

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

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

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

Absent — None.

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

Gwendolyn Anderson, a retired paraprofessional from Honey Creek School;

Barbara Deam, a retired paraprofessional from Kluge Elementary;

Dennis Deis, a retired school engineer Hamilton High School;

Jasmine Hamilton, a student at Washington High School;

Mark Johnson, a retired teacher from Fernwood Montessori;

Earnest Mitchell, a retired building laborer with the District;

Shirley Sobocinski, a retired teacher from Vincent High School.

The Board also wishes to acknowledge the passing of Margaret Farrow, Wisconsin's first female Lieutenant Governor; the passing of Milwaukee philanthropist, Michael Cudahy; and the passing of Madame Secretary Madeleine Albright, the first woman to serve as U.S. Secretary of State.

President Peterson then also referenced that it is Women's Month and announced that we will celebrate our Vice-President, Sequanna Taylor. Vice-President Taylor is being honored for her impact in bringing about positive changes to her community through business and educational development, human capital development, and relevant policy development. ON March 26, 2022, the TIUA School of Business, through the affiliation of Trinity International University of Ambassadors, is set to bestow upon Vice-President Taylor, an Honorary Doctorate of Philosophy, in the field of Entrepreneurship and Business Administration.

APPROVAL OF MINUTES

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

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REPORTS AND COMMUNICATIONS FROM THE SUPERINTENDENT OF SCHOOLS

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

Background

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

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

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

Women's History Month

Women's History Month was first proclaimed by President Jimmy Carter in 1980 (initially as National Women's History Week) after the National Women's History Project lobbied Congress about the importance of ensuring that we educate students about women in American history. March also correlates with International Women's Day, March 8. We want to take a moment to recognize not only our women of history, but also the women of today who are making history. We applaud these amazing women!

School Breakfast Week

During National School Breakfast Week, March 7-11, 2022, MPS recognized its very own Department of Nutrition Services. During the school year, MPS's food-service heroes are responsible for planning, preparing, and distributing breakfast and lunch to about 70,000 students every day. MPS appreciates all our nutrition staff who work to provide nutritious meals to our young learners. Thank you!

School Social Workers' Week

School social workers are critical members of the school team in every MPS school. During School Social Workers Week, which took place March 6-12, MPS saluted our social workers, who are a key part of many students' lives. Students and families often have numerous needs that may include mental health, social-emotional learning, financial challenges, and unmet physical and emotional needs. School social workers help to identify concerns and to make connections to resources for the safety, health, comfort, and well-being of students and families. Meeting these needs is shown to increase children's academic achievement and to help them thrive. We appreciate our school social workers!

Textbook Adoption

After months of planning, organizing, reading, assessing, and discussing, we are excited to have found new social studies textbooks to provide current information to our students. With the Board's approval of this adoption, we will begin the next phase of the adoption process, which is to order materials, to align curriculum guides, to develop supplemental materials, to provide professional development, and to deliver the resources. We are excited to bring updated social studies information and curriculum to our teachers and students.

Students Take the Initiative

The student ambassadors of Hamilton High School took the initiative to create a dedicated space for student clubs to meet, to create, and to inspire as they develop and carry out their visions for an improved school community.

As a result of this initiative, students received donations from Office Depot for furniture and supplies. On March 10, a ribbon-cutting ceremony took place to commemorate this space. It is inspiring to see young

minds have a vision, pursue it, and ultimately achieve the vision. Congratulations to the Hamilton High School’s student ambassadors.

Superintendent’s Student Advisory Council

The Superintendent’s Student Advisory Council’s groups at various high schools had an opportunity to sit down and to have lunch with the Superintendent this month. During this time, students were able to share thoughts with the Superintendent and to have open dialogue about their thoughts and visions for the school communities.

MPS Students Are on the Move

We recognize students from Milwaukee High School of the Arts. Twenty vocal students who performed Class A solos in the Wisconsin School Music Association Solo and Ensemble contest qualified for the state-level solo and ensemble competition at UW-Milwaukee on April 30, 2022.

A team of MHSA’s students took second place at the MPS Financial Investment Challenge Bowl. This has qualified them to compete at the statewide FICB competition scheduled to take place in May 2022.

We congratulate these students on their success and wish them good luck in the next round.

Recruiting

We continue our recruiting efforts to find qualified candidates to fill classified, certified, and trade positions in the district. Job fairs were held this month, with additional fairs scheduled.

Building Trades Career Fair

As we continue to look for qualified employees, this month we also were able to offer students the opportunity to find employment in the building trades.

On March 9, more than 300 students participated in the Building Trades Career Fair. During this event, two dozen Milwaukee-area employers participated, seeking student employees for part-time and summer employment. Students had the opportunity to learn about different trades, internships, and interviewing skills, and they had a chance to receive immediate feedback from potential and future employers.

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(Item 2) Follow-up Report on Resolution 2122R-008 Regarding the Development of a Strategic Plan

Background

At its regular meeting on July 29, 2021 meeting, the Milwaukee Board of School Directors adopted Resolution 2122R-008 by Director Gokalgandhi, which directed that the Chair of the Board's Committee on Strategic Planning and Budget, in collaboration with the Administration, the Office of Board Governance, and the Office of Accountability and Efficiency, immediately begin the development process of the next MPS Strategic Plan.

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 1.01, Vision, Mission, Core Beliefs, and Goals

Fiscal Impact Statement

This item does not authorize expenditures.

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(Item 3) Report with Possible Action Regarding COVID-19 Health and Safety Protocols**Background**

Milwaukee Public Schools continues to monitor our response to the COVID-19 pandemic. In light of this evolving situation, we remain flexible in our strategy to maintain healthy and safe schools and buildings for all students and staff. Health protocols continue to be refined based on public health guidance.

The following report is an informational item, and although it has been noticed for possible action, no action is required.

COVID-19 Testing Plan**District Plan Updated**

In response to the Board's action at its special meeting on February 10, 2022, we have updated our COVID-19 plan to include:

- a campaign to increase vaccination opportunities and awareness;
- strategies to increase testing consent among students; and
- additional testing opportunities

Vaccine Information

We are continuing our partnership with the Milwaukee Health Department to run vaccine clinics. A new round of clinics is to start after spring break. We are targeting the anticipated approval of the vaccine for children under five years of age.

Information regarding vaccines can be found in the Thursday Updates and is shared directly with schools.

Vaccine Opportunities

Date	Site	Number of Doses			Total
		Pediatric			
		Pfizer	Pfizer	J&J	
1/13/2022	MPS Fratney Escuela	97	176		273
1/19/2022	MPS Alexander Mitchell Integrated Arts School	14	18		32
1/20/2022	MPS Morse Middle School	5	17		22
1/21/2022	MPS Zablocki Public School	27	28		55
1/25/2022	MPS Hayes Bilingual School	13	26		39
1/28/2022	MPS Auer Avenue School	11	10		21
1/31/2022	MPS Clarke Avenue School	5	11		16
2/3/2022	MPS Jackson Early Childhood and Elementary	4	6	1	11
2/3/2022	MPS Fratney Escuela	53	36		89
2/4/2022	MPS Starms Discovery School	17	15		32
2/7/2022	MPS Longfellow School	2	7		9
	Total				599

COVID-19 Testing-consent Form

The testing-consent form has been revised to gather information regarding participation in the testing program and routine testing. It has been made into a fillable PDF document for electronic completion and has been translated into multiple languages and sent to schools for distribution.

An MPS webpage with a QR code for the form has been created.

Summary of 2021-22 Testing Program

MPS participates in DHS's COVID-19 K-12 testing program. Through this program MPS was matched with Summit Clinical Labs as the testing vendor. All costs associated with testing are covered by DHS.

Testing began in September and covered onsite symptomatic students and staff. In November, testing expanded to include twice-a-week testing of unvaccinated staff.

Onsite Testing by Summit Labs

Summit Labs is onsite at MPS for two-hour blocks: 150 sites on Tuesdays and Thursdays, and 107 sites on Mondays, Wednesdays, and Fridays. 109 testers have been assigned to MPS.

PCR testing is provided to symptomatic students and staff. Rapid antigen tests are used for routine testing of unvaccinated staff. Average turnaround time for PCR tests is 10 hours.

A hotline service is available to all schools at (262) 282-9927

Expanding Testing with Summit

We are working with Summit Labs to offer greater testing opportunities during the day. Upon return from spring break, testing will be available at schools either one hour before the school day starts or one hour after the school day ends. Additional testing opportunities will be offered during spring break.

Testing will be expanded to cover asymptomatic students and staff.

Additional Testing Opportunities with Novir

DHS approved the District to work with a second vendor, Novir, to increase testing opportunities. Novir began testing at MPS on March 2, 2022:

- Every Wednesday, 4 p.m.-8 p.m., and Saturday, 10 a.m.-2 p.m.
- Testing locations: MacDowell, Marshall, and Pulaski
- Rapid antigen tests provided
- Spring break hours.

Additional testing opportunities will be disseminated through Thursday Updates, text messages, and social media.

Sources of Testing Supplies

DHS provides PCR and rapid (antigen) tests for the program. The temporary national shortage of supplies is no longer an issue. DHS has diversified the supply of antigen tests, using iHealth and BinaxNOW.

MPS receives a federal allocation of BinaxNOW antigen tests and is one of 12 districts/schools in Wisconsin that are provided antigen tests through the Biden administration's program. Allotments are delivered directly to MPS, which can increase the number of requested test kits as needed.

Masking Recommendation

Wearing of face masks is currently required in all of MPS's buildings; however, the Administration recommends moving to a mask-optional policy effective April 18, 2022. Currently, the case burden and test positivity rates are medium-risk (yellow). If the case burden/test positivity rates were to move to "substantial transmission" (orange), the District would revert to a mandatory mask policy.

Testing policy will remain in place, and the supply of KN95 and N95 face masks will be maintained.

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 1.01, Vision, Mission, Core Beliefs, and Goals

Fiscal Impact Statement

This item does not authorize expenditures.

Director O'Halloran moved that in accordance with Board Governance Policy 3.02, that the Board direct the Superintendent to consult with the City of Milwaukee's Health Commissioner, MTEA, and ASC, and to use CDC guidelines to implement COVID-19 protocols within MPS.

The motion passed, the vote being as follows:

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

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

(Item 1) Monthly Report, with Possible Action, on Legislative Activities Affecting MPS

Background

The State Legislature sets its own calendar and can call itself in to do work at any time. Although the legislative calendar that it sets for itself has ended, and the Legislature has no schedule plan to meet for ten months, there are \$5.6 billion of available funds at the state level, and school districts will be constructing their budgets, and in some instances making program cuts, in the months ahead. In the meantime, the State has provided no per-pupil adjustment to keep pace with inflation for two consecutive years, and despite the readily available revenue, Wisconsin has fallen below the national average in per-pupil funding and continues to drop. With the funds available, the need to support Wisconsin's students remains clear, and the time is available to do so.

Provided under separate cover is a copy of a letter which a large contingent of business and educational leaders sent to Governor Evers, Speaker Vos, and Majority Leader LeMahieu, proposing that a portion of the available funds be allocated in an inflationary adjustment of \$343 per pupil and a 50% reimbursement rate to support students with disabilities.

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 BG 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.

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(Item 2) Action on a Request to Retire to Closed Session to Confer With Legal Counsel Regarding Litigation in Which the Board Is or Is Likely to Become Involved

This item was postponed until the end of the meeting.

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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 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 February through mid-March.

Report to the Milwaukee Board of School Directors

The Office of Accountability and Efficiency (OAE) was established to enhance transparency, oversight, and accountability of 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 February 14, 2022, and March 14, 2022, Accountability and Efficiency Services fulfilled seven requests for information/research and one constituent's inquiry. Accountability and Efficiency Services also completed one request for data analysis.

Accountability and Efficiency Services also continued to work with the Administration and the Office of Board Governance on Resolution 2122R-007 regarding a charter school evaluation.

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 Communities in Need (COIN) and Student Engagement Programs.

CCS provided virtual COIN presentations to contractors with the Department of Facilities and Maintenance Services (DFMS) who are new to contracting with the Milwaukee Public Schools.

Team members also participated in the Department of Facilities and Maintenance Services' Building Trades Career Fair. The event provided high-school students with an opportunity to engage with DFMS's shops, local unions, the Department of Workforce Development (DWD), and the Department of Career and Technical Education (CTE). CCS used the opportunity to educate MPS's high-school students in the COIN program, the process of entering the State's apprenticeship program, and the benefits of pursuing careers in the skilled trades. As a result of these efforts, eight high-school seniors were referred to CCS's certification agency, WRTP/Big Step, for COIN screening.

Also during the reporting period, CCS hosted two abbreviated job-readiness trainings at James E. Groppi High School and Grandview High School.

Additionally, three organizations associated with urban agriculture and workforce-development training for youth committed to becoming CCS Mission Aligned Partners (MAPs). These partnerships will be leveraged to design and to implement summer agricultural internships.

Finally, ten high-school students engaged in interviews for internships in administration, architecture, environmental services, and moving services. Two of the students were hired, both in administrative services.

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

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

(Item 1) Action on Reports of the Independent Hearing Officers of the Milwaukee Board of School Directors (Student Expulsions)

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

- February 28, 2022, at 9:00 a.m., 10:00 a.m., and 11:00 a.m.
- March 2, 2022, at 10:00 a.m. and 11:00 a.m.
- March 3, 2022, at 9:00 a.m.
- March 7, 2022, at 10:00 a.m. and 3:00 p.m.
- March 9, 2022, at 2:00 p.m.
- March 10, 2022, at 9:00 a.m. and 11:00 a.m.
- March 14, 2022, at 10:00 a.m.
- March 17, 2022, at 8:00 a.m., 9:00 a.m. and 11:00 a.m.
- March 21, 2022, at 9:00 a.m., 10:00 a.m. and 11:00 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 28 and March 2, 3, 7, 9, 10, 14, 17, and 21, 2022.

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

- Ayes — Directors Carr, Garcia, Herndon, Leonard, O’Halloran, Siemsen, Taylor, and President Peterson — 8.
- Noes — None.
- Temporarily Absent – Director Gokalgandhi – 1.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items from the Report of the Committee on Student Achievement and School Innovation.

Item #1, Action on the Approval of the Selection of Textbooks/Instructional Materials for Social Studies (Grades K-8), High School U.S. History, World History and Citizenship for Textbooks to be used During the 2022-2023 School Year, has been set aside as it was forwarded to the Board without recommendation.

Item #2, Action on Resolution 2122R-015 by Director Carr on a Feasibility Study to Implement a Four-day School Week, has been set aside as the Committee made no recommendation.

Director Siemsen 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

Code	Name	Position	Salary	Date
New Hires				
2	Shannon Davis	Building Service Helper I	\$15.18/hr.	02/07/2022
4	Angelina Deleon	Building Service Helper I	\$15.18/hr.	02/07/2022
2	DeAundre Jiles	Building Service Helper I	\$15.18/hr.	02/07/2022
2	Amirah Moore	Building Service Helper I	\$15.18/hr.	02/07/2022
1	Nathan Schroeder	Building Service Helper I	\$15.18/hr.	02/07/2022
2	Kendall Walker	Building Service Helper I	\$15.18/hr.	02/07/2022
2	Viontae Williams	Building Service Helper I	\$15.18/hr.	02/07/2022
2	Isaiah Baisden	Food Service Assistant	\$15.18/hr.	02/07/2022
2	Carolyn Bell	Food Service Assistant	\$15.18/hr.	02/08/2022
2	NaStassja Clements	Food Service Assistant	\$15.18/hr.	02/07/2022
2	Tasha Cruse	Food Service Assistant	\$15.18/hr.	02/07/2022
2	Virginia Fleming	Food Service Assistant	\$15.18/hr.	02/16/2022
2	Laporsche Hamilton	Food Service Assistant	\$15.18/hr.	02/07/2022
2	Tameka Keeler	Food Service Assistant	\$15.18/hr.	02/07/2022
4	Margarita Rivera	Food Service Assistant	\$15.18/hr.	02/07/2022
4	Sara Bachleitner	Para Ed Assistant	\$22,803.00	02/17/2022
2	Gabriel Bean	Para Ed Assistant	\$18,872.00	02/08/2022
2	Keandre Carter	Para Ed Assistant	\$19,334.00	02/16/2022
2	Alicia Hendricks	Para Ed Assistant	\$18,872.00	02/07/2022
5	Jennifer Kastilahn	Para Ed Assistant	\$20,028.00	02/01/2022
5	Maureen Lackey	Para Ed Assistant	\$18,872.00	02/01/2022
5	Kara Nguyen	Para Ed Assistant	\$18,872.00	02/03/2022
2	Charles Owens	Para Ed Assistant	\$22,110.00	02/02/2022
2	Ashley Johnson	Para Ed Assistant — Parent Involvement	\$25,162.00	02/04/2022
5	Linda Christensen	Para Ed Assistant — Parent Involvement	\$25,162.00	02/16/2022
2	Nakela Little	School Secretary I — 10-month	\$27,060.00	02/15/2022
4	Keycha Remus	School Secretary I — 10-month	\$29,929.00	02/01/2022
Promotions				
2	Charles Allen	Building Service Helper II	\$37,774.00	02/07/2022
2	LaTonya McKinnie	Secretary I — 10-month	\$25,147.00	02/07/2022
4	Marcia Ponce Torres	School Kitchen Manager II	\$28,662.00	02/07/2022
Rehires				
2	Latisha Spence	Building Service Helper I	\$15.18/hr.	02/07/2022
7	Joshua Taylor	Para Ed Assistant	\$20,028.00	02/07/2022
5	Karl Christofferson	School Engineer II	\$61,085.00	02/14/2022

Codes:

- 1 Native American
- 4 Hispanic
- 7 Two or more ethnic codes

- 2 African American
- 3 Asian/Oriental/Pacific Islander
- 5 White
- 6 Other

Certificated Appointments

Codes	Name	Appointment	Level	Salary	Date
Teachers					
5, nr	Ahrens, Alexandria Ann	Gen'l Elem & K8 — All Grades	01/BA	\$44,870.00	2/7/2022
4, r	Aranda, Antonio A	English as Second Language	01/MA	\$67,802.00	2/14/2022
2, r	Hicks, Tyrionna	Gen'l Elem & K8 — All Grades	01/BA	\$44,870.00	2/16/2022
2, r	Jordan, April Joy	School Support Teacher	01/MA	\$67,802.00	2/2/2022
Teachers, Early Start					
1, nr	Strelitzer, Tristan M	AMP Music	01/BA	\$61,360.00	2/21/2022
5, r	Thies, Kimberly Beth	English	01/MA	\$67,802.00	2/3/2022
Permit Teachers					
2, r	Diggs, Wanita	Gen'l Elem & K8 — All Grades	XX/4W2	\$44,073.00	2/21/2022
5, r	Smith, Allison	AMP Art	XX/4W2	\$44,073.00	2/7/2022
Permit Teachers, Early Start					
5, nr	Barrett, Rebecca A	AMP Art	XX/4W2	\$44,073.00	1/31/2022
5, nr	Burkart, Erin	Spec Ed Multicatag.	XX/4W2	\$44,073.00	2/7/2022

Codes	Teachers	SSWs	Psychs	Other	Total
1 Native American	0	0	0	0	0
2 African American	3	0	0	0	3
3 Asian/Oriental/Pacific Islander	0	0	0	0	0
4 Hispanic	1	0	0	0	1
5 White	6	0	0	0	6
6 Other	0	0	0	0	0
7 Two or More Ethnic Codes	0	0	0	0	0
Male	1	0	0	0	1
Female	9	0	0	0	9

r Resident
nr Non-resident

Certificated Leaves of Absence

	<u>Present Assignment</u>	<u>Effective From</u>
Illness Leave, January 2022 Carolyn Neumann	Franklin School	January 31, 2022
Illness Leave, February 2022 Peggy Hamby	Morgandale School	February 1, 2022
Dawn Ramirez	Out of Assignments	February 1, 2022
Jody Wensink	Burbank School	February 1, 2022
Lydia Jasti	Itinerant — System-wide	February 8, 2022
Personal Leave, December 2021 Joseph Liverseed	Golda Meir	December 20, 2021
Personal Leave, February 2022 Rachel Brous	Vieau School	February 4, 2022
Personal Leave, March 2022 Rebecca Thomas	Hayes Bilingual	March 8, 2022
Personal Leave, May 2022 Karen Steen	Bay View Middle & High School	May 13, 2022

Report on Certificated Resignations and Classified Retirements

Reason	Yrs Svc	Code	Name	Position	Location	Date
Certificated Resignations						
Retire	30.3	4	Linda Aguado	Teacher	Trowbridge	06/16/2022
Retire	20.6	2	Anayo Agwoeme	Teacher	Brown Street	06/16/2022
Personal	9.2	5	Ashley Beermann	Teacher	MacDowell	05/27/2022
Personal	11.5	5	Nicholas Beermann	Teacher	MacDowell	05/27/2022
Retire	33.2	3	Soumaly Bounket	Teacher	South Division	05/31/2022
Retire	34.0	5	Laura Brzenk Grandbois	Teacher	Cooper	06/16/2022
Other Dist	3.5	5	Victoria Calcutt	Teacher	Grantosa	03/01/2022
Retire	20.0	5	Roxanne Ciatti	Teacher	Bay View HS	05/31/2022
Personal	0.5	5	Jordan Cochrane	Teacher	Story	06/16/2022
Personal	1.6	5	Meghan Curtis	Teacher	LaFollette	06/30/2022
Personal	2.6	4	Elizabeth Dannecker	Teacher	Meir	04/01/2022
Personal	5.3	5	Taylor Drzewiecki	Teacher	Garland	06/16/2022
Personal	3.6	5	Rebecca Eschbach	Teacher	Riverside	05/27/2022
Retire	22.4	5	Tracey Fecteau	Teacher	Meir	05/27/2022
Retire	29.7	5	Brett Fuller	Curr Spec V	Central Svcs	09/12/2022
Retire	31.7	5	Jennifer Glueckert	Teacher	Parkside	06/16/2022
Personal	0.5	5	Gracia Hasebrook	Teacher	Grant	06/20/2022
Personal	9.5	2	Alicia Johnson	Teacher	Washington	02/17/2022
Other Dist	8.6	4	Jasmine Jolitz	Teacher	Rufus King HS	05/30/2022
Personal	19.0	5	Gina Kaisler	Teacher	Cooper	06/16/2022
Retire	23.7	5	Paula Kieferndorf	Teacher	Cooper	06/15/2022
Retire	24.9	5	Catherine Klein	SSW	Central Svcs	06/03/2022
Personal	0.5	5	Sarah Krysan	Teacher	Story	03/19/2022
Personal	8.6	5	Sarah Lehner	Teacher	Rufus King HS	05/27/2022
Retire	3.8	5	James Loeb	Teacher	Parkside	06/16/2022
Personal	3.5	5	Madison Lower	Teacher	Clement Ave	06/16/2022
Other Dist	0.6	2	Annette Madlock Gatison	Teacher	Vincent	02/25/2022
Personal	4.6	5	Matthew Martin	Teacher	MacDowell	05/27/2022
Retire	31.0	5	Christine Midthun	Teacher	Burdick	06/16/2022
Retire	31.8	5	Jeff Moravec	Teacher	Vieau	07/21/2022
Other Work	6.8	2	Melissa Moutry	Coord II	Central Svcs	03/08/2022
Retire	35.7	5	Patricia Newborn	Teacher	Lowell	06/16/2022
Personal	19.4	5	Chad Ohlendorf	SST	Hartford	01/28/2022
Personal	0.5	5	Steven Olson	Teacher	Rufus King HS	05/27/2022
Personal	1.6	5	Emily Perszyk	Teacher	Story	06/16/2022
Retire	32.3	5	Amy Polacek	Teacher	Morgandale	06/24/2022
Personal	20.6	3	Tiffany Reina	Teacher	AAL	06/16/2022
Retire	32.3	5	Michelle Reinke	Teacher	AAL	06/22/2022
Personal	14.0	4	Pedro Reyes Guzman	Teacher	South Division	02/01/2022
Other Dist	29.5	5	Kimberly Robbins	Teacher	Fairview	02/04/2022
Other Dist	3.5	5	Casey Roberts	Speech Path	Doerfler	02/25/2022
Retire	21.8	5	Jill Roskos	Teacher	Whitman	07/15/2022
Retire	17.8	5	Jordan Sensibar	Teacher	Hamilton	05/31/2022
Personal	0.6	5	Kristin Sponcia	Teacher	HS of the Arts	05/27/2022
Other Dist	2.5	5	Carly Taccini	Teacher	Fairview	06/16/2022
Personal	10.1	2	Kristopher Teague	Teacher	JMAC	02/18/2022
Personal	0.5	5	Nicole Thomas	SST	LaFollette	02/18/2022
Retire	20.2	5	Christine Turner	Teacher	Meir	06/30/2022
Retire	22.6	5	Kenneth Vaught	Teacher	Humboldt Park	06/17/2022
Retire	30.7	5	Kelly Whalen	Teacher	Bay View HS	05/28/2022
Personal	1.2	2	Ronald Williamson	Teacher	Obama SCTE	12/23/2021
Retire	30.7	5	Deborah Zagorski Biermann	Teacher	Fairview	06/17/2022
Classified Retirements						
Retire	21.9	2	Felicia Brown	CHA	Browning	02/02/2022
Retire	29.5	2	Jada Dixon	BSH I	JMAC	02/02/2022

Reason	Yrs Svc	Code	Name	Position	Location	Date
Retire	28.3	2	Darryl Eastern	Para	Milw Sign Lang	02/25/2022
Retire	28.9	5	Ann Giuffre	Spec I	Food Service Div	02/05/2022
Retire	32.4	2	John Neeley	Safety Asst	School Safety	02/08/2022
Retire	22.4	4	Noel Rodriguez	Safety Asst	School Safety	02/04/2022
Retire	24.5	2	Donna Tender	Safety Asst	School Safety	02/12/2022
Retire	31.4	2	Alex Terry	Sup I	Facilities & Maint	02/02/2022
Retire	27.3	5	Steven Walker	Sup I	Technology	02/05/2022

Reason	Certificated	Classified
Retire	22	9
Personal	23	
Other Dist	6	
Other Work	1	
Total	52	9

Codes:

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

Affirmative Action Report

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

Committee’s Recommendation

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

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

* * * * *

(Item 2) Action on Recommended Administrative Appointments, Promotions, Reassignments and Reclassifications, and Salary Increases/Decreases

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, r	Rachel Wagoner	Principal I — Victory	Office of the Chief of School Administration	03	13T	\$112,217
2, r	Jeffrey Morse	Assistant Principal I — Clarke	Office of the Chief of School Administration	03	10C	\$92,954
2, r	Bianca Franklin	Nursing Coordinator III	Office of the Chief of Academics	03	08A	\$92,077
5, r	Kari Prosper	Assistant Principal I — French Immersion	Office of the Chief of School Administration	03	10C	\$86,969
2, r	Tony Bradley	Supervisor I, Building Operations	Office of the Chief of Operations	03	09A	\$86,933
4, nr	Marie Lambrecht	Specialist II — Procurement & Risk Management	Office of the Chief of Finance	03	09A	\$82,062
5, r	Kim-Lien Callies	Coordinator III, Financial Planning & Budget	Office of the Chief of Finance	03	08A	\$73,315
2, r	Latarsha Mathis-Ross	Administrative Assistant III	Office of the Chief of Human Resources	03	03A	\$60,628

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
2, r	Denna Triggs	Recreation Supervisor Associate II	Office of the Chief of Operations	03	04A	\$57,500
5, r	Michael Larsen	Environmental Health Inspector	Office of the Chief of Operations	03	05A	\$57,197
5, nr	Randy Hall	Recreation Supervisor Associate II	Office of the Chief of Operations	03	04A	\$53,246
5, r	Shannon Agor	Administrative Assistant III	Office of the Chief of Operations	03	03A	\$51,680
5, nr	Molly Halverson	Administrative Assistant III	Office of the Chief of Human Resources	03	03A	\$49,518
2, r	Theresa Hobson	Associate I, Data Management	Office of the Chief of Human Resources	03	03A	\$49,518
2, r	Mironda Ruffin	Leave Associate I	Office of the Chief of Human Resources	03	03A	\$49,518
2, r	Shaketa Winters	Planning Assistant III	Office of the Chief of Finance	03	02A	\$48,619
2, r	Jiquinna Cohen	Manager I, Contract Compliance	Office of Accountability & Efficiency	03	11A	\$81,090

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	Roger Masarik	Teacher Leader	Office of the Chief of Academics	1C	MA	\$92,647
5, r	Chad Mickelson	Teacher Leader	Office of the Chief of Academics	1C	MA	\$78,558

Codes:

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

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

* * * * *

(Item 3) Action on a Request for Approval of Job Description for Payroll Manager II

Background

Pursuant to Administrative Policy 6.19, the Superintendent is bringing forth for approval the job description for the Payroll Manager II position.

Job Information

Job Title: Payroll Manager II
 Job Code: 2496
 Reports To: Comptroller
 Office: Office of Finance
 Department: Financial Services

Compensation Information

Pay Grade: 12A
 Pay Range: \$84,992-\$122,671
 Term of Employment: Full-time

Position Summary/Purpose

The Payroll Manager oversees and is responsible for all payroll operations for the District. This position provides leadership, direction, and oversight in the administration and planning, developing, monitoring, and enhancing of services and functions necessary to accomplish the District's payroll-processing objectives. This position has strategic responsibility in guiding the organization's payroll matters and in assisting other departments with analytics and other information as identified. This is an individual-contributor role that requires a person who is extremely detail-orientated with significant knowledge of payroll administration, of state and federal regulations, of related tax matters, and of payroll systems set-up, management, maintenance, and updates.

See the attachments to the minutes of your Committee's meeting for a full description of the position.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 6.19, Positions: Staff

Fiscal Impact Statement

This item does not authorize expenditures.
The position has been approved in the FY22 budget.

Implementation and Assessment Plan

Upon approval by the Board, the Office of Human Resources will post the position and begin the recruitment process.

Committee's Recommendation

Your Committee recommends that the Board approve the job description for the Payroll Manager II position, as attached to the minutes of your Committee's meeting.

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

* * * * *

(Item 4) Action on Receipt of the Fiscal Year-end 2021 Audit Reports

Background

Baker Tilly has completed the June 30, 2021, year-end reports, which are being presented for the Board's consideration. Attached to the minutes of your Committee's meeting are the following documents:

- 2021 ACFR 1.19.22 FINAL
- Reporting and Insights from 2021 Audit
- Milwaukee Board of School Directors Early Retirement Plan
- Milwaukee Board of School Directors Early Retirement Plan for Teachers
- Report on Federal and State Awards.

Baker Tilly considers the District's internal control over financial reporting as a basis for designing its auditing procedures for the purpose of expressing an opinion on the District's financial statements. Internal control matters identified by Baker Tilly are reported to the District in the "Reporting and Insights From 2021 Audit, June 30, 2021." While this Communication presents the auditor's observations on, and makes recommendations regarding, various district management and internal control issues, it does not express an opinion on the effectiveness of the District's internal control.

"Reporting and Insights from 2021 Audit, June 30, 2021," also includes a report on the status of prior-year issues.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 3.07, Fiscal Audits

Fiscal Impact Statement

No fiscal impact

Committee’s Recommendation

Your Committee recommends that the Board accept the Fiscal Year-end 2021 Audit Reports, as attached to the minutes of your Committee’s meeting.

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

* * * * *

(Item 5) Action on Communication 2122C-003 Regarding a Request to Rename Custer Stadium

Background

At the Board’s regular meeting on December 16, 2021, Communication 2122C-003 was introduced and referred to the Administration. The communication, submitted by Mr. Tim Clements, is a requesting that the Custer Stadium to be renamed to the Jimmy Banks Memorial Stadium:

SUBJECT: PROPOSAL TO RENAME CUSTER STADIUM AND FIELD

Dear Director Taylor:

I am writing to you as the School Board Director representing Area #3, the region of the city that includes the Obama School of Career and Technical Education and the adjoining stadium, Custer Stadium. I make this respectful request not only on my personal behalf, but also with a united voice of the local soccer community to rename Custer Stadium the “Jimmy Banks Memorial Stadium”. For added consideration, we would encourage the Board to designate the stadium’s football/soccer field as the “Richard Williams Field”.

Historically, MPS has established a precedent in the naming of a number of its athletic facilities and sporting events after distinguished alumni, coaches and contributors to the district. To cite a few examples:

- Hogan Field @ Herlevitch Diamond (baseball) at Hamilton High School
- Sijan Playfield (softball and baseball) near Bay View High School
- The Blackburn Division (football)
- The Terry Porter Classic (basketball)

A few highlights to get to know Mr. Banks:

Jimmy Banks was born in 1964 in the Westlawn Projects of Milwaukee’s North side and was a 1982 graduate of Custer High School. In high school he played soccer with distinction and was honored as a high school NSCA All-American for his efforts. He was coached by tWisconsin Soccer Hall of Fame coach, Richard Williams.

After playing for two years at UW Parkside, Jimmy transferred to UW Milwaukee, where he distinguished himself with All-American honors. His playing career continued with the national champion Bavarian Soccer Club of Milwaukee and the professional indoor team, Milwaukee Wave. The crowning achievement of Jimmy’s playing career was to be named to the starting lineup on the United States Mens’ National Soccer Team and to start in all three games in the 1990 World Cup in Italy.

Still mindful of his neighborhood roots, Jimmy's degree enabled him to become the recreation director of the Sherman Park YMCA. About this same time, he founded the Simba Lions Soccer Club. The Simba legacy continues today under the banner of the Milwaukee Kickers. The club's purpose is to promote the game of soccer and all of its benefits (health, team-building, etc.) to the youth of Milwaukee's central city. Mr. Banks' son, Demetrius, coaches the Simbas to this day as well as assistant coach at Rufus King High School.

In 1999 Jimmy continued his soccer career as head coach of the men's team at Milwaukee School of Engineering, and won several conference championships in addition to making multiple appearances in the NCAA tournament. Jimmy held this position until his sad and untimely passing from cancer on April 26, 2019.

Mr. Richard Williams' distinguished career:

Born in Antigo in 1936, Richard Williams graduated from High School and served in the United States Army. Upon his graduation from college, Mr. Williams began a teaching career in the Milwaukee Public Schools. Coach Williams taught Social Studies at Custer high school and established the first varsity-level soccer program in the City Conference in 1969. Following that milestone, Richard was instrumental in organizing the state's first public school high school soccer league. In 1974, Coach Williams arranged for the first high school (public school) invitational state tournament which he hosted on Custer's campus and in the stadium. Following the implementation of Title 9, in 1980, Richard began the first girls varsity soccer program in the Milwaukee area. Along the way, Richard was able to earn a USSF "A" coaching license and became an assessor. This made Coach Williams the first Wisconsin born individual to do so. Beginning in 1990, one of the two divisions of the boy's and girl's soccer divisions of the City Conference were named in his honor. Working with the Wisconsin Masons, Richard was able to establish the Wisconsin High School All-Star games for Boy's and Girls senior players in 1992. In 2009 "Dick" was selected to the Wisconsin Soccer Association Hall of Fame. After dedicating a lifetime of service to his country, City, the sport of soccer and to his school system, Richard died on April 15, 2019.

These proposed name changes will honor contemporary, deserving individuals for their contributions to the thousands of lives of Milwaukee children for which they had a direct and lasting impact. Not only would the proposed name changes positively impact MPS, but it will remove an undesirable connotation to the facility by Milwaukee's Native Americans.

This is an opportunity for the Board to shine a light on the achievements of our homegrown greats who have promoted the values espoused by coaches and educators alike. I would personally be filled with joy to see the profile of high school soccer raised to a level of recognition it deserves.

I stand ready to meet or talk with you individually or the entire Board to promote this very worthwhile endeavor. I am a retired MPS teacher, former MPS athletic director, and 20-year soccer coach at MPS.

Respectfully submitted,

Tim Clements

"the unofficial voice" of South Stadium Soccer

After consulting with the family of Jimmy Banks, the Administration recommends that the Custer Field be renamed the Jimmy Banks Field.

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 9.03, Sports and Special Events New Coverage

Fiscal Impact Statement

The financial impact will be minimal and include expenses related to signage.

Implementation and Assessment Plan

Upon the Board’s approval, the Administration will implement the name change.

Committee’s Recommendation

Your Committee recommends that the Board approve the renaming of the Custer Stadium to the Jimmy Banks Stadium and the field to the Jimmy Banks Field.

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

* * * * *

(Item 6) Action on Monthly Facilities Matters: Award of FMS Construction Contracts, Professional Services Contracts, Material Purchase, and Emergency Purchase Contract

Construction Contracts

Corridor Ceiling and Lighting Upgrade

MacDowell Montessori at Solomon Juneau Campus

Prime Contractor

ALLCON LLC
12704 West Arden Place
Butler, WI 53007

Low Bidder, Base Bid of.....\$152,999.00

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
34	10	4	Yes	10%	66^	\$101,714.00	10%	100	10

Funds are available for the corridor ceiling and lighting upgrade project from account code FAR 00 ECE MC ECNC7 (Project No. 7570). The project is scheduled to start on March 25, 2022, and to be completed by July 29, 2022.

2022 Green Infrastructure Upgrades — Division 1

Benjamin Franklin Elementary School

Prime Contractor

Poblocki Paving Corporation
525 South 116th Street
West Allis, WI 53214

Low Bidder, Base Bid of \$654,177.00, plus \$208,120.00 for Mandatory Alternate Bid #2, for post & platform playground equipment with PIP surfacing, for a total cost of.....\$862,297.00

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
190	69	12	No	10%	10.12%	\$66,900.00	15%	100	10

Funds are available for the green infrastructure upgrades project from account code MBM PS G52 BF ECTS (Project No. 7299). The project is scheduled to start on March 25, 2022, and to be completed by August 26, 2022.

2022 Green Infrastructure Upgrades — Division 2

Hayes at Kosciuszko Complex

Prime Contractor

Eddy’s Landscaping Services, LLC
 4383 South 31st Street
 Greenfield, WI 53221

Low Bidder, Base Bid of \$475,559.00, plus \$58,000.00 for Mandatory Alternate Bid #1, for an outdoor classroom overhead structure, plus \$22,000.00 for Mandatory Alternate Bid #2, for shade trees throughout the site, for a total cost of\$555,559.00

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
10	10	0	Yes	10%	63%	\$300,829.00	15%	100	10

Funds are available for the green infrastructure upgrades project from account code MBM PS G52 HY ECTS (Project No. 7422). The project is scheduled to start on March 25, 2022, and to be completed by August 26, 2022.

2022 Green Infrastructure Upgrades — Division 3

Nathaniel Hawthorne Elementary School

Prime Contractor

Poblocki Paving Corporation
 525 South 116th Street
 West Allis, WI 53214

Low Bidder, Base Bid of \$909,578.00, plus \$34,200.00 for Mandatory Alternate #1, for shade trees throughout the site, plus \$192,540.00 for Mandatory Alternate Bid #2, for post & platform play structure & surfacing, for a total cost of.....\$1,136,318.00

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
190	69	12	No	10%	10.4%	\$95,000.00	15%	100	10

Funds are available for the green infrastructure upgrades project from account code MBM LS G52 HW ECTS (Project No. 7482). The project is scheduled to start on March 25, 2022, and to be completed by August 5, 2022.

2022 Green Infrastructure Upgrades — Division 4

Neeskara Elementary School

Prime Contractor

Eddy’s Landscaping Services, LLC
 4383 South 31st Street
 Greenfield, WI 53221

Low Bidder, Base Bid of \$425,000.00, plus \$160,000.00 for Mandatory Alternate Bid #1, for the post and platform playground equipment with PIP surfacing, for a total cost of.....\$585,000.00

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
10	10	0	Yes	10%	46%	\$208,000.00	15%	100	10

Funds are available for the green infrastructure upgrades project from account code MBM LS G52 NE ECTS (Project No. 7444). The project is scheduled to start on March 25, 2022, and to be completed by August 26, 2022.

2022 Green Infrastructure Upgrades — Division 5

Clement J. Zablocki Elementary School

Prime Contractor

Eddy’s Landscaping Services, LLC
 4383 South 31st Street
 Greenfield, WI 53221

Low Bidder, Base Bid of \$502,875.00, plus \$50,000.00 for Mandatory Alternate Bid #1, for an ornamental fence, for a total cost of\$552,875.00

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
10	10	0	Yes	10%	64.57%	\$323,255.00	15%	100	10

Funds are available for the green infrastructure upgrades project from account code MBM LS G52 ZA ECTS (Project No. 6636). The project is scheduled to start on March 25, 2022, and to be completed by August 26, 2022.

Summary

Total construction contract dollars awarded.....\$3,845,048.00
 Total dollars HUB participation\$1,095,698.00
 % of HUB participation..... 40.65%
 % Minority employees within company..... 62.87%
 % Women employees within company 3.56%

Professional Services Contracts

RFP #22-001 Herbicide-treatment Services — Various MPS Locations

A request for Proposal (RFP) was issued by Facilities and Maintenance Services to obtain a firm to provide herbicide-treatment services at various MPS locations.

Selected firm: Outdoor Home Services Holdings, LLC, d/b/a TruGreen
 Contract Amount: Not to Exceed \$50,000/Annually
 Contract Period: March 25, 2022-March 24, 2025
 Budget Code: Various

RFP #374899-2 Asbestos-abatement-and-disposal Services — Various MPS Locations

A request for Proposal (RFP) was issued by Facilities and Maintenance Services to obtain a firm to provide asbestos-abatement-and-disposal services at various MPS Locations.

Selected firms: Hogan Environmental Cleaning, LLC
 Integrity Environmental Services, Inc.
 KPH Environmental Corporation
 Safe Abatement For Everyone, Inc.
 Contract Amount: Contracts will be issued on an as-needed basis based on pre- approved rate schedule.
 Contract Amount: Not to exceed \$1,000,000.00 Annually.

Contract Period: March 25, 2022-March 24, 2025
Budget Code: Various

RFP #22-002 Owners Representative for 2022 Milwaukee Recreation Facility Projects @ 12 Sites in the City of Milwaukee

A request for Proposal (RFP) was issued by Facilities and Maintenance Services to obtain a firm to provide owners representative for 2022 Milwaukee Recreation facility projects.

Selected firms: Cotter Consulting, Inc.
Contract Amount: Contracts will be issued on an as-needed basis based on pre- approved rate schedule.
Contract Amount: Not to exceed \$500,000.00.
Contract Period: March 25, 2022-October 1, 2024
Budget Code: Various

RFQ #472422 White Boards for Various MPS Sites

A request for Proposal (RFP) was issued by Facilities and Maintenance Services to obtain a firm to provide White Boards for use at Various MPS sites.

Selected firm: Milwaukee Chalkboard and Specialties
Contract Amount: Not to exceed \$200,000.00/year
Contract Period: March 25, 2022-March 24, 2025
Budget Code: Various

Material Purchase

Cooling Tower System Equipment

Central Services

Prime Contractor
Masters Building Solutions
10950 West Rogers Street
West Allis, WI 53227

Low Bidder, Base Bid of.....\$104,450.00

Funds are available for the cooling tower system equipment project account code FAR 00 MM2 DW ECNC (Project No. 7478).

Report of Emergency Contract

Environmental remediation of fuel oil spill at Morse Middle School

This emergency contract is being reported as required by Administrative Policy 3.09, Purchasing and Bidding Requirements. This is an informational item, and no action is required.

On October 8, 2021, a fuel oil spill occurred which required clean-up and additional remediation. A purchase order for these services was issued to North Shore Environmental Construction, Inc., for \$8,995.50.

The purchase was funded through the major maintenance construction fund, budget code FAR 00 MM2 SL ECNC, Project 7545, in the amount indicated above.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 3.09, Purchasing and Bidding Requirements

Fiscal Impact Statement

Construction Contracts

- ALLCON LLC, for ceiling and lighting upgrade at MacDowell Montessori;
Code: FAR 00 ECE MC ECNC7\$152,999.00
- Poblocki Paving Corporation, for green infrastructure upgrades — Division
1 at Benjamin Franklin;
Code: MBM PS G52 BF ECTS.....\$862,297.00
- Eddy’s Landscaping Services, LLC, for green infrastructure upgrades —
Division 2 at Hayes;
Code: MBM PS G52 HY ECTS.....\$555,559.00
- Poblocki Paving Corporation, for green infrastructure upgrades — Division
3 at Nathaniel Hawthorne;
Code: MBM LS G52 HW ECTS.....\$1,136,318.00
- Eddy’s Landscaping Services, LLC, for green infrastructure upgrades —
Division 4 at Neeskara;
Code: MBM LS G52 NE ECTS\$585,000.00
- Eddy’s Landscaping Services, LLC, for green infrastructure upgrades —
Division 5 at Clement J. Zablocki;
Code: MBM LS G52 ZA ECTS\$552,875.00
- Total construction contracts Requested\$3,845,048.00

Professional Services Contracts

- TruGreen, for herbicide treatment services at various MPS sites;
Code: Various, not to exceed \$50,000 annually, for a three-year total of\$150,000.00
- Various firms, for asbestos abatement and disposal services at various MPS
sites;
Code: Various, not to exceed \$1,000,000.00 annually, for a three-year total
of\$3,000,000.00
- Cotter Consulting, Inc., for owners representative for 2022 Milwaukee
Recreation facility projects at 12 MPS sites;
Code: Various, not to exceed a two-year total of\$500,000.00
- Milwaukee Chalkboard and Specialties, for white boards at various MPS
sites;
Code: Various, not to exceed \$200,000.00 annually, for a three-year total of\$600,000.00
- Total professional services contracts requested over three years\$4,250,000.00

Material Purchase

- Masters Building Solutions, for cooling tower system equipment project at
various MPS sites;
Code: FAR 00 MM2 DW ECNC\$104,450.00

Emergency Contract

- North Shore Environmental Construction, Inc., for environmental
remediation of fuel oil spill at Morse Middle School;
Code: FAR 00 MM2 SL ECNC\$8,995.50

Committee’s Recommendation

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

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

* * * * *

(Item 7) Action on Monthly Finance Matters: Report on Change Orders in Excess of \$25,000; Report on Revenues and Expenses; Monthly Expenditure Control Report; Report on School Fund Transfers; Report on Contracts under \$50,000 and Cumulative Total Report; Report on Monthly Grant Awards; and 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.

C029744 Natural Solutions LLC

Original Contract Amount.....	\$30,000.00
Increase:	<u>\$32,334.00</u>
Adjusted Contract Amount.....	<u>\$62,334.00</u>

On October 29, 2020, the Milwaukee Board of School Directors and Natural Solutions LLC entered into professional services contract number C029744 (“Contract”), with a term of January 1, 2021, through December 31, 2021, for production, delivery, and installation of certified woodchips to various recreational sites. On December 14, 2021, the contract was extended through December 31, 2022, and an additional \$30,000 was added. On February 3, 2022, compensation was increased by \$2,334 to cover all product and services needed at playfields.

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 over \$5,000			
Story School	American Endowment Foundation	5,000.00	Flex Farm Generation 4
<i>Total Monetary Donations over \$5,000</i>		<i>5,000.00</i>	
Monetary Donations			
Andrew S. Douglas	Office of Human Resources	295.00	General School Supplies
Auer Avenue School	Mount Carmel Lutheran Church	100.00	Holiday Bazaar
Auer Avenue School	Office of Human Resources	270.00	General School Supplies
Auer Avenue School	Michael Sharon Cooke	500.00	Holiday Bazaar
Auer Avenue School	Karen Brubakken	600.00	Holiday Bazaar
Auer Avenue School	Mount Carmel Lutheran Church	1,000.00	Holiday Bazaar
Auer Avenue School	Mount Carmel Lutheran Church	2,095.00	Holiday Bazaar
Bay View High School	Clubs — Gay/Straight Alliance	100.00	Donation
Benjamin Franklin School	Office of Human Resources	314.00	General School Supplies
Bradley Trade & Tech	Quisler Family, c/o Church Chapel Funeral Home	250.00	Woodworking or Carpentry Program
Carver Academy	Constance A. Tresch	100.00	Library
Cass Street School	United Way	1,000.00	General School Supplies
Clement Avenue School	Victoria Rydberg	500.00	Schoolyard Redevelopment Plan

Location	Donor	Amount	Gift or Purpose
Clement Avenue School	Children's Wisconsin	1,000.00	Healthy Schools Support
French Immersion School	Face Foundation	3,000.00	French Dual Language Fund
German Immersion School	Joel Gradisnik	150.00	General School Supplies
German Immersion School	Frederick Kessler	1,000.00	General School Supplies
Gilbert Stuart School	Big Green	2,000.00	Jumpstar Planning
Hartford University School	Children's Wisconsin	1,000.00	Healthy Schools Support
Honey Creek Elementary School	Herb Kohl Philanthropies	200.00	Accelerated Reading Program
Lloyd Barbee Montessori	Linda and Clyde Taylor	25.00	General School Supplies
MacDowell Montessori	General Mills Box Tops for Education	22.10	General School Supplies
Meir School	General Mills Box Tops for Education	41.40	PTO/Students
Meir School	Claude Susan Krawczyk	50.00	Support Debate Team's Activities
Meir School	Andrew Gordon	100.00	Support Debate Team's Activities
Meir School	Anonymous	283.00	Choir Winter Concert Donations
Meir School	Brightspark Travel, Inc.	1,650.00	Washington, DC, Trip Meals
Milw High School of Arts	Brightspark Travel, Inc.	1,650.00	Washington, DC, Trip
Milwaukee Academy of Chinese Language	Joanne Richards	333.00	Technology for Students
Milwaukee School of Languages	Frederick P. Kessler	500.00	General School Supplies
Milwaukee School of Languages	German Immersion Foundation, Inc.	534.00	AATG National German Exams
Obama School of Career and Technical Education	Kwik Trip, Inc.	5.28	General School Supplies
Office of Academics - Parent Information	Colleen McManus	50.00	Mitten Tree
Riverside High School	Miller & Miller Law	200.00	Girls Basketball Supplies
Riverside High School	Brightspark Travel, Inc.	1,650.00	Washington, DC, Trip Meals
Ronald Reagan High School	Ted D or Mary Kellner	3,000.00	General School Supplies
Starns Early Childhood School	State of Wisconsin	500.00	Green Healthy
Trowbridge School	Charles Henderson	50.00	STEAM
Trowbridge School	SJA Financial Advisory LLC	400.00	STEAM
Victory School	Children's Wisconsin	1,000.00	Healthy Schools Support
William Cullen Bryant School	Denise Cole	200.00	Student Needs, Socks, Gloves
<i>Total Monetary Donations</i>		<i>27,717.78</i>	
Non-monetary Donations			
Albert E. Kagel School	Donors Choose	276.56	Magnetic Tiles
Burbank School	St. Rafael Catholic Church	100.00	Handmade Dolls
Burbank School	Martin Luther Lutheran Church	1,000.00	Holiday Refreshments for Staff
Doerfler School	DonorsChoose	134.91	Sticky and Post-It Notes
Doerfler School	DonorsChoose	136.42	Clip Boards
Doerfler School	DonorsChoose	222.58	Math Manipulatives
Doerfler School	DonorsChoose	228.90	Storage Bins
Doerfler School	DonorsChoose	307.88	Books and Journals
Doerfler School	DonorsChoose	330.26	Books and Classroom Supplies
Elm Creative Arts School	Mary Ann Koephe	465.00	Hand-made Hats
Elm Creative Arts School	Neighbors Care	642.00	Mitten and Hats
Emerson School	Prime Financial Credit Union	850.00	Coat and Jackets
Emerson School	Bernies Book Bank	2,072.00	Books to Take Home
Fernwood School	DonorsChoose	1,264.05	Changing the Way We See
Fifty-Third Street School	DonorsChoose	384.36	Knox Manipulatives

Location	Donor	Amount	Gift or Purpose
Goodrich School	DonorsChoose	187.36	Sensory Breaks
Goodrich School	DonorsChoose	240.32	Promoting Kindness
Goodrich School	DonorsChoose	247.64	Thirsty to Learn
Goodrich School	DonorsChoose	256.61	PPE and Snacks are Needed
Goodrich School	DonorsChoose	262.65	Pencils, Sharpeners, Erasers, Pouches
Goodrich School	DonorsChoose	270.78	Writing Supplies
Goodrich School	DonorsChoose	277.05	Dramatic Play: Baby Clothes
Goodrich School	DonorsChoose	289.80	Beginning Sounds
Goodrich School	DonorsChoose	324.21	Hat and Mittens
Goodrich School	DonorsChoose	325.61	Supplies Right In Reach
Goodrich School	DonorsChoose	351.68	Chapter Book Refresh
Goodrich School	DonorsChoose	377.31	Keep Us Safe
Goodrich School	DonorsChoose	377.77	Duplos for Future Engineers
Goodrich School	DonorsChoose	391.24	Its Healthy Snack Time
Goodrich School	DonorsChoose	397.86	Dramatic Play: Post Office
Goodrich School	DonorsChoose	460.44	Snack Time
Goodrich School	DonorsChoose	479.04	Classroom Organization
Goodrich School	DonorsChoose	501.19	Healthy Habits
Goodrich School	DonorsChoose	651.92	Classroom Book Flood
Grantosa Drive School	DonorsChoose	179.22	Cleaning Supplies
Grantosa Drive School	DonorsChoose	448.00	Recess Equipment
Honey Creek Elementary School	DonorsChoose	475.91	Multi-cultural Library Books
James Fenimore Cooper School	Cooper Parents and Students	558.44	Baked Goods
King Elementary School	DonorsChoose	291.87	We Strive to Organize
MacDowell Montessori	DonorsChoose	307.88	Botany Supplies
MacDowell Montessori	DonorsChoose	324.55	Botany and Art Supplies
MacDowell Montessori	DonorsChoose	385.25	Table
MacDowell Montessori	DonorsChoose	448.71	Rug/Broom
Manitoba School	DonorsChoose	137.12	Headphones
Manitoba School	DonorsChoose	189.88	Headphones
Manitoba School	DonorsChoose	239.80	Books
Manitoba School	DonorsChoose	256.89	Notebooks/Pencils
Manitoba School	DonorsChoose	296.38	Colored Pencils/Notebooks
Maple Tree School	DonorsChoose	277.58	General School Supplies
Maple Tree School	DonorsChoose	379.94	General School Supplies
Meir School	DonorsChoose	378.71	Art Supplies
Milwaukee School of Languages	DonorsChoose	257.85	Children Size Winter Gloves
Morgandale School	DonorsChoose	419.58	General School Supplies
Ninety-Fifth Street School	DonorsChoose	168.02	Chair
Ninety-Fifth Street School	DonorsChoose	169.00	Winter Gear
Ninety-Fifth Street School	DonorsChoose	202.44	Winter Gear
Ninety-Fifth Street School	DonorsChoose	207.65	General School Supplies
Ninety-Fifth Street School	DonorsChoose	259.92	Science
Ninety-Fifth Street School	DonorsChoose	262.47	Sensory Bin
Ninety-Fifth Street School	DonorsChoose	264.91	Covid Supplies
Ninety-Fifth Street School	DonorsChoose	290.68	Snacks
Ninety-Fifth Street School	DonorsChoose	290.68	Legos
Ninety-Fifth Street School	DonorsChoose	324.35	Books
Ninety-Fifth Street School	DonorsChoose	337.70	Puzzles
Ninety-Fifth Street School	DonorsChoose	358.00	Stephan Materials
Ninety-Fifth Street School	DonorsChoose	468.90	Animal Galore
Ninety-Fifth Street School	DonorsChoose	490.44	Shields Chair Pockets
Ninety-Fifth Street School	DonorsChoose	772.97	Books
Office of Academics-Specialized Services	Amber Williams	890.00	Gift Cards
Office of School Administration - Student Services	Soles4Souls	127,000.00	Shoes and Socks

Location	Donor	Amount	Gift or Purpose
Parkside School	DonorsChoose	808.94	General School Supplies
Riverside High School	DonorsChoose	375.08	Book Shelves
Riverwest Elementary	Tom Cramer	500.00	Books and School Supplies
Sherman School	Green Bay Packers - Julie Brockel	110.00	Packer Pens and Wrist Bands
Marvin Pratt Elementary	DonorsChoose	229.90	Gaming to Success
Marvin Pratt Elementary	DonorsChoose	814.31	Snacking Reward
Spanish Immersion School	DonorsChoose	516.03	General School Supplies
Story School	DonorsChoose	161.90	General School Supplies
Story School	DonorsChoose	260.38	General School Supplies
Story School	DonorsChoose	1,000.55	General School Supplies
Thurston Woods	DonorsChoose	317.77	Reading Learning
Trowbridge School	DonorsChoose	140.43	General School Supplies
Trowbridge School	DonorsChoose	144.65	General School Supplies
Trowbridge School	DonorsChoose	253.17	General School Supplies
Trowbridge School	DonorsChoose	322.89	General School Supplies
Vieau School	DonorsChoose	269.44	TPT Gift Cards and Headphones
Vieau School	DonorsChoose	358.99	Classroom Art Supplies
Walt Whitman School	DonorsChoose	324.25	Art STEM Supplies
William Cullen Bryant School	DonorsChoose	344.26	Fidget Frenzy
William Cullen Bryant School	DonorsChoose	550.86	General School Supplies
Wisconsin Conservatory	DonorsChoose	214.10	Healthy Snacks
Wisconsin Conservatory	DonorsChoose	244.34	Healthier Snacks for Students
Wisconsin Conservatory	DonorsChoose	302.57	Poems Better than Organizing
Zablocki School	DonorsChoose	302.08	Pretend Play Items-Early Child
<i>Total Non-monetary Donations</i>		<i>162,963.98</i>	
Total Value of Donations		195,681.76	

Committee’s Recommendation

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

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

* * * * *

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

— Authorization to Issue a Purchase Order to Tobii Dynavox, LLC, for Boardmaker Online Subscription for Symbol-based Communication and Visual Supports

The Administration is requesting authorization to issue a purchase order to Tobii Dynavox, LLC, for a subscription to Boardmaker Online, which will allow staff to create symbol-based communication and visual supports. The platform allows staff to create, to edit, and to manage overlays for communication devices and to create communication boards for students in need of augmentative alternative communication. The program also allows for the creation of visual schedules and procedures for use during classroom instruction.

Each subscription also includes 10 student accounts for staff to use. Staff may create activities and games for students to complete in their Boardmaker Online accounts, and the program tracks their progress.

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

The subscription will run from July 13, 2022, through July 12, 2024, with the total cost not to exceed \$56,715.

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

- Tobii Dynavox LLC, for Boardmaker Online Subscription to Create Symbol-based Communication and Visual Supports, ITS007S2TCENCQ.....\$56,715.00
- MIND Research Institute for ST Math Licenses for Use in Grades PreK-8, ITS0S7S2AQESWR.....\$2,392,500.00
- Imagine Learning, Inc. for Foundational Skills-focused Licenses in English and Spanish, ITS0S7S2AQESWR.....\$868,170.00

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 Committee’s reports.

* * * * *

(Item 9) Action on the Award of Professional Services Contracts

RFP 1065 Authorization to Contract with Proximity Learning, Inc., for Credit-acceleration and Academic Support/Tutoring Services

The Administration is requesting authorization to enter into a contract with Proximity Learning, Inc., for credit-acceleration and academic support/tutoring services. This contractor will be used to deliver acceleration activities for students in grades 9 through 12 and academic support/tutoring activities for students K5 through 12. In order to increase academic access to a variety of courses, Proximity Learning will provide online credit-acceleration options with licensed teachers for students to meet credit-bearing graduation requirements. To address academic deficits, Proximity will provide virtual academic support through tutoring services and small-group instruction in the area of reading for students in need of additional support.

Contractor was chosen pursuant to RFP 1065, which closed on January 21, 2022. The contract will run from June 1, 2022, through May 31, 2023, (the “Initial Term”) with two additional one-year options to extend if certain performance metrics incorporated into the contract are met.

The total cost of the contract in the Initial Term will not exceed \$275,000.

Budget Code: DTI-0-0-7G2-EO-ECTS-COVD (ESSER II Contracted Services).....\$275,000

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
756	392	451	No	NA	NA	NA	NA	300	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:

- Proximity Learning, Inc., for credit-acceleration and academic support/tutoring services,
DTI-0-0-7G2-EO-ECTS-COVID\$275,000.00

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 Committee's reports.

* * * * *

(Item 10) Action on a Request to Waive Administrative Policy 3.09(9)(e) and to Enter into a Master Lease Agreement with Ricoh USA, Inc., to Lease a Printer Bundle

Background

The Administration requests authorization to enter into a master lease agreement with Ricoh USA, Inc. for the lease of a Xante X33 UV Printer, Xante X16 UV Printer Bundle, and Roland TrueVIS VG2 SeriesWide Format Roll-fed. In accordance with Administrative Policy 3.09(7)(e)1a, this master agreement is based on a contract held by the County of Fairfax, Virginia. MPS is able to piggyback off that master agreement as a member of the U.S. Communities Cooperative Government Purchasing Alliance.

The Department of School Business and Transportation Services made the determination that this equipment is necessary for the Division of Duplicating Services to continue providing quality services and products needed for district stakeholders. This replaces an existing Ricoh L4160 printer that was being leased, whose lease expired in August 2021. As such, this contract agreement with Ricoh is the best available option. There will be no equipment sale or maintenance agreement.

The request to waive administrative policy and to issue the agreement for five years is based upon the significant costs associated with bidding for such a service outside of the state contract.

This master agreement will run from April 1, 2022, through March 31, 2027. The total cost of the master agreement will not exceed \$107,288.40.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 3.09, Purchasing and Bidding Requirements

Fiscal Impact Statement

Budget Code: DUP-0-0-DUP-DU-EMTC.....\$107,288.40

Implementation and Assessment Plan

Upon approval by the Board, the Purchase will be executed as indicated in the attachment to the minutes of your Committee's meeting.

Committee's Recommendation

Your Committee recommends that the Board authorize the waiver of administrative policy 3.09(9)(e) and approve the master lease agreement 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 Committee's reports.

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(Item 11) Action on a Request to Waive Administrative Policy 3.09(9)(e) and to Enter into a Contract with Aptegy, Inc., for a District-wide Website Systems Upgrade

RFP 1061 Authorization to Enter into a Contract with Aptegy, Inc., for a Major District-wide Website Systems Upgrade

The Administration is requesting authorization to enter into a contract with Aptegy, Inc., to provide a system upgrade and annual support/maintenance for the district and school websites. This upgrade is considered a major upgrade of core district systems. The work being by the vendor selected through this RFP will provide MPS with a solution that includes currently-supported technologies which will increase search capabilities within the district and school sites, add additional language support, and increase accessibility for all visitors of the sites. Currently, the systems of the school (WordPress) and district websites (Titan) are not meeting the needs of users or families, so it has been determined that a major upgrade is needed to address the points mentioned above.

Due to the complexity of this upgrade, we are asking that Administrative Policy 3.09(9)(e) be waived. The contract will run from April 1, 2022, through June 30, 2026, with the option to extend for up to two additional one year terms, from July 1, 2026, through June 30, 2027, and from July 1, 2027, through June 30, 2028, (the "Term") upon mutual consent of the parties and the Board's approval.

The total cost of the contract in the Initial Term will not exceed \$432,700.00

Budget Code: INF-0-0-TLN-DW-EMTC\$432,700.00

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
NA	NA	NA	No	10%	10%	TBD	NA	300	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

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 authorized the request to waive Administrative Policy 3.09(9)(e) 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 Committee's reports.

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

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

Background

The Bilingual Task Force met on Monday, February 21, 2022. During this meeting, members present continued to work on the four points of focus as directed by the Milwaukee Board of School Directors:

- 1) financial support from MPS and the specific out-of-pocket costs to future bilingual and world language teachers;
- 2) protocols to enable bilingual and world language teachers to complete their student teaching on the job at MPS;
- 3) examination of alternative ways of assessing the language proficiency of bilingual employees and how to engage DPI on standards for bilingual and related certification; and
- 4) examination of the most efficient and effective way to reorganize programs and support systems to advocate and to nurture educators for the expansion of bilingualism in MPS.

At its regular meeting in November, the Board approved amendments to Administrative Policy 6.23, Clinical Students, Student Teaching, Student Administrator, Practicum Students, and Field Placement Students, to allow MPS employees to complete their requirements without being required to leave their employment with MPS. The Task Force began conversations around implementation of this change. Additionally, discussions around the other focus items occurred.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 6.23, Recruitment and Hiring: Staff

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REPORT OF THE COMMITTEE ON LEGISLATION, RULES AND POLICIES

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

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

Background

The purpose of this policy is to provide clear guidance on how to administer needed medication to students enrolled in Milwaukee Public Schools (MPS) in accordance with Wisconsin state law, evidence-based practice, and the well-being of our students.

This policy provides an outline for students, parents, and MPS staff regarding when, where, how, and under what circumstances MPS students may receive medications at school and during school-sponsored activities, as well as how the administration of medication is to be handled and documented and how medications are to be stored.

This policy has been drafted to ensure students' well-being and that all medications and medical treatments will be administered in accordance with Wisconsin state law, using evidence-based practice and by qualified health-care professionals.

This policy has been drafted in consultation with MPS's medical advisor and in accordance with Wis. Stat., §118.29, and administrative code 8.01(2)(g). This policy will be reviewed annually by the Student Health Services Supervisor in consultation with the District's medical advisor. The Student Health Services Supervisor is authorized to create guidelines for the implementation and enforcement of this policy.

Development of the Policy

Research of Other Districts' Policies

We reviewed policies from other large Wisconsin districts as well as large, urban districts nation-wide.

- Wisconsin (important due to same state legislation): Green Bay, Kenosha, Madison, Racine
- Nationally (Important due to population/geographic density and considerations of emergency services): Chicago, Minneapolis, Seattle

Metrics considered included the number of nurses per school and districts' demographics.

Trends and Commonalities

Large, urban districts typically codify medication procedures into their boards' policies. These procedures clarify restrictions on and guidelines for the administration of medications. Procedures outlined in these board policies adhere to their respective states' guidelines and work in concert with the districts' Student Health Services handbooks.

MPS's Proposed Medication Policy

Guiding Principles

1. To mitigate the impact of health inequities in MPS
2. To serve the best interests of students
3. To administer medication in the school environment only when necessary
4. To follow evidence-based practices and the expertise of qualified healthcare professionals

Overview of Receiving Medication

Medication is to be administered by a nurse or provided under the supervision of authorized school personnel (11.B.3). If the any medication is to be self-administered by the student, it must be done so under direct supervision.

Point 1

Section I. D

MPS shall retain the right to decline to administer medication

- in accordance with Nursing and Health Services' guidelines;
- in consultation with Nursing and Health Services' administration.

Examples include

- requests for medical treatments not approved by Student Health Services;
- holistic applications;
- CBD and medical marijuana; and
- expired or contra-indicated orders that may conflict with other medications or orders.

Point 2

*Section 11.8.3**Delegated Medications*

- In accordance with WI Admin Code N 6.03 (1,2,3)
- "A registered nurse may delegate a non-nurse school staff member to administer medication ...
- Limited to those "that can be given by mouth, topically (applied to the skin or mucous membranes), or transdermally (through the skin as a patch)"

Point 3

Section IV

- Emergency Response (always call 911 at onset), which is best equipped to handle emergency medical situations
- Fast EMT response time to all MPS schools.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 4.07, Student Nutrition and Wellness Policy

Fiscal Impact Statement

There will be no fiscal impact associated with the adoption and approval.

Implementation and Assessment Plan

Upon the Board's approval, the Office of Board Governance will publish the policy.

Committee's Recommendation

Your Committee recommends adoption of the policy, as follows:

Purpose

The purpose of this policy is to provide clear guidance on how to administer needed medication to students enrolled in Milwaukee Public Schools (MPS) in accordance with Wisconsin state law, evidence-based practice, and the well-being of our students.

This policy provides an outline for students, parents, and MPS staff of when, where, how, and under what circumstances MPS students may receive medications at school and during school-sponsored activities as well as how medication administration is to be handled and documented and how medications are to be stored.

Guiding Principles

1. This policy seeks to mitigate the impact of health inequities on MPS students, staff, and families by ensuring safe and supportive environments for individuals with chronic health conditions.
2. Milwaukee Public Schools shall always act in the best interests of our students and their physical and mental well-being.
3. Whenever possible, medications and medical procedures should be administered by parents to the student while the student/child is at home. Medications and medical procedures shall be administered by Milwaukee Public Schools staff only when absolutely necessary.
4. Medication and medical procedures shall be administered using evidence-based practice and by qualified health-care professionals.

Overview

Parents/guardians must work with their child's health-care provider and the MPS Nursing and Health Services office to meet the requirements set out in this policy to ensure the well-being of MPS students during school hours or school-sponsored activities.

Students may receive medication when:

1. administered by a nurse; or
2. provided under the supervision of authorized school personnel subject to requirements in section II.B.3.;
3. self-administered by the student with the direct supervision of authorized school personnel.

I. Identifying Students with Medical Needs

A. Request for Student Health Information: Parent/guardian must notify the school promptly upon their student's acute or chronic medical diagnosis/diagnoses and any medication requirements. The Student Health Services supervisor or designee must make medication and procedure authorization forms available to schools for this purpose. The forms are valid for 365 days from when the medical order was written and signed unless changed by the student's health-care provider.

B. Parent/Guardian Role: When a parent/guardian reports that their student has been diagnosed with a medical condition and is requesting medication administration at school and during school-sponsored activities, the school must request and the parent/guardian must provide the following:

1. written medical diagnosis and care instructions, emergency action plan, and orders for medication administration during school hours and school-sponsored activities signed by a health-care provider. Requests for the provision of medication during school hours must include all of the following:
 - a. name of medication, dosage, route of administration;
 - b. frequency and time of administration(s);
 - c. special circumstances in which medication is to be administered;
 - d. side effects and/or intended effects that might be observed and reported to a nurse, school personnel, and parents/guardians;
 - e. name, signature, address, office phone, fax, and emergency numbers of health-care provider;
 - f. signature of parent;
 - g. other medications that student may be receiving at home; and
 - h. a regimen of healthcare or medication follow-up;
2. medications or supplies necessary to treat the student's condition in the original container with prescription and dosage information or any replacement medication after use (or expiration) that matches the original medical provider's orders;
3. a description of the student's past chronic or acute reactions, including triggers and warning signs;
4. Parents'/guardians' current emergency contact information; and
5. a prescription or new written orders from the student's medical provider that are required to be submitted by the parent/guardian if there are health changes, including but limited to, the dosage, route, medication, or administration times.

C. These medications must be absolutely necessary for the critical health and well-being of the student. Any medications that can be given safely and effectively at any time other than during school day are by definition not absolutely necessary to be given during the school day.

D. MPS school health personnel shall retain the right to decline to administer medication in accordance with Nursing and Health Services guidelines and in consultation with Nursing and Health Services administration. Any medical order that is declined must be communicated to the parent/guardian as well as the prescriber, along with the medical rationale and offer to accommodate with different medications or regimens.

E. Noncooperation: Noncooperation is defined as when the parent/guardian of a student with a known or suspected condition is not in agreement with and/or does not assist the school with an evaluation or implementation of student's health plan or refuses (actively or passively) to supply the school with medications and supplies required to manage the student's health condition in school.

II. Medications

A. Medication Types

1. Prescribed Medications. Written documentation, including the health-care provider's prescription, must be maintained in the student's health record. All medication authorizations for school administration must:

- a. include indication (diagnosis), as defined by a health-care provider, including the rationale for need during school hours or school-sponsored activities;
- b. be in the original packaging;
- c. be provided in a clearly labeled container and have been dispensed by a state-approved pharmacy.

2. Over-the-Counter Medications: Students requiring over-the-counter medication during school hours or school-sponsored activities must also be authorized in writing by the student's parent/guardian and must be provided in the original packaging and in accordance with Nursing and Health Services guidelines.

3. Self-carry Medications: Students may carry and self-administer medications during school hours with documented permission from the health-care provider and parent/guardian. Self-carry medications include epinephrine and asthma rescue inhalers.

4. Protocol Medications: Protocol medications are provided by the school district to support students' medication needs in the event of an acute illness or emergency. Protocol medications are limited to acetaminophen, ibuprofen, albuterol, and EpiPen® (epinephrine). These medications have a written procedure vetted and signed by the MPS medical advisor.

B. Nonprescription medication must be brought in with the manufacturer's original label with the ingredients listed and the student's name and date of birth affixed to the container.

1. Nonemergency: The school must maintain nonemergency student medications in a locked location accessible to the nurse, the principal, and the principal designee. Medications requiring refrigeration must be kept in a refrigerator separate from food products. At all times, the principal and principal designee must have knowledge of and access to all storage units where medication is kept.
2. Emergency: The school must maintain all emergency medications that are not self-carried in a designated secure but unlocked location that is accessible to all school personnel during school hours and school-sponsored activities. During emergencies or drills, it is the principal's and the principal designee's responsibility to ensure that all emergency medications are accessible to the student.
3. Delegated Medications. A registered nurse may delegate a non-nurse school staff member to administer medication to a student in accordance with Wis. Admin. Code N 6.03(1,2,3) and their professional expertise. Delegated medications are limited to those that can be given by mouth, topically (applied to the skin or mucous membranes), or transdermally (through the skin as a patch).

C. Adhere to Training Requirements Prescribed by the Department of Public Instruction: When administering medication or treatments, school staff will adhere to all DPI training requirements under the guidance of the Student Health Services supervisor.

D. Changes in Medication: Any medication changes including but not limited to the dosage, route, medication, or administration times require the parent/guardian to submit a prescription or new written orders from the student's health-care provider.

E. Discontinuing Medication: If a medication is to be discontinued, the parent/guardian must submit written notification from the student's health-care provider.

F. End-of-school-year Medication Removal: At the end of the academic school year or the end of the medication course, procedure, and/or treatment regimen, the student's parents/guardians will be responsible for retrieving any unused medication/supplies. If the parent/guardian does not pick up the medication by the end of the last day of the academic school year, the nurse will dispose of the medication(s) in accordance with the nursing program guidelines and provide the parent/guardian with notification after the medication has been disposed of.

G. Medication Logs: The nurse or approved designee providing medication(s) to a student or monitoring a self-administration will log each time medication is given or self-administered during school hours or during school-sponsored activities. Medication logs shall be incorporated into the student's health record on an annual basis. The nurse will review student medication administration records per nursing program guidelines.

III. Authorization to Carry and Self-administer Medication

A. Students may carry approved medications and supplies on their person if they:

1. are over the age of 12;
2. are able to demonstrate appropriate administration of medication;
3. have a doctor-prescribed medical order for self-carry.

B. Students may be approved to self-administer only the following medications as outlined in their 504/IEPs or emergency health plans:

1. rescue asthma inhaler;
2. epinephrine auto-injectors;
3. diabetes testing, supplies, insulin, and rescue medication glucagon;
4. epilepsy VNS.

IV. Emergency Response

A. In the case of medical emergencies, 911 will be called immediately. Parents will be contacted and provided with a description of the incident in writing.

B. School personnel shall remain with the student at all times during a medical emergency. If a student is transported to a hospital, school personnel must accompany the student until the parent/guardian or emergency contact arrives.

C. The school must complete an incident report within 24 hours in all instances when emergency response measures are activated or other emergency health issues occur.

V. Guidelines

A. To ensure students' well-being, all medications and medical treatments will be administered in accordance with Wisconsin law and evidence-based practices.

B. All medication and medical treatments must be administered in accordance with Nursing and Health Services guidelines and in consultation with the student's health-care provider.

C. These policies were drafted in consultation with MPS's medical advisor and legal counsel and in accordance with Wis. Stat., §118.29, and administrative code 8.01(2)(g). For additional information on medical policy and procedure, please see the MPS Nursing Policy and Procedure Manual. This policy will be reviewed annually by the Student Health Services supervisor in consultation with the district's medical advisor. The Student Health Services supervisor is authorized to create guidelines for the implementation and enforcement of this policy.

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

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(Item 2) Action on a Request to Establish Administrative Policy 9.14, Community Schools

Background

At its regular meeting on June 24, 2021, the Board adopted Resolution 2122R-005, regarding the establishment of a community schools work group charged with creating an MPS community schools policy.

The work group, which has met regularly since August 2021, comprises representatives of the Administration, United Way, the MTEA, and community schools coordinators.

The work group included an advisory committee, as well as sub-committees that were charged with crafting the proposed community schools policy based on themes identified from the data analyzed from the work group and the work group’s discussions.

The proposed administrative policy is aligned to the Milwaukee Community School key practices:

1. Cultural Relevance
2. Equity
3. Shared Leadership.

At its regular meeting on December 16, 2021, the Board referred consideration of Administrative Policy 9.14, Community Schools, to the Committee on Legislation, Rules and Policies. Since that time, further enhancements have been collaboratively made to further capture all voices and to strengthen the proposed policy. In alignment with the Board's action, the work group developed Administrative Policy 9.14, Community Schools, the final version of which is presented for the Board’s approval in the third attachment to the minutes of your Committee’s meeting.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Implication Statement

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

Fiscal Impact Statement

This item does not authorize expenditures.

Implementation and Assessment Plan

Upon the Board's approval, the Office of Board Governance will publish Administrative Policy 9:14, Community Schools.

Committee’s Recommendation

Your Committee recommends adoption of the proposed policy, as provided in the third attachment to the minutes of your Committee’s meeting.

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

* * * * *

(Item 3) Action on Communication 2122C-004 Regarding Consideration of a Proposed Policy on Time Schedules and Workload

Background

At its meeting on January 27, 2022, the Milwaukee Board of School Directors referred Communication 2122C-004 from the Milwaukee Teachers' Education Association (MTEA) regarding a proposed policy on time schedules and workload to the Administration for follow-up:

Administrative Policy Proposal:
TIME SCHEDULES AND WORKLOAD

- (1) REPORTING TIME
 - (a) PRINCIPALS
 1. The principal of each elementary school shall be at his/her post of duty 30 minutes before the beginning of the teachers’ workday.
 2. The principal of each secondary school shall be at his/her post of duty 20 minutes before the time for school to begin.

(b) TEACHERS

Teachers are to adhere to school-day schedules as determined by the Board.

(2) TEACHING DAY

(a) HIGH SCHOOLS AND TRADITIONAL MIDDLE SCHOOLS

1. Classroom teachers in the high schools and traditional middle schools operating on the seven-period day shall be assigned not more than five teaching periods, one homeroom or advisory periods, and one preparation periods per day. Such schools will operate under the guidelines, as set forth below:
 - a. Periods released for special assignment duties shall be subtracted from the normal load of five classes.
 - b. The teacher "in charge" and any additional teachers assigned lunchroom duties each lunch period shall have such duty in lieu of a class.
 - c. Teachers, beyond those needed for study hall supervision, attendance counseling and hall supervision, and projects dealing with curriculum development within their areas of teaching, shall be assigned to other duties as prescribed by the principal.
 - i. Normally, one teacher and such educational assistants as are necessary may be assigned to hall supervision. Additional teachers may be assigned where essential due to the structure of the building and special problems.
 - ii. Volunteers shall first be assigned, and where there are insufficient volunteers, assignments shall be made with available teachers on a rotating basis by semesters.
 - d. Study halls, lunchroom duty, and attendance counseling shall be assigned so that individual teachers do not have to perform these duties year after year without being relieved when they specifically request it.
 - e. To the extent possible, a first-semester teacher will not be assigned to study hall, lunchroom duty, hall supervision, or attendance counseling, but will be involved in in-service activities, such as long-range planning for his/her specific classes, work on curriculum in his/her area, or observing classes of experienced teachers.
2. Classroom teachers in high schools and traditional middle schools operating on block schedules (A/B schedule) shall be assigned no more than three teaching periods and one individual preparation period per day. Such schools will operate under the guidelines, as set forth below:
 - a. Periods released for special assignment duties shall be subtracted from the normal load of six classes.
 - b. Lunchroom supervision shall be done by staff other than teachers.
 - c. Teachers shall not be assigned supervision duties during any of the four instructional blocks. Necessary supervision during instructional blocks shall be performed by staff other than teachers.
 - d. Every reasonable effort will be made to avoid assigning any teacher to three consecutive instructional blocks.
 - e. The principal may use up to one half of the individual preparation period for collaborative planning time once per week.
3. Schools will provide a curriculum to advisory teachers.

(b) ELEMENTARY SCHOOLS LUNCH

Teachers at elementary schools have a 45-minute lunch on days they are not assigned lunch duty. Lunch duty shall be rotated equitably among teaching staff. In most schools, the rotation will require teachers to perform 15 minutes of lunch duty twice a week. At some schools, based on staffing, the rotation may require teachers to perform lunch duty more than two times per week. Schools may also choose to arrange their lunch duty rotation where teachers perform duty daily during weeks 1 and 3 with no lunch duty on weeks 2 and 4.

(3) TEACHER PREPARATION

(a) PREPARATION PERIOD

The utilization of the preparation period shall normally be determined by the teachers. It is recognized that the preparation period may be the most convenient and practical time for the teacher, principal, or supervisor to arrange an occasional conference on matters of professional concern. If an unexpected parent conference is requested during the preparation period, the teacher shall attend the conference, unless the conference would prevent the teacher from having representation of his/her choice. Attempts will be made to avoid a pattern of scheduling parent conferences during regular instructional time.

(b) MIDDLE- AND HIGH-SCHOOL CLASSROOMS

Principals shall attempt, where possible, to limit the number of classroom assignments, exclusive of homeroom, to three; however, it is recognized that, with certain subject areas and programs, the attainment of this may not be possible.

- (c) **NUMBER OF PREPARATIONS FOR MIDDLE- AND HIGH-SCHOOL TEACHERS**
In developing secondary teachers' programs, principals shall attempt, where possible, to limit the number of different preparations to three; however, it is recognized that certain subject areas make the attainment of this more difficult.
- (d) **ELEMENTARY TEACHERS**
When students are in art, music or physical education classes, this time is teacher directed and belongs in its entirety to teachers for prep. Teachers are not required to attend art, music, or physical education classes with their students. Teachers are not required to attend administrative meetings when their students are at art, music, or physical education classes.
- (e) **Special education teachers:**
 - (i) Elementary school teachers will have teacher directed prep time when their students are in art, music, and physical education classes at least equal to weekly prep time for regular education teachers.
 - (ii) Traditional middle school teachers and high school teachers operating on the seven-period day will have one prep period daily. Traditional middle school teachers and high school teachers operating on block schedules (A/B schedule) will have one prep period daily.
- (4) **COMPENSATION & VIOLATIONS OF POLICY**
 - (a) Classroom teachers that substitute teach shall be paid 1.25 times the part time certificated rate of pay.
School administration or their designee shall first ask for volunteers. If there are no volunteers, then substitute assignments will be assigned on a rotating basis. The rotation procedure should be discussed with the school's building committee before it is implemented.
 - (b) If the terms of this policy are violated, the teacher(s) shall be paid 1.5 times their regular rate of pay for any additional classes taught or preparation time lost. In addition, any violations shall be discussed and resolved with the school's Building Committee.

The Administration recommends that a committee of various key stakeholders be formed to review the proposed policy changes and to develop recommendation for the Board to consider during the May 2022 board cycle.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 6.27, Time Schedules and Workloads: Certificated Staff

Fiscal Impact Statement

N/A

Implementation and Assessment Plan

Upon the Board's approval, the Administration will form a committee of various stakeholders to review the proposed policy changes and develop a recommendation for the Board to consider.

Committee's Recommendation

Your Committee recommends approval of the Administration's recommendation to form a committee pursuant to Administrative Policy 2.12 and to develop recommendations for the Board to consider during the May 2022 board cycle and that any draft policies include a provision for educational assistants.

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

(Item 4) Action on Communication 2122C-005 Regarding Consideration of a Proposed Policy on Filling Principal Vacancies

Background

At its meeting on February 24, 2022, the Milwaukee Board of School Directors referred Communication 2122C-005 — as attached to the minutes of your Committee’s meeting — from the Milwaukee Teachers' Education Association (MTEA) regarding a proposed policy on filling principal vacancies to the Administration for follow-up.

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 6.23, Recruitment and Hiring: Staff

Implementation and Assessment Plan

Upon the Board’s approval, the Administration will form a committee of various stakeholders to review the proposed policy changes and to develop a recommendation for the Board to consider.

Committee’s Recommendation

Your Committee recommends that a committee of various key stakeholders be formed to review the proposed policy and to develop recommendation for the board to consider during the May 2022 board cycle.

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

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(Item 5) Action on Proposed Amendments to Various Board Rules in Accordance with Board Rule 1.11, Amendments to the Rules

Background

In accordance with the provisions of Wisconsin Statutes, Chapter 119, and with other applicable statutes governing Cities of the First Class, the Milwaukee Board of School Directors is empowered to establish rules for its own governance.

In accordance with Board Governance Policy 2.03, Board Powers and Duties, which requires that the Board Rules be revisited periodically to determine their coherence and appropriateness to the present mission of the school district, the Office of Board Governance has completed its review and is proposing certain amendments to the Board Rules for adoption by the Board. Where appropriate, we have consulted with the Office of Accountability and Efficiency and the Administration.

Amendments proposed in this item include:

- updates to the titles of Senior Director, Accountability and Efficiency, and Board Clerk/Chief Officer, Office of Board Governance, as codified by previous action of the Board; and
- minor edits to add clarity to current practices.

Board Rule 1.11, Amendments to the Rules, states

Proposed amendments to the rules shall be presented at a regular Board meeting and shall be referred to the Committee on Legislation, Rules and Policies for its consideration and report thereon. The Committee’s report with respect to such proposed amendment shall be presented to the Board and then held over until the next meeting, when it shall be considered and acted upon by the Board. A

recorded affirmative vote of a majority of the members of the Board shall be necessary for the adoption, amendment, or repeal of rules...

A packet containing the Board Rules and any proposed amendments to them has been provided in the attachments to the minutes of your Committee's meeting.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Board Rule 1.11, Amendments to the Rules

Fiscal Impact Statement

This item has no fiscal impact.

Implementation and Assessment Plan

Upon the Board's approval, the Office of Board Governance will make and publish the amendments to the Board Rules. Any Board Rule that is not amended will be noted as "reaffirmed" to indicate that it has been reviewed.

Committee's Recommendation

The Office of Board Governance recommends that the Board adopt the amendments to the Board Rules as presented in the attachments to the minutes of your Committee's meeting and reaffirm those Rules for which no amendments are necessary.

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

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(Item 6) Action on a Request to Reaffirm Administrative Policy 8.45, Public School Open Enrollment

Background

Attached to the minutes of your Committee's meeting for the Board's review is Administrative Policy 8.45, Public School Open Enrollment, which includes the following provisions:

Non-resident pupils applying for transfer into the Milwaukee Public School District

To the extent consistent with state laws, the Board's rules, and MPS administrative guidelines, a non-resident pupil (i.e., one who resides outside the City of Milwaukee) may apply to attend an MPS school through either the full-time or part-time state-wide open-enrollment programs.

Resident Pupils applying for transfer into a non-Milwaukee Public School District

To the extent consistent with state laws, the Board's rules, and administrative guidelines, a resident pupil (i.e., one who resides in the City of Milwaukee) may apply to attend a public school in a non-resident school district through the full-time state-wide open enrollment programs.

Applications shall be received by MPS during the timeframe designated by state law. An application may include a request to attend a specific school or program, but preference in assignment at a school, program, class, or grade shall be given to residents of the City of Milwaukee.

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

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

Administrative Policy 8.45, Public School Open Enrollment

Fiscal Impact Statement

No Fiscal Impact.

Implementation and Assessment Plan

Upon the Board’s approval, Administrative Policy 8.45, Public School Open Enrollment, will remain as written.

Committee’s Recommendation

Your Committee recommends that the Board reaffirm Administrative Policy 8.45, Public School Open Enrollment.

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

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(Item 7) Action on a Request to Approve Revisions to Administrative Policy 7.10, Driver Education

Background

Milwaukee Public Schools (MPS) provides formal driver-education training to youth. In late 2021, the Department of Recreation and Community Services conducted a review of Administrative Policy 7.10, Driver Education, following the State of Wisconsin’s decision to reduce the age-eligibility for driver education to 15. Out of that review, it was determined that Administrative Policy 7.10, Driver Education, required an update to comply with the State of Wisconsin’s policy change. The Administration is proposing the following revisions, which align with the State’s decision to lower the eligibility for driver’s education to age 15:

Administrative Policy 7.10
Driver Education

(1) The Milwaukee Public Schools shall provide a state-approved driver-education course which shall qualify students 16 years of age and older to receive Wisconsin probationary operator’s licenses. ~~Instruction shall State-approved driver-education courses~~ require a minimum of 30 hours of classroom instruction, ~~six hours in a car as an “observer,” and six hours of behind-the-wheel training and six hours of behind-the-wheel observation.~~

(2) Driver education shall take place outside of the school day and shall be available during the school year and in summer when funds are available. Students must be at least ~~15½~~ 15 years old to be enrolled and cannot turn 18 prior to the last day of classroom instruction.

(3) Age-eligible students who are residents of Milwaukee may enroll in driver-education classes or instruction by following the registration procedures listed in the quarterly Recreation Guide published by ~~through~~ the Department of Recreation and Community Services.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

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

Administrative Policy 7.10, Driver Education

Fiscal Impact Statement

This item does not authorize expenditures.

Implementation and Assessment Plan

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

Committee's Recommendation

Your Committee recommends that the Board approve the proposed revisions to Administrative Policy 7.10.

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

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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 on Family and Community Engagement

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 Department of Strategic Partnerships and Customer Service works to effectively build capacity for Parent Coordinators to engage families and to strengthen the relationship between the school and community stakeholders.

This item will discuss the strategies currently being used to enhance family engagement across the district by leveraging Parent Coordinators and providing them with the tools, knowledge, and skills to successfully build relationships with families. One of those strategies include the creation of Family Collaboration Cohorts that provide peer-to-peer educational opportunities for the Parent Coordinators that allow them to observe family-engagement strategies in action while simultaneously learning how to teach others.

Family & Community Engagement Report

Support to Parent Coordinators

- Monthly professional development
- Collaboration among district staff and community organizations
- Individual & group support opportunities

Sustainability

- Engage parent coordinators in supportive, peer-based learning experiences.
- Facilitate family-engagement activities by using the skills learned.
- Expose parent coordinators to strategies and best practices.
- Emphasize the connection between family engagement and student achievement.

Next Steps

Identify More Schools

Increase the school's capacity to engage with the community.

Intentional Family Connection

Identify the barriers to effective family engagement and develop strategies to increase families' participation.

Maximize Virtual Learning Experiences

Provide creative opportunities for online learning and to increase technical skills.

Full Implementation in October 2022

Continue to develop parent coordinators to support ongoing family engagement and implement best-practices strategies.

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 9.11, School Engagement Councils

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(Item 2) Report with Possible Action Regarding Discipline Disproportionality Updates & Progress

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

Background

In 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 receiving 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 OCR. At that time, the Board directed Administration to report its progress on a monthly basis. The March 2022 report follows.

Monthly Discipline Disproportionality Report, February 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 best course of action to address disproportionality;
- continuing and expanding book studies; and
- forming district committees 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 from the District Discipline Manager` a monthly Why Race Matters update focusing on specific best practices to support positive student behavior. February’s monthly update focused on microaggressions, specifically how to identify them and how to address microaggressions when we see them in ourselves and others.

Multiple departments collaborated on creating a short video covering the five best-practice universal supports for all educators newly placed in a classroom without classroom-management experience. This video is available to all staff members to get an overview of best practices regarding classroom management as well as to access a link with additional professional development opportunities and best-practice strategies.

Ensuring that Schools Are Using Counseling and Support Services

The District Discipline Disproportionality (3D) Leadership Team met on February 3, 2022, to discuss student focus groups’ questions and procedures at the schools with the highest number of suspensions. The Team is currently visiting schools and conducting student focus groups as part of a larger root-cause analysis of school climate and cultural disciplinary systems at the schools.

In February, the PBIS coaches worked with schools to identify students who may need further, more intentional Tier 1 support. PBIS Coaches also worked to help identify students who may need Tier 2 or Tier 3 support based on documented classroom data. PBIS Coaches work with Behavior Intervention Teams (BITs) to ensure that students are matched with appropriate interventions, that ongoing progress monitoring is occurring and documented, and that interventions are adjusted/modified and aligned to data.

Through February 28, 2022, there have been more than 600 meetings of school-based Discipline Work Groups. Recommendations included more opportunities to talk about racial equity, sharing specific classroom strategies, assessing staffing levels, providing time to collaborate, and establishing intervention systems, among other topics.

The MPS Culture & Climate Toolkit outlines specific strategies which schools and individual staff members may use to support positive behaviors and school climate. The use of specific redirection strategies for classroom-managed behaviors is documented within PLP Classroom Behavior notes. The total documented strategies this year, through February 28, 2022, can be found below.

Acknowledge verbally or tangibly	20,027	Proximity control	4,144
Brain breaks	557	Praise 5:1	157
Behavior contract	406	Parent contact.....	17,610
Buddy classroom.....	1,768	Planned ignoring.....	3,509
Community service	110	Redirection.....	12,827
Collect property	1,116	Recovery area (within room)	1,379
Go Guardian.....	408	Restorative conversation	1,978
Independent work	260	Secret signal	104
Mindfulness	521	Support staff consultation	7,619
Move their seat	1,979	Self-monitoring	177
One-on-one conversation	25,058	Reflection sheet.....	569

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 February 1, 2022, through February 28, 2022, as documented in Infinite Campus. There were 2,734 suspensions in February 2022, compared with 2,923 suspensions in February 2020.

Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Total
Arson	1			1				2
Assault	5			17				22
Battery	8			68				76
Bullying	3			12		2	1	18
Burglary								
Chronic Disruption or Violation of School Rules	66	5	5	492		9	7	584
Disorderly Conduct	90	6	16	496		19	6	633

Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Total
Endangerment of Physical Safety/Mental Well-being	9	2		108		2	1	122
False Fire Alarms	4			1				5
Fighting	75	5	5	613		20	8	726
Gambling				18				18
Inappropriate Personal Property	5	1		20		4		30
Inappropriate use of electronic communication devices	10		1	49				60
Intent to Distribute Drugs/Alcohol/Meds		1		2				3
Leaving the Classroom Without Permission	2		1	5		1	1	10
Loitering				2				2
Other Substances/Materials	2		1	30		1	2	36
Personal Threat	8			52		1		61
Possession of Drug Paraphernalia	2		1	9				12
Possession of stolen property	1							1
Possession/Ownership/Use of Alcohol				1				1
Possession/Ownership/Use of Drugs	5		1	19		1	2	28
Possession/Ownership/Use of Gun	1			2				3
Possession/Ownership/Use of Weapon Other than Gun	2			19		2	1	24
Possession/Use of Fireworks								
Reckless Vehicle Use				1				1
Robbery				2				2
Sexual Assault				6				6
Sexual Harassment	3			7				10
Skipping Class								
Substantial Environmental Disruption	51	2	2	82		4		141
Theft	3			5				8
Trespassing				2				2
Use of Tobacco, Including Chewing	8	2		21		3		34
Vandalism	3			13		1		17
Verbal Abuse/Profanity/Harassment	8			25		2	1	36
Grand Total	375	24	33	2,200		72	30	2,734

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

	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Total
Conference	31	2	1	112		6	3	155
Counsel	181	20	12	935		41	16	1,205
Detention	11		1	57		6	1	76
Mediation	1			61		3	2	67
Referral BIT	5	1		3		1		10
Repairing Harm Circle	1			4		1		6
Restorative Conference	8			6				14

The following chart shows district demographics and year-to-date disproportionality of suspensions through February 28, 2022.

Grade	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Total
K4/K5	4			8				12
1	1			9			1	11
2	2	1		26		1	1	31
3	7		1	59		3	1	71
4	9	1		77		2	1	90
5	11	2	1	94		5		113
6	33		4	233		12	3	285
7	35	2	2	285		9	3	336

Grade	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Total
8	48	4	2	320		5	8	387
9	109	6	11	497		14	4	641
10	34	5	7	215		8	2	271
11	26	2	2	147		3	1	181
12	13		2	72		3	2	92

Book Studies

On February 11, 2022, the second Leadership Experiences and Administrative Development Series (LEADS) with *Courageous Conversations about Race* (CCAR) was attended by more than 100 SSTs, Community Schools Coordinators, and Central Services coaches. This is a six-part series developing a deeper understanding of the CCAR’s framework and integrating the framework into our practices. The February session focused on our understanding of the racial context throughout history and the present ,as well as using the Above/Below the Line tool to understand what we know and what we don’t know in terms of the racial context within which we are living.

A district-wide cohort reading *Pushout* completed its final reflection session by discussing the primary themes of the book, including proactive supports for Black girls in schools, strong student-teacher relationships, school-based wraparound services, and professional development for staff. On February 15, 2022, all school nurses viewed the documentary *Pushout*, which was followed by small-group discussions around implications for their work. Time was spent discussing themes of safe spaces for Black girls, relationship building, proactive supports, and school-wide wraparound support for Black girls.

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

The City-Wide Discipline Committee met throughout February to begin to look at focus groups’ feedback regarding the code of conduct and to begin looking at making specific recommendations regarding the code of conduct. This Committee will meet four times prior to making recommendations regarding the code of conduct.

Across all traditional middle and high schools there have been more than 160 meetings of the school-based Student Discipline Committee. Looking specifically at February, recommendations from students include assessing staffing, engaging students in conversation throughout the suspension process, creation of more student clubs, engaging students in updating cell phone policy, and extending passing time, among others.

The next quarterly Community Conversation will occur on May 4, 2022, at 6:00 p.m.

Next Steps

- Provide additional Courageous Conversations About Race LEADS and DELT series for school and district leaders.
- Collaborate with schools with highest number of suspensions towards root-cause analysis and next steps to support students and school climate.
- Complete City-Wide Discipline Committee and make recommendations for the 2022-23 code of conduct.
- Start a book cohort March to read Richard Milner’s *These Kids Are Out of Control: Why We Must Reimagine Classroom Management for Equity*.

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 1.06, Equity in MPS

Fiscal Impact Statement

N/A

(Item 3) Report with Possible Action on Services Provided to Students with Disabilities in the Least Restrictive Environment (LRE)

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

Background

Least restrictive environment (LRE) is one of the most significant components in the 2004 Individuals with Disabilities Education Act (IDEA). It requires that, to the maximum extent appropriate, children with disabilities be educated with children who are not disabled. Removal of students with disabilities from the regular educational environment occurs only when the severity of the disability is such that education in regular classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

There are 17 performance indicators that help steer states to develop State Improvement Plans that target special education:

Indicator #1	Graduation Rates	Indicator #10	Inappropriate Identification in Specific Disabilities Categories
Indicator #2	Drop-Out Rates	Indicator #11	Timely Evaluation
Indicator #3	Assessments	Indicator #12	Preschool Transition, Parts C and Part B
Indicator #4	Suspension/Expulsion	Indicator #13	Transitional Goals, Ages 16 and over
Indicator #5	Educational Placement ,Ages 6-21	Indicator #14	Post-school Outcomes
Indicator #6	Educational Placements, Ages 3-5	Indicator #15	Resolution Sessions
Indicator #7	Preschool Outcomes	Indicator #16	Mediation
Indicator #8	Parental Involvement	Indicator #17	State Systemic Improvement Plan
Indicator #9	Inappropriate Identification in Special Education		

LRE for Better Outcomes

As part of the LRE’s focus on increasing academic and behavioral outcomes for students with disabilities, the Department of Specialized Services quarterly reports to the Administration students who are receiving special education services in the least restrictive environment. The Department of Specialized Services’ plan is to educate students with disabilities, in accordance with their individual education programs (IEPs), in the regular education environment with their non-disabled peers.

LRE Data

Indicator 5 addresses the documentation of programs and services in the least restrictive environment for students 6 to 21 years of age. Wisconsin’s data for this indicator provide each school district with the target in each of the following categories:

- Indicator 5A Percent of students ages 6 through 21 with IEPs who are served inside the regular class 80% or more of the day
- Indicator 5B Percent of students ages 6 through 21 with IEPs who are served inside the regular class less than 40% of the day
- Indicator 5C Percent of students ages 6 through 21 with IEPs who are served in separate schools, in residential facilities, or in homebound/hospital placements.

The information below compares MPS’s LRE data-relative services with the projection in DPI’s 2016 Annual Performance Report Summary for Wisconsin school districts. MPS’s percentage includes all students who have an IEPs, including for speech and language services.

	MPS								
	State’s Target	May 2021	August 2021*	Sept. 2021	Oct. 2021	Nov. 2021	Dec. 2022	Jan. 2022	Feb. 2022
5A	70.00%	81.60%	83.08%	83.21%	83.32%	83.43%	82.67%	82.74%	83.62%
5B	7.90%	15.69%	15.53%	15.35%	15.74%	15.48%	15.37%	15.33%	14.96%
5C	0.95%	0.34%	0.32%	0.32%	0.32%	0.31%	0.31%	0.29%	0.28%

*The data for the August 2021 LRE report is a combination of the students with disabilities enrolled in the schools on the early-start calendar and the projected enrollment for our schools on the traditional calendar.

The reports attached to the minutes of your Committee’s meeting include the District’s information as well as each school’s percentage.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 8.01, Student Nondiscrimination, Complaints and Appeals

Fiscal Impact Statement

No Fiscal Impact

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REPORT OF THE COMMITTEE ON STUDENT ACHIEVEMENT AND SCHOOL INNOVATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Action on the Selection of Textbooks/Instructional Materials for Social Studies (Grades K-8) and High-school U.S. History, World History, and Citizenship for Textbooks to Be Used During the 2022-23 School Year

Background

In accordance with the textbooks/instructional materials-adoption rules of Administrative Policy 7.26, Textbooks/Instructional Materials Adoption, textbooks/instructional materials evaluation committees were formed as a result of the Board’s action on October 28, 2021, which opened subject areas for selection studies. The committees have completed the necessary studies with respect to grades K5-2, grades 3-5, and grades 6-8 social studies, U.S. history, world history, citizenship are recommending the following for adoption for use during the 2022-23 school year:

- K5 *Learning and Working Together*, McGraw Hill
- 1st grade *Our Place in the World*, McGraw Hill
- 2nd grade *Exploring Who We Are*, McGraw Hill
- 3rd grade *Our Communities*, McGraw Hill
- 4th grade *Regions of the United States*, McGraw Hill
- Wisconsin: Our State, Our Story*, Wisconsin Historical Society Press
- 5th grade *U.S. History: A New Nation*, McGraw Hill
- 6th grade *United States, Reconstruction to Present*, HMH
- 7th grade *World Civilizations (part 1)*, HMH
- 8th grade *World Civilizations (part 2)*, HMH
- U.S History *History Alive! Pursuing American Ideals*, TCI
- World History *World History*, McGraw Hill
- Citizenship *Government Alive! Power, Politics, and You*, TCI
- Citizenship *Econ Alive! The Power to Choose*, TCI

All recommended texts will be available in both English and Spanish.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 7.26, Textbooks/Instructional Materials Adoption

Fiscal Impact Statement

Approval of this item authorizes expenditures. The estimated cost for selection of the recommended textbooks/instructional materials is \$14,910,000. Funding is included in the FY22 budget, budget code Textbooks — GEN-0-0-INV-DW-ETXB.

Implementation and Assessment Plan

Contracts will be brought back to the Board for approval. Textbooks/instructional materials and online tools for the recommended adoptions will be purchased in FY22 with funds that have been allocated in FY22. Professional development and online tools will be implemented during the 2022-23 school year.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to approve the selection of the textbooks/instructional materials to be used during the 2022-23 school year as detailed in this item and to begin the contract negotiations and implementation processes as specified, including related supplementary materials such as teacher manuals, resource guides, and online resources.

The gavel was passed to Director Taylor at 7:27 p.m. and returned to President Peterson at 7:29 p.m.

Director Gokalgandhi moved to approve the Administration's recommendation. 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 2) Action on Resolution 2122R-015 by Director Carr on a Feasibility Study to Implement a Four-day School Week

Background

At its regular meeting on February 24, 2022, the Milwaukee Board of School Directors referred Resolution 2122R-015 by Director Carr to the Committee on Student Achievement and School Innovation:

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.

The resolution directs the Administration to explore the feasibility of implementing a four-day school week, with a fifth day to be devoted to “teacher professional development, student mental health services, extended learning opportunities, and intentional and effective school community and employer partnerships.”

Fiscal Impact Statement

The financial impact of a feasibility study this size will be known once the procurement process is completed and a provider is selected.

Implementation and Assessment Plan

If approved by the Board, it is estimated that the implementation of a feasibility study for a four-day school week may take up to six months from start to finish, including forming a Four-day School-week Strategic Planning Committee, contracting for services of a consultant, collaboration, listening sessions, data collection, analysis, and report. Upon completion of the feasibility study, the results will be reviewed, and the findings will be shared with the Board.

Committee's Recommendation

Your Committee recommends that the resolution not be adopted.

Although this item was initially set aside for separate consideration, it was determined that the item was dispensed with at Committee (the Committee having voted 4-1 against adopting the resolution). Therefore, the Board took no action on this item.

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(Item 3) Action on a Request to Approve the Contracts for Behavioral-reassignment and At-risk Seats with Banner Prep, Southeastern Education Center, and Lad Lake Synergy for the 2022-23 School Year

Background

Milwaukee Public Schools (MPS) provides a continuum of services, including placements for students who have significant emotional, behavioral, and social needs. The behavioral-reassignment (BR) schools were created to serve students who have been expelled with services through a Central Office hearing process and have received a placement in a BR school for a specified period of time. MPS also offers at-risk programs that were developed to serve students at-risk of not graduating from high school, as defined by Wisconsin State Statutes, Section 118.153(1)(b).

In May 2021, the Milwaukee Board of School Directors approved one-year contracts for educational services with the following BR schools:

- Banner Prep, located at 3517A W. Courtland Avenue. Banner Prep’s mission is to provide an alternative small-school setting for students when academic and/or behavioral issues have become major barriers to their success in school. The current contract specifies that Banner Prep will serve 125 BR seats in grades 9-12.
- Southeastern Education Center (Southeastern), located at 4200 N. Holton Street. Southeastern’s mission is to provide students with a safe and secure environment within which they can strengthen their academic skills, develop effective work/school habits, and improve interpersonal relationships. The current contract specifies services for 85 BR seats in grades 6 through 8.
- Lad Lake Synergy (Synergy), located at 2820 W. Grant Street. Synergy’s mission is to guide growth, to reach potential, and to live responsibly. The current contract specifies services for 90 BR seats in grades 6 through 12 and 20 at-risk seats in grades 9 through 12, for a total of 110 seats.

MPS continues to have a need to partner with community-based agencies to serve students who have been reassigned for a designated period of time due to violations of the MPS code of conduct.

In January 2022, a team met to review the data for each of the schools. Each review was conducted virtually and included a presentation by school representatives and parent, staff, and student focus groups. The team was provided the opportunity to discuss the findings, to consider additional input from schools, and to provide feedback.

Based on the review of data, the outcome of the review process, and the District’s needs, the Administration recommends one-year contract renewals with Banner Prep, Southeastern, and Synergy for BR and at-risk seats for the 2022-23 school year. The proposed recommendation is for Banner Prep to serve 125 BR seats in grades 9 through 12; Southeastern to serve 85 BR seats in grades 6 through 8; and Synergy to serve 20 BR seats in grades 6 through 8, 70 BR seats in grades 9 through 12, and 20 at-risk seats in grades 9 through 12, for a total of 110 seats.

Representatives from the partnership schools, the Office of the City Attorney, and Administration collaborated to update the contracts for BR and at-risk seats. The representatives agree with the contracts’ modifications for the Board’s approval, as outlined in the attachments to the minutes of your Committee’s 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

Administrative Policy 3.06, Fiscal Accounting and Reporting

Fiscal Impact Statement

School allocations are approved annually by the Milwaukee Board of School Directors as part of the budget process.

Implementation and Assessment Plan

The contract term for behavioral-reassignment schools is one year and may be renewed for subsequent years, based on the outcome of the contract review, availability of funds, and the needs of the District.

Upon the Board's approval, the contracts will become effective for the 2022-23 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the contracts for behavioral-reassignment and at-risk seats with Banner Prep, Southeastern Education Center, and Lad Lake Synergy, as attached to the minutes of your Committee's meeting, for the 2022-23 school year.

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

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(Item 4) Action on a Request to Approve an Agreement with Milwaukee Area Technical College for At-risk Students

Background

In accordance with Wisconsin State Statutes, Section 118.153(1)(b), since 2000, Milwaukee Public Schools (MPS) has partnered with Milwaukee Area Technical College (MATC) to serve students who are 16 years of age or older and at risk of not graduating from high school. This statute allows students to attend technical colleges in lieu of attending high school and to participate in programs leading to high-school graduation.

On May 11, 2021, the Milwaukee Board of School Directors approved a one-year agreement with MATC and authorized 45 full-time-equivalent pupils for the 2021-22 school year. In January, 2022, a team met to review the data for MATC. The review also included a presentation by school representatives and staff, parents, and student focus groups. The team was provided the opportunity to discuss the findings, to consider additional input from the school, and to provide feedback. Based on the review of data for the 2021-22 school year, the Administration recommends a one-year agreement renewal with MATC for the 2022-23 school year.

Contingent upon the Milwaukee Board of School Directors' approval, representatives from MATC, the Office of the City Attorney, and the MPS Administration have agreed to the following as indicated in the redline agreement that is attached to the minutes of your Committee's meeting:

- MATC will provide a program named the MATC Emerging Scholars Program to serve a maximum of 45 full-time-equivalent (FTE) pupils as set forth in the agreement;
- MATC will serve at-risk students who are 16 years of age or older seeking high-school diplomas through the credit-earning system;
- MATC will serve students who are 17 years of age or older seeking high-school-equivalency diplomas;
- in addition to high-school courses to meet high-school graduation requirements, MATC will provide dual-enrollment opportunities for students to earn both high-school and college credits in occupational or technical course work;
- students completing the program will receive MPS diplomas; and
- technical revisions made throughout the agreement to reflect current practices.

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 3.06, Fiscal Accounting and Reporting

Fiscal Impact Statement

MPS will be charged an hourly per-pupil rate for the 2022-23 school year. This rate is charged to the local school district by the Wisconsin Technical College System, as required by Wis. Stat., Sec. 118.15. MPS will be charged a tuition rate for students enrolled in dual-credit opportunities in occupational or technical courses. Funding for the agreement will be included as part of the FY23 budget process.

Implementation and Assessment Plan

Upon the Board's approval, the agreement will become effective for the 2022-23 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the agreement with Milwaukee Area Technical College for at-risk students, as defined in Wisconsin Statutes, Section 118.15, for the 2022-23 school year.

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

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(Item 5) Action on a Request to Approve the Instrumentality Charter School Contract with The Alliance School, Inc., for The Alliance School to Begin with the 2022-23 School Year and to End with the Last Regularly Scheduled Day of the 2024-25 School Year

Background

The Alliance School, located at 850 West Walnut Street, was established as an instrumentality charter school beginning with the 2005-2006 school year. The current contract is for up to a maximum of 360 full-time-equivalent (FTE) pupils in grades 9 through 12.

Alliance's mission is to provide a safe, student-centered, and academically challenging environment to meet the needs of all students.

On January 27, 2022, the Board approved a three-year renewal for Alliance and authorized the Administration, in collaboration with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from The Alliance School, Inc.

In February 2022, representatives from The Alliance School, Inc., the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration reviewed and negotiated the proposed modifications to the model instrumentality charter school contract and agreed to the redline contract attached to the minutes of your Committee's meeting.

Contingent upon the Board's approval, The Alliance School, Inc. accepts the instrumentality charter contract with the modifications as outlined below:

- a Whereas clause has been added to clarify that charter school's governing board is a party to the contract, to reflect current law, and to reflect historical background;
- the contract is made by and between the Milwaukee Board of School Directors and The Alliance School, Inc., for The Alliance School;
- the name of the school is The Alliance School, and the school shall be located 850 West Walnut Street, Milwaukee, WI 53205;
- the name of the person who will be in charge of the charter school has been updated to reflect that Phyllis D. Smith shall be the school leader, and language has been added to reflect the manner in which administrative services will be provided;
- language has been revised to reflect applicability of MPS policies and statutes;

- language relating to performance indicators has been updated to reflect applicability and current practice;
- language relating to charter school governance has been updated to provide clarity and to be consistent with statutory language relating to charter school governance;
- language has been revised relating to charter school staff;
- language relating to requirements for admission to school has been updated;
- language relating to financial and performance audits has been updated to reflect current practices and to reflect selection of method for financial and performance audits;
- language has been updated to reflect selection of disciplinary guidelines;
- language relating to facilities, indemnification and insurance has been updated;
- language relating to the effect of the establishment of the Charter School on the liability of the Board has been updated;
- language relating to background screening has been updated;
- language relating to right to inspect and receive requested information and reports has been updated;
- language relating to calendar has been updated;
- language relating to purchasing has been updated;
- language relating to transportation and nutrition has been updated;
- language relating to Local Education Agency (LEA) responsibilities and district's responsibilities as School Food Authority (SFA) has been clarified;
- language has been updated to reflect that Alliance will serve up to a maximum of 160 FTE pupils in grades 9 through 12;
- the term of the contract has updated to reflect three years, to start with the 2022-23 school year and to end with the last regularly scheduled day of the 2024-25 school year;
- language relating to modification or termination of contract has been revised to provide clarity and reflect current practices;
- language has been added to demonstrate that parties mutually agree to the terms of the contract;
- technical revisions have been made throughout the contract;
- technical revisions have been made to Appendix A (Proposal).

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 9.12, Charter Schools

Fiscal Impact Statement

The funds for this charter school contract are included as part of the FY23 budget process.

Implementation and Assessment Plan

Upon approval, the contract will be effective starting with the 2022-23 school year and ending with the last regularly scheduled day of the 2024-25 school year.

A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction.

Committee's Recommendation

Your Committee recommends that the Board approve the instrumentality charter school contract with The Alliance School, Inc., as attached to the minutes of your Committee's meeting, for The Alliance School to begin with the 2022-23 school year and to end on the last regularly scheduled day of the 2024-25 school year.

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

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(Item 6) Action on a Request to Approve the Non-instrumentality Charter School Contract with Milwaukee Teacher Education Center, Inc., d/b/a Urban Learning Collaborative, for Milwaukee Environmental Sciences Academy (MESA) to Begin with the 2022-23 School Year and to End with the Last Regularly Scheduled Day of the 2024-25 School Year

Background

Milwaukee Environmental Sciences Academy (MESA), located at 6600 West Melvina Street, was established as a non-instrumentality charter school beginning with the 2013-14 school year. The current contract is for up to a maximum of 500 full-time-equivalent (FTE) pupils in grades K4 through 8.

MESA is dedicated to the intellectual, physical, social and emotional growth of all students, with an emphasis placed on engaging students in thinking, problem solving, and decision making, allowing students to function in a global society. The goal of MESA is to provide instruction to students through the implementation of the EL Learning model, formally known as Expeditionary Learning.

On January 27, 2022, the Board approved a three-year renewal for MESA and authorized the Administration, in collaboration with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from Milwaukee Teacher Education Center, Inc., for MESA.

In February 2022, representatives from Milwaukee Teacher Education Center, Inc., d/b/a Urban Learning Collaborative for Milwaukee Environmental Sciences Academy (MESA); the MPS Office of Board Governance; the Office of the City Attorney; and the MPS Administration reviewed and negotiated the proposed modifications to the model non-instrumentality charter school contract and agreed to the redline contract as attached to the minutes of your Committee's meeting.

Contingent upon the Board's approval, MESA accepts the non-instrumentality charter contract with the modifications as outlined below:

- a Whereas clause has been added to clarify that charter school's governing board is a party to the contract to reflect current law and to reflect historical background;
- the contract is made by and between the Milwaukee Board of School Directors and Milwaukee Teacher Education Center, Inc., d/b/a Urban Learning Collaborative for Milwaukee Environmental Sciences Academy;
- the name of the school is Milwaukee Environmental Sciences Academy, and the school will be located at 6600 West Melvina Street;
- the name of the person who will be in charge of the charter school has been updated to reflect that Janet Colvin, Principal, shall be the school leader, and language has been added to reflect the manner in which administrative services will be provided;
- language has been revised to reflect applicability of MPS's policies and statutes;
- language relating to performance indicators has been updated to reflect applicability and current practices;
- language relating to charter school's governance has been updated to provide clarity and to be consistent with statutory language relating to charter school governance;
- language relating to requirements for admission to school has been updated;
- language relating to financial and performance audits has been updated to reflect current practices and to reflect selection of method for financial and performance audits;
- language has been updated to reflect selection of disciplinary guidelines;
- language relating to facilities, indemnification, and insurance has been updated;
- language relating to the effect of the establishment of the charter school on the liability of the Board has been updated;
- language relating to background screening has been updated;
- language relating to the right to inspect and receive requested information and reports has been updated;
- language relating to the calendar has been updated;
- language relating to purchasing has been updated;

- language relating to transportation and nutrition has been updated;
- language relating to the responsibilities of the Local Education Agency (LEA) responsibilities and of the District as School Food Authority (SFA) has been updated;
- language has been updated to reflect that Milwaukee Environmental Sciences Academy (MESA) will serve a maximum of 400 FTE pupils in grades K4 through 8 for the 2022-23 school year, 440 pupils in grades K4 through 8 for the 2023-24 school year, and 450 pupils in grades K4 through 8 for the 2024-25 school year;
- language relating to payment has been updated to provide clarity;
- the term of the contract will be three years, to start with the 2022-23 school year and to end with the last regularly scheduled day of the 2024-25 school year;
- language relating to modification or termination of contract has been revised to provide clarity and to reflect current practices;
- language has been added to demonstrate that parties mutually agree to the terms of the contract;
- technical revisions have been made throughout the contract
- technical revisions have made to Appendix A (Proposal).

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 9.12, Charter Schools

Fiscal Impact Statement

The funds for this charter school contract are included as part of the FY23 budget process.

Implementation and Assessment Plan

Upon approval, the contract will be effective starting with the 2022-23 school year and ending with the last regularly scheduled day of the 2024-25 school year.

A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction.

Committee’s Recommendation

Your Committee recommends that the Board approve the non-instrumentality charter school contract, as attached to the minutes of your Committee’s meeting, with Milwaukee Teacher Education Center, Inc., d/b/a Urban Learning Collaborative for Milwaukee Environmental Sciences Academy (MESA). to begin with the 2022-23 school year and end on the last regularly scheduled day of the 2024-25 school year.

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

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(Item 7) Report with Possible Action on Resolution 2122R-007, Regarding a Charter School Evaluation

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

[On August 26, 2021, the Board had adopted Resolution 2122R-007, directing that the Administration, in collaboration with the Office of Board Governance and the Office of Accountability and Efficiency, perform a comprehensive evaluation of the effectiveness of each of its charter schools and the impact of charter schools on the Milwaukee Public Schools.]

In December 2021, the Administration, in collaboration with the Office of Board Governance and the Office of Accountability and Efficiency, requested a response for proposals to conduct a comprehensive evaluation of charter schools. Wisconsin Center for Education Research (WCER) responded to the request. This report will provide the proposed scope of work to complete the evaluation of charter schools and its impact on Milwaukee Public Schools.

Charter School Evaluation

Comprehensive Charter School Evaluation

Measure the effectiveness of MPS charter schools and their impact on academic performance, financial performance, and organizational performance.

Collaborative Partners

- Administration
- Office of Board Governance
- Office of Accountability & Efficiency
- Wisconsin Center for Education Research (WCER)

Wisconsin Center for Education Research

Comparison of MPS's procedures with those of selected authorizers at the local, state, and national levels around authorizing, reviewing and renewing contracts, services provided, and discipline.

Timeline

- Quantitative and qualitative data collection to be conducted from March to May 2022
- Final report to be presented in July 2022.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 9.12, Charter Schools

Fiscal Impact Statement

No fiscal impact.

Implementation and Assessment Plan

Wisconsin Center for Education Research (WCER) will conduct its evaluation of charter schools and provide a report by July 2022.

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(Item 8) Report with Possible Action on the Regional Showcase — Citywide 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 are included in this presentation.

This month, the Citywide Region is featured. The Citywide Region comprises ten schools — Dr. Martin Luther King, Jr.; Townsend; River Trail; Andrew Douglas; Green Tree Preparatory; Lincoln Center of the Arts; Roosevelt; King Middle Years; Morse; and Wedgewood — which serve 3,793 students in diverse settings to meet the varied needs of our students. The Citywide Region offers a variety of programs and services to support our students towards their academic goals. The Citywide Region is successful due to the

committed staff members and dedicated community partnerships, a vital component to the success of students.

Citywide Regional Showcase

Citywide Region Overview

Schools:

- three elementary schools (grades k-8)
- six traditional middle schools (grades 6-8)
- one middle/high school (grades 6-11)

Programming

- IB Programme
- Gifted and Talented
- Agricultural Focus
- Arts Integration/Turnaround Arts
- African-American Immersion
- Community Schools Partnerships
- City Year/Violence-free Zone

Enrollment

2017-18	2018-19	2019-20	2020-21	2021-22
4,819	4,463	4,986	4,469	4,552

Citywide Region Data

STAR Math Growth

Showing growth in achievement and gap closure in pivotal grades 1 through 5 prior to entry into middle school

STAR Reading Growth

Showing growth in achievement and gap closure in pivotal grades 2, 4, and 5 prior to entry into middle school

Opportunities for growth

- School Transformation
- Increase and improve teachers’ feedback
- Increase proficiency levels
- Improve culture and climate
- Reduce absenteeism
- Foundational skills in early literacy
- High-school Readiness
- Extracurricular Activities

Spotlight on Dr. Martin Luther King, Jr., School

Mission

Dr. Martin Luther King, Jr., K-8 School will produce self-determined learners through an African-American Immersion educational experience. We will use the arts as a tool and vehicle to raise dignity and to equip all learners with the necessary skills for high academic achievement and pro-social behavior, preparing them for transformative engagement with our families and in their community and world.

School Motto: Restoring Hope in the Dream!

Priority: Academic Achievement

- AmeriCorp (Reading Tutors)
- Guided Reading
- The Writing Revolution
- Increased Scores on STAR Assessments (Fall-Winter)
- School-wide Intervention Block
- Drop-in Sessions with SST on Ambitious Instruction Strategies (Reading, Math, Writing)
- Uninterrupted reading and math blocks
- Full-time Specialists and support staff

Priority: School Culture and Climate

- Black Lives Matter at School Week of Action
- Reduction in incident referrals and suspensions
- Turnaround Arts: Visual Thinking Strategies
- Increased enrollment

- Scholars that lead school-based programs (ambassadors, school announcers, program planners, SEC & CSLT)
- Lion's Pride (monthly events, boosters, scholar dollars, etc.)
- Restorative Practice opportunities

Priority: Communication and Collaboration

- New Community Schools Partnership
- Bader Philanthropies
- WestCare, WI
- Lifestridders
- Heartlove Place
- Girl Scouts of America
- Mad Hot Ballroom
- True Skool
- Milwaukee Repertory Reading Residency
- Peace Learning Center
- Children's Hospital
- Milwaukee Performing Arts Center
- Florentine Opera & Chicago Poetry

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 9) Report with Possible Action on the Gifted and Talented Identification

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

Wisconsin Statutes, Chapters 121.02(1)(t) and 118.35, require school boards to provide programs to students who are identified as gifted and talented. Milwaukee Public Schools begins this process through identification of students that uses multiple data points. This presentation will review this year's screening of students using a cognitive-reasoning assessment and the Teacher's Observation of Potential in Students (TOPS). This screening provides a more equitable identification of gifted potential in all children in areas such as academics, overall intellect, creativity, leadership, interests, spatial abilities, and social perceptiveness. Additionally, programming opportunities for identified students will be discussed, including curriculum compacting, specialized programs, acceleration, and support for parents.

As a result of Milwaukee Public Schools' being in a virtual-education format for the majority of the 2020-21 school year, screening of grade 2 students was not possible. This year, however, students in both grades 2 and 3 were screened to ensure that all students had access to the screening process.

Identification of Gifted & Talented Students

Milwaukee Public Schools uses a variety of assessments to identify high ability and potential in students

- Cognitive Abilities Test (CogAT) in 2nd grade
- Teacher Observation of Potential in Students (TOPS)
- STAR

Identified Students from CogAT Screener, Fall 2021

The CogAT Screener identified 175 2nd-grade students and 155 3rd-grade students who scored in the 7th, 8th, or 9th stanines, making them eligible for the post-screener. Those identified students came from 65 different schools, compared with 67 schools in 2019, 73 schools in 2018, and 37 schools in 2017.

31% of students who took the post-screener (92) scored in the 9th stanine on at least one section of the assessment, compared with 34% in 2019.

Identification with TOPS

	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Number of Students	180	248	301	336	413	1,478

CogAT and TOPS Data, 2021-22

CogAT

	CogAT Screener 7 th -9 th Stanines						Students Identified at 9 th Stanines					
	2 nd Grade					3 rd Grade	2 nd Grade					3 rd Grade
	17-18	18-19	19-20	20-21*	21-22	21-22	17-18	18-19	19-20	20-21*	21-22	21-22
Boys	132	142	144	NA	97	85	36	30	55	NA	24	30
Girls	146	126	128	NA	78	70	21	17	35	NA	19	19
American Indian	**	**	**	NA	**	**	**	**	**	NA	**	**
Asian	20	21	24	NA	**	12	**	**	10	NA	**	**
Black	40	40	43	NA	18	15	**	**	**	NA	**	**
Hispanic	87	91	85	NA	58	29	**	**	28	NA	14	**
Native Hawaiian/Pacific Islander	**	**	**	NA	**	**	**	**	**	NA	**	**
White	110	101	104	NA	78	88	35	26	42	NA	24	35
Two or More	17	**	15	NA	13	10	**	**	**	NA	**	**
Students with Disabilities	11	10	**	NA	**	12	**	**	**	NA	**	**
Students w/o Disabilities	267	258	270	NA	167	143	55	46	90	NA	40	44
English Learners	45	32	44	NA	24	**	**	**	12	NA	**	**
Not English Learners	233	236	228	NA	151	149	53	47	78	NA	39	49
Economically Disadvantaged	150	165	164	NA	89	63	18	21	40	NA	17	14
Not Economically Disadvantaged	128	103	108	NA	86	92	39	26	50	NA	26	35
Total Students	278	268	272	NA	175	155	57	47	90	NA	43	49

*CogAT had not been administered in the 2020-21 school year; however, the test was administered to both 2nd- and 3rd-grade students in the 2021-22 school year.

Students Identified by TOPS Each Year

	17-18	18-19	19-20	20-21	21-22	Total
Boys	96	134	148	163	204	745
Girls	84	114	153	156	204	711
American Indian	**	**	**	**	**	0
Asian	22	31	42	32	57	184
Black	17	115	159	160	195	646
Hispanic	116	66	67	92	93	434
Native Hawaiian/Pacific Islander	**	**	**	**	**	**
White	20	29	18	22	39	128
Two or More	**	**	12	13	21	46
Students with Disabilities	14	19	10	47	31	121
Students w/o Disabilities	166	229	291	273	382	1,341
English Learners	94	31	57	93	103	378
Not English Learners	86	217	244	225	305	1,077
Economically Disadvantaged	156	216	271	286	358	1,287
Not Economically Disadvantaged	24	32	30	35	41	162
Total Students	180	248	301	336	413	14,78

**Indicates less than 10 students in the group.

Javits Grant Schools

SEE US!

Bethune	Jackson	Sherman	Thoreau
Clarke	Keefe	Siefert	
Clemens	Kilbourn	Story	
Congress	Parkview	Stuart	

SURGE Schools

Garland	Hawthorne	Lowell	Rogers
Hartford	Hayes	Manitoba	Zablocki

STAR Data

Additional students are identified for enrichment when they score at or above the 75 percentile.

	Fall 2019	Fall 2021
Early Literacy*	1,193	181
Reading	2,871	1,967
Math	5,813	2,588

*Only grade one was included in 2021.

Meeting Students' Needs

- Direct services to students
- Teachers' professional development and coaching
- Family supports and services
- Grants to increase opportunities for identification and services

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 7.38, Balanced Assessment Systems

Fiscal Impact Statement

This item does not authorize expenditures.

Committee's Recommendation

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

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(Item 10) Report with Possible Action on the District's Assessment Data

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

Background

This presentation is aligned to the Board's action in February 2018 to review district data regularly throughout the school year. This report will review the student-performance results on STAR from fall and winter during the 2021-22 school year. Data will also be compared with fall and winter during the 2018-19 school year, which was the last full year of universal screening data prior to the COVID-19 pandemic. Data are for all students and disaggregated by race/ethnicity, students with disabilities, and English learners.

STAR is the District's universal screener that is used to assess students' performance and growth in early literacy, reading, and math. All students in grade 1 through grade 10 take the STAR screener. Assessments are given in English and Spanish.

Report on Universal Screening

The Data

These data are a combination of results in the English and Spanish STAR Assessments. Growth in the percentage of on-target students represents gap-closing growth. 2018-19 data are from the last full year of data that we can use for comparison.

Background on Growth

A student is learning throughout the school year — this is expected growth. If a student assesses at the 50th percentile in fall, winter, and spring, this child has average growth over the school year. If a student is learning at a rate that is accelerated, this results in gap-closing growth.

Benchmarks for STAR

STAR Early Literacy and STAR Reading

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

STAR Math

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

Early Literacy

	Kindergarten and Grade 1		Grade 1	
	2018-19		2021-22	
	Fall	Winter	Fall	Winter
Significantly Below Target	21%	11%	46.9%	39.5%
Well Below Target	21%	13%	20.6%	19.9%
Below Target	30%	32%	19.8%	19.6%
On Target	12%	15%	6.3%	7.0%
Significantly Above Target	17%	30%	6.4%	13.8%
At or Above Target	19%	45%	12.7%	20.8%

Reading

	2018-19		2021-22	
	Fall	Winter	Fall	Winter
Significantly Below Target	39%	35%	44.5%	43.6%
Well Below Target	19%	19%	19.0%	17.9%
Below Target	26%	27%	23.4%	23.8%
On Target	8%	9%	6.2%	6.7%
Significantly Above Target	9%	10%	6.9%	8.0%
At or Above Target	17%	19%	13.1%	14.7%

Math

	2018-19		2021-22	
	Fall	Winter	Fall	Winter
Significantly Below Target	24%	21%	35.8%	34.2%
Well Below Target	34%	30%	212.7%	19.1%
Below Target	28%	29%	33.6%	35.5%
On Target	—	—	—	—
Significantly Above Target	15%	20%	7.9%	11.2%
At or Above Target	15%	20%	7.9%	11.2%

Race/Ethnicity On-target Data

Every group increased the percent on-target, demonstrating gap-closing growth!

Student with Disabilities On-target Data

Every group increased the percent on-target, demonstrating gap-closing growth!

	Early Literacy		Reading		Math	
	Fall	Winter	Fall	Winter	Fall	Winter
Students with Disabilities	14.7%	23.6%	16.3%	18.0%	9.4%	13.1%
Students w/o Disabilities	5.8%	11.9%	2.9%	3.5%	2.2%	3.9%

English Learners On-target Data

Only English learners declined slightly from fall to winter in reading.

	Early Literacy		Reading		Math	
	Fall	Winter	Fall	Winter	Fall	Winter
Current English Learners	16.3%	25.6%	13.3%	13.1%	7.2%	10.6%
Former English Learners	0.0%	0.00%	37.0%	38.9%	26.6%	32.6%
English-proficient	11.8%	19.9%	12.5%	14.2%	7.6%	10.7%

Overcoming Challenges

- Tier 1 is the critical base for instruction, including the use of high-quality instructional materials.
- Ambitious Instruction: Accelerating Learning focuses on embedding strategies to address learning loss and closing academic gaps to enhance Tier 1.
- Implementing Tier 2 interventions at fidelity.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 7.38, Balanced Assessment Systems

Fiscal Impact Statement

This item does not authorize expenditures.

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(Item 11) Transmittal of and Possible Action on the Achievement Gap Reduction Program's End-of-semester 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

The Student Achievement Guarantee in Education (SAGE) program began in the 1996-97 school year with authorization from Wisconsin Statutes, Section 118.43. The program, which was administered by the Department of Public Instruction (DPI), was subsequently expanded due to the successes demonstrated by those schools that had begun the program in 1996.

State legislation was passed in 2015 that concluded the SAGE program and authorized the Achievement Gap Reduction (AGR) program per Wisconsin Acts 53 and 71. School districts were given the option to continue SAGE for an additional year (2015-16). Effective FY17, all schools transitioned to the Achievement Gap Reduction program.

MPS has 63 traditional schools and one non-instrumentality charter school that currently participate in the AGR program.

Milwaukee Public Schools leverages the following strategies when implementing this program:

- instructional coaching for teachers provided by a licensed teacher in grades K5 through 3;
- maintenance of 18:1 or 30:2 classroom ratios in K5; and
- provision of professional development in small -group instruction.

The AGR program requires that each school describe its implementation of the program and report its objectives and success in achieving them to the school board every semester.

Achievement Gap Reduction (AGR) End-of-Year Report

Achievement Gap Reduction

MPS has 64 elementary schools that participate in the AGR program. The following strategies are implemented within the participating schools:

- instructional coaching for teachers provided by licensed teachers in grades K5 through 3; and
- maintenance of 18:1 or 30:2 classroom ratios in K5 and provision of professional development in small-group instruction.

AGR Schools, Grades K5 to 3

- 64 schools
- 10,542 students
- 18.8% English-language learners
- 21.8% students with disabilities
- 87.0% economically disadvantaged

American Indian	0.4%
Asian.....	5.4%
Black.....	59.1%
Hispanic.....	28.4%
Hawaiian/Pacific Islander.....	0.1%
Multi-ethnic	3.6%
White	3.0%

By Region

Central (20)	Story	Congress	Forest Home
Brown	Westside	Eighty-first St.	Grant
Burbank	East (7)	Emerson	Greenfield
Clarke		Engleburg	Hayes
Clemens	Cass	Grantosa	Lincoln Avenue
Fifty-Third St	Elm	Hampton	Longfellow
Franklin	Fratney	Hawthorne	Lowell
Hi-Mount	Gaenslen	Kluge	Mitchell
Hopkins/Lloyd	Siefert	Lancaster	Rogers
Jackson	Victory	Maple Tree	Zablocki
Keefe	WCLL	MSLS	
LaFollette		Obama	Citywide (3)
Marvin Pratt	Northwest (21)	Parkview	ML King, Jr.
Metcalfe	Barton	Stuart	River Trail
MACL	Browning	Thoreau	Townsend
Neeskara	Bruce		
Sherman	Bryant	Southwest (12)	Contracted (1)
Starms (2)	Carson	Allen Field	LaCausa
		Doerfler	

Comparative Trimester Data, FY21 (Trimester 1) and FY22 (Trimester 2)

AGR Percentage of Proficient and Advanced Students

	ELA		Reading		Math	
	Trimester		Trimester		Trimester	
	1	2	1	2	1	2
Grade K5	30.1%	34.1%	27.0%	33.5%	35.1%	43.5%

	ELA		Reading		Math	
	Trimester		Trimester		Trimester	
	1	2	1	2	1	2
Grade 01	25.4%	20.5%	24.1%	20.8%	29.4%	25.4%
Grade 02	24.0%	22.4%	25.8%	21.9%	28.3%	33.0%
Grade 03	20.8%	17.9%	25.1%	24.1%	23.0%	25.9%

The percentage of students with proficient and advanced grades increased in kindergarten for all subjects!

Summary of Accomplishments

AGR Mid-year Report, August 2021-February 2022

- Submitted 64 funding and strategies reports.
- Brainstormed strategies to increase coaching within AGR schools.
- Implemented the Lexia Core5 reading program within nine AGR schools.
- Served on the Bridges to School MKE Planning Committee with support in the onboarding of the recently hired coordinator, whose work connects the Milwaukee community with the school.
- Provided specific early childhood professional development opportunities and support for all current school support teachers and educators (collaborated with the Ambitious Instruction professional development team and supported SST and school community with instructional resources).

Next Steps

- Solidify a plan to increase coaching and support within AGR schools for FY23.
- Focus on improving foundational skill in pre-K and K with implementation of the Lexia Core5 program in nine AGR schools.
- Support the roll-out and implementation of the Bridges to School MKE Project activities.
- Continue embedding early childhood information within the Ambitious Instruction-Accelerating Learning plan.

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 12) Report with Possible Action Regarding Art Education

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

Background

At its regular January 2020 meeting, the Milwaukee Board of School Directors referred Communication 1920C-004, regarding a proposed art education policy, to the Administration for follow-up.

In alignment with the Board's direction, an advisory committee was formed to develop Administrative Policy 7.45, Art Education. The committee included MPS art educators, representatives from the MTEA, board members, and representatives from the Offices of Academics and of Accountability and Efficiency, of Board Governance, of Finance, and of School Administration. As a result of the advisory committee's work, Administrative Policy 7.45, Art Education, was adopted by the Board in May 2020.

The policy includes twice-yearly (March and August) updates by the Administration relative to the progress in implementing the policy, as well as next steps. The following presentation provides an overview of the progress and next steps related to implementation of Administrative Policy 7.45.

MPS Visual Art Update

Phase 2 in 2021-22

- 22 schools have increased their FTEs: five in the Northwest region, three in the Central region, six in the East region, five in the Southwest region, and three in the High School region.
- 14 new full-time positions
- Increase of 10.9 FTES
- 2.6 FTE Instructional Coaches

FY22 Decrease in Contracted Services

- Tessa's Black Entertainment & Youth Center (TBey) — Five schools: Milwaukee Sign Language, 81st Street School, ALBA, King MS, Green Tree
- Arts @ Large — Five schools: Keefe, Obama, IDEAL, Douglas, Lowell
- Wisconsin Conservatory of Music — 15 schools, decrease of 13 schools: Grant, Keefe, Clemens, Trowbridge, Bayview Montessori, Kagel, LaFollette, Maple Tree, Riverwest, Washington, Cass, Bruce, Jackson, Thurston Woods, Obama

Art Professional Development, 2021-22

- New Educator's Institute
- K-8 Scope and Sequence
- Infinite Campus
- The Art of Education University
- Monthly professional learning cohorts
- Project-based Learning
- High-school Ambitious Instruction — Student Engagement
- Licenses for the Art of Education University provided for all art teachers
 - PRO Learning purchased as a professional development online resource for K-12 visual arts educators
 - FLEX Learning purchased as a curricular resource for K-12 visual arts educators
- Four professional development sessions offered by the Art of Education University

ESSER Funding

Items	July to September 2021		October to December 2021		
	# of Schools	Total Ordered	# of Schools	Total Ordered	
Chromebooks		4	160	2	80
Chromebook Carts		4	4	2	2
Color Printers		2	2	3	3
Desktops				1	30
Laptops w/locking kits	7, plus 10 for the office		60	3	3
Locking Kits				District	5
Smartboards		6	9	2	2
Surface Pros		0	0	District	4
Art Materials, Equipment, and Supplies		9		47	
Misc. — books		District	48	0	0

Curricular Work to Date

K-8 Visual Art Scope and sequence

- Pacing guide
- Unit/lesson plan templates and examples
- Focus on culturally-responsive teaching and social emotional learning
- Curriculum guides supported by FLEX Learning from the Art of Education

Art Curriculum Writing, Summer 2022

High-school Common Course Outlines

- Art Fundamentals
- Drawing & Painting
- Ceramics
- Printmaking

Visual Art Expansion, Phase 3

- 26 schools: Seven in the Central region, five in the Northwest region, four in the East region, seven in the Southwest region, one in the Citywide region, one high school, one middle school
- 10 full-time art positions: three K-5 positions, five K-8 positions, one high-school position, and one middle-school position
- Eight paired full-time art positions (all elementary)

Next Steps

- Continue to support visual art teachers
- Continue to work with schools and Facilities and Maintenance to install kilns
- Create scope and sequence for common high-school courses

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 7.45, Art Education

Fiscal Impact Statement

N/A

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(Item 13) Report with Possible Action Regarding Music Education

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

Background

At its regular August 2019 meeting, the Milwaukee Board of School Directors referred Communication 1920C-001, regarding a proposed music education policy, to the Administration for follow-up.

In alignment with the Board’s direction, an advisory committee was formed to develop Administrative Policy 7.44, Music Education. The committee included members of the MPS Administration, of the Office of Board Governance, of the Office of Accountability and Efficiency, MPS music teachers, the Milwaukee Teachers' Education Association, music providers such as the Wisconsin Conservatory of Music, and board members. The advisory committee collaborated in finalizing Administrative Policy 7.44, Music Education, which the Board adopted in November 2019.

The policy includes twice-yearly (March and August) updates by the Administration relative to the progress in implementing the policy, as well as next steps. The following presentation provides an overview of the progress and next steps related to implementation of Administrative Policy 7.44.

MPS Music Update

- Good News** Saturday music classes — record number of enrollments in piano, guitar, and strings
- Traveling music teachers — seven new teachers
- Piano labs — four installed at MHSA, Reagan, Marshall, and Hamilton, and one planned at Vincent

New Ensemble Programs in 2021-22

Concert Band

Milwaukee Academy of Chinese Language
Metcalfe
Thoreau

Strings

MacDowell Montessori
WI Conservatory of Lifelong Learning

Modern Band

Longfellow
Rivertrail
Audubon
MacDowell

Choir

Hayes
Milwaukee School of Languages

MPS 49th Biennial Music Festival

Wednesday, May 4, and Thursday, May 5, at 6:30 p.m. in the UWM Panther Arena

More than 3,000 students are registered to participate. TMJ4's Shannon Sims will be our MC.

ESSER Funding

ESSER II — Completed

- Sound Trap — access for every student in grades 3-8
- Music PPE — masks and bell covers for more than 2,500 students
- Ukuleles — class set of instruments, tuners, and storage cart for 50 schools
- Guitars — instruments and cases for 150 students

ESSER III — In progress

- Additional traveling music teachers
- Wisconsin School Music Association's festival and competition registration fees for all students
- Summer music interns and staff supervisor for instrument repair and maintenance

Music Professional Development, 2021-22

- New Educator's Institute
- General Music Overview — K-5 teachers
- Ensembles Pacing Guide Overview — 6th-8th-grade teachers
- Infinite Campus — all music teachers
- Quaver — general music teachers
- Sound Trap — all music teachers
- MusicFirst & SmartMusic — middle- and high-school teachers
- Biennial Festival Overture Choir Choreography — K-5 teachers
- High-school curriculum groundwork — ensemble teachers

Curricular Work to Date

- K-5 General Music Pacing Guide
- Middle-school Pacing guides for band, orchestra, modern band, and music technology

Music Curriculum Writing, Summer 2022

Pacing Guides for grades 6-8 vocal music and high-school Guitar — pop/rock and classical
Common Course Outlines for vocal music, band, and orchestra

Music Education Expansion — Phase Two

- 25 schools — Four in the Central region, six in the Northwest region, five in the East region, one in the Southwest region, four in the Citywide region, and four in the High School region
- 20 full-time music positions (15.2 FTE increase) — 13 K-5 or K-8 positions, one K-12 position, two 6th-12th-grade positions, four high-school positions

Music Education Expansion — Phase Three

38 schools — 12 in the Central region, six in the Northwest region, 13 in the East region, five in the Southwest region, and two in high schools

24 full-time music positions (12.7 FTE Increase) — nine K-5 positions, 14 K-8 positions, and one high-school position

Next Steps

- Work with state and national networks to develop best practices for K-8 music programming
- Add a general music instrument specialist position
- Explore a partnership with Hal Leonard Music Publisher
- Explore a partnership with the Save the Music Foundation
- Expand our choral and string programs
- Work to offer at least two music options in high school
- Work to rebuild feeder systems
- Align and build equity by offering music, art, dance, theatre, and creative writing at the arts elementary, middle, and high schools

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 7.44, Music Education

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 monthly reports of its delegates to the District Advisory Council (DAC), to CESA 1, and to the Head Start Policy Council.

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(Item 2) 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 March 2022 included the following:

Academic Achievement

- Reviewed social studies adoption materials
- Attended all meetings of the Board's committees — PACE, SASI, AFP, LRP

Effective and Efficient Operations

- Met with social studies specialist and her staff regarding next steps in adoption
- March 18 — Met MPS's District Sustainability Team.
- March 16 — Met with Kane Associates, with whom MPS has contracted to review our marketing and communications.

Student, Family, and Community Engagement

- Attended the March 2 press conference at Riverside theater with coalition demanding increased state funding in special education and cost-of-living Increase for per-student funding.
- Met with Common Ground
- Met with Steve Lubar from ASC
- Attended North Division’s basketball game
- Met with Fratney teachers regarding student exhibitions
- Met with the Middle and High School Equity Workgroup
- Met several times with The Century Foundation Bridges Collaborative meeting planning April 8 mini-conference for MPS.
- Responded to emails and phone-call inquiries, questions, and concerns

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COMMUNICATIONS

(Item 1) Referral of Communication 2122C-006 from Kabby Hong Relative to the Asian-American Pacific Islander Community

Referred to the Committee on Parent and Community Engagement.

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ITEMS DEFERRED

There being no further business on its agenda, the Board took up consideration of Item Two of the Reports and Communications from the Board Clerk/Chief Officer, Office of Board Governance, which had been postponed from earlier in the meeting.

(Item 2) Action on a Request to Retire to Closed Session to Confer With Legal Counsel Regarding Litigation in Which the Board Is or Is Likely to Become Involved

Background

A closed session is requested for the purpose of conferring with legal counsel for the Board, who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

The Board may reconvene in open session to take action on matters considered in executive session and/or to continue with the remainder of its agenda.

This request is made pursuant to Wis. Stat., §19.85(1)(g).

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Board Rule 1.18, Legal Representation

Committee’s Recommendation

The recommendation is that the Board retire to closed session to consider this item.

Director Gokalgandhi moved to retire to closed session, 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. 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 closed session at 7:52 P.M.

Directors Leonard, O'Halloran, and Taylor were temporarily absent during the closed session.

The Board returned to open session at 8:17 P.M., whereupon Director Siemsen moved to approve a settlement agreement relative to ERD Case Number CR201903152, cross-filed with EEOC Case Number 26G202000568C, as presented in executive session. The motion passed, the vote being as follows:

Ayes — Directors Garcia, Gokalgandhi, Herndon, Siemsen, Taylor, and President Peterson — 5.
Noes — Director Carr - 1.
Temporarily Absent – Directors Leonard, O'Halloran, and Taylor – 3.

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The Board adjourned at 8:25 P.M.

JACQUELINE M. MANN, Ph.D.
Board Clerk