekend, is from a group called “Act Now 2 Invest,” and concerns its efforts to gather support for a letter signed by business leaders and educators in support of dedicating a portion of the projected state budget surplus to K-12 education.

The Milwaukee Board of School Directors is being asked to consider signing the letter in support.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Implication Statement

Board Governance Policy 2.01, General Governance Commitment

Fiscal Impact Statement

This item has no fiscal impact.

Implementation and Assessment Plan

Should the Board approve support for this effort, the Office of Board Governance will prepare a copy of the letter for transmission upon signature by the Board President.

Recommendation

The recommendation is that the Board

1. waive Board Rule 1.14 in order to give public hearing on this item; and
2. determine how it wishes to proceed

As no one had registered to speak on this item, there was no need for a motion to waive Board Rule 1.14 in order to give public hearing on this item.

Director Siemsen moved to approve signing the letter of support.

The motion passed, the vote being as follows:

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

Noes — None.

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(Item 4) Monthly Report, with Possible Action, on Legislative Matters or Related Issues Concerning Milwaukee Public Schools

Background

With the Wisconsin's legislative session likely coming to a close in March, the State, which has an unprecedented \$5.6 billion of revenue on hand, has yet to provide a traditional per-pupil increase to support students. Legislators, however, have introduced a number of concerning pieces of legislation, including a proposal to break Milwaukee Public Schools into eight new school districts.

Governor Evers has introduced an education package that would increase the special education reimbursement rate to 40%, increase English learners' categorical aid, and provide a \$328 per pupil increase in the 2022-23 school years.

Additional policies introduced late in the session were also discussed at this meeting.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Implication Statement

Board Governance Policy 2.13, Board Legislation Program

Fiscal Impact Statement

This item does not authorize expenditures.

Implementation and Assessment Plan

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

President Peterson passed the gavel to Vice-President Taylor at 6:48 p.m. The gavel was returned at 6:51 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

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

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

The following report includes activities from late January through mid-February.

Report to the Milwaukee Board of School Directors, February 2022

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.

During the reporting period, the Office of Accountability and Efficiency continued to implement its FY22 Work Plan.

Accountability and Efficiency Services

Between January 17, 2022 and February 14, 2022, Accountability and Efficiency Services fulfilled ten requests for information/research and six constituent inquiries. Accountability and Efficiency Services also completed one special project and closed one whistleblower report.

Accountability and Efficiency Services also continued to work with the Harvard University Center for Educational Policy Research on OAE's strategic data project. Specifically, this work is aimed at supporting the District's equity goals by seeking to establish a baseline of data-defined equity measures/indicators that can inform decision making in resource and budget allocations.

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

Contract Compliance Services

During the reporting period, Contract Compliance Services (CCS) focused efforts on the Student Engagement Program.

Fourteen MPS high-school students began their CCS sponsored Reflo Sustainable Water Solutions Environmental Internship Program. The paid internship runs from February 2022 through June 2022. The goals of the internship include, but are not limited to:

- increasing knowledge and understanding of green infrastructure, climate education/justice, and sustainability practices;
- informing the District's and schools' sustainability practices and policies; and
- advancing the work of the board-adopted climate-justice resolution.

Additionally, three students engaged in interviews for internships in the administration and environmental services industries.

CCS's team members participated in a work-based learning collaboration meeting hosted by the Career and Technical Education (CTE) Department and the Community Assessment and Training Program (CATP). Participants brainstormed and discussed individual goals for work-based learning, which is essential and provides the opportunity to strengthen six key soft-skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism. These skills provide students with a competitive advantage for achieving career goals. CCS contributed to the meeting by providing examples of work-based learning opportunities that have been created with high schools and Mission Aligned Partner (MAP) facilities. The goal is to collaborate with internal partners to provide additional training opportunities for MPS high-school students. The meeting's participants will reconvene in the near future to develop an initiative/strategy for work-based learning within MPS.

CCS fulfilled four requests for lists of certified HUB firms in the area of construction.

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

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

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

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

The Board Clerk presented 10 expulsion orders from the Independent Hearing Officers of the Milwaukee Board of School Directors from the following dates and times:

- February 3, 2022, at 10:00 a.m.
- February 8, 2022, at 9:00 a.m., 10:30 a.m., and 11:30 a.m.
- February 11, 2022, at 9:00 a.m.
- February 16, 2022, at 10:30 a.m. and 11:30 a.m.
- February 17, 2022, at 9:00 a.m. and 10:00 a.m.
- February 18, 2022, at 8:30 a.m.

Also provided under separate cover for the Board's information were the monthly expulsion summaries.

Director Herndon moved to accept the reports of the Independent Hearing Officers of February 3, 8, 11, 16, 17, and 18, 2022.

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

- Present — Directors Carr, Garcia, Gokalgandhi, Herndon, Leonard, O'Halloran, Siemsen, Taylor, and
President Peterson — 9.
Absent and Excused — None.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

- Report of the Committee on Accountability, Finance, and Personnel, Item #10, Action on Monthly Facilities Matters: FMS Award of Professional Services Contracts and Material Purchases and Report with Possible Action Regarding Air Quality, which had been set aside at the request of Director O'Halloran; and
- Report of the Committee on Accountability, Finance, and Personnel, Item #12, Report with Possible Action Regarding Data and Progress Associated with Reviewing Schools' Requests for ESSER III Funding for Additions and Renovation Projects, which had been set aside at the request of the Administration.

Director O'Halloran moved to accept the balance of the Committees' Reports.

The motion to accept the balance of the Committees' Reports prevailed, the vote being as follows:

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

REPORT OF THE COMMITTEE ON ACCOUNTABILITY, FINANCE, AND PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

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

Classified Personnel Transactions

Codes	Name	Position	Salary	Date
New Hires				
2	Jaime Isbell	Building Service Helper I	\$15.18/hr.	01/10/2022
2	Syronia Clark	Food Service Assistant	\$15.18/hr.	01/06/2022
2	Tueshanda Webster	Food Service Assistant	\$15.18/hr.	01/06/2022
4	Eric Diamond	IT Service Technician	\$15.18/hr.	01/03/2022
5	Eric Benson	Network Service Technician	\$15.18/hr.	01/18/2022
4	Ana Aburto	Para Ed Assistant	\$21,416.00	01/11/2022
5	Shameem Ahmed	Para Ed Assistant	\$18,872.00	01/18/2022
2	Keonte Bishop	Para Ed Assistant	\$20,028.00	01/04/2022
2	Shontrice Cross	Para Ed Assistant	\$20,028.00	01/28/2022
4	Miriam De La Herran Zambaada	Para Ed Assistant	\$22,803.00	12/22/2021
4	Laura del Carpio Bellido	Para Ed Assistant	\$22,110.00	01/10/2022
4	Marisol Diaz Gonzalez	Para Ed Assistant	\$18,872.00	12/16/2021
5	Haley Grimm	Para Ed Assistant	\$18,872.00	01/07/2022
2	Kamera Hamilton	Para Ed Assistant	\$18,872.00	01/04/2022
2	Donnis Haynes	Para Ed Assistant	\$18,872.00	12/17/2021
5	Collin Heier	Para Ed Assistant	\$18,872.00	01/31/2022
2	Fatiaah Humes	Para Ed Assistant	\$22,110.00	01/04/2022
2	Jennifer Jackson	Para Ed Assistant	\$18,872.00	01/07/2022
5	Monique Jahnke	Para Ed Assistant	\$20,028.00	01/04/2022
5	Brooke Lindseth	Para Ed Assistant	\$18,872.00	01/04/2022
2	JaNia Marion	Para Ed Assistant	\$18,872.00	01/18/2022
5	Gracie OConnor	Para Ed Assistant	\$18,872.00	01/10/2022
2	Renae Santiago	Para Ed Assistant	\$18,872.00	01/12/2022
5	Michael Simmons	Para Ed Assistant	\$18,872.00	01/10/2022
5	Stephanie Simmons	Para Ed Assistant	\$21,416.00	01/05/2022
2	Keelyn Tyler	Para Ed Assistant	\$20,722.00	12/20/2021
4	Marisol Villarreal Renteria	Para Ed Assistant	\$18,872.00	01/04/2022
5	Natalija Walker	Para Ed Assistant	\$19,334.00	01/13/2022
2	Brenda Byrd	Para Ed Assistant Hourly	\$16.82/hr.	01/31/2022
2	Briana Nash	Para Ed Assistant — Parent Involvement	\$25,162.00	01/07/2022
2	Harrison Dunggins	School Safety Assistant	\$23,513.00	01/26/2022
2	Kennetta Ezell	School Safety Assistant	\$23,513.00	01/26/2022
4	Laural Hermsillo	School Safety Assistant	\$23,513.00	01/26/2022
2	Kizzy Holt	School Safety Assistant	\$23,513.00	01/26/2022
2	Shapira Johnson	School Safety Assistant	\$23,513.00	01/26/2022
2	Dante Sanders	School Safety Assistant	\$23,513.00	01/26/2022
2	Joshua Schmidt	School Safety Assistant	\$25,887.00	01/26/2022
2	Leo Smith	School Safety Assistant	\$24,993.00	01/26/2022
2	Tranisha Topps	School Safety Assistant	\$24,099.00	01/26/2022
2	Randall Whitley	School Safety Assistant	\$23,513.00	01/26/2022
5	Rebecca Firkus	School Secretary I — 10-month	\$28,016.00	01/14/2022
2	Ashanti Robertson	School Secretary I — 11-month	\$29,766.00	01/04/2022
5	Evan Close	Social Work Aide II	\$17,900.00	12/17/2021
2	Dayjah Anderson	Youth Apprentice	\$15.00/hr.	01/03/2022
4	Alezario Aranda	Youth Apprentice	\$15.00/hr.	01/03/2022
2	Marquavion Banks	Youth Apprentice	\$15.00/hr.	01/03/2022
2	Jarrell Houston	Youth Apprentice	\$15.00/hr.	01/03/2022
2	Tavion Johnson	Youth Apprentice	\$15.00/hr.	01/03/2022
2	Kyontae Liddell	Youth Apprentice	\$15.00/hr.	01/03/2022
2	Coran Shaw	Youth Apprentice	\$15.00/hr.	01/03/2022
2	Jarayveontae Smith	Youth Apprentice	\$15.00/hr.	01/03/2022
2	Nathaniel Treadway	Youth Apprentice	\$15.00/hr.	01/03/2022

Codes	Name	Position	Salary	Date
Promotions				
3	Maivang Xiong	Accounting Assistant II	\$48,595.00	01/03/2022
2	Monica Brinkley	Boiler Attendant	\$44,505.00	01/10/2022
2	Miracle Brown	Boiler Attendant	\$43,380.00	01/10/2022
2	Marquis Brisco II	Carpenter Registered Apprentice	\$20.00/hr.	12/17/2021
2	Clementine Haynes	Para Ed Assistant	\$19,334.00	01/18/2022
4	Claudia Avila	Secretary I — 11-month	\$31,870.00	01/04/2022
2	Princess McClain	Secretary I — 11-month	\$28,714.00	01/04/2022
5	Dawn Jacobus	Secretary I — 12-month	\$41,030.00	01/10/2022
2	TiQuita Carter	Secretary II	\$42,113.00	01/03/2022

Rehires

2	Tierra Billings	Children's Health Assistant	\$19,892.00	01/18/2022
2	Tanicha Suggs	Children's Health Assistant	\$21,060.00	01/31/2022
2	Lanea Thompson	Children's Health Assistant	\$19,307.00	12/22/2021
2	Anton Gardner	Food Service Assistant	\$15.18/hr.	12/21/2021
2	Laquietta Jordan	Food Service Assistant	\$15.18/hr.	01/04/2022
4	Ruben Garcia	Para Ed Assistant	\$20,028.00	01/14/2022
2	Keyana Jackson	Secretary I — 12-month	\$23,366.00	01/31/2022

Certificated Appointments

Codes	Name	Appointment	Level	Salary	Date
Teachers					
5, nr	Klug, Kelan J	English as a Second Language	01/BA	\$44,870.00	1/18/2022
5, nr	Love, Julie M	Multicateg. Comp. SEN	01/MA	\$82,230.00	1/24/2022
5, r	Scott, Michael J	Gen Elem & K8 — All Grades	01/BA	\$63,009.00	1/18/2022
5, r	Solochek, Emily E	Multicateg EEN	01/MA	\$56,980.00	1/18/2022
5, nr	Steuer, Jennifer	Multicateg. Comp. SEN	01/MA	\$67,802.00	1/24/2022
School Social Worker					
5, nr	Doll, Laura J	School Social Work	01/2A	\$56,324.00	1/10/2022
Teachers, Early Start					
5, nr	DiNicola, Dawn M	School to Work	01/MA	\$67,802.00	1/26/2022
5, r	Harris, Zachary	Social Studies	01/BA	\$44,870.00	1/18/2022
2, r	LeFlore, Artrell J	AMP Music	01/BA	\$44,870.00	1/24/2022
Permit Teacher					
5, r	Brady, Susan J	SAGE	XX/4W2	\$44,073.00	1/10/2022
Permit Teacher, Early Start					
2, r	Bates, Charlene	Gen Elem & K8 — All Grades	XX/4W2	\$44,073.00	1/10/2022
5, r	Lane, Megan	Social Studies	XX/4W2	\$44,073.00	1/7/2022
5, r	Leopold, Christopher C	Spec Ed Multicateg.	XX/4W2	\$44,073.00	1/4/2022

Codes:	Teachers	SSWs	Psychs	Other	Total
1 Native American	0	0	0	0	0
2 African American	2	0	0	0	2
3 Asian/Oriental/Pacific Islander	0	0	0	0	0
4 Hispanic	0	0	0	0	0
5 White	10	1	0	0	11
6 Other	0	0	0	0	0
7 Two or more ethnic codes	0	0	0	0	0
Males	5	0	0	0	5
Females	7	1	0	0	8
r Resident					
nr Non-resident					

Levels

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

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

Certificated Leaves of Absence

	<u>Present Assignment</u>	<u>Effective From</u>
Illness Leave, November 2021		
Kathleen McGovern	Holmes School	November 23, 2021
Kenneth Cooley	Out of Assignments	November 22, 2021
Illness Leave, December 2021		
Therese Kurszewski	Pratt Elementary	December 7, 2021
Beryl Parker	Riverside High School	December 17, 2021
Illness Leave, January 2022		
Marilynn Douglas	Holmes School	January 4, 2022
Michael Hicks	Franklin School	January 18, 2022
Debra Dawson	Itinerant-System-wide	January 18, 2022
Nancy Annaromao	Holmes School	January 19, 2022
Gabriela Koefler	Ronald Reagan Preparatory HS	January 10, 2022
Ariael Stewart	Elm Creative Arts School	January 26, 2022
Personal Leave, December 2021		
Ariael Stewart	Elm Creative Arts School	January 18, 2022

Report on Certificated Resignations and Classified Retirements

Reason	Yrs Svc	Code	Name	Position	Location	Date
Certificated Resignations						
Personal	18.0	5	Carrie Baker Jackson	Teacher	Ronald Reagan	07/01/2022
Other Dist	2.3	5	Sarah Baumann	Teacher	Zablocki	12/31/2021
Other Dist	3.9	5	Isabella Beaupre	Teacher	Story	12/10/2021
Other Work	1.4	5	Hannah Becker	Teacher	Meir	01/03/2022
Personal	1.4	3	Shivani Bhagat	Teacher	Jackson	01/03/2022
Personal	0.3	5	Terra Caldwell	Teacher	Central Svcs	12/08/2021
Retire	22.4	2	Gloria Chisolm	Psych	Central Svcs	04/18/2022
Personal	2.0	5	Evangelia Dimitriades	Teacher	Emerson	12/31/2021
Personal	13.3	5	Mark Enters	Teacher	Riverside	12/23/2021
Retire	18.9	5	John Girouard	Teacher	Milw Sch Lang	12/23/2021
Personal	2.0	5	Ann Govig	Teacher	MacDowell	05/27/2022
Other Dist	6.4	5	Chelsea Hanson	Teacher	AAL	01/14/2022
Retire	8.4	2	Ersol Henry	SSW	Central Svcs	12/30/2021
Other Dist	0.9	4	Alejandra Hernandez	Teacher	Wedgewood Park	01/21/2022
Personal	2.4	5	Victor Hoel	Teacher	Riverside	01/14/2022
Personal	12.5	5	Carolyn Hoelzer	Teacher	Marshall	01/07/2022
Personal	5.0	2	Sherice Holliman	Teacher	River Trail	01/03/2022
Personal	3.4	2	Gevonchai Hudnall	Teacher	Bradley Tech	01/03/2022
Retire	22.0	3	Samuel Jasti	Teacher	Gaenslen	02/21/2022
Retire	24.0	5	Kimberly Johnson	Teacher	Parkside	06/17/2022
Personal	2.8	2	RiAna Johnson	Teacher	Starms	12/30/2021
Personal	5.3	5	Samuel Lipton	Teacher	Riverside	12/24/2021
Personal	6.0	5	Jennifer Lukaszewski	Teacher	AAL	06/17/2022
Other Work	1.5	5	Michael Marcheschi	Teacher	Lancaster	01/24/2022
Personal	1.4	2	Aneka McBride	Teacher	Thoreau	01/03/2022
Retire	30.3	5	Jacqueline Meifert	Coord III	Central Svcs	01/21/2022
Personal	2.4	5	Katir Meyers	Teacher	Clarke	01/07/2022
Other Dist	0.5	5	Allison Moore	Teacher	Green Tree Prep	01/28/2022
Other Dist	2.0	4	Maria Ortiz	Teacher	South Division	05/27/2022
Personal	1.4	4	Marimar Ortiz Gomez	Teacher	Audubon MS	12/23/2021
Personal	2.0	4	Sandy Perez Sanchez	Teacher	Hamilton	05/27/2022
Other Dist	3.4	3	Rithinay Punyamurthula	Teacher	Siefert	12/31/2021
Personal	2.0	4	Kristen Ramirez	Sup Assoc	Central Svcs	01/16/2022
Other Dist	7.4	4	Isamary Reyes	Teacher	JMAC	12/31/2021
Retire	24.6	5	Lisa Ritchie	Psych	Stuart	06/22/2022
Personal	2.0	4	Ivonne Rodriguez	Counselor	Pulaski	01/07/2022

Reason	Yrs		Name	Position	Location	Date
	Svc	Code				
Other Dist	8.5	4	Gloria Roschke	AP	Mitchell	01/28/2022
Personal	2.7	5	Deanna Rugzie	Psych	Obama SCTE	06/03/2022
Retire	20.3	4	Rocio Santa	Teacher	Hamilton	06/30/2022
Personal	5.4	5	Margaret Schmidt	Teacher	Pulaski	12/31/2021
Personal	2.0	5	Lisa Seidl	Teacher	Manitoba	01/09/2022
Other Dist	3.5	5	Isabella Snyder	Teacher	Kilbourn	02/01/2022
Personal	7.4	5	Curtis Stelmaszewski	Teacher	Longfellow	01/04/2022
Personal	5.0	2	Rachel Story	Teacher	Marshall	02/02/2022
Personal	8.1	6	Elan Tillman	Teacher	Zablocki	01/24/2022
Personal	16.4	5	Kerry Wagner	Teacher	Gaenslen	01/25/2022
Retire	30.0	2	Aaron Womack	AP	WCLL	02/28/2022
Personal	19.3	3	Jou Xiong	Teacher	Parkside	01/07/2022

Classified Retirements

Retire	31.1	2	Audry Battiste	Secretary I	Marshall	01/03/2022
Retire	7.0	5	Kevin Brandstetter	Boiler Att	Washington HS	01/08/2022
Retire	28.9	5	Stephanie Brandt	Manager II	Central Svcs	01/08/2022
Retire	20.4	2	Denise Brown	Nurse Assoc	Central Svcs	01/05/2022
Retire	22.8	4	Carmen Colon De Lopez	Para	ALBA	01/01/2022
Retire	8.1	2	Nancy Dandy	Para	Hawthorne	01/01/2022
Retire	24.9	5	Charles Janusz	Plumber	Plumbing Shop	12/30/2021
Retire	29.3	4	Daniel Ruiz	Safety Asst	School Safety	01/08/2022

Reasons for Retirement

	Classified	Certificated
Other District		10
Other Work		2
Personal		27
Retirement	8	9

Committee’s Recommendation

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

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

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

Recommended Appointments

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

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
5, nr	Carol Hadley	Manager II, Employee Benefits	Office of the Chief of Human Resources	03	12A	\$120,980
5, r	Jean Gatz	Manager II, Psychological Services	Office of the Chief of Academics	03	12A	\$119,500
2, r	Leah Gilliam	Coordinator III, Extended Learning	Office of the Chief of Academics	03	08A	\$101,577
4, r	Jason Orozco	Talent Management Specialist I	Office of the Chief Human Resources	03	08A	\$101,577
2, r	Patricia Ellis	Director I, Equity & Inclusion	Office of the Chief of Communication & School Performance	03	14A	\$101,159

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
5, r	Jonathan Tempesta	Manager I, MPSU Programing	Office of the Chief of Human Resources	03	11A	\$99,047
5, nr	Josh Zimmers	Assistant Principal III — Transition HS	Office of the Chief of School Administration	03	12C	\$92,978
5, r	Christine Sween	Supervisor I, Technology Support	Office of the Chief of Communication & School Performance	03	09A	\$91,158
2, r	Edwin Conner	Assistant Principal III - James Madison HS	Office of the Chief of School Administration	03	12C	\$89,341
4, r	Martha Silva-Krieger	Assistant Principal I - Doerfler	Office of the Chief of School Administration	03	10C	\$89,223
5, r	Elizabeth Zizzo	Coordinator III — Bilingual & Multicultural	Office of the Chief of Academics	03	08A	\$87,761
2, r	Stephanie Morgan	Assistant Principal I — Congress	Office of the Chief of School Administration	03	10C	\$86,969
2, r	Ramona Phillips	Assistant Principal III - Riverside High School	Office of the Chief of School Administration	03	12C	\$86,969
5, r	Dana Gagnon Hubka	Assistant Principal I — Riley	Office of the Chief of School Administration	03	10C	\$84,974
2, r	Antira Stampley	Associate III, Extended Learning	Office of the Chief of Academics	03	05A	\$82,296
3, r	Pa Xiong	Talent Management Specialist I	Office of the Chief of Human Resources	03	08A	\$79,711
4, r	Patience Wade	Assistant Principal III — Marshall High School	Office of the Chief of School Administration	03	12C	\$78,891
2, r	Florence Greenhill	Associate III, Extended Learning	Office of the Chief of Academics	03	05A	\$78,750
5, r	Tracey Parrish	Associate II, Foundation Business	Office of the Superintendent	03	04A	\$73,924
4, r	Ranulfo Villalobos	Assistant Principal I, Milwaukee Spanish Immersion	Office of the Chief of School Administration	03	10C	\$76,994
4, r	Raquel Mendoza	Coordinator I, Infinite Campus	Office of the Chief of School Administration	03	06A	\$65,000
5, r	Adrianne Beck	Analyst I — Compensation	Office of the Chief of Human Resources	09	05A	\$64,624
5, r	Russell Fox	System Administrator Technology	Office of the Chief of Communication & School Performance	03	06A	\$64,190
2, nr	Shannon Smith	Administrative Assistant III, Benefits, Pension & Compensation	Office of the Chief of Human Resources	03	03A	\$57,133
5, nr	Matthew Zellmer	Planning Assistant III, College & Career	Office of the Chief of Academics	03	02A	\$56,713
2, r	Robbie Kendall	Associate II, Records Management	Office of Board Governance	03	04A	\$58,800

Recommended Reassignments

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

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
4, nr	Joandy Williams	Program Supervisor I — Head Start	Office of the Chief of Academics	0	09A	\$102,417

Recommended Reclassifications

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

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
5, r	Gina Jorgensen	Teacher Leader	Office of the Chief of Academics	1C	MA	\$92,647
5, r	Steven Vande Zande	Teacher Leader	Office of the Chief of Academics	1C	MA	\$92,647
2, r	Lois Womack	Teacher Leader	Office of the Chief of Academics	1C	MA	\$92,647
5, nr	Amy Wayd	Teacher Leader	Office of the Chief of Academics	1C	MA	\$90,659
2, r	Ijoister Harris	Teacher Leader	Office of the Chief of Academics	1C	BA	\$78,558
5, nr	Aimee Hyland	Teacher Leader	Office of the Chief of Academics	1C	MA	\$74,751
5, r	Randi Wagner	Teacher Leader	Office of the Chief of Academics	1C	BA	\$69,468
5, r	Kevin Fine	Teacher Leader	Office of the Chief of Academics	1C	BA	\$58,560

Recommended LTE Contracts Exceeding 60 Days

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

Codes	Name	Position	Assignment	Hourly Wage	Dates
5, nr	Michelle Gozdecki	Audiologist	Office of the Chief of Academics	\$45.00	01/04/22-06/30/22
2, r	Teresa Adams	EEIC Mentor for Principals	Office of the Chief of Academics	\$40.00	01/01/22-06/30/22
2, r	Lorraine Applewhite	EEIC Mentor for Principals	Office of the Chief of Academics	\$40.00	01/01/22-06/30/22
5, r	Linda Bolin	EEIC Mentor for Principals	Office of the Chief of Academics	\$40.00	01/01/22-06/30/22
2, r	Jasmine Bounds	ESSER Tutoring	Office of the Chief of Academics	\$40.00	01/04/22-05/25/22
2, r	Melinda Chandler	School Nurse	Office of the Chief of Academics	\$40.00	01/03/22-06/30/22
5, r	Lisa Chatman	Library Media/Curriculum Specialist	Office of the Chief of Academics	\$40.00	12/22/21-06/30/22
2, r	Beverly Conner	Administrator Coaching & Mentoring	Office of the Chief of School Administration	\$40.00	12/31/21-06/30/22
5, r	Joseph Hartlaub	Administrator Coaching & Mentor	Office of the Chief of School Administration	\$40.00	12/31/21-06/30/22
5, r	James Lawton	Educator Effectiveness Implementation Coach	Office of the Chief of Academics	\$40.00	01/01/22-06/30/22
5, r	John Linn	Project Manager & Inspector	Office of the Chief of School Administration	\$40.00	01/04/22-06/30/22
5, r	Jeffrey Krupar	EEIC Mentor for Principals	Office of the Chief of Academics	\$40.00	01/01/22-06/30/22
5, r	Christine Flood	Education Pathways Coordinator	Office of the Chief of Academics	\$40.00	01/10/22-06/30/22
5, r	Sandy Schroeder	Project Manager & Site Coordinator	Office of the Chief of School Administration	\$40.00	02/01/22-06/30/22
5, r	Karen Green	Computer Science Instructional Coach	Office of the Chief of Academics	\$30.00	01/01/22-06/30/22
5, nr	Michael Fendry	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	01/01/22-06/30/22
2, r	Willie Fuller	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	01/01/22-06/30/22
5, nr	Christopher Geiser	Accompanist Music Department	Office of the Chief of School Administration	\$30.00	01/01/22-05/27/22
2, r	Justine Hutchins	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	01/01/22-06/30/22
5, r	Tammy Nemoir	Infinite Campus Coordinator — Database Support	Office of the Chief of School Administration	\$30.00	01/06/22-06/05/22
5, r	Katelyn Paterson	Female Vocal Instructor — Music Department	Office of the Chief of School Administration	\$30.00	01/01/22-05/27/22
5, r	Clara Tracey	Art Audition Coordination & MACL Orchestra Instruction	Office of the Chief of School Administration	\$30.00	02/01/22-05/31/22

Codes	Name	Position	Assignment	Hourly Wage	Dates
5, r	James Tomasello	Artist in Residence/Co-advisor	Office of the Chief of School Administration	\$30.00	01/01/22-05/21/22
5, r	Nina Zealy	Induction & Support Specialist	Office of the Chief of Academics	\$30.00	01/01/22-06/30/22
5, r	Annette Fayne	Administrative Assistant III	Office of Board Governance	\$27.86	01/01/22-06/01/22
2, r	Jacqueline Davis	Human Resources Assistant	Office of the Chief of Human Resources	\$25.00	02/01/22-05/01/22
5, nr	Angela Chojnacki	School Kitchen Manager Mentor	Office of the Chief of Finance	\$24.25	02/11/22-06/10/22
5, r	Dawn Butler	School Kitchen Manager Mentor	Office of the Chief of Finance	\$22.51	02/11/22-06/10/22
2, r	Quwan Booker	Safety Assistant	Office of the Chief of School Administration	\$22.00	01/04/22-05/26/22
5, r	Julie Kenney	Safety Assistant	Office of the Chief of School Administration	\$22.00	01/01/22-06/01/22
4, r	Leticia Cortes	WIP Intern	Office of the Chief of Human Resources	\$20.00	01/01/22-06/30/22

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

* * * * *

(Item 3) Action on Investment-management Services for the Milwaukee Board of School Directors' Supplemental Early Retirement Plan for Teachers (the Teacher's Plan) and for the Milwaukee Board of School Directors' Early Retirement Supplemental and Benefit Improvement Plan (the Administrator's Plan)

Background

On December 2, 2021 BMO Harris Bank, N.A., (BMO Financial Group) notified Milwaukee Public Schools that, due to the transfer of part of BMO's asset-management business to another entity (Ameriprise Financial, Inc.), BMO would no longer provide investment-management services for the Milwaukee Board of School Directors' Supplemental Early Retirement Plan for Teachers (the Teacher's Plan) and for the Milwaukee Board of School Directors' Early Retirement Supplemental and Benefit Improvement Plan (the Administrator's Plan) as of December 31, 2021. This unanticipated development would have left portions of these two supplemental pension plans — both of which have been frozen for years, but still retain significant assets and will require administration for years to come — without an investment manager following less than a full month's warning.

The Milwaukee Public Schools Office of Human Resources has worked with the City Attorney's office and the plans' current investment advisors, Callan LLC, to negotiate an extension of BMO's deadline through February 28, 2022. BMO indicated that this was the absolute latest deadline to which it could agree. In the memo attached to the minutes of your Committee's meeting, Callan LLC has presented a recommendation for a path forward that would meet the guidelines of the current investment policy statement.

The assets in question represent a relatively small portion of each plan's total assets, but are important in that they provide liquidity that allows for benefit payments to occur in a timely and efficient manner. Administration seeks approval to invest these assets in the Baird Intermediate Bond Fund, as described in Callan's memo. This approach will provide a stable and cost-effective solution in the coming months, during which the Administration will work to evaluate the best long-term strategy for these plans, including the potential issuing of Requests for Proposal (RFPs) regarding necessary investment-management and advisory services. Of course, if and when vendors are selected, the Administration will present any resulting contracts to the Board for its approval.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Fiscal Impact Statement

This item does not authorize expenditures

Implementation and Assessment Plan

Upon approval by the Board, the Administration will direct BMO Financial Group to transfer 100% of the Teacher's Plan's and Administrator's Plan's assets currently under BMO's management to the Baird Intermediate Bond Fund on March 1, 2022.

Committee's Recommendation

Your Committee recommends that the Board approve the recommendation presented by Callan to invest 100% of the Teacher's Plan's and Administrator's Plan's assets currently under BMO's management in the Baird Intermediate Bond Fund, which meets the guidelines of the current investment policy statement.

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

* * * * *

(Item 4) Action on a Request to Approve Revisions to the District's Organizational Chart

Background

The Superintendent is requesting approval of the proposed revisions to the District's organizational chart to achieve greater efficiency in overall district operations.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 2.03, Administrative Organization Plan

Fiscal Impact Statement

The proposed revisions to the organizational chart have no fiscal impact.

Implementation and Assessment Plan

Upon approval by the Board, the proposed organizational changes will be implemented.

Committee's Recommendation

Your Committee recommends that the Board approve the proposed revisions to the District's organizational chart as outlined in the attachment to the minutes of your Committee's meeting.

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

* * * * *

(Item 5) Action on Monthly Finance Matters: Change Orders in Excess of \$25,000 and Emergency Purchases Due to COVID-19; Acceptance of the Report on Revenues and Expenses; Monthly Expenditure Control Report; Report on School Fund Transfers; Report on Contracts under \$50,000 and Cumulative Total Report; Report on Monthly Grant Awards; Acceptance of Donations.

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

In compliance with Administrative Policy 3.09(10)(e)1, the Administration is reporting change orders to existing contracts whose collective net value exceed \$25,000. This is an informational item, and no action is required.

C29938 Parallel Employment Group

Original Contract Amount.....	\$109,999.00
Increase	<u>\$100,000.00</u>
Adjusted Contract Amount.....	<u>\$209,999.00</u>

On April 21, 2021, the Milwaukee Board of School Directors and Parallel Employment Group, Inc., entered into professional services contract number C029938 (“Contract”), with a term of May 1, 2021, through April 30, 2022, for qualified, diverse substitute teachers for regular education and special education of pre-Kindergarten through 12th grade. On November 3, 2021, additional funds were added to cover additional substitute teachers for the district. On December 20, 2021, the contract was extended through December 31, 2022, and additional funds added to support vacancies in paraprofessional positions as well as substitute-teacher shortages across the district.

Report on Emergency Purchases Due to COVID-19

In compliance with Administrative Policy 3.09(14)(c), the Administration is reporting emergency purchase orders with a vendor for products related to the COVID-19 pandemic. Due to the emergency nature of this procurement, which was made on an exception-to-bid basis, the purchase has not been previously approved by the Board. This is an informational item, and no action is required.

Vendor	Description	Quantity	Purchase Order	PO Total
Diamond Discs	KN95 Face Masks	682,400 childrens’ masks and 1,304,005 adults’ masks	P956427	\$1,072,050.75
Diamond Discs	KN95 Face Masks	578,400 children’s masks and 937,200 adults’ masks	P957082	\$816,228.00
Office Depot	Purell Hand Sanitizer	13,157 each		
	Kleenex Tissue	35,305 boxes	P956937	\$81,028.04
Cintas	Nitrile Gloves	2,878 boxes	P957220	\$35,975.00
Nassco	Clorox Wipes	505 cases	P957027	\$17,084.15

Routine Monthly Reports

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

Donations

Location	Donor	Amount	Gift or Purpose
Monetary Donations			
Morse Middle School	Richard and Nansi Hawkins	\$200.00	General School Supplies
Trowbridge School	Dennis Cook	\$100.00	STEAM
Keefe Avenue School	Aquanta Odekunle*	\$25.75	PBIS Incentives
Keefe Avenue School	Alexis Haney	\$2.00	PBIS Support
Keefe Avenue School	Lashona Lee	\$2.00	PBIS Support
Keefe Avenue School	Nancy Wong-Woessner	\$2.00	PBIS Support
Keefe Avenue School	Logan Scarpace	\$2.00	PBIS Support
Keefe Avenue School	Tracy Paulson	\$2.00	PBIS Support
Lincoln Middle School	Daniel Randolph	\$1,300.00	For Homeless Students
North Division High School	Milwaukee Club Frontier	\$500.00	PBIS Support
Hamilton High School	Kingfish Solutions, LLC	\$30.89	General School Supplies
Lincoln Middle School	Mix Church	\$500.00	For Homeless Students
Meir School	Big Green	\$2,000.00	Big Green Jumpstart
	<i>Total Monetary Donations</i>	<i>\$4,666.64</i>	
Non-monetary Donations			
Trowbridge School	Donors Choose	\$314.96	Games
Trowbridge School	Donors Choose	\$379.16	Sharemike

Location	Donor	Amount	Gift or Purpose
Trowbridge School	Donors Choose	\$611.81	Classroom Document Camera
Trowbridge School	Donors Choose	\$504.82	Library Supplies and Books
Trowbridge School	Donors Choose	\$330.47	Kleenex and Classroom Rug
Trowbridge School	Donors Choose	\$220.72	Markers
Trowbridge School	Donors Choose	\$132.86	Fidgets for Students
Emerson School	Milwaukee Urban League	\$375.00	Goodwill Vouchers
Silver Spring School	Donors Choose	\$700.30	General School Supplies
French Immersion School	Mabel Lamb	\$1,325.00	Gift Cards
French Immersion School	Anonymous	\$250.00	Wrapped Gifts for Families
Zablocki School	Helen Bechthold*	\$500.00	Books for Students
Project Stay Senior Institute	Tikkun Ha-Ir	\$336.00	42 Holiday Gift Bags
Goodrich School	Donors Choose	\$231.87	Germs, Germs Go Away
Goodrich School	Donors Choose	\$292.44	Classroom Library
Goodrich School	Donors Choose	\$335.18	Posters and Rugs
Goodrich School	Donors Choose	\$274.88	Keep Us in the Classroom
Goodrich School	Donors Choose	\$170.83	Snack Break
Goodrich School	Donors Choose	\$446.97	Healthy Safe
Goodrich School	Donors Choose	\$316.90	Sensory Superstars
Goodrich School	Donors Choose	\$273.07	Celebrating My Scholars
Goodrich School	Donors Choose	\$182.22	Learn to Rhyme
King Elementary School	ID Solutions	\$800.00	Toys and Gift Cards
King Elementary School	Donors Choose	\$172.33	Game On
Marshall High School	Donors Choose	\$196.00	Lens
Hayes Bilingual School	Donors Choose	\$233.00	Gift Card-Teachers Pay Teacher
Hayes Bilingual School	Donors Choose	\$240.67	Spanish Books
Milwaukee High School of Arts	Donors Choose	\$460.05	Headphones
Gwen T. Jackson School	Donors Choose	\$292.17	General School Supplies
Ninety-Fifth Street School	Donors Choose	\$372.65	Kargol Books
Ninety-Fifth Street School	Donors Choose	\$218.49	Kargol Wellness
Ninety-Fifth Street School	Donors Choose	\$336.45	Kargol Cozy Reading
Ninety-Fifth Street School	Donors Choose	\$367.75	Kargol Special Ed
Ninety-Fifth Street School	Donors Choose	\$294.50	Mutz Books
Silver Spring School	Mary Pierson	\$100.00	Office Supplies
Zablocki School	Anonymous	\$200.00	Candy for Fundraiser
Silver Spring School	Donors Choose	\$230.75	Gaming to Success
Riverside High School	Donors Choose	\$339.53	Personal Hygiene Products
Riverside High School	Donors Choose	\$344.29	Food, Clothing , and Hygiene
Riverside High School	Donors Choose	\$542.18	Books
Longfellow Elementary	Donors Choose	\$244.60	Label Maker and Tape
Longfellow Elementary	Donors Choose	\$623.32	Sensory Supplies
Longfellow Elementary	Donors Choose	\$137.07	Time Student Magazines
Greenfield School	Donors Choose	\$294.80	Math Supplies
Starms Early Childhood School	Alpha Kappa Alpha Sorority, Inc*	\$208.30	Craft Items
Howard Avenue Montessori	Liz and Michael Anderson	\$40.00	General School Supplies
Meir School	Donors Choose	\$182.07	General School Supplies
Maple Tree School	Donors Choose	\$388.79	General School Supplies
Kilbourn School	Donors Choose	\$424.30	General School Supplies
Kilbourn School	Donors Choose	\$404.42	General School Supplies
Kilbourn School	Donors Choose	\$503.84	General School Supplies
MacDowell Montessori	Donors Choose	\$555.50	Language Tools
Walt Whitman School	Katina Shaw	\$90.00	Brewers Baseball Sign Ball
Walt Whitman School	Klement	\$71.60	Klement Brats
Browning School	Donors Choose	\$512.94	General School Supplies
Browning School	Donors Choose	\$555.91	General School Supplies
Kilbourn School	Donors Choose	\$494.75	General School Supplies
Kilbourn School	Donors Choose	\$422.80	General School Supplies
<i>Total Non-monetary Donations</i>		<i>\$20,401.28</i>	
Total Value of Donations		\$25,067.92	
<i>*Donations from MPS Alumni</i>		<i>\$734.05</i>	

Committee’s Recommendation

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

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

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(Item 6) Action on the Award of Professional Services Contracts

— Authorization to Enter into a Blanket Contract with Office Depot, LLC, for Office Supplies (via America Saves)

The Administration is requesting authorization to enter into a blanket contract with Office Depot, LLC, for office supplies. Office Depot participates in the America Saves cooperative arrangement which Office Depot has with the lead agency, Oakland County, Michigan. This cooperative offers competitively bid items (Q2 2018) through September 2023 and provides office supplies at discounted rates to MPS’s schools and departments. Within this cooperative, MPS can continue to purchase:

- cleaning and breakroom supplies
- copy and print services
- filing and binding
- furniture
- ink and toner
- labels and forms
- miscellaneous items
- office essentials
- paper
- technology
- writing and drafting materials

There are no participation fees for Milwaukee Public Schools to piggyback onto this cooperative.

The blanket contract will be for a term from March 1, 2022, through September 30, 2023. The total amount of the contract will not exceed \$6,000,000.00.

Budget Code: Various.....\$6,000,000.00

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

RFP 1001 Authorization to Extend the Contract with Gabriel Roeder Smith & Company for Pension Actuarial Services and Pension Actuarial Services Related to Other Post-employment Benefits (OPEB) Liability

The Administration is requesting authorization to extend the contract with Gabriel Roeder Smith & Company for actuarial consulting services for the District’s two supplemental pension plans (the Milwaukee Board of School Directors’ Supplemental Early Retirement Plan for Teachers and the Milwaukee Board of School Directors’ Early Retirement Supplement and Benefit Improvement Plan). The actuarial consulting services provided include the annual actuarial valuations, semi-annual forecasts of pension contributions and funding status, and related consulting services on an as-needed basis for each pension plan.

The Government Accounting Standards Board’s (GASB’s) Statement No. 67/68 requires governmental entities to disclose the financial reporting for pension plans administered through trusts. These services are permissible fees to the pension trusts and thus will not be processed through IFAS. These fees will not exceed \$72,970.

The Administration also is requesting authorization to extend the contract with Gabriel Roeder Smith & Company for actuarial consulting services associated with projecting the District’s OPEB liability. GASB’s Statement No. 74/75 requires governmental entities to quantify and report their OPEB liabilities for health and life insurance benefits.

Contractor was chosen pursuant to RFP 1001. The original contract was authorized by the Board to run from March 1, 2019, through February 28, 2022. The contract provided for the option of two one-year extensions upon mutual consent of the parties, certain performance metrics incorporated into the contract having been met, and the Board’s approval. MPS is exercising the first option to extend the contract. The contract

extension will run from March 1, 2022, through February 28, 2023. The total cost of the contract in this extension term will not exceed \$40,855.

Budget Code: OBA-0-0-EMB-DW-ECTS (Contract Services — Other Business)\$40,855.00

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
NA	NA	NA	NA	0	NA	NA	NA	100	10

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 3.09, Purchasing and Bidding Requirements

Fiscal Impact Statement

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

- Office Depot, LLC, for Office Supplies, Various Budget Codes\$6,000,000;
- Gabriel Roeder Smith & Company, for Pension Actuarial Services Related to Other Post-employment Benefits (OPEB) Liability, OBA-0-0-EMB-DW-ECTS.....\$40,855.

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

Implementation and Assessment Plan

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

Committee’s Recommendation

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

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

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(Item 7) Action on the Award of Professional Services Contracts for the Office of Board Governance

RFP 1039 Authorization to Extend a Contract with Hubbard, Wilson, Zelenkova, LLC, for Legislative and Lobbying Services

The Office of Board Governance is requesting authorization to extend a contract with Hubbard, Wilson & Zelenkova, LLC, (“HWZ”) for lobbying services. Legislative-liaison and lobbying services are specifically related to working and communicating with state and federal officials and regulatory agencies regarding education policy, funding, and other related subjects as identified by the Office of Board Governance-Governance Relations.

Contractor was chosen pursuant to RFP 1039. The original contract provided for two one- year options to extend if certain performance metrics were met. Hubbard, Wilson, Zelenkova, LLC, has met the performance metrics codified in the contract; therefore, MPS is exercising the first option year for the contract.

This contract extension will run from April 1, 2022, through March 31, 2023, and will not exceed \$80,000.

Budget Code: ADT-0-0-OBG-OB-ECTS (Board Governance — Contracted Services)\$80,000

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
NA	NA	NA	No	NA	NA	NA	NA	200	10

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 3.09, Purchasing and Bidding Requirements

Fiscal Impact Statement

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

- Hubbard, Wilson, Zelenkova, LLC, for lobbying services, ADT-0-0-OBG-OB-ECTS\$80,000

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

Implementation and Assessment Plan

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

Committee's Recommendation

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

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

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

Authorization to Extend a Contract with Board of Regents of the University of Wisconsin System on behalf of University of Wisconsin Milwaukee for Teachers' Professional Development

The Administration is requesting authorization to extend a contract with Board of Regents of the University of Wisconsin System on behalf of University of Wisconsin Milwaukee ("UWM") for teachers' professional development services as stated in the Margaret A. Cargill Philanthropies grant, MPS Arts: New Teacher Support. UWM will be used to provide five mentors to support new arts teachers in their first five years of service. UWM will also support the new art teachers through coaching, observation, and stipends for professional development, student field trips, and classroom resources. Lastly, UWM will provide arts-integration opportunities as supported through Lynden Sculpture Garden in conjunction with the Cargill program. These opportunities will include teacher support through the Lynden summer institute, teacher reconvenes, artist workshops, field trips, and residencies.

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

The original contract provided for two one-year options to extend based upon mutual consent of the parties and the Board’s approval. MPS is exercising the second option year of the contract, which will run from March 1, 2022, through February 28, 2023.

The total cost of the contract in the second extension will not exceed \$75,000.

Budget Code: SDV-0-S-VD2-CI-ECTS (New Teacher Support — Contracted Services)\$75,000

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

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 3.09, Purchasing and Bidding Requirements

Fiscal Impact Statement

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

Implementation and Assessment Plan

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

Committee’s Recommendation

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

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

* * * * *

(Item 9) Action on a Request to Adopt a Resolution to Support the Safe Routes to Schools (Transportation Alternatives Program) Grant Application

Background

The Milwaukee Safe Routes to Schools program increases the number and safety of children walking or biking to school by bringing instructors, bikes, and helmets directly into schools for two weeks to provide in-depth education using in-class and on-bike modules. Since the program’s inception in 2004, more than 20,000 MPS students have been exposed to this lifesaving curriculum.

In an effort to continue teaching and promoting walking and biking safety, Milwaukee Public Schools Administration requests that the Board adopt the following resolution in support of the application for the Safe Routes to Schools grant to be submitted to the Wisconsin Department of Transportation-Transportation Alternatives Program-for fiscal years 2025 and 2026.

Resolution of Support for Wisconsin Department of Transportation’s (WisDOT’s) 2025-2026 Transportation Alternatives Program (TAP) Award Cycle

WHEREAS, The Milwaukee Public Schools supports the TAP application submitted by the Milwaukee Public Schools to WisDOT for the 2025-2026 award cycle, the application being for Safe Routes to School Education Projects, which increase the number and safety of children walking or biking to school by bringing instructors, bikes, and helmets directly into schools for two weeks to provide in-depth education using in-class and on-bike modules; and

WHEREAS, As MPS is Wisconsin’s largest, most diverse school district — with 80% of its students being eligible for free or reduced-priced lunch — continued support is requested; and
 WHEREAS, The Milwaukee Public Schools recognizes that WisDOT reimburses project sponsors for the federal share of 80% of the approved TAP project costs, up to the limit of the federal award amount; and
 WHEREAS, In light of the minimum 20% match requirement, the Milwaukee Public Schools has secured matching funds and/or commits to securing the matching funds; now, therefore, be it
 RESOLVED, That, if the Milwaukee Public Schools is awarded funding by WisDOT for the 2025-2026 TAP award cycle, the Milwaukee Public Schools is authorized to and agrees to accept the award and enter into all necessary agreements with WisDOT for the above-referenced project; and be it
 FURTHER RESOLVED, That the Milwaukee Public Schools agrees to comply with all applicable laws, requirements, and regulations as outlined in the WisDOT’s 2025-2026 TAP application materials, the state-municipal agreement between WisDOT and Milwaukee Public Schools, and any other program and/or project documentation.

The resolution affirms that, if awarded the grant, Milwaukee Public Schools commits to implementation of the program in partnership with the Bike Federation of Wisconsin.

Strategic Plan Compatibility Statement

Goal 2, Student, Family, and Community Engagement

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 4.03, Security

Fiscal Impact Statement

The total grant request is \$419,900. The required match is 20 percent (\$42,190.00 in year one and \$41,790.00 in year two), for a total of \$83,980.00 from budget code HPE-0-I-LAM-DW-ECTS.

Implementation and Assessment Plan

Upon approval by the Board, the resolution will be submitted.

Committee’s Recommendation

Your Committee recommends that the Board adopt the resolution to accept the award from the Wisconsin Department of Transportation supporting the Safe Routes to Schools grant application.

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

* * * * *

(Item 10) Action on Monthly Facilities Matters: FMS Award of Professional Services Contracts and Material Purchases and Report with Possible Action Regarding Air Quality

Professional Services Contracts

RFP #6606-02 Security Guard Response Services at Various Locations

A request for proposal (RFP) was issued by Facilities and Maintenance Services to obtain a firm to provide security guard response services at various locations.

Selected firm Securitas Security Services USA, Inc.
 Contract Amount..... \$350,000.00 over the three-year term
 Contract Period..... February 25, 2022-February 24, 2025
 Budget Code..... Various

RFP #21-035 Fire Alarm System & Component Testing & Inspection Services at Various MPS Locations

A request for Proposal (RFP) was issued by Facilities and Maintenance Services to obtain a firm to provide fire alarm system & component testing & inspection services at various MPS locations.

Selected firm Action Fire and Alarm Inc.
Contract Amount \$173,000.00
Contract Period..... February 25, 2022-February 24, 2024
Budget Code..... Various

The contract is a two-year contract with \$66,459.00 to be encumbered from FY23 in year one. The balance of the dollars will be encumbered from the FY24 budget.

The District has the ability to terminate the contract if funds are not available in FY24.

RFP #21-029 Electric Motor and Pump Servicing at Various MPS Locations

A request for Proposal (RFP) was issued by Facilities and Maintenance Services to obtain a firm to provide electric motor and pump servicing at various MPS locations.

Contract Amount Contracts will be issued on an as-needed basis on a pre-approved rate schedule, not to exceed \$300,000.00 annually.

Selected firm Quality Electric Service, Inc.
Contract Period..... February 25, 2022-February 24, 2025
Budget Code..... Various

Material Purchases

Pool Chemicals

Various MPS Sites

Prime Contractor
Carrico Aquatic Resources
720 North Parkway Street
Jefferson, WI 53549

Not to Exceed per Contract Year.....\$200,000.00

Term: February 25, 2022-February 24, 2025

Funds are available for the Pool & Cooling Tower Cleaning Chemicals project from School Equipment Funds, account code BLD 00 B0 PDW ESUP.

Outdoor Classroom Structures and Other Equipment

Various MPS Sites

Prime Contractor
Porter Corp
4240 North 136 Avenue
Holland, MI 49424

These purchases will be made under the Sourcewell Cooperative's contract #012621-PPC for open air structures and accessories or utility buildings with related equipment and services, using Porter Corp's authorized dealers.

Not to exceed per three-year contract term\$3,500,000.00

Term: February 25, 2022-February 24, 2025

Budget Code: Various

Report on Air Quality

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

The Department of Facilities and Maintenance Services (DFMS) continues to monitor mechanical systems throughout the district and to perform any necessary repairs to make sure MPS's buildings are safe and clean.

The Administration will continue to pursue measures in ensuring good air quality in MPS's buildings and will report to the Board monthly. The report will include updates on procuring consultants and the status of findings during the site investigations as part of their scope, steps toward procuring contractors to perform testing and balancing and to identify any deficiencies in mechanical systems, and an evaluation of potential deficiencies and establishment of a remediation plan if necessary. This defined process equates to performing a ventilation audit.

DFMS continues to work with the integrated project delivery contractors and the contracted owner's representative to finalize scopes at each school building.

Following is a report of ESSER II contracts for school sites. The scope within the contracts includes testing and balancing, mechanical projects, installation of water-bottle stations, construction of outdoor classrooms, installation of window screens, and other interior projects to promote social distancing and to mitigate the spread of COVID-19.

ESSER II Project Site Assignments

Site	NTP Phase 2 Total	Site	NTP Phase 2 Total
003 MacDowell Montessori	\$261,983.86	067 MEC/Golda Meir	\$1,298,673.79
006 Lincoln Middle Center for the Arts	\$1,361,398.61	071 MSOL	\$853,708.23
008 Marshall High School	\$7,492,051.58	073 Allen-Field	\$261,482.11
012 Bay View High School	\$1,354,879.92	075 Alcott	\$215,140.42
014 Bradley Tech	\$1,249,567.21	077 Auer	\$629,208.13
016 Obama HS	\$1,573,137.71	081 Barton	\$586,605.82
018 Hamilton HS	\$403,149.45	083 MLK, Jr., Elementary	\$304,847.48
020 Rufus King HS	\$775,916.25	089 Brown Street	\$410,156.51
022 Madison HS	\$7,095,862.51	093 Bruce	\$87,336.01
024 North Division	\$2,076,508.88	094 Bryant	\$468,622.84
026 Pulaski HS	\$1,604,990.21	095 Burbank	\$342,029.33
028 Metropolitan (Alliance) HS	\$211,335.53	098 Burdick	\$802,336.15
029 Riverside University HS	\$1,052,560.01	104 Cass	\$639,314.58
032 South Division	\$1,512,426.79	110 Clarke	\$134,149.15
033 Vincent High School	\$1,258,783.63	113 Clement	\$218,814.34
035 Washington Complex	\$1,917,888.20	114 Clemens	\$300,752.41
038 MHS of the Arts	\$6,962,734.69	116 Congress	\$259,485.36
041 Audubon	\$7,179,930.66	117 Cooper	\$234,129.64
044 Wedgewood	\$844,454.98	119 Craig Montessori	\$249,664.42
045 Morse	\$552,647.34	122 Curtin	\$283,635.16
046 Harnack (Project Stay)	\$128,168.98	123 Browning @ SSC	\$222,669.51
048 Rufus King Middle Schools	\$109,271.78	125 Doerfler	\$168,405.88
049 Parkside	\$112,012.56	131 Bay View Montessori, Upper Campus	\$425,732.85
050 Hayes at Kosc.	\$389,326.83	140 Spanish Immersion, Lower Campus	\$367,201.70
051 MACL/Grand Avenue	\$217,068.01	143 81 st Street	\$314,625.20
053 Northwest Secondary/Carmen NW	\$669,013.95	146 German Immersion	\$268,968.98
055 Douglas	\$187,600.49	148 Elm Creative Arts Elementary School	\$335,717.64
059 Roosevelt	\$317,100.56	149 Stars ECC	\$267,725.13
060 Reagan	\$1,539,596.90	150 Emerson	\$459,877.63
061 WCLL	\$844,658.06	152 Engleburg	\$416,250.74
062 French Immersion	\$519,284.85	154 Thurston Woods	\$349,557.97
065 Walker/ALBA/Carmen SW	\$502,738.50	155 Fairview	\$417,245.55
066 Green Tree	\$696,019.45		

Site	NTP Phase 2 Total	Site	NTP Phase 2 Total
158 Fernwood Montessori	\$145,262.17	270 Metcalfe	\$288,507.50
167 Spanish Immersion, Upper Campus	\$593,161.22	274 Mitchell	\$252,367.31
170 53 rd Street	\$468,366.19	277 Morgandale	\$241,760.84
173 Forest Home	\$366,821.72	283 Neeskara	\$401,658.47
176 Golda Meir Gifted	\$227,311.03	289 95th Street	\$580,461.88
179 Franklin Elementary	\$257,189.54	295 Zablocki	\$320,416.60
182 Fratney	\$173,600.58	298 Carver	\$292,191.16
185 Gaenslen	\$1,311,710.52	301 Parkview	\$453,343.83
188 Lloyd Barbee	\$391,166.10	307 Riverwest	\$279,563.15
191 IDEAL	\$120,295.13	309 Carson	\$317,431.62
192 Goodrich	\$298,629.31	312 Stars Discovery	\$547,042.75
193 Grant	\$327,435.89	313 Riley	\$264,779.73
194 River Trail	\$90,955.78	316 AAL	\$132,743.34
196 Grantosa	\$366,164.80	318 Rogers	\$231,799.70
199 Green Bay	\$289,585.10	319 Sherman	\$475,202.01
202 Greenfield Bilingual	\$357,756.18	322 Siefert	\$386,099.70
205 Hampton	\$584,398.46	325 Marv in Pratt	\$230,927.22
208 Hartford	\$221,421.84	331 65 th Street/MTEC	\$307,727.93
211 Hawley	\$147,273.96	334 Honey Creek	\$126,906.31
212 Hawthorne	\$262,485.89	337 Kluge	\$921,762.20
217 Hi-Mount	\$457,862.06	343 Story	\$393,169.34
218 Holmes	\$416,243.17	344 Stuart	\$241,181.67
220 Hopkins Lloyd	\$300,068.22	350 35 th Street/Assata/Banner	\$159,748.97
223 Humboldt Park	\$154,387.91	353 WSA 1	\$309,417.19
226 MKE Sign Language	\$914,884.80	360 Thoreau	\$270,146.16
232 Kagel	\$169,588.13	362 Bay View Montessori, Lower Campus	\$209,739.31
235 Keefe	\$561,892.42	365 Townsend	\$463,192.58
237 Kilbourn	\$281,502.36	368 Trowbridge	\$126,768.31
238 LaFollette	\$384,504.42	370 Transition HS	\$79,416.10
241 Lancaster	\$554,692.26	377 Gwen T. Jackson	\$536,369.58
244 Grant Gordon/Lee Elementary School	\$259,572.65	380 McNair/MKE Excellence	\$55,640.87
250 Lincoln Ave	\$257,839.27	383 Groppi	\$264,247.92
256 Longfellow	\$266,987.01	387 Italian Immersion	\$260,153.45
257 Lowell	\$709,326.92	390 Vieau	\$590,937.11
265 Manitoba	\$388,383.13	397 Whitman	\$331,439.23
267 Maple Tree	\$106,961.11	398 Whittier	\$465,057.38
268 Maryland Montessori	\$99,941.51	399 Garland	\$406,056.01
269 Bethune	\$276,101.60	IPD* Total	\$91,811,490.36

*Integrated Project Delivery

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 3.09, Purchasing and Bidding Requirements

Fiscal Impact Statement

The item authorizes expenditures for:

Professional Services Contracts Requested for Approval:

- Securitas Security Services USA, Inc., for security guard response services at various MPS sites;
Code: Various\$350,000.00

- Action Fire and Alarm, Inc., for fire alarm system & component testing & inspection services at various MPS sites;
Code: Various\$173,000.00
 - Quality Electric Service, Inc., for electric motor and pump servicing at various MPS sites;
Code: Various, not to exceed annually.....\$300,000.00
- Total not to exceed over a three-year term.....\$1,423,000.00

Material Purchases Requested for Approval:

- Carrico Aquatic Resources, for pool & cooling tower cleaning chemicals project at various MPS sites;
Code: BLD 00 B0 PDW ESUP, not to exceed per contract year.....\$200,000.00
 - Porter Corp, for outdoor classroom structures and other equipment at various MPS sites;
Code: Various\$3,500,000.00
- Total not to exceed over a three-year term.....\$4,100,000.00

Implementation and Assessment Plan

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

Committee’s Recommendation

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

Director O’Halloran moved:

1. approval of the professional services contracts and material purchases;
2. that the Administration provide to the Board quarterly air-quality reports; and
3. that the reports include the results of any ventilation audits.

The motion passed, the vote being as follows:

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

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(Item 11) Action on a Request to Approve the Lease Agreement with Milwaukee Excellence Charter School for the Happy Hill School Located at 7171 W. Brown Deer Road

Background

The mission of Milwaukee Excellence is to educate students in grades 6 through 12 through rigorous academics and character education essentials for success so they can excel and graduate from four-year colleges and pursue the professions of their choice. The goal of Milwaukee Excellence is for its graduates to carry with them character traits formed by values and to be equipped with the scholarly habits necessary to navigate their personal lives while attending college.

The Administration is requesting approval of the proposed lease agreement with Milwaukee Excellence through a lease term from July 1, 2022, through June 30, 2026, which falls within with the charter term contract.

The lease rent revenue will be as follows:

July 1, 2022-June 30, 2023 \$318,493
July 1, 2023-June 30, 2024 \$324,863

July 1, 2024-June 30, 2025	\$331,360
July 1, 2025-June 30, 2026	\$337,987

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 5.02, Use of School Facilities

Fiscal Impact Statement

There are no expenditures associated with this item. Total lease revenue for lease term is \$1,312,703.

Implementation and Assessment Plan

Upon the Board's approval, the Lease Agreement with Milwaukee Excellence Charter School for the Happy Hill School, located at 7171 W. Brown Deer Road, as attached to the minutes of your Committee's meeting will be executed.

Committee's Recommendation

Your Committee recommends that the Board approve the Lease Agreement with Milwaukee Excellence Charter School for the Happy Hill School, located at 7171 W. Brown Deer Road, as attached to the minutes of your Committee's meeting.

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

* * * * *

(Item 12) Report with Possible Action Regarding Data and Progress Associated with Reviewing Schools' Requests for ESSER III Funding for Additions and Renovation Projects

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

Background

On October 14, 2021, the Milwaukee Board of School Directors approved the budget for the Elementary and Secondary School Emergency Relief Fund (ESSER III). As part of the approved budget, approximately \$65 million was appropriated for potential school additions and renovation projects. At its October regular meeting, the Milwaukee Board of School Directors requested a report on the selection process.

A project-submission application was distributed to all school leaders on November 3, 2021, with a return date of November 12, 2021, requested. The district team received more than 700 project requests from the schools. The team went through every submission application and compiled a list of potential project requests from the data.

The construction costs, which are preliminary and need further vetting by a consultant through site investigations, were provided to assist with deciding if the projects are feasible and can be pursued.

On January 27, 2022, it was requested that, if a schools did not request a project or was denied a project, it be granted up to \$100,000 worth of school-requested projects. In addition, the Administration is following through with schools that were below the \$100,000 threshold and could apply for additional school-requested projects up to \$100,000.

Once projects have been approved, the District will move forward with contracted Integrated Project Delivery (IPD) teams assigned to ESSER III contracts to complete design and construction services.

Attached to the minutes of your Committee's meeting are the following documents:

- ESSER III Addition and Renovation Application
- ESSER III Summary of Estimated Allocations, updated 2/8/2022
- Summary of School Requests

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 5.01, Facilities

Fiscal Impact Statement

N/A

Director Leonard moved to accept the report and to approve the funding as outlined in the report.

The motion passed, the vote being as follows:

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

Noes — None.

* * * * *

(Item 13) Report with Possible Action on Limited-term Employees, July-December 2021

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

Background

Per Administrative Policy 6.37, the Administration, on a semi-annual basis, in August and February, shall present a report on all limited-term employees (LTEs) active during that period, their life-to-date earnings as LTEs, and an indicator of how long each individual has served as an LTE.

Attached to the minutes of your Committee's meeting is the current list of LTEs active during July through December 2021.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 6.37, Limited-term Employment Positions

Fiscal Impact Statement

N/A

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REPORT OF THE COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

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

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

Background

In 2014-15, the U.S. Department of Education's Office for Civil Rights (OCR) conducted a biennial review of data and discovered a disproportionality of African American students had received referrals, suspensions, and other disciplinary actions.

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

In September 2020, the Administration provided a report regarding the submission of the District's end-of-year report to the OCR. At that time, the Board took action to direct the Administration to report its progress on a monthly basis.

Monthly Discipline Disproportionality Report, January 1-31, 2022

The following is an update of activities to support a proactive approach to realizing accelerated outcomes in reducing disproportionality within Milwaukee Public Schools for the 2021-22 school year. This work is aligned to Resolution #05-14-5003 with the Office for Civil Rights. The monthly reporting associated with disproportionality for the 2021-22 school year will focus on the following proactive approaches:

- promoting and providing resources to schools on alternatives to suspension, including the Alternatives to Suspension Toolbox;
- working with schools to make certain that counseling and support services are being used;
- analyzing and evaluating individual schools' data related to suspensions to determine the best course of action to address disproportionality;
- continuing and expanding book studies; and
- forming a district committee to identify, to develop, and to implement strategies to reduce suspensions.

Promoting and Providing Resources to Schools on Alternatives to Suspension

All discipline champions receive a monthly Why Race Matters update from the District Discipline Manager which focuses on specific best practices to support positive student behavior. January's monthly update focused on the classroom strategies, including verbal acknowledgement, one-on-one conversation, and parental contact, among other strategies which staff members can use when handling classroom-managed behaviors.

With virtual learning occurring for two weeks, all Discipline Champions were provided resources for staff members to build a classroom community and positive climate virtually, as well as strategies specifically geared toward virtual learning. Discipline Champions also received best practices and information on returning students to in-person learning, including community building, setting expectations, and practicing in-person procedures in all settings.

Ensuring That Schools Are Using Counseling and Support Services

The District Discipline Disproportionality (3D) Leadership Team met on January 6, 2022, to review December's discipline data by race, behavior, and school. This month, the team focused on discussing next steps for the schools with the highest number of suspensions. In February, small groups will begin visiting the schools to hold focus groups with students and with staff members, to make observations, and to engage school leadership and teams in data dives and root-cause analysis.

On January 20, 2022, a mid-year data assessment was held with members of the District Discipline Disproportionality Leadership Team to look at district-wide behavior and disciplinary data through half the school year. Data were analyzed by race, by gender, by location, by time, by school, and by other metrics. A team with members from a variety of departments reviewed the data and identified several next steps that include supporting administrators' use of counseling as part of the discipline process, analysis of behavioral-intervention data at the school level, supporting staff members new to classroom management, surveying staff and students at schools which are experiencing increases in suspensions, and continuing to discuss why race matters in education.

Through January 31, 2022, there have been more than 575 meetings of school-based Discipline Work Groups. Looking at all minutes submitted, some of the most common themes occurring are proper documentation of behaviors and interventions, themes of disproportionality, and specific next steps to address concerns. Looking at specific strategies and next steps, the most common themes were providing professional development to staff, addressing the school's PBIS framework, forming support groups for identified students, setting and reteaching expectations, and acknowledging students' behavior through a positive lens.

The MPS Culture & Climate Toolkit has been shared with Discipline Champions, school leaders, and in Thursday Updates. The toolkit outlines specific strategies for schools and individual staff members to use to support positive behaviors within the PBIS framework, Restorative Practices, Trauma-sensitive Schools, and other approaches to school climate. The use of specific redirection strategies for classroom-managed behaviors is documented within PLP Classroom Behavior notes. The total documented strategies through January 31, 2022, can be found below.

Acknowledge verbally or tangibly	16,217	Independent work	214	Redirection	10,775
Brain breaks	486	Mindfulness	441	Recovery area (within room)	1,169
Behavior contract	351	Move their seat	1,668	Restorative conversation	1,682
Buddy classroom	1,434	One-on-one conversation	20,958	Secret signal	80
Community service	89	Proximity control	3,518	Support staff consultation	6,162
Collect property	880	Praise 5:1	124	Self-monitoring	153
Go Guardian	320	Parent contact	14,737	Reflection sheet	469
		Planned ignoring	2,904		

Analyzing and Evaluating Individual Schools' Data Related to Suspensions to Determine Best Course of Action to Address Disproportionality

Below are all behavioral events that led to out-of-school suspensions or student services suspensions across the district from January 1, 2022, through January 31, 2022, as documented in Infinite Campus. There were 1,182 suspensions in January 2022, compared with 2,543 suspensions in January 2020.

	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Arson								
Assault	1			12				13
Battery	6			31			2	39
Bullying				4				4
Burglary								
Chronic Disruption or Violation of School Rules	34	4	2	198		6	3	247
Disorderly Conduct	47	4	5	143		9	4	212
Endangerment of Physical Safety/Mental Wellbeing	6	1	1	81		1	4	94
False Fire Alarms								
Fighting	34	1	1	269		1	6	312
Gambling				2				2
Inappropriate Personal Property				7				7
Inappropriate use of electronic communication devices	4	1	1	24		1	1	32
Intent to Distribute Drugs/Alcohol/Meds								
Leaving the Classroom Without Permission				2				2
Loitering				6				6
Other Substances/Materials	5			14				19
Personal Threat	5			23		1		29
Possession of Drug Paraphernalia	2			4				6
Possession of stolen property				1				1
Possession/Ownership/Use of Alcohol	1							1
Possession/Ownership/Use of Drugs	3	1		12		1		17
Possession/Ownership/Use of Gun	1			10				11
Possession/Ownership/Use of Weapon Other than Gun	1			10				11

	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Possession/Use of Fireworks	2							
Reckless Use of Vehicle				2				2
Robbery								
Sexual Assault				1				1
Sexual Harassment	1			3				4
Skipping Class	1			9				10
Substantial Environmental Disruption	16	1	1	29		3		50
Theft	1			5				6
Trespassing				5				5
Use of Tobacco, Including Chewing	2		1	14		1		18
Vandalism	2			9				11
Verbal Abuse/Profanity/Harassment	1			18				19
Grand Total	175	13	12	938		24	20	1182

The following alternatives to suspension were used by schools when handling disciplinary events.

	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Conference	11	1	1	20		5	1	39
Counsel	57	6	8	381		12	11	475
Detention	4		2	21		1		28
Mediation	4			22		2		28
Referral to Behavioral Intervention Team (BIT)				1				1
Repairing Harm Circle	1			10			1	12
Restorative Conference	2			4				6

The following table displays suspension by grade level and race for January 2022.

Grade	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Total
K5								
1				5				5
2		2		9				11
3	7			14		1		22
4	3			37			3	43
5	8			42		1	1	52
6	17			88		5	2	112
7	19	2	1	116		3	3	144
8	24	1	1	128		3	4	161
9	66	2	4	265		4	5	346
10	19	6	5	99		5	2	136
11	9		1	95		2		107
12	3			40				43

Continuing and Expanding Book Studies

Explorations sessions regarding *Courageous Conversations about Race* were held for teachers at identified elementary schools. In January, a total of 450 staff members attended, with a total of 1,280 throughout the 2021-22 school year and a total of 2,635 staff having attended since March 1, 2021, when our first seminar occurred.

On January 14, 2021, the first Leadership Experiences and Administrative Development Series (LEADS) with *Courageous Conversations about Race* occurred with all SSTs, community schools coordinators, and central services coaches, totaling more than 150 individuals. This is a six-part series working to develop individuals' deeper understanding of the Courageous Conversations about Race framework and to integrate our practices throughout the district. The first session focused on our passion for, practice of, and persistence in racial equity in education.

Individuals reading *Pushout* by Monique Morris completed their book study by discussing the ramifications of her work within MPS. Additional book studies are being planned for the remainder of the school year.

Forming a District Committee to Identify, to Develop, and to Implement Strategies to Reduce Suspensions

Our final code-of-conduct focus group was held with community organizations including MICAH, Black Educators Caucus, Anti-racist White Educators, LIT, and MAPSE. We will begin our work groups in February with a variety of staff members, administrators, students, and community members looking at feedback from focus groups and making recommendations on updates to the code of conduct.

Across all traditional middle and high schools, there have been more than 150 meetings of the school-based Student Discipline Committee. An analysis of all of the Student Discipline Committee's meetings from September 2021 through January 2022 shows that students have engaged in conversations on a variety of topics within equity, school climate, school community, and social justice issues. The most common themes from students' discussions involved school climate and culture and the overall learning environment. Climate and culture discussions were on topics such as racism and colorism, dress-code enforcement, perceived treatment of some students, anti- LGBTQ+ rhetoric, and school spirit. Discussions on learning environment included locked bathrooms, access to drinking water, school lunches, substitute teachers, and overall staffing.

Looking at students' recommendations across all of the Student Discipline Committee's meetings, the most dominant themes included students' behavior and communications. Ideas for addressing students' behavior included instituting a system of incentives for positive behavior, re-teaching expectations, restorative practices and conflict-management tactics, and a variety of strategies for getting at the root cause of students' behavior through conversation, counseling (peer and professional), and interventions for mental health. Suggestions for improving communication of district and school policies included involving students in communications efforts, reviewing handbooks with students and staff regularly, and various strategies for communicating about the existence of safe spaces.

The next quarterly Community Conversation will occur on February 9, 2022, at 6PM.

Next Steps

- Hold citywide code-of-conduct work group analyzing focus groups' recommendations and making appropriate updates to the District's code of conduct.
- Provide additional *Courageous Conversations about Race* LEADS and DELT series for school and district leaders.
- Collaborate with schools with the highest suspensions towards root-cause analysis and next steps to support students and school climate.
- Viewing of the *Pushout* documentary by school nurses, followed by discussion around implications for their work.

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 1.06, Equity in MPS

Fiscal Impact Statement

N/A

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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) Action on a Request to Approve the MPS FY22 Head Start Federal Continuation Grant Application

Background

The Administration for Children and Families (ACF) requires the participation — through review, feedback, and approval — of the Milwaukee Public Schools Head Start Policy Council and of the Milwaukee Board of School Directors in the MPS Head Start federal continuation and baseline grant application.

The Head Start federal grant and county baseline application was presented to and discussed and approved by the Policy Council on January 28, 2022.

The funded enrollment for the federal MPS Head Start grant is 1,506.

The FY22 Head Start federal continuation grant application is due March 1, 2022.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Implication Statement

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

Fiscal Impact Statement

Does not authorize expenditures. The federal grant is expected to be in the amount of \$11,316,909.

Implementation and Assessment Plan

Upon the Board's approval, the Administration will submit the grant application.

Committee's Recommendation

Your Committee recommends that the Board approve the submission of the 2022-23 Head Start federal application.

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

* * * * *

(Item 2) Report with Possible Action Regarding the MPS/MKE Early Childhood 1,825 Initiative

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

Background

In November 2018, Milwaukee Public Schools, in collaboration with the City of Milwaukee and other public and private partners, announced an initiative and call to action to improve early childhood education across the city. The first five years (or 1,825 days) of life for a child are the most important that child's education and development. MPS and city leaders have joined together to build on past momentum and to push forward with the MPS/MKE Early Childhood 1,825 Initiative.

The mission of this work is to improve the learning experiences for children ages birth through-five years in Milwaukee by ensuring that all educators and childcare providers, who directly impact our students' learning, possess the understanding, skill set, knowledge base, capacity, and resources needed to provide high-quality instruction to all students participating in early childhood education programs.

This report provides an update on the work, accomplishments, and future tasks of the MPS/MKE Early Childhood 1,825 Initiative.

MPS/MKE Early Childhood 1,825 Initiative Update

Early Childhood, 2021-22

• 11,108 Students	American Indian	0.3%
• 111 Schools	Asian	6.6%
• 6.1% English-language Learners	Black	51.3%
• 18.2% Special Education	Hispanic	26.4%
• 74.7% Economically Disadvantaged	Hawaiian/Pacific Islander	0.1%
	White	10.5%
	Two or More	4.8%

Early Childhood Initiative's Focus and Goals

Early Childhood Staff Development

Provide high-quality professional learning opportunities for all early childhood care providers and educators

Equitable Resources

Ensure that early childhood programs are equitably equipped with the resources needed to meet the needs of the children and families whom they serve

Family Support and Transition

Provide families with support as students transition from early care centers to MPS

Instruction

Ensure that high-quality, research- based instruction is provided for all early childhood children and students

Social Emotional Learning & Cultural and Linguistic Needs

Provide support for students to address SEL needs as well as take into consideration the cultural and linguistic needs of students

Completed Work

Early Childhood Staff Development

District-offered professional development for early the Bridges to School engagement childhood educators

Equitable Resources

Continued partnership work on collaborated on the Coordinator's hiring process and collaboration toward Initiative's goals with Milwaukee Community Schools partners

Family Support and Transition

Shared family and community resources with MPS's strategic partnerships and via MPS's website and provided Head Start Health Kits

Instruction

Attended Pathways Conference and Ambitious Instruction e-Book highlighting early childhood

Social Emotional Learning & Cultural and Linguistic Needs

Promoted and supported "Positive Parenting" workshops for parents' education

Current Work

Early Childhood Staff Development

Secure speakers on language development as part of the ongoing S.O.L.E.Y. (Summer Oral Language in Early Years) Series

Equitable Resources

Continue partnership work on the Bridges to School project with Milwaukee Community Schools partners and Office of Early Childhood Initiatives (OECI)

Family Support and Transition

Attend Celebrating Abilities and Mind in the Making training

Instruction

Plan for implementation of district-wide early childhood professional development aligned to Ambitious Instruction cycles and Roll-out of Brigance trainings. (Brigance is a norm-referenced test that compares each child's results with the performance of other examinees.)

Future Work

Early Childhood Staff Development

Continue ongoing S.O.L.E.Y. Series sessions

Instruction

Support the implementation of Early Childhood screener and Ambitious Instruction plan

Family Support and Transition

Rollout and monitor Ready4K parent resource and continue providing family resources to the community

Equitable Resources

Continue partnership work on the Bridges to School project with Milwaukee Community Schools partners and Office of Early Childhood Initiatives (OECI)

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Implication Statement

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

Fiscal Impact Statement

N/A

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(Item 3) Report with Possible Action Regarding Black Lives Matter Week Campaign and Planning for the 2021-2022 School Year

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

Background

In August 2020, the Milwaukee Board of School Directors adopted Resolution 2021R-010, regarding a Black Lives Matter Week of Action. Since the Board's action, the Administration implemented the resolution for the 2020-21 school year. This included assembling the 2020-21 Black Lives Matter (BLM) Week of Action and a Year of Purpose Advisory Committee and creating sub-groups. The Administration is continuing this important work for the 2021-22 school year, and planning is underway.

For the 2021-22 school year, the committee and sub-groups were updated and have been meeting regularly. The Administration will continue to provide quarterly reports to the Board on its planning for the current school year relative to three key areas:

- Curriculum & Professional Development
- Week of Action
- Monthly School Projects

Black Lives Matter Year of Purpose Review

Core Committee Members

Curriculum & Professional Development

- Dr. Latish Reed, Chair
- Felice Beal, Administrator
- Nuntiata Buck, Co-chair
- Shauna Perry-Finch
- Paul Moga
- Dr. Patricia Ellis
- Stanley McWilliams
- Robert Lang
- Karen Anderson
- Jill Holmes
- Renee Laird Adelon
- Sara Rolf

Week of Action

- Dr. Ebony Davis, Chair
- Felice Beal, Administrator
- Richard Watkins, Administrator
- Dr. Janet Butler, Co-chair
- Derrick Rogers
- Cynthia Williams
- Ryan Hurley
- Patrice Townsend
- Director Sequanna Taylor
- Janet Wheeler
- Zion Rogers
- Jaiden Alvarado
- Amira Randolph

Monthly School BLM Projects

- Ingrid Henry-Walker, Chair
- Dr. Toni Dinkins, Administrator
- Jeremiah Jackson, Co-chair
- Nina Scott
- Erika Ashford
- School Safety
- Celeste Ochonogor
- Dr. Christlyn Stanley
- David Valdes
- Kentrell Galmore

Curriculum & Professional Development

- Developed and revised the Racial Equity Readiness Questionnaire, Parts 1 & 2, based on feedback sessions with school administrators and university & community partners. (Questionnaire will be piloted through the Office of Academics in February 2022)

Goal: To identify different levels of awareness & capacity

- Self-awareness
- Suggested corresponding lessons and resources to be used with students
- Roadmap to needed professional development

- Administrators in the Offices of Academics and of Research and Assessment are participants with the DPI's Engaged Educators cohort, led by Dr. Gholdy Muhammed

- Shared Black Lives Matter booklist and monthly curriculum with the Principal Institute, AP/SpED, and school support teachers' and Achievement Gap Reduction teachers' institutes and high-school departmental chairs.

2022 Week of Action Update

Week of Action took place January 31-February 4. We anticipated that during the week, more than 750 participants would log in virtually.

Week's activities

- Monday, January 31, 2022: Kick-off with Dr. Decoteau J. Irby, Educator & Author of *Stuck Improving*
- Tuesday, February 1, 2022: Black Film Festival Conversation
- Wednesday, February 2, 2022: Inter-generational Panel Discussion
- Thursday, February 3, 2022: HBCU & Divine 9 Greek Organizations, panel discussion
- Friday, February 4, 2022: Staff & Student Showcase

2021-22 Monthly Activities

- November: Justice for George (Restorative Justice)

- December: Black Activists with Disabilities (Globalism & Collective Value)
- January: Black Radical Educators (Black Villages)
- February: Celebrate a Month of Black Lives Matter
- March: Student Activist (Loving Engagement and Empathy)
- April: Radical Black Educators

Week of Action Partner Engagement

Milwaukee Community Schools Partnership
 Milwaukee Public Schools
 Metropolitan Milwaukee Alliance of Black School Educators (MMABSE)
 MTEA
 Black and Latino Male Achievement

Next Steps for BLM in MPS

Curriculum & Professional Development

- Continue incorporating culturally- and historically-responsive education, using Dr. Gholdy Muhammad's work with our district teams to support cultural extensions on curriculum development
- Pilot the Racial Equity questionnaire, focusing on teachers' culturally-responsive practices & use of resources
- Pilot the Tulsa Curriculum in Community High Schools
- Establish monthly activities for all schools
- Establish professional development in sensitive topics
- Develop an effective system for schools to share BLM activities and to create additional student-empowerment efforts for the MPS Black Lives Matter Student Showcase

Monthly Activities

- Continue monthly activities for 2022
- Develop Student Showcase for the month of May 2022
- Collaborate with all BLM committees to plan activities for the 2022-23 school year

Week of Action

- Start discussing and planning for 2022-23
- Create a BLM Action Day aligned to the theme of the month for the months of April & May

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Implication Statement

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

Fiscal Impact Statement

N/A

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(Item 4) Report with Possible Action Regarding the 53206 Initiative

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

Background

To better serve the community in the 53206 ZIP code, the Board approved implementation of the 53206 Initiative. The 53206 Initiative is focused on three pillars: Alignment: Academics, Pathways, and

Engagement; Filling Gaps: Equitable Access and Opportunity; and Strengthening Outcomes: College and Career Readiness. The Principals' Cohort — consisting of nine school leaders from North Division, Andrew Douglas, Auer Avenue, Benjamin Franklin, Hopkins-Lloyd, Gwen T. Jackson, Keefe Avenue, Green Bay Avenue Success Center, and LaFollette — continues to meet regularly to further discuss the needs in 53206 schools.

53206 Promise Partnership Schools

- 1,975 students
 - 8 schools
 - 0.2% English-language learners
 - 25.5% students with disabilities
 - 88.2% economically disadvantaged
- | | |
|------------------------------|-------|
| American Indian | 0.4% |
| Asian | 0.5% |
| Black/African American | 93.2% |
| Hispanic | 3.3% |
| Hawaiian or Pacific Islander | 0.1% |
| White | 0.5% |
| Two or More | 2.1% |

Vacancies in Schools

- Eight teachers (Includes one Spanish teacher)
- Eight paraprofessionals
- One children's health assistant
- 2.4 physical education teachers
- 0.7 music teacher
- 0.5 art teacher
- 0.4 counselor

State Report Cards, 2020-21

	Overall Accountability Score		Number of Schools
	AR	Alternate Rating	
Andrew S Douglas Middle	53.8	Meets Few Expectations	1
Auer Avenue Elementary	62.7	Meets Expectations	2
Franklin Elementary	21.2	Fails to Meet Expectations	2
Hopkins Lloyd Community School	26.0	Fails to Meet Expectations	3
Jackson Elementary	52.3	Meets Few Expectations	
Keefe Avenue Elementary	63.3	Meets Expectations	
LaFollette Elementary	12.6	Fails to Meet Expectations	
North Division High			

2021-22 Fall STAR Results

	Early		
	Literacy	Reading	Math
Significantly Above Target	1	5	14
On Target	3	12	—
Below Target	15	85	165
Well Below Target	27	128	206
Significantly Below Target	84	526	579

53206 Promise Partnership Interventions

Literacy and Math Interventions

- iReady
- Reading A to Z
- Freckle
- Achieve 3000
- Khan Academy
- Small-group curriculum-based interventions
- After-school tutoring

Gwen T. Jackson S.T.E.A.M. Center

S.T.E.A.M.'s Goals

- Enhance students' creativity
- Heighten students' ability to solve problems
- Build on students' background knowledge of various scientific concepts
- Practice brainstorming, planning, creating, and improving communication

- Develop and enhance team building and collaboration among students
- Develop students' ability to be critical thinkers and successful scientists
- Develop students' love for science, engineering, arts, and mathematics

Features

- One staff member services all grade bands, K3-5th Grade (269 students)
- Teachers use Common Core State Standards when creating activities related to S.T.E.A.M.
- S.T.E.A.M. aligns with the District's science curriculum
- Project Lead the Way curriculum and resources are readily available
- There are two theory rooms (one for K3-K5, and one for 1st-5th grades)
- There is a Makerspace for project-based learning
- The open concept of the media center cultivates an environment of creativity and problem solving
- More than \$50,000 has been invested in the development and sustainability of the Jackson S.T.E.A.M. Center

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Implication Statement

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

Fiscal Impact Statement

N/A

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(Item 5) Report with Possible Action on MPS Montessori Strategic Plan

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

Background

The Montessori Strategic Plan, which was adopted on March 28, 2019, is a framework for structural supports for our eight Montessori schools, which educate more than 4,000 students.

Montessori Strategic Plan Update

Montessori Strategic Plan Progress

Completed Work

- Montessori Advisory Committee met in November, January, and February.
- Montessori Material Standard Care was finalized.
- Teacher-retention survey was completed.
- Montessori-wide district PD was completed.
- Presented at WMA conference
- Exhibited at the MPS Kindergarten Enrollment Fair

Current Work

- Holding monthly Montessori principal meetings
- Allocating Montessori scholarships
- Developing relationship with school-to-work students for materials development
- Establishing IC gradebook feedback committee
- Developing curriculum for Riley Dual-language Montessori School

Montessori Certification

Administration

Seton Montessori Institute

Primary, K3-K5

- UW-River Falls
- Global Montessori Educators Institute

Elementary, Grades 1-6

- Alverno
- UW-River Falls

Secondary, Grades 7-12

Cincinnati Montessori Secondary Teachers' Education Program

Midpoint Status

Successes

- Coordinator's position
- Marketing
- Primary Montessori-specific report card
- Montessori Material Standard of Care
- Structures of communication

Possible Amendments

- Reconsideration of items
- Redaction of items
- Modification of funding
- Adjustment to timelines

Next Steps

March 2022

- Montessori Advisory Committee meeting, March 7, 5:30 p.m.
- American Montessori Society Conference — teacher recruitment
- MPSU — Montessori MACTE (Montessori Accreditation Council for Teacher Education) accreditation visit
- Strategic plan revision

April 2022

- Montessori Advisory Committee meeting, April 4, 5:30 p.m.
- Continued teacher-recruitment efforts
- Textbook-adoption purchasing support
- Montessori summer school development

May 2022

- Montessori Advisory Committee meeting, May 2, 5:30 p.m.
- Montessori orientation for district leaders
- Communication with wait-listed families
- Define expectations for the implementation of the Montessori middle-school curriculum

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 2.12, Advisory Committees: Administration-originated

Fiscal Impact Statement

This item does not authorize expenditures.

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(Item 6) Report with Possible Action Regarding Ambitious Instruction

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

Background

Ambitious Instruction: Accelerating Learning, which was implemented at the start of the 2021-22 school year, plan is focused on three levels: Formative Practices, Explicit Instruction, and Engagement. Ambitious Instruction: Accelerating Learning embodies the District’s Five Priorities for Success, focusing on increasing academic achievement and accountability, developing our staff, and strengthening communication and collaboration.

The Ambitious Instruction Plan is implemented through three cycles of professional learning. While all cycles are integrated, each cycle has a specific area of focus: Cycle 1 had a focus on intentional planning. Cycle 2, the current cycle, focuses on scaffolding, and Cycle 3 will focus on empowering students.

To track the progress of Ambitious Instruction: Accelerating Learning, a non-evaluative walk-through rubric was designed to gather feedback on how to better support teachers and leaders in understanding and implementing teachers’ learning of best practices. The rubric is used for the collection of data regarding teachers’ practices aligned to the professional learning cycle. The rubric is for the use of both school teams and regional teams.

Ambitious Instruction: Accelerating Learning Update

Ambitious Instruction: Accelerating Learning	
District-adopted and -supported materials	Formative Practices
Culturally-responsive Practices	Explicit Instruction
Instructional Technology	Engagement

Professional Learning Plan

Cycle 1: Intentional Planning

- Using learning intentions to guide instructional decisions
- Using district-adopted resources
- Leveraging technology
- Connecting to students’ lives

Cycle 2: Scaffolded Support

- Providing specific, actionable, and immediate feedback to students
- Modeling and verbalizing the thinking process
- Providing meaningful peer interactions
- Allowing choice in demonstration of learning

Cycle 3: Empowering Students

- Providing opportunities for students to self-assess and monitor their own progress
- Providing opportunities for collaborative and independent practice
- Serving as facilitators of learning

Implementation of Adult Learning — End of Cycle 1

Success Indicator #1 — Formative Practices

Formative practices include activities/actions taken by teachers to elicit and to respond to students’ thinking and reasoning in order to deepen students’ understanding and to meet and advance students’ learning.

	Meets Expectations	Developing	Needs Support
Learning Intention and Success	62.5%	29.2%	8.3%
Checking for Understanding	66.7%	25.0%	8.3%

Success Indicator#2 — Explicit Instruction

Explicit instruction can be described as intentional and purposeful actions taken by teachers to ensure hands-on/minds-on engagement and learning by every student. Explicit instruction frames teaching as an active endeavor that centers instruction on students’ meaning and sense making. Teachers help students build new knowledge by making explicit connections to prior learning. Though each content area embraces content-specific instructional strategies, explicit instruction through a broader lens articulates a core set of high-leverage instructional practices and teaching skills necessary to promote deep learning consistent across all content areas.

	Meets Expectations	Developing	Needs Support
Use of Instructional Materials	70.9%	25.0%	4.2%
Grade-level Instruction	75.0%	16.7%	8.3%

Success Indicator# 3 — Engagement

Academic practices promote emotional, cognitive, and behavioral engagement, as characterized by opportunities in the classroom to develop cognitive skills and habits of mind that prepare students to take on more advanced academic tasks with confidence. Students of all skill levels participate meaningfully, and differentiated supports help all students reach proficiency. The classroom is a socially and intellectually safe environment in which students are positioned as competent and capable learners.

	Meets Expectations	Developing	Needs Support
Rich Learning Experiences through Technology	47.4%	31.6%	21.1%
Cultural Context in Lessons	69.6%	26.1%	4.3%
Culturally-responsive Strategies	65.2%	26.1%	8.7%

STAR Baseline Participation

Early Literacy (Grade 1).....69.0%
 Reading (Grade 2+).....74.5%
 Math (Grade 1+).....73.1%

Benchmarks for STAR

Early Literacy and Reading

Performance Category	Percentile Rank Ranges in 2021-22 school year	Predicts to WI Forward and ACT Suite
Significantly Below Target	1-10	Below Basic
Well Below Target	11-25	
Below Target	26-59	Basic
On Target	60-74	Proficient and Above
Significantly Above Target	75 and up	

Math

Performance Category	Percentile Rank Ranges in 2021-22 school year	Predicts to WI Forward and ACT Suite
Significantly Below Target	1-10	Below Basic
Well Below Target	11-39	
Below Target	40-74	Basic
At or Above Target	75 and up	Proficient and Above

Baseline Star Data, Fall 2021

	Early Literacy	Reading	Math
Significantly Below Target	50.6%	47.4%	37.8%
Well Below Target	20.1%	19.0%	23.1%

	Early		
	Literacy	Reading	Math
Below Target	18.4%	22.5%	32.3%
On Target	5.6%	5.5%	
Significantly Above Target	5.3%	5.6%	6.8%

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Implication Statement

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

Fiscal Impact Statement

No Fiscal Impact

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(Item 7) Report with Possible Action Regarding Bilingual Education and the District Multicultural Multilingual Advisory Council (DMMAC)

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

Background

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

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

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

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

Bilingual Multicultural Education

Fundamentals: Resolution 1415R-003

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

Bilingual Schools, 2021-22

• 15,300 Students Served	American Indian	0.5%
• 21 Schools	Asian	4.8%
• 37.2% English-language Learners	Black	23.8%
• 23.2% Special Education	Hispanic	64.0%
• 81.0% Economically Disadvantaged	Hawaiian/Pacific Islander	0.1%
	White	4.7%
	Two or More	2.1%

Bilingual Multicultural Education Department

Mission

To provide equitable access to quality multi-lingual and multi-cultural programming in Milwaukee Public Schools.

Vision

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

Program Updates

Bilingual

Updates

- Regularly Update Biliteracy Year-at-a-Glance
- Write/Revise *¡Arriba la Lectura!* biliteracy units
- Write/Revise *Galeria de lengua y cultura* biliteracy units
- Continue with reading-adoption professional development
 - *¡Arriba la Lectura!*, K5-6th grade
 - *Galeria de lengua y cultura*, 7th-8th grade
- Begin offering Saturday planning-support sessions.

Next Steps

- Continue to update and develop biliteracy units pertinent to *¡Arriba la Lectura!* and *Galeria de lengua y cultura*
- Continue to offer professional development pertinent to the reading adoption and biliteracy pedagogy

English as a Second Language (ESL) and English Language Development (ELD)

Work in Progress

- Received the Refugee School Impact and Refugee Youth Mentoring grants.
- Kicked off a pilot-school approach with Story School to provide differentiated professional development and coaching around ELD.
 - Identified Kagel School as a bi-lingual dual-language ELD pilot school.
 - Provided updates around ESL and ELD to school leaders during drop-in sessions at the January institute.
 - Provided 24 support sessions to nine first-year ESL teachers and 29 support sessions for all K-12 ESL teachers.

Next Steps

- Implement the ELD action plan, 2021-24.
- Offer professional development on the ELD framework to all schools that educate English Learners.
 - Analyze outcomes from pilot schools to continuously shape and enhance Ambitious Instruction plan for English learners.
 - Provide differentiated professional development and coaching sessions.

World Languages/Immersion and Seal of Biliteracy (SBL)

Work in Progress

- Continued work on Path to Proficiency's language-acquisition curriculum map and lesson plan template.
- Nine new teachers have been hired in our World Languages program.

- Proximity Learning continues to provide MPS with licensed world languages teachers where needed.
- There are approximately 150 students from nine different high schools working on the Seal of Biliteracy this year.

Next Steps

- Implementation of Mango Languages for the whole district.
- Continue to offer professional development to all teachers on the addition of Mango Languages as a classroom resource. One-on-one teacher leader support for new teachers.
- Summer Opportunities for credit recovery and acceleration will be provided by Proximity Learning.
- Spring assessment for languages other than English via AAPPL and OPI.
- Adding 22 more low-incidence partner languages spoken by our MPS student population in the criteria.

DMMAC Update

- Development of Recruitment Strategy
- Updates on World Language Recommendation Plan Informational Session on Mango
- Upcoming Meetings: February 16, March 16, April 20, May 18, and June 8

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

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(Item 8) Report with Possible Action on the Regional Showcase — High School Region

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

Background

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

This month, the High School Region is featured. The region comprises 26 schools, including Montessori, immersion, International Baccalaureate, bilingual, career and technical education, community schools, alternative and other specialty schools such as the Milwaukee Virtual Program. The High School Region has served 22,910 students in diverse settings to meet the varied needs of our students. Schools in the High School Region include Alliance, Audubon MS/HS, Bay View, Bradley Tech, Groppi, Hamilton, MacDowell, Madison, Marshall, Golda Meir, Milwaukee High School of the Arts, Milwaukee County Youth Education Center, Milwaukee School of Languages, North Division, Obama School of Career and Technical Education, Project Stay, Pulaski, Ronald Reagan, Riverside, Rufus King, South Division, Transition, Vincent, Washington High School of Information Technology, and Wisconsin Conservatory of Lifelong Learning.

The High School Region offers a variety of programs and services to support our students towards their graduation goals. The High School Region attributes our success to strong leadership, dedicated and talented staff, and effective partnerships with families and the community.

High School Region Showcase

Overview

- 26 schools, plus the Milwaukee Virtual Program
- Variety of programs and sizes to suit all learners:

— Montessori,	— Advanced Placement,	— Gifted and Talented,
— International	— National Academy	— language-immersion,
— Baccalaureate,	— Foundation,	— bilingual, and

— alternative schools

Regional Enrollment

2017-18	2018-19	2019-20	2020-21	2021-22
24,083	22,670	22,162	21,476	22,910

Regional Data

Students with Disabilities	4,469	(22.4%)
EL Students	2,221	(11.1%)
Economically Disadvantaged	14,783	(74.1%)

Disciplinary Data

	2019-20	2020-21	2021-22
Suspensions	7,245	NA	4,457
CS Conferences	213	6	135

James E. Groppi High School

- Alternative school offering GED02, competency-based programming, and Edgenuity coursework towards graduation

Priority: Academic Achievement

- An individual plan for every student, with an anticipated graduation date determined at enrollment
- Frequent check-ins, monitoring, and personalized feedback
- Support in the evenings and on weekends

Priority: School Culture

- Reduction in incident referrals
- Mural & signage
- Relationship/community building

Priority: Our Staff

- Aligned mission and all-hands-on-deck approach to graduation
- Staff who are content specialists
- Use of multiple district tools to support learning in traditional and non-traditional formats

Priority: Fiscal Responsibility

- Increasing enrollment and completion rates with a rolling enrollment throughout the school year
- No deficit for last three years

Enrollment/Graduation

	2018-19	2019-20	2020-21	2021-22
Senior Enrollment	69	NA	57	68
Graduation Rate	20.6%	16%	15.9%	17.4%

Priority: Communication and Collaboration

- Community events
- Partnerships and support outside the school
- Supporting students with community connections
- Working closely with leaders at traditional high schools as a safety net for all

The Results/Next Steps

- Students reaching their graduation goals
- Continued focus on supporting graduation for all students
- Continued exposure to post-graduation opportunities

- Increased supports offered to students

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Implication Statement

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

Fiscal Impact Statement

N/A

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REGULAR ITEMS OF BUSINESS

(Item 1) Reports of the Board's Delegates

The Board received the reports of its delegates to the CESA #1 Board of Control and to the Head Start Policy Council.

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

In an effort to support the goals identified by MPS as essential to the accomplishment of the MPS Vision and Mission, the President's activities from February 2022 included the following:

Academic Achievement

- Reviewed social studies adoption materials
- Attended all meetings of the committee's of the Milwaukee Board of School Directors
- Attended student rally at RKJS

Effective and Efficient Operations

- Met with Superintendent Posley and his staff regarding all matters having to do with the COVID-19 pandemic, including the return to in-person learning
- Worked with all administrative staff regarding the climate justice initiative
- Met with Marquette University students in order to get support for climate justice and sustainability initiatives

Student, Family, and Community Engagement

- Met with Superintendent Posley and appropriate staff regarding the ESSER II and III funding for building modifications
- Met with the Middle and High School Equity Workgroup
- Worked with administrative and OAE to continue planning for a suburban/MPS mini-conference on metropolitan segregation and integration
- Visited nine schools with Superintendent Posley
- Responded to inquiries from parents, staff, and the community regarding a multiplicity of issues
- Spoke at the NorthShore Progressive organization about school privatization
- Testified at Assembly's hearing against legislation to dissolve MPS into four or eight parts
- Participated in ten TV interviews regarding COVID-19 protocols, masking, and legislative proposals by Senator Alberta Darling, WUWM, Violence in Milwaukee, and MJS interviews
- Attended leadership meeting of Milwaukee Succeeds
- Attended press conference regarding violence in Milwaukee
- Attended meeting with Director Taylor about violence in Milwaukee

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NEW BUSINESS

(Item 1) Referral of a Request to Adopt a Medication-administration Policy for Milwaukee Public Schools

Referred to the Committee on Legislation, Rules and Policies

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COMMUNICATIONS AND PETITIONS

(Item 1) Referral of Communication 2122C-005 from the Milwaukee Teachers' Education Association on a Proposed Policy on Filling Principal Vacancies

Referred to the Committee on Legislation, Rules and Policies

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RESOLUTIONS

Resolution 2122R-015

By Director Aisha Carr

WHEREAS, While the COVID-19 pandemic has presented many new challenges and has widened the pre-existing academic disparities that have significantly impacted historically disadvantaged students the hardest, the pandemic simultaneously has presented opportunities to design and implement rigorous strategies of evidence-based initiatives, including the piloting and monitoring of new and innovative approaches to delivering quality academic and enrichment services; and

WHEREAS, Although many of the challenges facing our educational system predate the COVID-19 pandemic, the opportunities for innovative and transformational reform remain missed opportunities. Milwaukee Public Schools is strongly positioned to reimagine and to restructure educational theories and practices to strategically design a holistic approach to redefining quality and equity within our district; and

WHEREAS, Even before the COVID-19 pandemic interrupted learning and deprived students of critical in-person instruction time, special education services, social and emotional learning opportunities, and college-and-career-readiness planning and preparation, many MPS students were already at a severe disadvantage with disproportionate representation in the lowest percentile of academic achievement in mathematics, reading and science, struggling to maintain focus and to demonstrate success because of the digital divide, absence of academic interventions and special education services, social deprivation, and persistent mental health crises; and

WHEREAS, Today, there are more than 1,600 schools in more than 600 school districts across 26 states that have adopted four-day school weeks to reimagine public education and to use innovative approaches to address economic woes of school budgets, to provide high-quality professional development for educators, and to use as strategies to recruit and to retain educators; and

WHEREAS, Many of the districts that have adopted the four-day model use the fifth day of the week to prioritize professional development for teachers and to encourage students and youth service providers opportunities to deliver extended-learning opportunities for the purpose of skill advancement and the pursuit of college and career readiness skills; and

WHEREAS, A study conducted in 2008 suggests that four-day school weeks can result in higher student attendance, which, in turn, can result in better performance on standardized test scores. In addition, four-day school weeks can also help students focus, build morale, and improve behavioral outcomes; and

- WHEREAS, Anderson and Walker (2015), using school-level data about 4th- and 5th grade students in Colorado, have shown that the percentage of students scoring above the proficiency threshold in Math and English language Arts on the state test has increased by 4-7 percentage points as result of the four-day school week; and
- WHEREAS, Much anecdotal evidence suggests that the four-day school week improves students' morale and behavior, indicating that four-day school weeks increases students' willingness to attend school and reduces disciplinary incidents at school; and
- WHEREAS, A survey administered to parents across the US to assess the impact of the pandemic on dropout rates suggests that chronic absenteeism for students in 8th through 12th grade has increased by 12 percentage points, while 42 percent of the students who are engaging in chronic absenteeism for the first time are not attending school at all. Scaled up to a national level, this suggests that 2.3 million to 4.6 million additional students in 8th through 12th grade were chronically absent from school in 2020, in addition to the 3.1 million who were chronically absent in pre-pandemic years; and
- WHEREAS, In a study conducted in early 2021 of about 16,370 parents across every state in America, 35 percent of the parents expressed significant concerns about their child's mental health and social and emotional wellbeing, with about 80 percent of parents expressing some level of concern about their child's mental health and social and emotional health and development since the start of the pandemic. In addition, of the parents surveyed, a significant percentage reported increases in clinical mental health conditions among their children, with a five percentage-point increase in anxiety and a six percentage-point increase in depression. Inadvertently, about 80% of children with mental health disorders receive services from a specialized mental health service provider; and
- WHEREAS, The 2019 Wisconsin Behavioral Health Systems Gaps report suggest two of the top populations facing the greatest mental health disparities are: Opportunity Youth ages 18-25 and adolescents aged 12-17, with workforce shortages and shortage of culturally appropriate community-based services being amongst the top reasons cited for the increase in severe mental health problems; and
- WHEREAS, It has been estimated that, lacking immediate and sustained innovative interventions, disparities engendered by the pandemic could result in lifetime earnings of K-12 students being reduced by an average of \$49,000 to \$61,000, especially for those students who have suffered greater loss of learning. Educational achievement and attainment have been linked not only to higher earnings, but also to better health and reduced incarceration rates and greater civic engagement; and
- WHEREAS, About 88% of the victims of both non-fatal shootings and homicides are black people, with about 10.6% of the victims of homicide being minors who were 18 years of age and younger. Already in 2022, Milwaukee Public Schools has lost students because of fatal shootings, reckless (fatal) car accidents. Also, there has been multiple incidents in schools warranting greater policies and practices to provide extensive training opportunities to School Safety personnel; and
- WHEREAS, Black students continue to be disproportionately represented in school disciplinary/suspension data, accounting for almost 80% of the District's suspensions resulting from fighting, chronic disruptions/disorderly conduct, and violation of school rules and policies; and
- WHEREAS, The 2019 Youth Risk Behavior Management survey showed that nearly one in two students reported anxiety (49.0%) which reflected about 9% growth from 2017 to 2019. More than two out of three girls in the 10th and 11th grades reported anxiety; and
- WHEREAS, A survey administered to parents, students, educators, and taxpayers in the Milwaukee Board of School Directors' fourth district showed that about 87% were completely dissatisfied with the current data reflecting academic achievement, school culture and climate, leadership, and community-engagement efforts, citing ineffective communication practices, ineffective school safety policies and practices, limited funding accountability and transparency, outdated curriculum and instruction, ineffective efforts to recruit and retain black and brown teachers, and racial inequities. Each person surveyed expressed a desire to be involved with the District 4 Task Force to learn more about district-wide policies and procedures and determine ways to get involved in their local schools; and
- WHEREAS, Milwaukee Public 'Mission Aligned Partners' initiative supports the training and development of parents, students, teachers and industry leaders to: gain access to career exploration opportunities, align academic instructional plans to workforce labor market demands, and provide increased flexibility for students to earn credit beyond the traditional school day; and

WHEREAS, “Automation” exposure is defined as the use of electronics and computer-controlled devices to ultimately advance new technology, and increase efficiency and reliability. Inadvertently, automation exposure can cause a significant disruption to young workers between the ages of 16 and 24 and historically underrepresented communities of color who have the lowest educational credentials reflecting overrepresentation in automatable jobs associated with food preparation and serving; and

WHEREAS, According to a 2019 Brookings Institute report on *Automation and Artificial Intelligence*, Milwaukee is ranked number sixty-two among the top 100 Metropolitan cities (State of Wisconsin ranking number ten), with the average automation percentage being 45.5%. This is critical because educational attainment will prove decisive in shaping the impact AI-aged technological developments will have on the local labor markets. The impacts of automation in the coming decades will be variable across occupations, and will be visible especially among lower wage, lower-education roles in occupations characterized by rote work; and

WHEREAS, Manufacturing and office administration heavy regions like Wisconsin, with the greatest concentrations of routine employment are amongst some of the places that has seen the largest shift to low-wage service employment in the automation/IT era; and

WHEREAS, in Milwaukee County, there are over 22,000 youth and young adults between ages 16 to 24 who are out-of-school and/or out of life-sustaining work. It is estimated that about 91% of the 16 to 24 year-olds out-of-school and out-of-work were educated through our public school systems. In Wisconsin, students who identify as black and brown make up about 95% of high school students who don’t graduate on time. Further, it is concluded that youth who don’t earn their high school diplomas have limited employment options and often struggle with lower income representing a significant percentage of families living in poverty; and

WHEREAS, Decreases in teacher absenteeism have resulted in financial savings from a reduction in the need for substitute teachers serving as one of the most research proven benefits of four-day school weeks;^[17] and

WHEREAS, Community organizations, small minority-owned businesses, and leaders in youth development have all expressed a desire to collaborate with MPS to provide additional educational and youth-development services, including restorative practices, financial literacy, career pathways and college readiness, and other life-skills training and development opportunities; and

WHEREAS, Countries like China, Canada, Estonia and Singapore (to name a few) have intentionally and creatively shifted policies and practices to prioritize the opportunities and demands of a future workforce during the COVID-19 global pandemic and beyond. Specifically, the changes implemented in those countries to promote lifelong learning, quality train and ultimately align with an evolving innovative workforce; and

WHEREAS, Now, more than ever, is the time to intentionally develop opportunities to address the barriers facing our students including those of the labor market thus equipping teacher leaders to drive quality instruction that will develop the skills and abilities of globally competitive, creative problem solvers, and mentally sound student leaders; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby directs the Administration to explore the feasibility of implementing a four-day school week, with a fifth day devoted to teacher professional development, student mental health services, extended learning opportunities, and intentional and effective school, community, and employer partnerships; and be it

FURTHER RESOLVED, that this exploration is to include, but not be limited to, analyses of

- the processes and the outcomes — successes, challenges, costs, required restructuring, etc. — of a representative sampling of those districts that are of comparable size with MPS which have implemented the four-day school week, including the impacts on students’ achievement, student, mental health, school culture and climate, and on the recruitment and retention of teachers and staff, and any other extraordinary factors that may have been engendered by such implementation;
- the Wisconsin Department of Public Instruction’s mandates for instructional time and structures, including the legality and enforceability of a four-day school operational and programmatic structure;
- the probability of community-based organizations, small businesses, funders, and other prospective community partners funding and supporting this initiative;

- the Wisconsin Department of Workforce Development strategies and opportunities for increased support with student and parent workforce skills trainings and development opportunities;
- MPS's financial trajectory through a cost analysis;
- the support and resources for, and the feasibility of, employers and business partners supporting this effort with paid internships and apprenticeships and professional extended learning opportunities for students and families of the district;
- the legality and enforceability of extending limited-term employment (LTE) contracts to fill vacancies or delivery services in school settings to male personnel who are experiencing employment barriers in order to create employment and partnership opportunities for them;
- the feasibility of teachers and school leaders undergoing weekly mandatory professional development with educator- and school leader-centered evaluations, critical instructional planning and school-community building strategies to improve school culture and climate and teacher morale;
- the legality and practicality of using underutilized MPS buildings to support local, small minority-owned and -operated businesses with youth-specific service models and deliveries;
- the impact of a four-day school week on families' need for childcare, food and nutritional services, and transportation, and ways in which to address these needs;
- the feasibility of developing a Parent Engagement Institute where Parent Coordinators roles will expand to provide additional intentional supports to the parents and families of MPS students; and be it

FURTHER RESOLVED, That a Four-day School-week Strategic Planning Committee be created to ensure the fidelity of the study, to collect and to analyze data, and to engage the community in this process through various listening sessions; and be it

FURTHER RESOLVED, That the Administration and the Four-day School-week Strategic Planning Committee are to report their findings to the Board no later than the June 2022 board cycle.

Referred to the Committee on Student Achievement and School Innovation

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All other business before the Board having been disposed of, the Board returned to the Reports and Communications of the Board Clerk/Chief Officer, Office of Board Governance, Item One, Action on a Request to Retire to Executive Session in Order to Confer with Legal Counsel Regarding Litigation in Which the Board Is or Is Likely to Become Involved, which had been postponed earlier in the meeting.

(Item 1) Action on a Request to Retire to Executive Session in Order to Confer with Legal Counsel Regarding Litigation in Which the Board Is or Is Likely to Become Involved

Background

The Office of Board Governance is requesting a closed session in order to consult with legal counsel who is rendering advice regarding litigation in which the Board is, or is likely to become involved.

The closed session is requested pursuant to Wis. Stat., §19.85(1)(g), which allows a governmental body to enter into a closed session 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

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 6.35, Whistleblower Protections

Fiscal Impact Statement

NA

Committee's Recommendation

The recommendation is that the Board retire to closed session for consideration of this item.

Director Garcia moved to Retire to closed session for consideration of this item pursuant to Wis. Stat., §19.85(1)(g), which allows a governmental body to enter into closed session to confer with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

The motion passed, the vote being as follows:

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

Noes — None.

The Board retired to executive session at 7:14 p.m.

The Board adjourned from executive session at 7:47 p.m.

JACQUELINE M. MANN, Ph.D.
Board Clerk