

**PLEASE REVIEW PRIOR TO THE  
SEPTEMBER 24, 2020, BOARD MEETING**

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

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**BOARD OF SCHOOL DIRECTORS  
MILWAUKEE, WISCONSIN  
AUGUST 4, 2020**

Special meeting of the Board of School Directors called to order by President Miller at 5:37 P.M.

Present — Directors Báez, Herndon, O’Halloran, Peterson, Phillips, Siemsen, Woodward, and  
President Miller — 8.  
Absent and Excused — Director Taylor — 1.

The Board Clerk read the following call of the meeting:

July 31, 2020

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Larry Miller, the following meeting is scheduled to take place for the consideration of the item of business stated in this notice.

Special Board Meeting  
5:30 p.m., Tuesday, August 4, 2020

1. Action on Action on Recommended Administrative Appointment

In regard to Item 1, above, the Board may retire to executive session under the provisions of Wisconsin Statutes, Chapter 19.85(1)(c), which allows a governing body to go into closed session for the purpose of considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.

The Board may reconvene in open session to take action on matters considered in executive session.

Board members will meet in person at 5225 W. Vliet Street, Milwaukee; however, MPS buildings are closed to the public.

Public testimony will not be taken during the meeting.

Written comments may be submitted to the Office of Board Governance by mail to 5225 W. Vliet Street, Milwaukee, 53221; by email to [governance@milwaukee.k12.wi.us](mailto:governance@milwaukee.k12.wi.us); or by fax to 414-475-8071. Written comments received before 3:00 P.M. on August 4, 2020, will be forwarded to the Board for its consideration.

This meeting will be broadcast on WYMS radio, 88.9 FM, on Time-Warner/Spectrum Channel 13, and via livestream or the MPS YouTube Stream at:

<https://mps.milwaukee.k12.wi.us/en/District/About-MPS/School-Board/Boardcast.htm>

JACQUELINE M. MANN, Ph.D.  
Board Clerk

**(Item 1) Action on Recommended Administrative Appointment**

*This item initiated by the Superintendent*

**Recommended Appointment**

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

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
2, nr	Antoine Reed	Principal I, Lincoln Center of the Arts	Office of the Chief of School Administration	03	14T	\$113,925

## Codes

nr Non-resident  
2 African American

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

**Statute, Administrative, or Board Rules  
Implication Statement**

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Administrative Policy 6.19, Positions: Staff

**Fiscal Impact Statement**

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Authorized expenditures were previously in the FY20 budget.

Director Peterson moved to retire to executive session, under the provisions of Wisconsin Statute 19.85(1)(c), for the purpose of considering employment, promotion, compensation, or performance-evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility. The motion passed, the vote being as follows:

Ayes — Directors Báez, Herndon, O'Halloran, Peterson, Phillips, Siemsen, Woodward, and President Miller — 8.  
Noes — None.

The Board retired to executive session at 5:46 P.M.

The Board adjourned from executive session at 7:33 P.M.

JACQUELINE M. MANN, Ph.D.  
Board Clerk

# BOARD OF SCHOOL DIRECTORS MILWAUKEE, WISCONSIN AUGUST 27, 2020

Regular meeting of the Board of School Directors called to order by President Miller at 6:37 P.M.

Present — Directors Báez, Herndon, O'Halloran, Peterson, Phillips, Siemsen, Taylor (8:30 P.M.),  
Woodward, and President Miller — 9.  
Absent — None.

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

- Isaiah Goodrum, a 2020 alumni of Bradley Tech, who had passed away on July 29;
- Donna Oldham, a teacher at Vincent High School, who had passed away on August 1;
- Richard Jeske, a retiree from the physical plant electric shop, who had passed away on August 1;
- Shante Brown, a Bay View High School senior, who had passed away on August 8;
- Tony Bishop, an incoming freshman at James Madison Academic Campus, who had passed away on August 8;
- Mark A. Jones, a safety assistant at Lincoln Avenue School, who had passed away on August 11; and
- Dasjon Riser, a ninth-grade student at Bradley Tech, who had passed away on August 15.

## APPROVAL OF MINUTES

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

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## REPORTS AND COMMUNICATIONS FROM THE SUPERINTENDENT OF SCHOOLS

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

#### Background

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

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

Activities from late July through mid-August are also included in the following report.

### **MPS Celebrates Summer Graduates with Virtual Graduation**

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Congratulations, MPS summer graduates! Following tremendous hard work and dedication to complete their courses in Summer Academy, more than 90 students graduated this summer. On Saturday, August 8, a virtual graduation ceremony took place to celebrate these students. The ceremony can be accessed via the MPS YouTube page.

We invite the entire Milwaukee community to continue helping us celebrate our graduates! Hang signs, get creative, or post on social media and hashtag with #MPSClass2020, #MPS Proud, or #MPS Grads. Congratulations, graduates! We wish you a bright and successful future.

### **Arts Internship Program Used Virtual Opportunities to Enhance Experience**

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The Arts Internship Program provided MPS high-school students with practical job experience in arts-related positions this summer. Interns explored the arts in in-depth and applicable ways while also gaining 21<sup>st</sup>-century job skills. For many students, these internships served as their first paid job experiences.

Milwaukee Recreation partnered with the following nine arts organizations to support 33 interns during the summer months:

Artists Working in Education  
Casa Romero  
Lead2Change  
Lynden Sculpture Garden

TBEY  
TRUE Skool  
UWM Peck School of the Arts

Walker's Point Center for the Arts  
Walnut Way.

Though many of the typical events and opportunities have been canceled, the program and host organizations created a hybrid curriculum that combined virtual and in-person work for 70 percent of the positions. The in-person work involved supporting arts-based day camps for children or creating art kits for distribution to parents and families.

In place of in-person trainings throughout the program, each intern was tasked with completing a series of reflections based on several prompts, including "A Day in the Life of..." an interview with an arts professional, and a takeaway from his/her internship experience. Interns had the choice of submitting videos or written content and were encouraged to show their creativity.

### **MPS Annual New Educator Institute Helps Launch the School Year**

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Teachers new to MPS were back in class during the week of August 3, 2020. New educators received orientation, onboarding, mentoring, classroom tools, and more so they can have a successful school year.

About 100 new teachers attended five full days of virtual professional development to prepare for their first year in MPS. Sessions covered a wide range of topics related to long-term practices as well as current technology needs, including:

- Ambitious Instruction 3.0
- Building Relationships Through Culturally and Linguistically Responsible Teaching Practices
- Instructional Technology and Online Instruction
- Exploring MPS Digital Library Resources
- Classroom Management
- Mentoring Support
- Human Resource Supports
- Best Practice in Assessment
- Introduction to Special Education

MPS is excited to welcome our new and returning teachers for another exciting school year!

## **Family Sessions Help Launch Virtual School Year**

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Parents and guardians joined us for the first information session to get ready for the 2020–21 school year. Because online learning is new for many families, and MPS wanted to help get the school year off to a great start. Some of the topics included in the session are the following:

- Explore our new virtual platforms.
- Learn about online tools students will use at home.
- Understand academic expectations.
- Discover family supports.
- Take part in a Google Classroom demonstration.

## **MPS Welcome Week and Freshman Bridge**

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Back-to-school time in MPS kicked off the week of August 3, 2020. We welcomed the rising class of 2024 and invited them to participate in Freshman Bridge. This year's Freshman Bridge included virtual tours, meeting school staff, team building, distribution of instructional materials, Chromebooks, school gear, and masks. Incoming kindergarten and sixth grade students were also welcomed to their schools during this week through individual school-based activities and outreach.

## **MPS Back-to School Spirit Week**

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MPS celebrated the start of the new school year by inviting students, families, and the community to take part in Welcome Back-to-School Spirit Week. During the week of August 10 to 14, school communities and fans of MPS had fun and shared their school spirit on social media.

Each day of the week offered a different theme to promote creative activities:

- Motivational Monday! Individuals shared inspiring quotes and messages.
- Show Your School Spirit! School colors and clothing were featured in photos.
- Welcome Wednesday! Videos were posted highlighting excitement for the start of a new school year and welcoming students, staff, and friends back to school.
- School Picture Day! Throwback school pictures were shared.
- What are you Looking Forward to Friday? The last day of Welcome Back-to-School Spirit Week featured pictures and videos of the many things members of the MPS family are looking forward to for the 2020-21 school year.

## **MPS Begins the 2020-21 School Year — Day 1 for Early Start Calendar Schools**

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The 2020-21 school year got underway on August 17 with students engaging in virtual learning. MPS early start schools across the city, including all high schools, middle schools, and select elementary schools, were back in session. I welcomed students virtually at Milwaukee School of Languages, along with guests, and media. The school's principal, Dr. Juan Baez, and MTEA's president, Amy Mizialko, also offered remarks to wish success to students and to emphasize the importance of a quality education during the pandemic.

As a district, we are committed to providing a top-notch education. Our students have Chromebooks, and our teachers are prepared for virtual learning. This plan will optimize the health and safety of our students and staff until we can all safely return to our schools.”

MPS schools on the traditional calendar (most elementary schools) will begin Tuesday, September 1. Families who have questions about start dates should contact their children's schools. View all school calendars on the Student Days Off web page.

Families are reminded to help their students be ready for learning.

- Pick up a Chromebook and instructional materials from your school.
- Charge your Chromebook and test your Internet connection.
- Pick up basic school supplies: pens, pencils, notebooks, paper.
- Find a quiet, comfortable place to work.
- Look for schedules provided by your school; be ready to log in for online learning.

Enrollment is still open! Visit [mpsmke.com/enroll](https://mpsmke.com/enroll) to learn more, contact an MPS school, or call the MPS enrollment hotline at (414) 267-5100.

### **Families: Connect Now to Receive Important News and Updates**

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Families are asked to connect now to get all important updates to be ready for the 2020-2021 school year.

- Students in early start schools started on August 17, 2020.
- Students in traditional calendar schools will begin September 1, 2020.
- School calendars and a list of schools by start dates are available on the MPS website.

Stay up-to-date by following MPS communications on multiple platforms

Students and families are encouraged to check daily for important news and changes.

Receive text messages from the District and your school community

The district is using a new text messaging system that requires each user to opt-in. Text *Y* or *Yes* to 67587 to get all updates.

### **MPS App**

For fast access to updates, download the MPS App. Visit the app store on your device and search for MPS.

### **Follow MPS on Social Media**

Connect with us on Facebook, LinkedIn, Twitter, and Instagram. Like our pages to see all our newest posts.

The MPS website is home to everything that families need to know about the district.

- MPS Central Services phone line: (414) 475-8393.  
Open Monday through Friday, 9:00 a.m. to 4:00 p.m.
- MPS Hotline: (414) 475-8900.  
Open Monday through Friday from 9:00 a.m. to 4:00 p.m.

For specific questions about your child or your school, contact your teacher or school leader by email.

### **Update Your Information**

To make sure you receive all updates, please be sure your contact information is correct. Log in to the Parent Portal (Infinite Campus) to update your phone number and email address. MPS is offering phone and email support for families who want to create a Parent Portal account and for those who have forgotten their usernames or passwords.

### **Parent Portal Technical Support**

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Live Parent Portal phone and email support is available from 8:00 a.m. to 4:30 p.m., Monday through Friday.

To recover a username or password, parents and guardians should email [parentportal@milwaukee.k12.wi.us](mailto:parentportal@milwaukee.k12.wi.us). Include the parent's/guardian's name and the child's name, birthdate, and a contact number to assist you in resetting your Parent Portal account. If you do not receive a phone call or email within 24 hours, please call (414) 475-8159 for further assistance.

For assistance setting up a new Parent Portal account, parents/guardians may call (414) 475-8159 or email [parentportal@milwaukee.k12.wi.us](mailto:parentportal@milwaukee.k12.wi.us).

### **Early Start Opening 2020-21**

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#### **Early Start Schools**

##### Central

- Metcalfe
- Pratt

##### Citywide

- Douglas

- Green Tree Prep
- Lincoln
- Morse
- River Trail
- King Middle

- Wedgewood

##### High School

- Alliance
- Audubon MS/HS
- Bay View

- Bradley Tech
- Groppi
- Hamilton
- MacDowell
- Madison



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|----------------|----------------|---------------------------|--------------------|
| • Marshall     | • Reagan       | <u>Northwest</u>          | • Banner Prep      |
| • Meir         | • Riverside    | • Congress                | • Lad Lake         |
| • MHSA         | • Rufus King   | • Hawthorne               | • Southeastern     |
| • MSL          | • South        | <u>Southwest</u>          | • Milwaukee        |
| • South Acc.   | • Transition   | • ALBA                    | Excellence Charter |
| • North        | • Vincent      | <u>Contracted Schools</u> | School             |
| • Obama        | • Washington   | • Assata                  | • Milwaukee        |
| • Project Stay | • WCLL         | • NOVA                    | Environmental      |
| • Pulaski      | • Vincent Acc. | • Shalom                  | Sciences Academy   |

### School Orientation: August 3-7

- Welcome Week
- Freshman Bridge
- Activities planned and facilitated by school staff
- Focus on students new and returning to the building
- Parent information provided

### Chromebook & Textbook Distribution

- Drive-through distributions
- Safe and efficient

### Orientation/Virtual Tours

- Welcome
- Important offices
- Freshman classes
- Support staff
- Recruitment tool as well

### Technology Support

- Parental meetings online
- Website resources for students, staff, families
- Tutorial videos for students and parents

### Professional Development

#### *Leadership Institute*

- Five days of professional development for school leaders
- Three days of professional development for school teams
- Links to resources

#### *Asynchronous Learning*

- Online self-assessment
- 10 hours of paid learning time outside of the work day/year
- Additional time allotted during the opening week for individual learning

### Virtual Learning Plan

- School message
- Virtual-learning platforms
- Learning expectations
- Phase I schedule
- Attendance procedures
- Support for special populations
- Assessment/Grading

### Building Readiness

- All sites checked prior to August 10, staff return date
- Cleanliness and ventilation
- Windows able to open
- Repairs complete
- Signage for safe practices
- PPE/Sanitation Stations

### First Week's Highlights

- Kick-off at MSL
- Engaged with 25,000+ students
- Engaged staff in contacting families and in delivering materials

### Moving Forward

- Continue to support technology
- Increase access to Google tools and features

- Ongoing professional learning
- Stop, Grab & Go expansion of site hours and 26 new locations
- Feedback and communication

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

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

#### **Background**

In July, this report included details of increasing legislative activity around essential federal level support to assist citizens, states and schools. As of August 18, 2020, however, negotiations in Washington D.C. have ground to a halt.

With 5.4 million confirmed COVID-19 cases in the United States, and more than 170,000 confirmed COVID-19 related deaths, the country continues to see significant shortages of testing and contact-tracing capacity. Federal and state level leadership concerning the pandemic remains disjointed. The unemployment rate remains over 10%, and state budget figures have yet to be updated. The common assumption continues to be that, if needed, a state budget-repair bill will not be taken up by the Legislature until after the November elections, which is also the time period after which school districts are required to submit their final adopted budgets.

Current estimates continue to project that, nationally, K-12 public schools will need over \$200 billion of federal assistance in order to support and educate students through the pandemic. On May 8, 2020, 43 members of the Wisconsin Legislature submitted a letter to Wisconsin's congressional delegation, asking them to "reject the multi-trillion dollar bailouts being considered by Congress." At the federal level, Senator Johnson stated this month that he does not support any additional funding that would add to the federal debt. Referring to negotiations in Washington, D.C., he stated, "From my standpoint, the breakdown in the talks is very good news. It's very good news for future generations. I hope the talks remain broken down."

At the state level, school leaders have requested a number of needed flexibility measures from the state in order to help to ensure the stability of the state's educational system and the smooth operation of schools during the pandemic. MPS, along with our counterparts, is directly involved in moving those policy needs forward.

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

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

#### **Statute, Administrative, or Board Rules 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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## REPORTS AND COMMUNICATIONS FROM THE OFFICE OF ACCOUNTABILITY AND EFFICIENCY

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

#### **Background**

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

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

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

The following report includes activities from late July through mid-August.

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

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#### **Work Plan Highlight: Independent Hearing Officer (IHO) Assignments**

The Office of Accountability and Efficiency maintains a list of qualified Independent Hearing Officers (IHOs) and randomly selects IHOs when requested by the Department of Employee Rights and Employment Relations. Qualified IHOs may include, but are not limited to, those individuals available to be impartial hearing officers through the Wisconsin Employment Relations Commission or the Wisconsin Association of School Boards.

The OAE uses an automated process for officer selection and notification to ensure fully-independent assignment for each request. The OAE completed eight IHO assignments in FY20 and has completed seven IHO assignments to date in FY21. This work is in accordance with Administrative Policy 6.16, Complaints and Grievances: Staff; the MPS Employee Handbook, Part V; and the District's procedures for employee grievances.

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

Between July 22, 2020, and August 19, 2020, Accountability and Efficiency Services fulfilled one request for information/research, one request for data analysis/visualization, and one request for independent hearing officer (IHO) assignment. Additionally, Accountability and Efficiency Services fulfilled four constituent inquiries and completed three special projects.

During the reporting project, Accountability and Efficiency Services coordinated the development of an application for the Century Foundation's Bridges Collaborative as a first implementation step of Resolution 2021R-005 to develop a regional equity and desegregation plan.

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 graduated its first cohort of students participating in a virtual job-readiness training program with its Mission Aligned Partner (MAP) Lead2Change. Students worked diligently over the past six weeks with mentors and career coaches. They also worked with a publishing company to create an anthology titled *The Quarantined Teen: Life Interrupted*, which will launch later this month.

CCS continued to advance the employment-training road map for Administrative Policy 3.13, Communities in Need (COIN), by conducting site visits on active general construction projects within the

Department of Facilities and Maintenance. Data collected, which will be presented to MAPs during the upcoming COIN focus group, will help inform the development of future contractor policies and procedures.

Also during the reporting period, CCS completed its participation in the City of Milwaukee's disparity study review. 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, or Board Rules 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 STANDING COMMITTEES**

Separate consideration was requested of the following items:

- Item 2 of the Report of the Committee on Accountability, Finance and Personnel, Action on Recommended Administrative Appointments, Promotions, Reassignments and Reclassifications, Salary Increases/Decreases, and the Limited-Term Employment (LTE) Contracts Exceeding 60 Days was set aside, as it was forwarded to the Board without recommendation.
- Item 2 of the Report of the Committee on Legislation, Rules, and Policies, Action on Resolution 2021R-013 by Directors Herndon and Siemsen on Adherence to Parliamentary Procedure, was set aside at the request of Director Báez.
- Item 1 of the Report of the Committee on Student Achievement and School Innovation, Action on Resolution 2021R-007 on Student Discipline, was set aside at the request of Director Báez
- Item 6 of the Report of the Committee on Student Achievement and School Innovation, Action on Resolution 2021R-010 on Black Lives Matter Week of Action, was set aside at the request of Director Miller

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

Present — Directors Báez, Herndon, O'Halloran, Peterson, Phillips, Siemsen, Woodward, and President Miller — 8.

Noes — None.

Absent and Excused — Director Taylor — 1.

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

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

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

**Classified Personnel Transactions**

Code	Name	Position	Salary	Date
<i>New Hires</i>				
2	Angela Ewing	Accounting Assistant II	\$46,656.02	07/06/2020
2	Eric Cann	Building Service Helper I	\$13.36/hr.	07/06/2020
2	Brandon Hayes	Building Service Helper I	\$13.36/hr.	07/13/2020
2	Shadmeshabed Kinney	Building Service Helper I	\$13.36/hr.	07/20/2020
2	Amanda Lamon	Building Service Helper I	\$13.36/hr.	07/13/2020
2	Dominique McCullum	Building Service Helper I	\$13.36/hr.	07/20/2020
2	Perry Olive	Building Service Helper I	\$13.36/hr.	07/13/2020
2	Glenn Saffold	Building Service Helper I	\$13.36/hr.	07/06/2020
2	Maryanna Walton	Building Service Helper I	\$13.36/hr.	07/20/2020
2	Ishmere Williams	Building Service Helper I	\$13.36/hr.	07/27/2020
2	Lolita Williams	Building Service Helper I	\$13.36/hr.	07/06/2020
2	Maritzabel Saunders	Boiler Attendant Trainee	\$36,000.00	07/13/2020
2	Kolita Cook	School Secretary I — 11-month	\$30,443.63	07/24/2020
2	Iralena McDonald	School Kitchen Manager Trainee	\$16.74/hr.	07/14/2020
<i>Promotions</i>				
2	Latonya Davis	Building Service Helper I	\$13.87/hr.	07/27/2020
2	DaShaun Brister	Boiler Attendant Trainee	\$37,670.00	07/13/2020
2	Valerie Colbert	Boiler Attendant Trainee	\$37,670.00	07/27/2020
2	Nakida Gray	Boiler Attendant Trainee	\$37,670.00	07/13/2020
2	Shakira Thompson	Boiler Attendant Trainee	\$36,652.00	07/13/2020
5	Jon Pahl	Boiler Attendant	\$46,833.00	07/27/2020
2	Diane Pearson	Boiler Attendant	\$43,778.00	07/27/2020
2	Damischa Austin	Para Ed Assistant	\$18,733.68	07/01/2020
4	Matilde Acevedo Ramos	School Secretary I — 11-month	\$26,840.00	07/01/2020
2	Tanita Campbell	School Bookkeeper I — 12-month	\$41,288.00	07/01/2020
5	Karl Christofferson	School Engineer II	\$58,032.00	07/13/2020
5	Patrick Brennan	School Engineer III	\$61,086.00	07/27/2020
2	Monica Claypool	School Kitchen Manager I	\$28,002.00	07/14/2020
<i>Rehires</i>				
2	Tony Bowen	Building Service Helper I	\$13.62/hr.	07/13/2020
2	China Triggs	School Secretary I — 11-month	\$28,365.08	07/24/2020

**Certificated Appointments**

Codes	Name	Appointment	Salary	Date
<b>School Support Teacher</b>				
4, r	Manzo, Johnathan Carlos	School Support Teacher	\$52,469.82	8/25/2020
<b>Teachers</b>				
5, nr	Ash, Kelly Sue	Kindergarten (four-year-old)	\$62,244.00	8/25/2020
5, r	Ault, Jamie L	Kindergarten (four-year-old)	\$51,537.00	8/25/2020
5, nr	Bennett, Skye S	Title I, School-wide	\$44,325.00	8/25/2020
5, r	Beuttler, Nathan	Gen'l Elem & K8 — All Grades	\$44,325.00	8/25/2020
5, nr	Bishop, Natalie Ann	Multicategorical Comp. Sen	\$65,700.00	8/25/2020
5, nr	Brister, Katie M	AMP Music	\$44,325.00	8/25/2020
5, r	Bukvich, Sabrina M	Gen'l Elem & K8 — All Grades	\$47,583.00	8/25/2020
5, nr	Burnett, Jill C	Early Childhood — Spec. Ed.	\$57,357.00	8/25/2020
5, nr	Busch, Alan R	Gen'l Elem & K8 — All Grades	\$66,978.00	8/25/2020
2, r	Camara Curtain, Trypheana Evette	Spec. Ed. Multicategorical	\$49,212.00	8/25/2020
7, r	Cournia, Yazaret	Fed. Head Start — General	\$43,537.00	8/25/2020
5, r	Curtis, Meghan E	SAGE	\$43,537.00	8/25/2020
5, r	Duff, Lisa A	Gen'l Elem & K8 — All Grades	\$44,325.00	8/25/2020

Codes	Name	Appointment	Salary	Date
5, r	Frisch, Kristen M	Gen'l Elem & K8 — All Grades	\$45,954.00	8/25/2020
7, nr	Garrow, Jaclyn N	Early Childhood — Spec. Ed.	\$44,325.00	8/25/2020
7, r	Gonzalez, Joanna E	General Operations	\$49,937.00	8/25/2020
4, r	Gonzalez, Sofia Marie	Spec. Ed. Multicategorical	\$44,325.00	8/25/2020
5, nr	Hagberg, Samantha M	Gen'l Elem & K8 — All Grades	\$44,325.00	8/25/2020
5, nr	Hiller, Darien Marie	AMP Music	\$44,325.00	8/25/2020
5, r	Holdmann, Ava Lynn	Reg. (five-year-old) Kindergarten	\$49,212.00	8/25/2020
5, nr	Johnson, Andrew S	Gen'l Elem & K8 — All Grades	\$56,337.00	8/25/2020
5, nr	Keddie, Jane Elizabeth	Gen'l Elem & K8 — All Grades	\$58,986.00	8/25/2020
5, nr	Kieliszewski Kassees, Kay E	Gen'l Elem & K8 — All Grades	\$66,978.00	8/25/2020
5, nr	Krochalk, Maggie B	Gen'l Elem & K8 — All Grades	\$65,787.00	8/25/2020
5, r	Lampe, Kaytlin	Gen'l Elem & K8 — All Grades	\$44,325.00	8/25/2020
5, nr	Lipinski, Emily A	Kindergarten (four-year-old)	\$43,537.00	8/25/2020
5, r	Lucente, Abby Rene	AMP Art	\$62,244.00	8/25/2020
5, nr	Martin, Paige N	SAGE	\$44,325.00	8/25/2020
5, r	Matisse, Katherine E	Gen'l Elem & K8 — All Grades	\$44,325.00	8/25/2020
5, nr	Nolan Gott, Denise A	Multicategorical Comp. Sen	\$49,212.00	8/25/2020
5, nr	Oates, Emily C	Gen'l Elem & K8 — All Grades	\$43,537.00	8/25/2020
5, nr	Petersen Acklam, Suzanne K	Kindergarten (four-year-old)	\$59,851.00	8/25/2020
5, nr	Reitz, Holly P	Title I, School-wide	\$62,244.00	8/25/2020
5, nr	Richards, Kristine A	SAGE	\$66,978.00	8/25/2020
5, r	Rudolph, Allie	Gen'l Elem & K8 — All Grades	\$44,325.00	8/25/2020
5, r	Scharff, Scott M	Gen'l Elem & K8 — All Grades	\$48,337.00	8/25/2020
6, nr	Scheuer, Michelle Lynn	Kindergarten (four-year-old)	\$48,287.00	8/25/2020
5, nr	Schultz, Paige M	Fed. Head Start — General	\$55,728.00	8/25/2020
5, nr	Sigmon, Amelia R	SAGE	\$44,325.00	8/25/2020
5, r	Smith, Abygail C	Gen'l Elem & K8 — All Grades	\$44,325.00	8/25/2020
5, nr	Taplin, Emily G	Gen'l Elem & K8 — All Grades	\$62,244.00	8/25/2020
5, r	Thomas, Carley M	Gen'l Elem & K8 — All Grades	\$44,325.00	8/25/2020
5, r	Tomkalski, Jennifer A	Reg. (five-year-old) Kindergarten	\$49,212.00	8/25/2020
5, nr	Wescott, Melissa Ann	Early Childhood — Spec. Ed.	\$57,037.00	8/25/2020
5, nr	Wirkus, Megan Kathleen	Day-to-Day Teacher	\$52,470.00	8/25/2020

### Permit Teacher

3, nr	Bhagat, Shivani	Gen'l Elem & K8 — All Grades	\$44,325.00	8/25/2020
6, r	Clark, Carma R	English as Second Language	\$44,325.00	8/25/2020
5, nr	Hermesen, Emily Jean	Gen'l Elem & K8 — All Grades	\$44,325.00	8/25/2020
5, r	OLeary, Sheila J	Gen'l Elem & K8 — All Grades	\$44,325.00	8/25/2020
5, nr	Perszyk, Emily R	Gen'l Elem & K8 — All Grades	\$44,325.00	8/25/2020
4, r	Robles, Grace	Spec. Ed. Multicategorical	\$44,325.00	8/25/2020
2, r	Siner, Jonquetta A	Multicategorical Comp. Sen	\$44,325.00	8/25/2020
5, r	Starck, Cierra R	Gen'l Elem & K8 — All Grades	\$44,325.00	8/25/2020

### Speech Pathologists

5, r	Achtel, Jeanine M	Speech Pathology	\$49,887.00	8/25/2020
5, r	Perillo, Diana M	Speech Pathology	\$49,887.00	8/25/2020
4, nr	Ramirez, Brittany M	Speech Pathology	\$49,887.00	8/25/2020
5, nr	Reese, Aaron L	Speech Pathology	\$69,485.00	8/25/2020
5, r	Romportl, Anna F	Speech Pathology	\$49,887.00	8/25/2020
5, r	Worman, Kaitlin M	Speech Pathology	\$49,887.00	8/25/2020

### School Social Workers

5, r	Drew, Nicole	Social Work	\$62,766.00	8/25/2020
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### School Social Workers, Early Start

5, r	Gager, Samantha	School Social Work	\$55,639.00	8/3/2020
4, r	Gonzalez, Teresita D	School Social Work	\$55,639.00	8/3/2020
5, r	Lempa, Kelly J	Educational Operations	\$55,639.00	8/3/2020

Codes	Name	Appointment	Salary	Date
<b>Occupational Therapist</b>				
5, nr	Hofschulte, Theresa A	Therapist — Occupational	\$49,298.00	8/25/2020
<b>SSW Trauma -informed Coach, Early Start</b>				
2, r	Lewis, Kim L	Educational Operations	\$61,557.07	8/10/2020
<b>Teachers, Early Start</b>				
5, r	Ahsmann Trotchie, Marcia L	Multicategorical Comp. Sen	\$62,244.00	8/10/2020
5, nr	Amati, Kyle A	AMP Music	\$54,506.00	8/10/2020
2, r	Amerson, Dia R	Mathematics	\$44,325.00	8/10/2020
4, nr	Banda, Joshua D	Social Studies	\$44,325.00	8/10/2020
4, r	Barnes, Tammy Nicole	Social Studies	\$44,325.00	8/10/2020
5, r	Basile, Julianna F	AMP Music	\$44,325.00	8/10/2020
5, nr	Boley, Taylor A	AMP HPE	\$44,325.00	8/10/2020
5, nr	Brandt, Maria G	Spec. Ed. Multicategorical	\$43,537.00	8/10/2020
2, r	Canady, Tylan L	Science	\$56,337.00	8/10/2020
2, r	Chapman, LaToya Tomika'	Technical Services	\$66,978.00	8/10/2020
4, nr	Contreras, Jordan A	Foreign Language	\$43,537.00	8/10/2020
5, r	Davis, Macey M	Spec. Ed. Multicategorical	\$43,537.00	8/10/2020
5, nr	Deerr, Nicole	English	\$44,325.00	8/10/2020
5, nr	Dewane, Megan F	Cat Eng High	\$43,537.00	8/10/2020
5, nr	Ernster, Sara J	Science	\$44,325.00	8/10/2020
2, r	Fiffer, Christopher A	Multicategorical Comp. Sen	\$44,325.00	8/10/2020
5, r	Freres, Dominic T	Mathematics	\$44,325.00	8/10/2020
5, nr	Gauthier, Joseph A	English	\$43,537.00	8/10/2020
5, r	Govig, Ann M	Science	\$44,325.00	8/10/2020
4, r	Grihalva, Joseph S	English	\$44,325.00	8/10/2020
5, nr	Hakow, Kelly J	English	\$62,244.00	8/10/2020
5, r	Hamdan, Tasneem Z	Mathematics	\$47,583.00	8/10/2020
5, nr	Henderson, Kathleen J	Multicategorical Comp. Sen	\$66,978.00	8/10/2020
2, r	Herron, Dianna P	Social Studies	\$44,325.00	8/10/2020
5, r	Hill, Andrea M	Foreign Language	\$55,728.00	8/10/2020
2, r	Horton, Nature R	Cat Eng High	\$44,325.00	8/10/2020
5, nr	Johnson, Kimberly A	Gen'l Elem & K8 — All Grades	\$55,728.00	8/10/2020
5, r	Kiefert, Anthony S	Social Studies	\$43,537.00	8/10/2020
3, nr	Kim, Kamei E	Kindergarten (four-year-old)	\$44,325.00	8/10/2020
5, r	Kubly, Sarah E	Kindergarten (four-year-old)	\$43,537.00	8/10/2020
5, nr	Landgraf, Dionne M	AMP Art	\$47,379.00	8/10/2020
5, nr	Levin, Noa V	AMP Art	\$52,470.00	8/10/2020
5, r	Lovas, Jon P	AMP Music	\$52,470.00	8/10/2020
3, nr	Lu, Ganhua	Mathematics	\$47,379.00	8/10/2020
5, r	Luberda, Anna Theresa	Gen'l Elem & K8 — All Grades	\$62,287.00	8/10/2020
5, r	McAleese, Andrew D	Spec. Ed. Multicategorical	\$52,724.00	8/10/2020
5, r	Montgomery, Alicia C	Mathematics	\$60,537.00	8/10/2020
2, nr	Moss, Eleanor L	Multicategorical Comp. Sen	\$43,537.00	8/10/2020
5, nr	Mowery, Paige L	Science	\$50,841.00	8/10/2020
5, nr	Mulqueen, Margaret K	English	\$65,787.00	8/10/2020
3, nr	Namboothiry, Deepali R	Bilingual Education	\$66,978.00	8/10/2020
5, nr	Orwig, Eve S	School-to-Work	\$53,537.00	8/10/2020
4, r	Ramirez, Veronica Isabel	Spec. Ed. Multicategorical	\$45,137.00	8/10/2020
5, nr	Rinehart, Mary S	Social Studies	\$58,069.00	8/10/2020
5, nr	Schindeldecker, Emelia K	Multicategorical Comp. Sen	\$44,325.00	8/10/2020
5, r	Schmitz, Jordan E	AMP Music	\$44,325.00	8/10/2020
5, nr	Schulte, Christiane M	Mathematics	\$67,287.00	8/10/2020
5, r	Sutphen, Rachel N	Cat Math Mid	\$50,943.00	8/10/2020
4, nr	Villalobos, Ranulfo Jose	Gen'l Elem & K8 — All Grades	\$66,978.00	8/10/2020
3, nr	Wang, Tong	Mathematics	\$44,325.00	8/10/2020
5, r	Weiss, Elise R	Spec. Ed. Multicategorical	\$44,325.00	8/10/2020
5, nr	Wells, David N	Multicategorical Comp. Sen	\$44,325.00	8/10/2020

Codes	Name	Appointment	Salary	Date
5, nr	Wiesjahn, Wendy J	AMP HPE	\$66,978.00	8/10/2020
5, nr	Woodson, Cambrea A	SAGE	\$44,325.00	8/10/2020
3, r	Zielinski, Natessa G	Multicategorical Comp. Sen	\$44,325.00	8/10/2020

**Permit Teachers, Early Start**

5, r	Bellendorf, Terry L	Mathematics	\$44,325.00	8/10/2020
5, r	Berg, Laura E	Gen'l Elem & K8 — All Grades	\$21,156.00	8/10/2020
2, r	Caldwell, Tanisha Rowlene	Multicategorical Comp. Sen	\$44,325.00	8/10/2020
4, r	Flores Garcia, Maria de los Angeles	Foreign Language	\$22,184.00	8/10/2020
4, r	Ortega Baltierra, Juan	Foreign Language	\$44,325.00	8/10/2020
2, nr	Payne, Nia N	Gen'l Elem & K8 — All Grades	\$44,325.00	8/10/2020
2, nr	Pope, Samantha R	Multicategorical Comp. Sen	\$44,325.00	8/10/2020
4, nr	Pritzlaff, Rebecca A	Title I, School-wide	\$44,325.00	8/10/2020

**School Counselors, Early Start**

2, r	Sheppard, Shantelle Marie	Guidance	\$47,379.00	8/10/2020
2, r	Thompson, Savannah	Guidance	\$44,325.00	8/10/2020
5, r	Treviso, Alisa C	Guidance	\$83,013.00	8/10/2020
3, r	Vang, Chia	Guidance	\$47,379.00	8/10/2020

**School Psychologists**

5, r	Boffeli, Thomas L	School Psych Services	\$56,125.00	8/25/2020
5, nr	Gavagan, Siobhan Anello	C.S. — Psychological Services	\$56,125.00	8/25/2020
4, r	Gonzalez, Dalia Yesenia	C.S. — Psychological Services	\$56,125.00	8/25/2020
2, nr	Jones, Cristin R	C.S. — Psychological Services	\$56,125.00	8/25/2020
5, nr	Jozefacki, Jordan R	C.S. — Psychological Services	\$56,125.00	8/25/2020
5, r	Melotik, Emma L	C.S. — Psychological Services	\$56,125.00	8/25/2020

Codes	Counts				
	Teachers	SSWs	Psychologists	Other	Total
1 Native American	0	0	0	0	0
2 African American	9	1	0	0	10
3 Asian/Oriental/Pacific Islander	6	0	0	0	6
4 Hispanic	9	1	0	1	11
5 White	80	3	0	6	89
6 Other	2	0	0	0	2
7 Two or More Ethnic Codes	3	0	0	0	3
Male	19	0	0	1	20
Female	90	5	0	6	101

nr Non-resident  
r Resident

**Certificated Leaves of Absence**

	Present Assignment	Effective From
Illness Leave, May 2020 Robert Zaharias	Longfellow	5/21/2020

**Report on Certificated Resignations and Classified Retirements**

**Certificated Resignations**

Reason	Yrs Svc	Code	Name	Position	Location	Date
Retire	26.0	5	Michelle Adams Zeise	Teacher	Grant	08/20/2020
Personal	7.0	5	Kelly Boettcher	Teacher	Rufus King HS	07/20/2020
Personal	17.0	5	Cassie Carbon Ellington	Teacher	Engelburg	07/15/2020
Other Dist	12.0	5	Brian Coffey	Teacher	Audubon	07/06/2020
Personal	2.0	2	Sheneda Daniels	Teacher	Story	08/04/2020



Reason	Yrs		Name	Position	Location	Date
	Svc	Code				
Other Dist	23.1	2	LaTasha Fields	Teacher Mentor	Central Svcs	08/12/2020
Personal	16.5	5	Mark Fritz	Teacher	Lincoln MS	07/07/2020
Retire	22.7	5	Kimberly Gibbs	Teacher	Emerson	07/10/2020
Other Dist	1.0	5	Kathleen Glasemeyer	Teacher	Emerson	07/30/2020
Retire	22.7	5	Leon Glowacki	Teacher	South Division	07/31/2020
Personal	12.0	5	Margaret Grunst	Teacher	Lincoln Ave	08/03/2020
Retire	32.0	5	Carol Hackbarth	Teacher	Whitman	07/31/2020
Retire	21.0	2	Vickie Hall	Principal	Story	08/01/2020
Personal	11.0	5	Stephanie Heinen	Teacher	Trowbridge	07/27/2020
Other Dist	11.0	2	Teaira McMurtry	Cur Spec IV	Central Svcs	07/31/2020
Retire	28.0	5	Michelle Mueller	Teacher	Wedgewood	07/31/2020
Personal	1.0	5	Kayley Nielsen	Teacher	MACL	07/07/2020
Personal	7.3	2	Michael Orjiako	Teacher	French Imm	07/17/2020
Retire	34.5	5	Suzanne Pucci	Teacher	South Division	08/31/2020
Other Dist	1.0	5	Joseph Ray	Teacher	Ronald Reagan	07/24/2020
Personal	1.3	4	Paulina Santos	Teacher	Audubon HS	07/17/2020
Retire	30.8	5	Sandra Schroeder	Manager II	Central Svcs	08/03/2020
Other Dist	5.6	5	Rita Szopinski	Teacher	Victory	07/15/2020
Other Dist	7.0	5	Casey Twanow	Teacher	Rufus King HS	07/10/2020
Personal	2.0	2	Diane Walker	Teacher	Burbank	07/13/2020

### **Classified Retirements**

Reason	Yrs		Name	Position	Location	Date
	Svc	Code				
Retire	17.3	4	Rita Diaz	Secretary I	Manitoba	07/01/2020
Retire	22.4	2	Yvonne Holder	Para	Hopkins Lloyd	07/26/2020
Retire	21.6	5	Mariella Kuehn	Bookkeeper	Central Svcs	07/07/2020
Retire	31.2	5	Heidi Lawhorn	Secretary I	Audubon	07/07/2020
Retire	13.5	1	Warnetta Patterson Hyman	Para	Washington	07/15/2020
Retire	22.7	5	Kelly Pope	Para	Maryland	07/24/2020
Retire	35.8	4	Migdalia Rodriguez Torres	Para	Forest Home	08/01/2020
Retire	35.5	2	Kenneth Smith	Safety Asst	School Safety	07/01/2020
Retire	20.6	5	Joseph Vandillen	Painter	Paint Shop	07/01/2020
Retire	24.2	2	Jesse Williams	Boiler Att	Central Svcs	08/02/2020

### **Affirmative Action Report**

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

### **Remote Work Plan Report**

The Remote Work Plan Report for August 2020 is attached to the minutes of your Committee's meeting. This is an informational item, and no action is required.

### **2020-21 School Based Staff Remote Work Agreement**

Remote Work Agreements must be reviewed and approved by the principal before remote work begins.

In order to carry out their duties for Milwaukee Public Schools outside of the school building, employees must certify that they have daily access to

- a computer/laptop with camera, microphone, and speakers, either personal or school-issued;
- reliable internet services;
- their schools' virtual learning schedules for their assigned classes.

**Weekly Plan**

Employees’ proposed work schedules will include the remote work activities indicated in the weekly schedule submitted, such as synchronous instruction, office hours, team meeting and small-group instruction. (These are examples only.)

Employees must specify the beginning and ending dates of their remote-work agreements. All remote-work agreements will end with the MPS Board of School Directors’ decision to return to full or partial physical attendance at school.

Employees must specify how their remote-work options will contribute to the success of their students and the attainment of their SLO goals as well as their schools’ SIP goals.

Employees must also agree to the following:

1. The School Based Staff Remote Work Agreement is not a contract of employment and does not change any terms of employment as outlined in the MPS Employee Handbook.
2. The Remote Work Agreement will be in effect once approved by the building principal for the term indicated on the agreement unless or until the Milwaukee Board of School Directors direct students and staff to return to physical attendance at schools prior to the ending date. If the employee wishes to end the agreement prior to end date, the employee shall indicate in writing the new ending date to the building principal.
3. Their time will be structured to ensure availability at required meetings or to perform assigned instructional duties according to their schools’ virtual-learning schedule. A leader may require that the employee convert back to in-person teaching if the employee is not attending scheduled instructional periods or virtual meetings.
4. Standard daily work hours (set by the school) will be in place. Employees must report absences (sick leave, professional development, etc.) to their schools according to the MPS Employee Handbook when they are not able to follow the indicated schedule in section 2.
5. While engaging in remote work, the employee understands that MPS will not be responsible for remote work costs, including but not limited to maintenance or repairs of privately-owned equipment, utility costs, including internet costs, personal equipment, and supplies for virtual work, or travel expenses to the school or Central Office.
6. The employee agrees to maintain a safe, secure work environment and to report work-related injuries to the employee’s supervisor at the earliest reasonable opportunity.
7. The employee understands that all equipment, records, and materials provided by Milwaukee Public Schools shall remain the property of Milwaukee Public Schools.
8. By signing this agreement, the employee certifies that he or she has reviewed and understands the MPS Employee Handbook and will follow the District’s expectations and Code of Conduct while working in an appropriate environment outside of the assigned school building.

Both the employee and the school’s principal must sign and date the 2020-21 School-based Staff Remote Work Agreement.

Total Remote Work Forms submitted by office that have been received by 8/11/2020	
Office	Total Form Submissions
Academics	361
Accountability & Efficiency	0
Board Governance	1
Communications & School Performance	63
Finance	89
Human Resources	4
School Administration	9
School-based	653
Superintendent	2
Total Received	1,182

### **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.

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

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

#### **Recommended Appointments**

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

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
5, r	Renee Dudley	Comptroller	Office of the Chief of Finance	03	15A	\$126,800
4, r	Lisa Salva	PBIS Program Supervisor I	Office of the Chief of Communications & School Performance	03	09A	\$104,365
2, r	Miles Dhuey	Principal I — Story	Office of the Chief of School Administration	03	13T	\$100,271
5, nr	Raymond Curry	Assistant Principal I — Victory	Office of the Chief of School Administration	03	10C	\$91,824
4, r	Francisco Paredones	Assistant Principal III — Hamilton	Office of the Chief of School Administration	03	12C	\$77,128
5, nr	Amalia Hetzer	Procurement Associate III	Office of the Chief of School Administration	03	05A	\$71,657
2, r	Courtney Dunn	Recruitment Coordinator I	Office of the Chief of Human Resources	03	06A	\$67,277
5, r	Kristyn Wartman	Recruitment Coordinator I	Office of the Chief of Human Resources	03	06A	\$63,410
4, r	Ruth Lopez	Planning Assistant III	Office of the Chief of Academics	03	02A	\$55,000
5, r	Christopher Mahsem	Duplicating Services Technician II	Office of the Chief of School Administration	03	04A	\$52,599
2, nr	Erikka Strong	Pension Associate I	Office of the Chief of Human Resources	03	03A	\$51,607

#### **Recommended Reclassifications**

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

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
2, r	Jacquelyn Aleem	Assistant Principal, Golda Meir	Office of the Chief of School Administration	03	11C	\$91,090
2, r	Debra Mosley Magee	Assistant Principal, Obama	Office of the Chief of School Administration	03	11C	\$91,010
5, nr	Jordan Knopp	Assistant Principal, Golda Meir	Office of the Chief of School Administration	03	11C	\$72,064

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

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

Codes	Name	Position	Assignment	Hourly Wage	Dates
2, r	Teresa Adams	Educator Effectiveness Implementation Coach	Office of the Chief of Academics	\$40.00	07/01/20-12/31/20
5, r	Margaret Barrett	Grant Project Director	Office of the Chief of Academics	\$40.00	03/12/20-09/20/20
5, r	Linda Bolin	Educator Effectiveness Implementation Coach	Office of the Chief of Academics	\$40.00	07/01/20-12/31/20
2, r	Rose Carr	Administrator Coach & Mentor	Office of the Chief of School Administration	\$40.00	07/01/20-12/31/20
2, r	Beverly Conner	Administrator Coach & Mentor	Office of the Chief of School Administration	\$40.00	07/01/20-12/31/20
2, r	Thyra Handford	Administrator Coach & Mentor	Office of the Chief of School Administration	\$40.00	07/01/20-12/31/20
6, r	Ali Hatab	Administrator Coach & Mentor	Office of the Chief of School Administration	\$40.00	07/01/20-12/31/20
5, r	Jeffrey Krupar	Educator Effectiveness Implementation Coach	Office of the Chief of Academics	\$40.00	07/01/20-12/31/20
5, r	Ann Kubes	Recreation Special Projects Administrator	Office of the Chief of School Administration	\$40.00	07/01/20-12/31/20
5, r	James Lawton	Educator Effectiveness Implementation Coach	Office of the Chief of Academics	\$40.00	07/01/20-12/31/20
4, r	Yvette Martel	Administrator Coach & Mentor	Office of the Chief of School Administration	\$40.00	07/01/20-12/31/20
5, r	Virginia McFadden	Administrator Coach & Mentor	Office of the Chief of School Administration	\$40.00	07/01/20-12/31/20
4, r	Lourdes Ocampo-Lewis	Educator Effectiveness Implementation Coach	Office of the Chief of Academics	\$40.00	07/01/20-12/31/20
5, r	Marybeth Sandvig	Administrator Coach & Mentor	Office of the Chief of School Administration	\$40.00	07/01/20-12/31/20
5, r	James Sonnenberg	Educator Effectiveness Implementation Coach	Office of the Chief of Academics	\$40.00	07/01/20-12/31/20
2, r	Peggie Swift	Administrator Coach & Mentor	Office of the Chief of School Administration	\$40.00	07/01/20-12/31/20
2, r	Winifred Tidmore	Administrator Coach & Mentor	Office of the Chief of School Administration	\$40.00	07/01/20-12/31/20
5, nr	Mark Ganas	Sr. Programmer Analyst I	Office of the Chief of Academics	\$38.40	04/06/20-10/31/20
5, r	Paul Kobza	Duplicating Equipment Operator II	Office of the Chief of School Administration	\$35.00	07/01/20-10/30/20
4, r	Gerardo Mares	Data Analyst	Office of Accountability & Efficiency	\$35.00	07/20/20-12/20/20
2, r	Annette Fayne	Administrative Assistant III	Office of Board Governance	\$27.86	08/01/20-02/28/21
5, r	David Waskiewicz	Duplicating Operator I	Office of the Chief of School Administration	\$21.00	07/01/20-10/30/20
5, r	Jamie Bergener	Law Clerk	Office of the Chief of Human Resources	\$20.00	06/15/20-12/15/20
3, r	Meghan Wagner	Assistant Analyst	Office of Accountability & Efficiency	\$20.00	07/30/20-10/30/20
5, nr	Theodore Wegner	Law Clerk	Office of the Chief of Human Resources	\$20.00	06/15/20-12/15/20

## Codes

r	Resident
nr	Non-resident
1	Native American
2	African American
3	Asian/Oriental/Pacific Islander
4	Hispanic
5	White

- 6 Other  
7 Two or more

### **Committee's Recommendation**

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

Director Miller moved to approve the Administration's recommendation. The motion passed, the vote being as follows:

Ayes — Directors Báez, O'Halloran, Peterson, Siemsen, Woodward, and President Miller — 6.  
Noes — None — 0.  
Recused — Directors Phillips and Herndon — 2.

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### **(Item 3) Action on Resolution 2021R-008 by Directors Herndon and O'Halloran Regarding the Creation of a Code of Conduct for Contractors**

#### **Background**

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At its regular July meeting, the Board referred Resolution 2021R-008 by Directors Herndon and O'Halloran to the Committee on Accountability, Finance, and Personnel (underlines indicate amendments made by the authors after the initial referral):

WHEREAS, Milwaukee Public Schools is committed in all areas to providing a learning and working environment that is free from racism, harassment, bullying, and intimidation; and

WHEREAS, Harassment includes the display of signs, symbols, or objects that are offensive in nature as well as offensive conduct and/or speech; and

WHEREAS, This commitment is upheld in numerous Milwaukee Pubic Schools policies, including Administrative Policy 6.03, Anti-Harassment/Anti-Bullying; Administrative Policy 8.01, Student Non-Discrimination; Administrative Policy 8.52, Bullying; and

WHEREAS, Milwaukee Public Schools has established policies that offer additional protection to our students, particularly Administrative Policy 1.06, Equity in MPS, and in the MPS Gender Inclusion Guidance manual; and

WHEREAS, Not only is harassment based upon an individual's sex, race, ethnicity, national origin, age, religion or any other legally protected characteristics unlawful, it is simply intolerable; and

WHEREAS, Milwaukee Public Schools is committed to eradicating systemic racism though changes to the policies, practices, and laws that hold in place the inequitable outcomes we see all around our city, our state, and our nation; and

WHEREAS, The Milwaukee Pubic Schools has codified its expectations for behavior for students, in Administrative Policy 8.19, Student Conduct; for Board members, in Board Rule 1.29, Code of Conduct — Board of School Directors; and for employees, in the Employee Handbook; and

WHEREAS, Each of these policies and rules contain a penalty provision, should an individual fail to meet the expectations for behavior; and

WHEREAS, Milwaukee Pubic Schools does millions of dollars of business each year with outside contractors who work in all areas of the Milwaukee Pubic Schools, including classrooms and professional work spaces, where contractors and their employees should be held to the same codified behavioral expectations; now, therefore, be it

RESOLVED, That the Administration, in collaboration with the Office of Board Governance and the Office of Accountability and Efficiency create an Administrative Policy to establish a code of conduct for outside contractors and their employees; and, be it

FURTHER RESOLVED, That the work include:

- recommendations for how the code of conduct will be included in, or attached to, the specifications given to contractors and those wishing to bid on district projects;
- a penalty for failure to comply, to be included in model contract language; and
- language specific to interaction with students, including students who may be employed with, or interning for, the contractor; and, be it

FURTHER RESOLVED, That the recommendations resulting from this work be brought to the Board for approval no later than the September Board cycle.

The Resolution directs the Administration, Office of Board Governance, and Office of Accountability and Efficiency to collaborate to create an administrative policy to establish a code of conduct for outside contractors and their employees.

The Administration, as well as the Offices of Board Governance and Accountability and Efficiency, is in agreement with the resolution and is recommending its adoption. Upon completion, the code of conduct for contractors and their employees will be brought before the Board for approval.

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

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Goal 3, Effective and Efficient Operations

#### **Statute, Administrative, or Board Rules Implication Statement**

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Administrative Policy 3.09, Purchasing and Bidding Requirements

#### **Fiscal Impact Statement**

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This item does not authorize expenditures.

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

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Upon adoption by the Board, the Administration, and Offices of Board Governance and Accountability and Efficiency will begin working together to develop the code of conduct for contractors.

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

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Your Committee recommends that the Board adopt Resolution 2021R-008.

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

\* \* \* \* \*

#### **(Item 4) Action on a Request to Enter Into a Lease Agreement for the Oakridge Farm's Residence House**

##### **Background**

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Milwaukee Public Schools' Department of Recreation and Community Services has partnered with the Wisconsin Department of Natural Resources since 1971 to provide environmental learning opportunities for students at Oakridge Farm (S40W35961 County Rd. C, Dousman, WI, 53118). In order to operate the farm, MPS Recreation requires the Oakridge Farm's supervisor to reside on site in the residence house.

The Administration is requesting approval of an annual lease agreement commencing on August 1, 2020, to be renewable annually for the duration of the employee's tenure with MPS as the Oakridge Farm supervisor.

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

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Goal 3, Effective and Efficient Operations

##### **Statute, Administrative, or Board Rules Implication Statement**

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Administrative Policy 5.02, Use of School Facilities

##### **Fiscal Impact Statement**

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This item does not authorize any expenditures.

### **Committee's Recommendation**

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Your Committee recommends the Board approve the lease agreement as attached to the minutes of your Committee's meeting.

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

\* \* \* \* \*

### **(Item 5) Action on Department of Recreation and Community Services Master Plan, Strategic Plan, ADA Transition Plan, and Leadership Continuity Plan**

#### **Background**

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The Milwaukee Public Schools Department of Recreation and Community Services (Milwaukee Recreation) was established in 1911 to enrich the lives of Milwaukee's youth, teens, adults, and seniors through recreational and educational opportunities. Throughout the years, the Department has worked to position itself as a leading provider of community recreation services. A team of 80 full-time staff, and nearly 2,000 part-time employees hired annually as instructors, leaders, field attendants, umpires and referees, work to program more than 100 schools and community locations on an annual basis.

In 2017, the Department began the ambitious process of preparing to achieve agency accreditation through the Commission for the Accreditation of Park and Recreation Agencies (CAPRA). CAPRA is the only national accreditation of park and recreation agencies and is a valuable measure of an agency's overall quality of operation, management, and service to the community.

The Department's desire to stay relevant and sound in its delivery of services, coupled with the CAPRA's accreditation requirements, has led to the development and/or updating of a series of strategic planning efforts. These include:

- Recreation Master Plan
- Strategic Plan
- ADA Transition Plan
- Leadership Continuity Plan.

Each of these plans was developed in partnership with Recreation Department and district staff, community partners, content experts, residents via community-engagement sessions, and feedback from a community-wide needs-assessment survey.

The strategies and initiatives identified in these plans provide a tangible implementation strategy to bring the vision of the Department — to be the leading provider of quality and affordable recreation services in the Milwaukee community — to reality.

#### **Recreation Department Overview**

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84 full-time staff and 2,000+ part-time staff

#### **Programs and Services for City of Milwaukee's Residents**

- After-school Programs
- Playgrounds, Community Centers, & MPS C.A.R.E.S.
- Elementary-, Middle- & High-school Sports
- Citywide Programs
- Recreation Operations

#### **Agency Accreditation**

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Commission for Accreditation of Park and Recreation Agencies (CAPRA) recognizes agencies for excellence in operations and services

- Began process in 2017
- Currently 172 departments/agencies in the U.S. (<10%)
- Two in Wisconsin (Eau Claire and Waukesha)
- Improved operations resulting in more enjoyable workplace and better service to users

- Moving from good to great!

### **Recreation Master Plan**

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#### **Purpose**

Provides a roadmap for decisions on recreation facilities, programs, and services.

#### **Key Observations**

- Vastness of programs offered
- Infrastructure needs improvement
- Dept has concern for under-served populations
- 89% rated quality of programs as good or excellent
- Improve indoor pools and physical condition of program spaces
- Expand youth swim lessons, adult fitness, and wellness offerings

### **Recreation Strategic Plan**

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#### **Purpose**

Align the organization with a common vision, reinforce the culture, and create action towards accomplishment.

#### **Highlights**

- Updated vision and value statements
- Four Themes
  - Exceeding Customers' Expectations
  - Financial Sustainability
  - Organizational Excellence
  - Staff Empowerment
- Identified 46 initiatives to accomplish

### **Recreation ADA Transition Plan**

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#### **Purpose**

Assess access to recreational spaces and develop a transition plan for improvements.

#### **Highlights**

- Evaluated 22 indoor spaces used by Recreation and 44 outdoor playfield locations
- Identified 2,400 access deficits across all used space
- Estimated cost \$8million
- Common issues: signage, door opening force, restrooms, ballfields, playgrounds, fieldhouses

### **Leadership Continuity Plan**

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#### **Purpose**

Proactively addresses management vacancies, as well as quality and diversity of workforce

#### **Highlights**

- Analysis of full-time employees' demographics
- Anticipated administrative retirements
- Succession matrix for management positions
- Training plan

### **Next Steps**

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- Plan's implementation work continues
- CAPRA visit in spring 2021
- Ongoing: updating/revision of plans



**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

**Statute, Administrative, or Board Rules  
Implication Statement**

Administrative Policy 9.04, Community Involvement in Decision Making

**Fiscal Impact Statement**

This item does not authorize any expenditures.

**Implementation and Assessment Plan**

Upon the Board’s approval, the plans, as attached to the minutes of your Committee’s meeting, will be fully implemented by the Department of Recreation and Community Services.

**Committee’s Recommendation**

Your Committee recommends that the Board approve the plans as attached to the minutes of your Committee’s meeting.

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

\* \* \* \* \*

**(Item 6) Action on Monthly Facilities Matters: FMS Award of Construction Contract and Professional Services Contract Recommendation**

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

**Construction Contracts**

**Material Lift Enclosure Installation**

*Riverside University High School*

Prime Contractor

ALLCON, LLC  
12704 West Arden Place  
Milwaukee, WI

Low Bidder, Base Bid of .....	\$52,388.00
HUB Participation	
Certified HUB Vendor?.....	Yes
Total # of Employees .....	32
Total # of Minorities.....	11
Total # of Women .....	5
Required .....	0%
Submitted.....	0%
\$ Value .....	\$0.00
COIN Participation	
Required .....	0%
Student Engagement (required hours)	
Paid Employment.....	0
Career-education Activity.....	0

Funds are available for the Material Lift Enclosure Installation project from account code FAR 00 MMQ RS ECNC ELV8 (Project No. 3822). The project’s start date is scheduled for August 28, 2020, and completion date is October 30, 2020.

Total construction contract dollars awarded.....	\$52,388.00
Total dollars HUB participation .....	\$0.00
% of HUB participation .....	0%
% Minority employees within company .....	0%
% Women employees within company.....	0%

**Professional Services Contracts**

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

**RFP #20-001 Radon-evaluation Services — MPS Sites**

A request for Proposal (RFP) was issued by Facilities and Maintenance Services to obtain a firm to provide Radon Evaluation Services — MPS Sites.

Selected firm: Cooperative Educational Services Agency 10 (CESA 10)

Contract Period: August 28, 2020-June 14, 2021

Budget Code: FAR 00 RDC DW ECNC ..... \$597,250.00

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

**Statute, Administrative, or Board Rules Implication Statement**

Administrative Policy 3.09, Purchasing and Bidding Requirements

**Fiscal Impact Statement**

The item authorizes expenditures for:

- Construction Contract:
  - ALLCON LLC, for material lift enclosure installation at Riverside University High School; Code: FAR 00 MMQ RS ECNC ELV8 ..... \$52,388.00
- Professional Services Contract:
  - Cooperative Educational Services Agency 10 (CESA 10), for radon-evaluation services at MPS sites; Code: FAR 00 RDC DW ECNC ..... \$597,250.00

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

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

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

\* \* \* \* \*

**(Item 7) Action on Monthly Finance Matters: Authorization to Make Purchases; Report on Emergency Purchases Due to COVID-19 and Change Orders in Excess of \$25,000 and Cumulative Purchases in Excess of \$50,000; Report on Contracts under \$50,000 and Cumulative Total Report; Report on Monthly Grant Awards; Acceptance of Donations**

**Purchases**

B 5775 Authorization to Extend a Blanket Agreement with Boelter, LLC, for Food-service Equipment and Insulated Food Carriers for Breakfast in the Classroom

The Administration is requesting authorization to extend a blanket agreement with Boelter, LLC (“Boelter”) to provide various types of food-service equipment and insulated food carriers for breakfast in the classroom, as needed.

The vendor was chosen pursuant to RFB 5775, which closed on July 23, 2019. Boelter was the lowest-complying and responsive bidder. The blanket agreement provided for two one-year options to extend if performance measures codified in the bid were met. MPS is now seeking to extend the contract for a second term (Year 2). The total cost of this extension year is not expected to exceed \$1,090,000.

Budget Code:	Varies by location ordering goods.....	\$1,090,000
Prime Contractor Information		
	Certified HUB Vendor?.....	No
	Total # of Employees .....	656
	Total # of Minorities.....	110
	Total # of Women .....	296
HUB Participation		
	Required .....	NA
	Proposed.....	NA
	\$ Value .....	NA
Student Engagement (hours per 12-month contract)		
	Paid Student Employment .....	300
	Student Career-awareness Commitment.....	10

**Report on Emergency Purchases Due to COVID-19**

In compliance with Administrative Policy 3.09(14)(c), the Administration is reporting emergency purchase orders with multiple vendors for products related to the COVID-19 pandemic. Due to the emergency nature of these procurements, these purchases were not previously approved by the Board.

Vendor	PO Number	PO Total	Description of Goods	Procurement Basis
See Saw	P931399	\$147,938.56	Subscription for See Saw Learning Platform.	ETB
Office Depot	P930999	\$142,443.00	Hand Sanitizer	ETB
Office Depot	P931463	\$96,361.44	Hand Sanitizer	ETB
Office Depot	P929387	\$35,000.00	Face Masks	ETB
AG Parts/Assetgenic	P931192	\$276,000.00	USB Power adapters for Remote Learning	ETB

This is an informational item, and no action is required.

**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 exceeds \$25,000.

**Contract: C027307**

**Riteway Bus Service, Inc., d/b/a Go Riteway Transportation Group**

On July 1, 2018, the Administration requested authorization to enter into a blanket contract with Riteway Bus Service, Inc., d/b/a Go Riteway Transportation Group, to provide yellow school bus transportation for school transportation. The vendor was chosen pursuant to RFP 973 and was awarded a compensation amount of \$10,700,000.00 for the original contract term. Additional funds in the amount of \$500,000 are now necessary to increase this awarded contract to continue the services based on the district’s needs.

Contract Amount .....	\$ 10,700,000.00
Increase Amount .....	\$ 500,000.00
Adjusted Contract Amount .....	<u>\$ 11,200,000.00</u>

**Contract: C027293**

**Dairyland Buses, Inc.**

On July 1, 2018, the Administration requested authorization to enter into a blanket contract with Dairyland Buses, Inc., to provide yellow school bus transportation for school transportation. The vendor was chosen pursuant to RFP 973 and was awarded a compensation amount of \$8,800,000.00 for the original contract term. Additional funds in the amount of \$600,000 are now necessary to increase this awarded contract to continue the services based on the district’s needs.

Contract Amount .....	\$ 8,800,000.00
First Increase Amount .....	\$ 600,000.00
Adjusted Contract Amount .....	<u>\$ 9,400,000.00</u>

**Routine Monthly Reports**

The report on contracts under \$50,000 and cumulative report, and 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
<i>Monetary Donations Over \$5,000</i>			
German Immersion School	Herb Kohl Foundation	\$6,000.00	General School Supplies
<i>Total Monetary Donations Over \$5,000</i>		<u>\$6,000.00</u>	
<i>Monetary Donations</i>			
Audubon High School	Mark Kershek	\$400.00	Audio/Video Equipment Donation
French Immersion School	Anonymous	\$40.00	General School Supplies
Garland School	Garland PTA	\$1,000.00	General School Supplies
Goodrich School	Donors Choose	\$300.00	Classroom Academics Resources
Holmes School	Greater Milwaukee Foundation	\$1,250.00	Attendance Initiative
James Madison Academic Campus	United Way	\$250.00	General School Supplies
Kluge School	Greater Milwaukee Foundation	\$1,250.00	Attendance & PBIS Initiative
MacDowell Montessori	MPS Foundation, Inc.	\$3,000.00	Basketball Donation
Obama School of Career and Technical Education	Kwik Trip, Inc.	\$8.08	General School Supplies
Vincent	Wisconsin FFA Foundation, Inc.	\$500.00	Rally to Fight Hunger Donation
<i>Total Monetary Donations</i>		<u>\$7,998.08</u>	
<i>Non-Monetary Donations</i>			
Administration Building	Ace World Wide Elite Relocation Service	\$125,000.00	Furniture for CS Cafeteria
Clarke Street School	Berean Family Worship Center	\$602.74	General School Supplies
Curriculum & Instruction	Millipore Sigma Corporation	\$34,231.00	Science Equipment
Financial Services	Theopa C. Tolbert	\$200.00	K-3Rd Grade Books (Two Boxes)

Location	Donor	Amount	Gift or Purpose
Goodrich School	Donors Choose	\$756.46	Summer Fun Activities
Goodrich School	Donors Choose	\$330.38	Classroom Books
Goodrich School	Donors Choose	\$554.96	Classroom Learning Games
Goodrich School	Donors Choose	\$600.00	General School Supplies
Goodrich School	Donors Choose	\$1,000.00	Keep Learning Student Supplies
Goodrich School	Donors Choose	\$300.00	General School Supplies
Goodrich School	Donors Choose	\$983.68	General School Supplies
Goodrich School	Donors Choose	\$905.19	Books & Math Supplies
Goodrich School	Donors Choose	\$1,000.00	Keep Kids Learning Materials
Goodrich School	Donors Choose	\$1,000.00	Keep Kids Learning Materials
Mitchell School	Donors Choose	\$410.27	Classroom Books
Mitchell School	Donors Choose	\$105.20	Noise Cancelling Headphones
Mitchell School	Donors Choose	\$413.94	General School Supplies
Morgandale School	Donors Choose	\$380.71	Back to School Supplies
Morgandale School	Donors Choose	\$665.00	Hands-On Sensory Experiences
Morgandale School	Donors Choose	\$429.14	Manipulatives & Supplies
Morgandale School	Donors Choose	\$276.62	Hands-On Materials
Morgandale School	Donors Choose	\$458.01	Art Supplies
Morgandale School	Donors Choose	\$562.81	Sensory Items
Morgandale School	Donors Choose	\$285.08	Art Supplies
Morgandale School	Donors Choose	\$500.77	STEM & Imagination Materials
Morgandale School	Donors Choose	\$291.83	Cleaning Supplies
Morgandale School	Donors Choose	\$304.18	Art Supplies
Morgandale School	Donors Choose	\$751.69	Reading, Math Workbooks & Journal
Morgandale School	Donors Choose	\$471.54	Books for Children to Keep
Morgandale School	Michelle Grosso	\$120.00	Two Winter Coats
School Nutrition	American Heart Association	\$800.00	800 Jump Ropes & Hand Outs
School Nutrition	Dan Madhavapallil	\$1,550.00	Basketballs
School Nutrition	Dan Madhavapallil	\$100.00	100 Hand Made Masks
School Nutrition	Feeding America Eastern Wisconsin	\$189,521.50	4,610 Food Boxes
School Nutrition	Lance Vanderlaan	\$750.00	Face Masks
School Nutrition	Miller Bakery	\$ 43,200.00	600 Cases of Pretzel Buns
School Nutrition	Ready Nutrition	\$ 95,990.00	3,400 Protein Waters & Bars
Vincent	Compeer Financial Fund for Rural America	\$1,749.00	Agriculture Donation
Zablocki School	Donors Choose	\$466.25	Social-Emotional Learning Books
<i>Total Non-Monetary Donations</i>		<i>\$508,017.95</i>	
Total Value for August 2020		\$522,016.03	

### **Fiscal Impact Statement**

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

### **Committee's Recommendation**

Your Committee recommends that the Board

1. authorize the purchases and

- 2. accept the donations as listed, with appropriate acknowledgement to be made on behalf of the Board.

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

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

**RFP 970 Authorization to Extend Services with EBS Healthcare Staffing Services, Inc., d/b/a EBS-Educational Based Services, for Speech Pathology Services**

The Administration is requesting authorization to contract with EBS Healthcare Staffing Services, Inc. d/b/a EBS-Educational Based Services (“EBS”), to provide speech-language pathology services mandated by the Individuals with Disabilities Education Act (“IDEA”) and as outlined in the Individual Education Plan (“IEP”) for each eligible student.

These contracted services are needed due to the severe shortage of speech-language pathologists available to MPS, rendering MPS unable to fill its vacant speech-language pathologist positions. The shortage of speech-language pathologists in MPS mirrors the shortage of qualified speech-language pathologist personnel that exists nationwide. The Speech-Language Disabilities Program currently has multiple vacancies due to retirements and other resignations and the equivalent of approximately 5.0 FTEs needed annually to provide services to cover the various leaves the Speech-Language Disabilities Program incurs, such as those required by short term medical or child-rearing leaves.

EBS was chosen pursuant to RFP 970. The original contract provided for two one-year options to extend if certain performance metrics were met. EBS had met the performance metrics codified in its contract; therefore, MPS exercised the first option year for the contract, with the first extension running from July 1, 2019, through June 30, 2020. EBS has met the performance metrics for the second year; therefore, MPS is exercising the second option year for the contract.

This second contract extension will run from September 1, 2020, through June 30, 2021. The total cost of the contract in this final extension year will not exceed \$602,000.

Budget Code: SPL-0-I-EEN-DW-ECTS (Speech-Language — Contract Services) ..... \$602,000

Prime Contractor Information

Certified HUB Contractor? .....	No
Total # of Employees .....	2,269
Total # of Minorities.....	907
Total # of Women .....	1,974

HUB Participation

Required .....	N/A
Proposed .....	N/A
\$ Value .....	N/A

Student Engagement (hours per 12-month contract)

Paid Student Employment-hour Commitment .....	300
Student Career-awareness Commitment.....	10

**RFP 987 Authorization to Contract with Sunbelt Staffing LLC and Maxim Healthcare Services, Inc., for Nursing Services**

The Administration is requesting authorization to contract with Maxim Healthcare Services, Inc., (“Maxim”) and with Sunbelt Staffing LLC (“Sunbelt”) for registered nurses (“RN”) and ventilator/tracheostomy certified licensed practical nurse (“LPN”) services.

These contracted services are needed due to the shortage of nurses available to MPS, rendering MPS unable to fulfill its vacant nursing positions. Direct nursing care services are critical to maintaining the health and wellness of MPS students. RNs provide direct nursing care for the health and illness needs of students. LPNs

work on an as-needed basis with medically fragile students. MPS estimates a need for approximately 8-10 RNs and 5-6 LPNs annually.

These contractors were chosen pursuant to RFP 987. Each original contract provided for two one-year options to extend if certain performance metrics were met. Each contractor had met the performance metrics codified in its contract; therefore, MPS exercised the first option year for the contracts, with the first extension running from September 1, 2019, through August 31, 2020. Each contractor has met the performance metrics for the second year; therefore, MPS is exercising the second option year for the contracts.

These second contract extensions will run from September 1, 2020, through August 31, 2021.

The total cost of Maxim’s contract in this second extension will not exceed \$442,206. The total cost of Sunbelt’s contract in this second extension will not exceed \$220,000.

Budget Code: NRR-0-0-BDN-DW-ECTS (Nursing — Contract Services)..... \$662,206

Maxim Healthcare Services, Inc.

Prime Contractor Information	
Certified HUB Contractor? .....	No
Total # of Employees .....	NG
Total # of Minorities.....	NG
Total # of Women .....	NG
HUB Participation	
Required .....	0%
Proposed.....	0%
\$ Value .....	N/A
Student Engagement (hours per 12-month contract)	
Paid Student Employment-hour Commitment .....	400
Student Career-awareness Commitment.....	10

Sunbelt Staffing, LLC

Prime Contractor Information	
Certified HUB Contractor? .....	No
Total # of Employees .....	105
Total # of Minorities.....	17
Total # of Women .....	75
HUB Participation	
Required .....	0%
Proposed.....	0%
\$ Value .....	N/A
Student Engagement (hours per 12-month contract)	
Paid Student Employment-hour Commitment .....	400
Student Career-awareness Commitment.....	10

RFP 988 Authorization to Extend a Contract with Drive USA, Inc., d/b/a Arcade Drivers School, for Provision of a Driver’s Education Program

The Administration is requesting authorization to extend the contract with Drive USA, Inc., d/b/a Arcade Drivers School (“Arcade”), for provision of a driver’s education program. This contractor will be used to deliver classroom and behind the wheel instruction for the MPS Drive program and behind the wheel instruction for the Community-based Driver Education program.

Milwaukee Public Schools identified a large disparity in the number of young people within the City of Milwaukee who possess a driver’s license. In an effort to eliminate potential barriers to obtaining a driver’s license, the MPS Drive program was developed to offer free driver’s education to all age-eligible MPS students. Paired with the Community-based driver’s education program, young people throughout Milwaukee now have multiple access points to obtaining a drivers’ licenses.

Arcade was chosen pursuant to RFP 988. The original contract provided for two one-year options to extend if certain performance metrics were met. Drive USA, Inc., d/b/a Arcade Drivers School, has met the performance metrics codified in the contract; therefore, MPS exercised its first extension of the contract for the term of September 1, 2019, through August 31, 2020. Based on the Contractor’s achievement of performance metrics in year 2, MPS is exercising the second option to extend the contract.

This second contract extension will run from September 1, 2020, through August 31, 2021. The total cost of the contract in this second extension year will not exceed \$551,299.

Budget Code: DRD-0-0-DED-DW-ECTS (MPS Drive — Contract Services)..... \$471,299  
 CSV-0-0-DRV-DW-ECTS (Community-based Driver Education)..... \$80,000

Contractor Information

Certified HUB Contractor? .....No  
 Total # of Employees ..... 42  
 Total # of Minorities..... 14  
 Total # of Women ..... 13

HUB Participation

Required ..... NA  
 Proposed ..... NA  
 \$ Value ..... NA

Student Engagement (hours per 12-month contract)

Paid Student Employment-hour Commitment ..... 0  
 Student Career-awareness Commitment..... 0

**RFP 992 Authorization to Extend Contracts with Family Music Center; Guitar Center Stores Inc., d/b/a Music & Arts; Brass Bell Music, Inc.; and Korinthian Violins, LLC, for Musical Instrument Repair and Maintenance**

The Administration is requesting authorization to extend contracts with Family Music Center; Guitar Center Stores Inc., d/b/a Music & Arts; Brass Bell Music, Inc.; and Korinthian Violins, LLC, for musical instrument repair and maintenance services. These contractors will be used to deliver musical instrument repair and maintenance to ensure the quality of district-owned musical instruments. This includes repair and maintenance of musical instruments for school-based band and orchestra programs, traveling music teacher programs, and Saturday music-lessons programs.

MPS must maintain the quality of musical instruments to best serve the needs of students in music programs in the district. By contracting with these vendors, MPS will be able to provide quality and convenient repair and maintenance of musical instruments during the school year.

The contractors were chosen pursuant to RFP 992, which closed on Thursday, August 9, 2018. The original contracts provided for two one-year extensions if certain performance metrics were met. The contracts were previously extended for the first extension options, for the term of October 1, 2019, through September 30, 2020. The contractors have met the performance metrics codified in the contracts, therefore, MPS is exercising the second extension options for these contracts.

These second contract extensions will run from October 1, 2020, through September 30, 2021, (“Year 3”). The total cost of the contract extensions in Year 3 will not exceed \$150,000.

Vendor	Award
Family Music Center	\$75,000.00
Guitar Center Stores Inc. dba Music & Arts	\$40,000.00
Brass Bell Music, Inc.	\$20,000.00
Korinthian Violins, LLC	\$15,000.00

Budget Code: IMS-0-0-IMC-DW-EMTC (Maintenance Contracts — Instructional Msc) ..... \$150,000



Family Music Center

Prime Contractor Information	
Certified HUB Contractor? .....	No
Total # of Employees .....	8
Total # of Minorities.....	0
Total # of Women .....	4
HUB Participation	
Required .....	NA
Proposed.....	NA
\$ Value .....	NA
Student Engagement (hours per 12-month contract)	
Paid Student Employment-hour Commitment .....	200
Student Career-awareness Commitment.....	10

Guitar Center Stores Inc., dba Music & Arts

Prime Contractor Information	
Certified HUB Contractor? .....	No
Total # of Employees .....	1713
Total # of Minorities.....	349
Total # of Women .....	553
HUB Participation	
Required .....	NA
Proposed.....	NA
\$ Value .....	NA
Student Engagement (hours per 12-month contract)	
Paid Student Employment-hour Commitment .....	200
Student Career-awareness Commitment.....	10

Brass Bell Music, Inc.

Prime Contractor Information	
Certified HUB Contractor? .....	No
Total # of Employees .....	50
Total # of Minorities.....	7
Total # of Women .....	14
HUB Participation	
Required .....	NA
Proposed.....	NA
\$ Value .....	NA
Student Engagement (hours per 12-month contract)	
Paid Student Employment-hour Commitment .....	200
Student Career-awareness Commitment.....	10

Korinthian Violins, LLC

Prime Contractor Information	
Certified HUB Contractor? .....	No
Total # of Employees .....	4
Total # of Minorities.....	0
Total # of Women .....	3

HUB Participation	
Required .....	NA
Proposed .....	NA
\$ Value .....	NA
Student Engagement (hours per 12-month contract)	
Paid Student Employment-hour Commitment .....	200
Student Career-awareness Commitment.....	10

**RFP 998 Authorization to Extend a Contract with Wheaton Franciscan Healthcare — Southeast Wisconsin, Inc., and Columbia St. Mary’s, Inc., for Licensed Athletic Trainers and Skinfold-testing Services**

The Administration is requesting authorization to extend the contract with Wheaton Franciscan Healthcare — Southeast Wisconsin, Inc., and Columbia St. Mary’s for Licensed Athletic Trainers (LATs) and skinfold-testing services.

LATs shall provide the following services for an estimated 20 locations for all MPS high-school home games for boys’ and girls’ soccer and for boys’ and girls’ varsity basketball, wrestling, football, and track conference meets, as well as MPS specialty events (e.g., tournaments), as needed.

1. evaluation and treatment of injuries sustained by student athletes during school athletic events and practices, application of first aid (with MPS supplies), and recommendations for exercise or physical measures for minor injuries;
2. coordination among injured athletes, coaching staff, and team or family physician;
3. maintenance of accurate records of all athletic injuries reported by student athletes as occurring during school athletic events and all rehabilitation procedures administered by LATs;
4. at the request of the Commissioner of Athletics and Academics, or the school, review of the safety of the athletic facilities and suggestions for the improvement of its athletic healthcare-delivery system, the athletic facilities and equipment, and athletic training program;
5. compliance with MPS rules for student athletic participation, including, but not limited to, concussion testing, hydration, heat advisory requirements, etc., as provided or communicated to the LATs prior;
6. compliance with best practices for the athletic-training industry and with the guidelines set forth by the National Athletic Trainers Association (NATA) or Wisconsin laws and regulations for athletic trainer services; and
7. two (2) dedicated LATs to MPS to assist with recruitment, assigning, and supervision of assigned athletic trainers.

Contractor was chosen pursuant to RFP 998. The original contract provided for two one- year options to extend if certain performance metrics were met. Wheaton Franciscan Healthcare — Southeast Wisconsin, Inc., and Columbia St. Mary’s have met the performance metrics codified in the contract; therefore, MPS is exercising the first option year for the contract.

This first contract extension will run from September 1, 2020, through August 31, 2021. The total cost of the contract in this first extension year will not exceed \$69,550.

Budget Code: ATH-0-0-IAT-DW-ECTS (Athletics — Contract Services)..... \$69,550

Wheaton Franciscan Healthcare — Southeast Wisconsin, Inc., and Columbia St. Mary’s, Inc., on behalf of themselves and their affiliates

Prime Contractor Information	
Certified HUB Contractor? .....	No
Total # of Employees .....	42
Total # of Minorities.....	14
Total # of Women .....	13
HUB Participation	
Required .....	0%
Proposed .....	0%
\$ Value .....	N/A
Student Engagement (hours per 12-month contract)	
Paid Student Employment-hour Commitment .....	200
Student Career-awareness Commitment.....	10

**RFP 1022 Authorization to Enter into Blanket Contracts with Four Food Manufacturers to Provide Breakfast Kits**

The Administration is requesting authorization to extend the blanket contracts with four separate food manufacturers for provision of breakfast kits (“Kits”). Kits will comprise a combination of products that meet USDA’s Meal Pattern Requirements for Grade Groups of children K3-4 and K5-12th grade in the school years in which they will be served to MPS students.

In addition, MPS has transitioned to, and continues to make key efforts to improve the overall quality, nutritional value, and local integrity of, food products procured. This has been accomplished by using diverse products, including shelf-stable, refrigerated, and frozen food items and decreasing the kits’ sugar content, eliminating the Harmful 7 ingredients, and increasing protein. The district has implemented the initiative of reducing the Harmful 7 ingredients — trans fats & hydrogenated oils, high-fructose corn syrup, hormones & antibiotics, processed & artificial sweeteners, artificial colors & flavors, artificial preservatives, and bleached flour — found in many food items and will show preference to those kits that meet the criteria. The ultimate goal is to address the nutritious needs of the students while improving students’ satisfaction.

The Kits will be distributed to the District’s students Monday through Friday during the school year. The delivery of the Kits shall be made by the awarded respondents directly to the MPS Prime Vendor, currently Sysco of Eastern Wisconsin LLC.

These manufacturers were chosen pursuant to RFB 1022, which closed on August 20, 2019, and sought responsive and responsible bidders. Each contract ran from October 1, 2019, through September 30, 2020 (the “Initial Term”), with the option to extend up to four additional one-year terms if certain performance metrics incorporated into the blanket contract were met. Based on the achievement of these performance metrics, MPS is exercising the first extension (“Year 2”). This first extension will run from October 1, 2020, through September 30, 2021.

Estimated total amounts are not offered for each contract. All payments to these manufacturers are made through the Prime Vendor, Sysco, and reflected in the amount of that contract.

Blanket Contracts	
Vendor Name	Contract Year One
MinMor Industries, LLC d/b/a Notables	\$200,000
East Side Entrees, Inc. d/b/a ES Foods, Inc.	\$560,000
Preferred Meal Systems, Inc.	\$1,000,000
Milwaukee Center for Independence, Inc.	\$1,500,000

Budget Code: BKF-0-0-BKF-XX-EFOD..... \$3,260,000

**RFP 1024 Authorization to Modify the Contracts with Catapult Learning West, LLC; Mainstream Development Educational Group, LLC; and Owners Group, d/b/a Learning Exchange, for Title IA Services to Eligible City of Milwaukee Students Enrolled in Non-public Schools, Title IIA Professional Development Services, Title IIIA Services, and Title IVA**

Student Support/Academic Achievement Services to Non-public School Personnel and to Add Elementary and Secondary School Emergency Relief (ESSER) Services

The Administration is requesting authorization to modify the contracts with Catapult Learning West, LLC; Mainstream Development Educational Group, LLC; and Owners Group, d/b/a Learning Exchange, and to add ESSER services.

MPS is required by federal legislation to provide equitable Title IA services to eligible Milwaukee-resident students in non-public schools, Title IIA professional development services for non-public school personnel, Title IIIA services to eligible non-public school students who are English learners, Title IVA student support/academic achievement services, and ESSER services to non-public school personnel. Services include supplemental instruction for students at risk of failing or who are English learners, professional development for educational staff, parental-involvement activities, and resources to address the needs of private-school students, families, and teachers resulting from the COVID-19 pandemic.

The modified contract amounts are based on estimated budget amounts, using a formula determined by federal law and the Wisconsin Department of Public Instruction's guidance. The modified contracted amount for non-public school services, which is not to exceed \$38,264,010.35, is available through the following budget codes for the following third-party providers:

Catapult Learning West, LLC

Table with budget codes and amounts for Catapult Learning West, LLC, including Prime Contractor Information and HUB Participation details.

Mainstream Development Educational Group, LLC\

Table with budget codes and amounts for Mainstream Development Educational Group, LLC, including Prime Contractor Information details.

HUB Participation	
Required .....	20%
Proposed .....	20%
\$ Value .....	TBD
Student Engagement (hours per 12-month contract)	
Paid Student Employment: .....	600
Student Career-awareness Commitment:.....	10

**Owners Group d/b/a Learning Exchange**

Budget Code:	GOE-0-I-1N1-1S-ECTV0000 (Instructional Services — Title IA).....	\$8,699,382.45
	PRT-0-S-1N1-1S-ECTS0000 (Family-engagement Services –Title IA).....	\$76,831.91
	MSS-0-S-T21-1S-ECTS0000 (Contract Services — Title IIA).....	\$1,017,927.81
	GOE-0-I-T31-1S-ECTS0000 (Contract Services — Title IIIA) .....	\$233,615.00
	MSS-0-S-4B1-1S-ECTS0000 (Contract Services — Title IVA) .....	\$686,468.21
	MSS-0-S-6H1-1S-ECTS0000 (Contract Services — ESSER).....	\$7,127,550.90
	Contract Not to Exceed.....	\$17,841,776.28

Prime Contractor Information	
Certified HUB Vendor?.....	Yes
Total # of Employees .....	91
Total # of Minorities.....	15
Total # of Women .....	86

HUB Participation	
Required .....	20%
Proposed .....	20%
\$ Value .....	TBD

Student Engagement (hours per 12-month contract)	
Paid Student Employment .....	600
Student Career-awareness Commitment.....	10

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

**Statute, Administrative, or Board Rules Implication Statement**

Administrative Policy 3.09, Purchasing and Bidding Requirements

**Fiscal Impact Statement**

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

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

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

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

\* \* \* \* \*

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

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

**Exception Authorization to Extend a Contract with Milwaukee Area Technical College to Provide College Courses Leading to Transferrable College Credits for MPS High-school Students through the M<sup>3</sup> College Program**

The Administration is requesting authorization to extend a contract with Milwaukee Area Technical College (“MATC”) to serve the MPS juniors and seniors through provision of college courses leading to transferrable college credits for MPS high-school students through the M<sup>3</sup> College Program.

This contract is for M<sup>3</sup> College Program, an innovative dual-enrollment program among MPS, MATC, and University of Wisconsin-Milwaukee (“UWM”) that allows eligible students to complete their high-school-graduation requirements while earning up to 20 college credits from both MATC and UWM. This contract is for students to take 14 of those credits at Milwaukee Area Technical College during their senior years of high school.

Up to 100 MPS students will attend classes at the MATC Downtown Campus four times a week (Monday through Thursday) and will be working to earn up to seven college credits the first semester and another six the second semester. The students will be taking classes in core subject areas such as English and math.

Additionally, up to 64 MPS students (juniors and seniors) will attend classes at MATC and will be working toward gaining CNA certification and Nursing License (LPN), earning up to 16 college credits in the 2020-21 school year.

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

The original contract provided for two one-year options to extend upon mutual consent. This will be the first extension of this contract. This first contract extension will run from September 10, 2020, through June 30, 2021.

The total cost of the contract in this extension year will not exceed \$485,708.60.

Budget Code:	ORC-0-0-ESV-EO-ECTS (College & Career Readiness — Contract Services).....	\$485,708.60
HUB Participation		
	Required .....	0%
	Proposed .....	0%
	\$ Value .....	0
Student Engagement (hours per 12-month contract)		
	Paid Student Employment-hour Commitment .....	0
	Student Career-awareness Commitment.....	0

**Exception Authorization to Extend a Contract with the Board of Regents of the University of Wisconsin System on Behalf of University of Wisconsin-Milwaukee to Provide College Courses Leading to Transferrable College Credits for MPS High-school Students through M<sup>3</sup> College Program**

The Administration is requesting authorization to extend a contract with the Board of Regents of the University of Wisconsin System on behalf of University of Wisconsin- Milwaukee (“UWM”) to serve the MPS 2020-21 senior class through provision of college courses leading to transferrable college credits for MPS high-school students through the M<sup>3</sup> College Program.

This contract is for the M<sup>3</sup> College Program, an innovative dual-enrollment program among MPS, Milwaukee Area Technical College (“MATC”), and UWM that allows eligible students to complete their high-school-graduation requirements while earning up to 20 college credits from both MATC and UWM. This contract is for students to take six of those credits at University of Wisconsin-Milwaukee.

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

This first contract extension will run from September 1, 2020, through June 30, 2021. The total cost of the contract will not exceed \$125,750.

Budget Code:	ORC-0-0-ESV-EO-ECTS (College & Career Readiness — Contract Services)	\$125,750
HUB Participation		
	Required	0%
	Proposed	0%
	\$ Value	N/A
Student Engagement (hours per 12-month contract)		
	Paid Student Employment-hour Commitment	0
	Student Career-awareness Commitment	0

**Exception Authorization to Enter into a Contract with GPS Education Partners, Inc., to provide Alternative Education Programming**

The Administration is requesting authorization to enter into a contract with GPS Education Partners, Inc., (“GPS”) to provide alternative education programming. The contractor will provide enrollment for up to 22 MPS 11<sup>th</sup>- and 12<sup>th</sup>-grade students in the contractor’s fully immersive, work-based educational GPSED Program. The program is a comprehensive education and career-training program that uses the contractor’s partnerships with manufacturing businesses, as well as businesses from other high-demand sectors, to execute the program.

Students who complete the program will earn full high-school diplomas from MPS while being prepared for potential career pathways in manufacturing, in other sectors, and in continuing education. Through the program, some students will gain paid work experience at a manufacturing company and will earn portable industry credentials through the Manufacturing Skills Standards Council. The remainder of students will gain paid work experience in other sectors and will earn related industry-recognized credentials, where possible.

As many students as possible (up to 22 students) will be enrolled in the program and will be part of the GPS Youth Apprenticeship Program, including all students who work for manufacturing companies. GPS and MPS will work together to identify, to recruit, and to select students from MPS high schools for the program.

Due to circumstances involving the COVID 19 pandemic, the Education Center that had been at STRATTEC Security, 3333 Good Hope Rd., Milwaukee, will not be in use this year. In response to that building’s loss, James Madison Academic Campus (“JMAC”) will be used as a substitute Education Center for the 2020-2021 school year. As many as 15 students may be enrolled as GPS students who attend the JMAC Education Center. Students in the GPS cohort at the JMAC Education Center may come from JMAC, but may also come from any other high school in the Milwaukee Public School district.

The maximum of 15 students could all attend morning or afternoon classroom sessions, or they could be split up between morning and afternoon, whichever is determined to be the best fit for the students’ schedules. Students will be placed at either the Lakeside Education Center or the JMAC Education Center, whichever is determined to be the best fit for the student, depending on home address, transportation, worksite, or other criteria.

With regard to the JMAC Education Center, it is agreed that MPS intends to provide designated, furnished classroom spaces which shall be accepted and used by GPS that are sufficient to support the education and training of up to 15 student learners during the term of the Contract,. Additionally, MPS will provide tabletop or desk and chairs for students, meeting tables, whiteboard or screens, projectors, storage or storage access, and Internet access.

Additional elements may also include printers or access to printers, private work/meeting-space access for instructors and staff, and project-based workspace access. Access to larger meeting spaces for use by GPS to promote the GPS Program also has been requested by GPS and will be provided when possible. Meetings

would include potential students from both JMAC and other MPS high schools, parents, and potential business partners.

Throughout the term of the contract, the space will be referenced as the JMAC Education Center. GPS will recognize MPS as an Education Center host in its marketing materials and on its website.

This will be an ongoing partnership subject to annual review. Notification of termination of the partnership for the coming year must be given by March 31 of the year prior to the fall start of new classes.

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

This contract will run from September 1, 2020, through August 31, 2021 (the “Initial Term”), with two additional one-year options to extend.

The total cost of the contract in the Initial Term will not exceed \$88,000.

Budget Code:	GOE-0-I-4H1-EO-ECTV (College & Career Readiness — Contract Services)	\$88,000
HUB Participation		
	Required	0%
	Proposed	0%
	\$ Value	N/A
Student Engagement (hours per 12-month contract)		
	Paid Student Employment-hour Commitment	0
	Student Career-awareness Commitment	0

**Exception Authorization to Extend a Contract with Cooperative Education Service Agency #1 to Provide Educational Coaching**

The Administration is requesting authorization to enter into a contract with Cooperative Education Service Agency #1 (“CESA #1”), for educational coaching. The contractor shall provide a total of 116 full days of instructional coaching to MPS between September 1, 2020, through June 30, 2021. As part of the Every Student Succeeds Act (ESSA), MPS is required to implement a research-based professional learning strategy.

**High-quality Professional Learning Strategy**

Schools will implement evidence-based professional learning for staff in content knowledge and instructional practices. The professional learning must be aligned to curriculum, assessments, and standards focusing on a topic for a minimum of 50 hours over time. Authentic experiences should be provided in which teachers can collaborate and struggle through issues related to implementing the new information into their practice. All professional learning needs measurable outcomes for learning, implementation, and student learning. Ongoing supports must be evident such that staff are provided coaching, mentoring, observations, and feedback to successfully implement their learning.

Part of this strategy includes a robust coaching component. CESA #1 will be contracted to provide training for all Instructional Coaches, the Instructional Leadership Director, and School Support Teachers to effectively implement and to support the district- wide and school-based professional learning work in the district. This work will be aligned to the Ambitious Instruction 3.0 plan.

This contract is an exception to bid per the direction of the Department of Public Instruction (“DPI”). The exception from the requirement of a competitive procurement process for this contract has been granted on the basis that the services under this contract comply with an established MPS standard and meet the quality required (Administrative Policy 3.09(7)(e)(1)(b)(v) and 3.09(7)(e)(1)(b)(vi)).

This contract will run from September 1, 2020, through June 30, 2021 (the “Initial Term”), with two additional one-year options to extend.

The total cost of the contract in the Initial Term will not exceed \$150,220

Budget Code:	SDV-0-S-3Z1-DW-ECTS (Contract Services)	\$150,220
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HUB Participation	
Required .....	0%
Proposed .....	0%
\$ Value .....	N/A
Student Engagement (hours per 12-month contract)	
Paid Student Employment-hour Commitment .....	0
Student Career-awareness Commitment .....	0

**Exception Authorization to Modify a Contract with Cooperative Education Service Agency #1 for Title IA, Title ID, Title IIA, and Title IVA services and to Add Elementary and Secondary School Emergency Relief (ESSER) Services**

The Administration requests authorization to modify a contract with Cooperative Education Service Agency #1 (“CESA #1”) for Title IA, Title ID, Title IIA, and Title IVA services and to add ESSER services. CESA #1 will provide the following:

- Title ID, Title IIA, Title IVA, and ESSER services at Milwaukee Academy;
- Title IA, Title ID, Title IIA, Title IVA, and ESSER services at St. Rose Youth and Family Center;
- Title IA, Title ID, Title IIA, Title IVA, and ESSER services at St. Charles Youth and Family Center, Focus Program; and
- Title ID services at Bakari Center.

The contract includes the CESA #1 membership and service flat fee.

MPS, as the Local Education Agency, is obligated to provide Title IA, Title ID, Title IIA, Title IVA and ESSER services to students at these institutions, especially to students at risk of failing. The allocation amounts, which are provided through the Wisconsin Department of Public Instruction (“DPI”), are estimated based on a formula determined by federal law.

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

The total modified cost of the contract will not exceed \$159,216.59.

**Estimated Allocations for CESA’s Service Fees**

Budget Codes:	SCF-0-0-CTG-DW-ECTS — The Basic CESA Membership Fee .....	\$ 12,500.00
	SCF-0-0-CTG-DW-ECTS — A Basic Service Flat Fee .....	\$ 900.00
	<b>Total .....</b>	<b>\$ 13,400.00</b>

**Estimated Allocation for CESA’s Services at Milwaukee Academy**

Budget Codes:	GOE-0-I-9A1-KY-ECTS — Title ID .....	\$ 37,721.51
	MSS-0-S-T21-1S-ECTS — Title IIA .....	\$ 1,365.27
	MSS-0-S-4B1-1S-ECTS — Title IVA .....	\$ 920.71
	MSS-0-S-6H1-1S-ECTS0000 — Contract Services — ESSER .....	\$ 10,954.56
	<b>Total .....</b>	<b>\$ 50,962.05</b>

**Estimated Allocation for CESA’s Services at St. Charles Youth & Family Services**

Budget Codes:	GOE-0-I-9A1-25-ECTS — Title ID .....	\$ 32,970.63
	GOE-0-I-1N1-1S-ECTV — Title IA .....	\$ 13,298.63
	MSS-0-S-T21-1S-ECTS — Title IIA .....	\$ 1,204.65
	MSS-0-S-4B1-1S-ECTS — Title IVA .....	\$ 812.39
	MSS-0-S-6H1-1S-ECTS0000 — Contract Services — ESSER .....	\$ 9,665.79
	<b>Total .....</b>	<b>\$ 57,952.09</b>

Estimated Allocation for CESA's Services at St. Rose Youth & Family

Budget Codes:	GOE-0-I-9A1-57-ECTS — Title ID.....	\$ 13,987.96
	GOE-0-I-1N1-1S-ECTV — Title IA.....	\$ 5,319.46
	MSS-0-S-T21-1S-ECTS — Title IIA.....	\$ 478.76
	MSS-0-S-4B1-1S-ECTS — Title IVA.....	\$ 324.96
	MSS-0-S-6H1-1S-ECTS0000 — Contract Services — ESSER.....	\$ 3,866.31
	Total.....	<u>\$ 23,977.45</u>

Estimated Allocation for CESA Services at Bakari Center

Budget Code:	GOE-0-I-9A1-5A-ECTS — Title ID.....	\$ 12,925.00
	Total.....	<u>\$ 12,925.00</u>

Contract Not To Exceed..... \$159,216.59

Cooperative Education Service Agency #1

HUB Participation	
Required .....	0%
Proposed.....	0%
\$ Value .....	N/A

Student Engagement (hours per 12-month contract)	
Paid Student Employment-hour Commitment .....	0 HOURS
Student Career-awareness Commitment.....	0

Exception Authorization to Issue a Purchase Order to Discovery Education, Inc., for Digital Educational Resources Licenses

The Administration is requesting authorization to issue a purchase order to Discovery Education, Inc., (“Discovery Ed”) for licenses for the 2020-21 school year for digital education resources. Digital education resources allow students to engage in research/inquiry to investigate topics and provide experiences for self-directed, real-life investigations.

The exception from the requirement of a competitive procurement process for this purchase has been granted on the basis of one-of-a-kind (Administrative Policy 3.09(7)(e)(1)(b)(i)). Discovery Education is the proprietary and copyright owner of, and the single source for, the comprehensive digital educational resources known as Discovery Education Techbook Science.

The total cost will not exceed \$166,750.

Budget Code:	AMM-0-0-SPF-AQ-ESUP (Academic Enhancement — Supplies) .....	\$166,750
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HUB Participation	
Required .....	0%
Proposed.....	0%
\$ Value .....	N/A

Student Engagement (hours per 12-month contract)	
Paid Student Employment-hour Commitment .....	100
Student Career-awareness Commitment.....	10

Exception Authorization to Issue a Purchase Order to Houghton Mifflin Harcourt Publishing Company for Spanish Literacy Curriculum Licenses

The Administration is requesting authorization to issue a purchase order to Houghton Mifflin Harcourt Publishing Company (“HMH”) to purchase licenses for HMH’s ¡Arriba la Lectura! (K5-6th grade) for use in bilingual program schools throughout the district. These digital resources are not part of the current MPS board-adopted Spanish literacy instructional resources from McGraw-Hill, Tesoros, which is the curricular counterpart to the district-adopted ELA curricular resource, Journeys. This is due to the fact that Tesoros is out of print and its online platform was retired. Subsequently, these digital resources need to be made available in order to offer schools a comprehensive online Spanish literacy program. These online resources

will serve to provide core instruction in the area of Spanish literacy. The digital resources will allow access to all components of the program for all bilingual teachers and students and will allow for specialized use of adaptive technology (e.g., audio text, enlarged text). Additionally, students can take online assessments, view digital resources that accompany the program, and have access to Rigby readers.

The exception from the requirement of a competitive procurement process for this purchase has been granted on the basis of one-of-a-kind (Administrative Policy 3.09(7)(e)(1)(b)(i)).

The licensing period will be from September 1, 2020, through August 31, 2023. The total cost will not exceed \$149,385.60.

Budget Code:	OGA-0-0-AAC-DW-ECTS (Academic Enhancement — Contract Services) .....	\$149,385.60
HUB Participation		
	Required .....	N/A
	Proposed .....	N/A
	\$ Value .....	N/A
Student Engagement (hours per 36-month contract)		
	Paid Student Employment-hour Commitment .....	0
	Student Career-awareness Commitment .....	0

**Exception Authorization to Issue a Purchase Order to News 2 You Products for a Unique Learning System for Educational Services**

The Administration is requesting authorization to purchase from News 2 You Products (“n2Y”) for a “Unique Learning System,” a comprehensive, modified curriculum for students with significant intellectual disabilities who participate in curricula based on Wisconsin Essential Elements. This curriculum encompasses all academic areas for grades 1 through 12: literacy; math; science; and social studies.

The Unique Learning System provides differentiated learning materials with adapted methods for instruction so students participate in rigorous daily classroom instruction similar to that of their non-disabled peers. The activities include visual representations onscreen, hearing text-to-speech as selected text is read aloud, hands-on learning with experiments, and opportunities for written expression. The Unique Learning System includes a standards-based set of interactive tools specifically designed for students with disabilities to access the general curriculum. All materials, licenses, and on-line access for the proposed product are included in this purchase.

n2Y has provided MPS with this curriculum for the past ten years. RFP 1029 was issued in April 2020 to test the marketplace, but did not result in an award. As such, the Administration seeks to continue to use n2Y on the basis of continuity and the familiarity with the curriculum throughout the District (Administrative Policy 3.09(7)(e)(1)(b)(iv)).

The license period shall be in effect for the period of September 1, 2020, through August 31, 2021.

The total cost of the goods purchased will not exceed \$147,252.50.

Budget Code:	SSU-0-A-IF1-DW-ECTS (IDEA — Contract Services) .....	\$147,252.50
HUB Participation		
	Required .....	0%
	Proposed .....	0%
	\$ Value .....	NA
Student Engagement (hours per 12-month contract)		
	Paid Student Employment-hour Commitment .....	200
	Student Career-awareness Commitment .....	10

**Exception Authorization to Issue a Purchase Order to Music Sales Digital Services, LLC, d/b/a MusicFirst, for a Subscription to MusicFirst Classroom**

The Administration is requesting authorization to issue a purchase order to Music Sales Digital Services, LLC, d/b/a MusicFirst. (“MusicFirst”) to purchase licenses for a three-year subscription to MusicFirst Classroom, a custom-built website which will include performance assessment (PracticeFirst), sight reading (Sight Reading Factory), ear training (Auralia), theory (Musition), composition/notation (Noteflight Learn), and on-line studio/DAW (Soundtrap or Soundation). MusicFirst will be used to provide access to the website for choral and instrumental programming.

Teachers can send lessons, tasks, and assessments to be completed by students using any of the tools. Students have full access to programs and can do enrichment or additional practice (not limited only to work assigned). The platform works on Chromebooks, Windows, and Macintosh computers/laptops, iPads, Android tablets, and smartphones.

MusicFirst is the sole-source provider of the subscription-based MusicFirst Classroom designed specifically for music education, along with the integrated content, modules, and software in North America. No other vendor offers the MusicFirst Classroom with its integrated tools in a single package, and no other vendor can provide any of the software tools inside a MusicFirst Classroom implementation. The MusicFirst Classroom is a sole source product, created, sold and distributed exclusively by MusicFirst; therefore, the exception from the requirement of a competitive procurement process for this purchase has been granted on the basis of one-of-a-kind (Administrative Policy 3.09(7)(e)(1)(b)(i)).

The licensing period will be from September 1, 2020, through August 31, 2023. The total cost will not exceed \$161,000.

Budget Code:	SDV-0-S-QU1-CI-ECTS (Curriculum & Instruction — Contract Services) .....	\$161,000
HUB Participation		
Required .....		N/A
Proposed .....		N/A
\$ Value .....		N/A
Student Engagement (hours per 36-month contract)		
Paid Student Employment-hour Commitment .....		0
Student Career-awareness Commitment .....		0

**Exception Authorization to Issue a Purchase Order to MakeMusic, Inc., d/b/a SmartMusic, for a Subscription to SmartMusic**

The Administration is requesting authorization to issue a purchase order to MakeMusic, Inc., d/b/a SmartMusic, (“SmartMusic”) for a three-year subscription to SmartMusic, which will be used to provide access to the website for choral and instrumental programming.

The SmartMusic subscription includes:

- Effective Practice
  - immediate feedback — students see which notes and rhythms are played correctly or incorrectly, receive a performance score, and hear the recording;
  - repertoire library — 150+ method books, 5,400+ ensemble titles, and thousands of solos from top publishers;
  - practice tools — a metronome, tuner, and the ability to loop sections are built in and always close at hand;
  - communication loop — both teachers and students can see each other’s written comments on every assignment and student recording;
- Teachers’ Tools
  - sight-reading builder — instantly create an unlimited number of sight-reading exercises for any type of ensemble or individual instrument;

- professional reference recordings — provide students with a sense of how their parts fit in and an opportunity to model their performances after world-class musicians;
- compose-notation tool — students create their own custom notation as well as import and export MusicXML files between most popular music-notation products;
- sharing music — using the compose notation tool, share the compositions privately and publicly with the performers;
- gradebook — track student progress in SmartMusic’s online gradebook, accessing student recordings, assignments, and performance scores;
- rubrics — customize rubrics with the criteria that matter for the curriculum;
- units — Collect assignments into units and easily assign those units to multiple classes.

SmartMusic is a sole-source product created, sold, and distributed exclusively by MakeMusic; therefore, the exception from the requirement of a competitive procurement process for this purchase has been granted on the basis of one-of-a-kind (Administrative Policy 3.09(7)(e)(1)(b)(i)).

The licensing period will be from September 1, 2020, through August 31, 2023. The total cost will not exceed \$207,000.

Budget Code:	SDV-0-S-QUI-CI-ECTS (Curriculum & Instruction — Contract Services) .....	\$207,000
HUB Participation		
	Required .....	N/A
	Proposed .....	N/A
	\$ Value .....	N/A
Student Engagement (hours per 36-month contract)		
	Paid Student Employment-hour Commitment .....	0
	Student Career-awareness Commitment .....	0

**Exception Authorization to Issue a Purchase Order to Newsela, Inc., for Newsela Suite**

The Administration is requesting authorization to issue a purchase order to Newsela, Inc., for Newsela Suite. The one-year subscription is for the Newsela Suite for all students in grades 6-12. This includes the full suite with additional resources for science, social studies, and ELA. This also includes 25 virtual professional-development sessions for teachers and district support staff.

This product is necessary as many of our current resources are at an age where online platforms are no longer available for the District’s adopted texts. This resource will supplement the missing online platforms in science, social studies, and ELA in grades 6-12.

The exception from the requirement of a competitive procurement process for this purchase has been granted on the basis of one-of-a-kind (Administrative Policy 3.09(7)(e)(1)(b)(i)).

The licensing term will run from September 1, 2020, through August 31, 2021. The total cost of the goods purchased will not exceed \$399,740.

Budget Code:	SLB-0-S-CSF-DW-ECWI .....	\$303,792
	DII-0-0-CAI-CI-ESWR .....	\$95,948
HUB Participation		
	Required .....	0%
	Proposed .....	0%
	\$ Value .....	N/A
Student Engagement (hours per 12-month contract)		
	Paid Student Employment-hour Commitment .....	0
	Student Career-awareness Commitment .....	0

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

**Statute, Administrative, or Board Rules  
Implication Statement**

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Administrative Policy 3.09, Purchasing and Bidding Requirements

**Fiscal Impact Statement**

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

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

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Your Committee recommends that the Board authorize the exception-to-bid requests as summarized above and as attached to the minutes of your Committee’s meeting.

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

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**(Item 10) Action on Request to Waive Administrative Policy 3.09(9)(e) and to Extend a Blanket Agreement with CDW Government LLC for Chrome Devices**

**Background**

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The Administration is requesting authorization to waive the three-year term limits of Administrative Policy 3.09(9)(e) and to extend a blanket agreement with CDW Government LCC ("CDW") to provide Chrome devices.

CDW was originally chosen pursuant to RFB 5754, which closed on July 10, 2017. The original blanket agreement provided for two one-year options to extend if certain performance metrics were met. The extension options were previously exercised, and the current contract expired on June 30, 2020. The waiver of Administrative Policy 3.09(9)(e) is being sought as a result of the three-year maximum contract term’s having been surpassed.

The Department of Procurement currently has a bid issued, B 5788, for Chrome devices, which is set to close on August 28, 2020. Due to the need for immediate continuation of purchases for the district, the Administration is requesting authorization for a fourth term while the Administration completes B 5788 and issues a new award.

This third extension will run from September 1, 2020, through November 30, 2020. The total cost of the blanket agreement in this extension term will not exceed \$6,028,000.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

**Statute, Administrative, or Board Rules  
Implication Statement**

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Administrative Policy 3.09, Purchasing and Bidding Requirements

**Fiscal Impact Statement**

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

Budget Code: Varies by location ordering goods..... \$6,028,000

Prime Contractor Information	
Certified HUB Vendor?.....	No
Total # of Employees .....	7,123
Total # of Minorities.....	1,837
Total # of Women .....	2,080
HUB Participation	
Required .....	N/A
Proposed .....	N/A
\$ Value .....	N/A
Student Engagement (hours per 12-month contract)	
Paid Student Employment-hour Commitment .....	300
Student Career-awareness Commitment.....	10

**Implementation and Assessment Plan**

Upon approval by the Board, the extension 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 waiver of Administrative Policy 3.09(9)(e) and approve the extension with CDW Government LLC as set forth in the attachments to the minutes of your Committee’s meeting.

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

\* \* \* \* \*

**(Item 11) Action on Request to Waive Administrative Policy 3.09(9)(e) and to Issue a Purchase Order to Vista Higher Learning Publishing Company for Spanish Literacy Curriculum Licenses**

**Background**

The Administration is requesting authorization to waive the three-year term limits of Administrative Policy 3.09(9)(e) and to issue a purchase order to Vista Higher Learning Publishing Company (“VHL”) to purchase licenses for a 72-month term limit for VHL’s *Galería de lengua y cultura* (7<sup>th</sup>- & 8<sup>th</sup>-grade) for use in bilingual program schools throughout the district. These digital resources are not part of the current MPS board-adopted Spanish literacy instructional resources from Santillana, Español, which is the curricular counterpart to the district-adopted ELA curricular resource, McDougal Littell. This is due to the fact that Español by Santillana was not purchased with an online option and is available only as an ebook. Subsequently, these digital resources need to be made available, in order to offer schools a comprehensive online Spanish literacy program.

These online resources will serve to provide core instruction in the area of Spanish literacy. The digital resources will allow access to all components of the program for all bilingual teachers and students and will allow for specialized use of adaptive technology (e.g., audio text, enlarged text). Additionally, students can take online assessments and view digital resources that accompany the program.

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

The licensing period will be from September 1, 2020, through August 31, 2026. The total cost of the licenses will not exceed \$112,455.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

**Statute, Administrative, or Board Rules  
Implication Statement**

Administrative Policy 3.09, Purchasing and Bidding Requirements

**Fiscal Impact Statement**

This item authorizes expenditures as indicated:

Budget Code:	OGA-0-0-AAC-DW-ECTS (Advanced Academics — Contract Services).....	\$112,455
HUB Participation		
Required .....		N/A
Proposed .....		N/A
\$ Value .....		N/A
Student Engagement (hours per 72-month contract)		
Paid Student Employment-hour Commitment .....		0
Student Career-awareness Commitment.....		0

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

Your Committee recommends that the Board authorize the waiver of Administrative Policy 3.09(9)(e) and approve the purchase from Vista Higher Learning Publishing Company, as set forth in this item.

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

\* \* \* \* \*

**(Item 12) Action on Request to Waive Administrative Policy 3.09(9)(e) and to Issue a Purchase Order to The Art of Education University for a Subscription to PRO Learning**

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

**Statute, Administrative, or Board Rules  
Implication Statement**

Administrative Policy 3.09, Purchasing and Bidding Requirements

**Background**

The Administration is requesting authorization to waive the three-year term limits of Administrative Policy 3.09(9)(e) and to issue a purchase order to The Art of Education University for a 48-month subscription to PRO Learning. The Art of Education University will be used to provide access to the website for choral and instrumental programming.

The Art of Education — Art Ed PRO is a personalized learning platform designed for K-12 art educators. It contains expert art room training, tutorials, printable resources, and unlimited hours of professional development. Art Ed PRO includes a large ever-growing library of Learning Packs, each of which contains specialized art room training, hands-on tutorials, and rich downloadable resources so art teachers can implement what they learn right away. All the topics covered in the Art Ed PRO Library are relevant to the unique needs of the art room.

These Art Ed PRO includes topics such as:

- Assessment



- Classroom Management
- Creativity
- Differentiation Technology
- Instructional Strategies
- Media Technology.

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

The license term will run from September 1, 2020, through August 31, 2024. The total cost of the licenses will not exceed \$111,600.

**Fiscal Impact Statement**

This item authorized expenditures as indicated:

Budget Code:	SDV-0-S-QUI-CI-ECTS (Advanced Academics — Contract Services) .....	\$111,600
HUB Participation		
	Required .....	N/A
	Proposed .....	N/A
	\$ Value .....	N/A
Student Engagement (hours per 60-month contract)		
	Paid Student Employment-hour Commitment .....	0
	Student Career-awareness Commitment.....	0

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

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

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

\* \* \* \* \*

**(Item 13) Report and Action Regarding CARES Act Funding for Charter Schools**

**Background**

The CARES Act of March 27, 2020, provides economic stimulus to aid individuals, businesses, hospitals, and local educational agencies (LEAs) in response to the economic distress caused by the coronavirus (COVID-19) pandemic.

Division B, Title VIII, of the CARES Act is named “Education Stabilization” and appropriates funds through the Governor’s Emergency Education Relief (GEER) Program and the Elementary and Secondary School Emergency Relief (ESSER) program. As the local educational agency, these two funding sources will aid and flow through Milwaukee Public Schools.

The ESSER grant program provides districts with emergency relief funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools that are providing educational services and developing plans for the return to normal operations. The ESSER grant provides districts considerable flexibility in determining how best to use ESSER funds. Districts are encouraged to target ESSER funding on activities that will support remote learning for all students, especially disadvantaged or at-risk students and their teachers.

ESSER funding is awarded to state educational agencies in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act. The term of available funding for the ESSER grant program is for costs incurred between March 13, 2020 and September 30, 2022.

The CARES Act provides a broad list of allowable uses. Costs may be claimed under one or more of the following program types:

- Preparedness and response to COVID-19
- Outreach and services to special populations
- Addressing long-term closures
- Education technology
- Mental health supports
- Addressing afterschool and summer activities
- Continued staff employment.

Milwaukee Public Schools will receive \$ 55,995,150 in ESSER funding which will be equitably shared with private schools in the district's boundaries, leaving about \$40 million in funding for MPS.

In addition, MPS is eligible to apply for the Governor's Emergency Education Relief Fund (GEER Fund) under the Coronavirus Aid, Relief, and Economic Security (CARES) Act. MPS is eligible for a GEER Fund allocation of \$10,829,315.56. MPS schools meet eligibility criteria for this funding for being most significantly impacted by COVID-19 based on economic disadvantage, access to personal computing devices, access to internet, and students' score on the English Language Arts Assessment. The funding will help support students, teachers, and parents as districts plan for a safe and equitable start to the school year. MPS awaits further details from the state on the GEER Fund application timeline and allowable expenses.

### **Report on CARES Act Funding for Charter Schools**

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At the request of President Miller, the Office of Accountability and Efficiency provided analysis in reference to what, if any, Coronavirus Aid, Relief, and Economic Security (CARES) Act funds charter schools are receiving. The analysis is found below.

*What, if any, CARES Act funds are charter schools receiving?*

#### **Relevant Policies and Procedures**

- H.R. 748, Coronavirus Aid, Relief, and Economic Security (CARES) Act
- Wisconsin Statutes, Section 118.40

#### **Scope and Methods**

The scope of this review was limited to the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Although charter schools may benefit from other COVID-19 relief efforts, such as tax credits or other forms of aid, this review focused solely on benefits under the CARES Act.

The following methods were used:

- review of relevant policies;
- review of relevant policy briefs, including those disseminated to charter schools and charter school authorizers;
- review of the Wisconsin Department of Public Instruction Local Education Agency CARES allocation data;
- review of Small Business Administration Paycheck Protection Program's recipients' data.

#### **Executive Summary**

In response to the COVID-19 pandemic, the U.S. Congress passed various pieces of legislation to provide relief for individuals and entities impacted by COVID-19, including the Coronavirus Aid, Relief, and Economic Security (CARES) Act.

Charter schools may be eligible to receive CARES Act funding in the following ways:

- directly from the Wisconsin Department of Public Instruction if they are also Local Education Agencies (LEAs);
- from their LEAs if they are not their own LEAs;
- from the Governor's allocation of CARES Act emergency education funding; and/or

- by applying for Small Business Administration loans under the Paycheck Protection Program (if an independent entity).

Additional research is necessary to understand the full impact of CARES Act’s funding on charter schools and any related obligations Milwaukee Public Schools must fulfill as a LEA and as a charter school authorizer.

**Background**

In response to the COVID-19 pandemic, the U.S. Congress passed various pieces of legislation to provide relief for individuals and entities impacted by COVID-19. Most significant is the \$2 trillion Coronavirus Aid, Relief, and Economic Security (CARES) Act, enacted on March 27, 2020.

The CARES Act included more than \$30 billion dollars for an Education Stabilization Fund to prevent, to prepare for, and to respond to COVID-19. This funding directly impacts K-12 education through the Elementary and Secondary School Relief (ESSER) fund and the Governor's Emergency Education Relief (GEER) fund. More specifically, the ESSER fund is allocated to LEAs by the states, while the GEER fund is used by governors to carry out emergency educational services.

In addition to the Education Stabilization Fund, the CARES Act provides for additional relief that, while not aimed specifically at supporting K-12 education, may benefit education providers. This includes the Paycheck Protection Program (PPP) implemented by the Small Business Administration (SBA).

**Summary of Review**

*Charter schools may receive CARES Act funding provided by states to LEAs for COVID-19-related costs.*

The Wisconsin Department of Public Instruction (DPI) has awarded more than \$158 million in ESSER funds to LEAs through grants. MPS has an allocation of \$55,995,150. As such, all schools for which MPS is the LEA, including non-public schools and all MPS-authorized charter schools, may benefit from this funding.

Additionally, non-MPS charter schools that are their own LEAs (2r charters) also have allocations under this provision of the CARES Act. For example, Bruce Guadalupe School, which is authorized by the University of Wisconsin-Milwaukee and thus is its own LEA, has an allocation of \$549,164.

*Charter schools may receive CARES Act funding allocated by the Governor for emergency educational services.*

In June 2020, Governor Evers allocated \$46.6 million in GEER funding to K-12 schools. Per the Governor's release, priority will be given to students and districts that have the highest remote-learning needs and to those that have been the most significantly affected by the pandemic.

As DPI has not yet provided information about the funding process for K-12 schools under this provision, it is not yet clear how this funding will be allocated to schools and how charter schools may benefit.

*Charter schools may receive CARES Act funding through the Paycheck Protection Program.*

Chartering entities that are independent organizations with fewer than 500 employees, including MPS’s non-instrumentality charter schools, may be eligible for Small Business Administration loans under the Paycheck Protection Program (PPP). The PPP provides businesses with funds to use for payroll costs, including benefits, interest on mortgages, rent, and utilities.

The Office of Accountability and Efficiency reviewed data released by the Small Business Administration regarding entities receiving greater than \$150,000 under the Paycheck Protection Program (entities receiving less than \$150,000 are reported in aggregate by the SBA, and entity names are not available). This review revealed that all 10 entities with which MPS authorizes non-instrumentality charter school contracts have been approved for PPP loans greater than \$150,000.

Entity	PPP Amount
Carmen High School of Science and Technology, Inc	\$2-5M
Highland Community School, Inc.	\$350K-1M
Hmong American Peace Academy, Ltd	\$1-2M
Kathryn T Daniels University, Inc.	\$150K-350K

Entity	PPP Amount
La Causa, Inc.	\$2-5M
M.C. Preparatory School of Wisconsin, Inc.	\$2-5M
Milwaukee Excellence, Inc	\$150K-350K
Milwaukee Teacher Education Center	\$350K-1M
Next Door Foundation, Inc.	\$2-5M
Seeds of Health, Inc*	\$1-2M

\*The charter school contract between MPS and Seeds of Health, Inc., for MC<sup>2</sup> ended on June 30, 2020.

It is important to note that some of the above-mentioned entities operate programs in addition to the charter schools that they operate under MPS contract. As such, it is not possible to know if CARES Act funds received through the PPP will be used for the charter school or for other, unrelated organizational purposes.

**Next Steps**

Additional research is necessary to understand the full impact of recent COVID-related relief funding on charter schools and any related obligations the district must fulfill as a LEA and as a charter school authorizer.

More specifically, the following questions may be considered:

- How will funding impact MPS charter schools’ budgets? What amendments or budget deviations have been reported as a result of relief funding?
- Did MPS charter schools who received PPP loans anticipate a revenue shortfall or deficit of operation? What contingency plans have schools submitted to address these shortfalls?
- What plans have MPS charter schools submitted to incur long-term debt? What funds will be used to repay the debt and what is the schedule of interest incurred from debt that is chargeable to funds received under the MPS charter school contract?
- How will MPS charter schools segregate the accounting and reporting of revenue and expenditures?
- What plans do MPS charter schools have to repay PPP loans if they are not forgiven?
- What obligations does MPS have as a charter school authorizer to monitor CARES Act funding received by MPS charter schools?
- What, if any, equity issues may arise from the allocation of CARES Act funding? How will these issues be addressed?

**Appendix: Milwaukee Charter Schools’ Cares Act Funding**

The following table provides CARES Act funding information for non-instrumentality and independent charter schools operating in Milwaukee.

- Charter schools authorized by Milwaukee Public Schools are not eligible for a CARES Act LEA allocation from DPI; rather, this money is provided to MPS as the LEA for distribution.
- Schools without CARES PPP allocations may not have applied for the PPP, may not have been approved for the PPP, may have received less than \$150,000 in PPP loans, or may still have PPP applications processing.
- Many entities operate programs in addition to the below listed charter schools. As such, it is not possible to know if CARES Act funds received through the PPP will be used for charter school operations or for other unrelated organizational purposes.

Entity’s Name	Schools Operated by Entity	Authorizer	CARES LEA Allocation	CARES PPP Amount
Carmen High School of Science and Technology, Inc.	Carmen HS of Science and Technology South	MPS	N/A	\$2-SM
	Carmen HS of Science and Technology Southeast	MPS	N/A	
	Carmen MS/HS of Science and Technology Northwest	MPS	N/A	

Entity's Name	Schools Operated by Entity	Authorizer	CARES LEA Allocation	CARES PPP Amount
	Carmen MS of Science and Technology, South Stellar Collegiate	MPS UWM	N/A \$56,619	
Central City Cyberschool of Milwaukee	Central City Cyberschool	City of Milwaukee	\$222,933	\$150-350K
Darrell Lynn Hines Academy	Darrell Lynn Hines Academy	City of Milwaukee	\$150,357	\$150-350K
Downtown Montessori Academy, Inc.	Downtown Montessori	City of Milwaukee	\$40,000	\$150-350K
Dr. Howard Fuller Collegiate Academy, Inc.	Dr. Howard Fuller Collegiate Academy	City of Milwaukee	\$169,124	\$350K-1M
Highland Community School, Inc.	Highland Community School	MPS	N/A	\$350K-1M
Hmong American Peace Academy Ltd	Hmong American Peace Academy (HAPA)	MPS	N/A	\$1-2M
Kathryn T Daniels University, Inc.	KT Daniels University Preparatory Academy	MPS	N/A	\$150-350K
La Casa de Esperanza, Inc.	La Casa de Esperanza	UWM	\$40,000	
La Causa, Inc.	La Causa Charter School	MPS	N/A	\$2-SM
M.C . Preparatory School of Wisconsin, Inc.	MCP 36 <sup>th</sup> St. Campus MCP 38 <sup>th</sup> St. Campus MCP Lloyd St. Campus MCP Lola-Rowe Campus	MPS MPS MPS MPS	N/A N/A N/A N/A	\$2-5M
Milwaukee Excellence, Inc.	Milwaukee Excellence Charter School	MPS	N/A	\$150-350K
Milwaukee Math & Science Academy	Milwaukee Math & Science Academy	City of Milwaukee	\$186,042	\$150-350K
Milwaukee Scholars Charter School, Inc.	Milwaukee Scholars Charter School	UWM	\$339,262	
Milwaukee Science Education Consortium, Inc.	Milwaukee Academy of Science	City of Milwaukee	\$564,350	
Milwaukee Teacher Education Center	Milwaukee Environmental Sciences Academy (MESA)	MPS	N/A	\$350K-1M
Next Door Foundation, Inc.	Next Door Charter School	MPS	N/A	\$2-5M
Pathways High, Inc.	Pathways High	UWM	\$40,000	\$150-350K
Penfield Montessori Academy, Inc.	Penfield Montessori Academy	UWM	\$40,000	\$150-350K
Rocketship Education Wisconsin Inc.	Rocketship Southside Rocketship Transformation	UWM UWM	\$242,199	
Seeds of Health, Inc.	MC <sup>2</sup> * Seeds of Health Elementary Tenor High School Veritas High School	MPS UWM UWM UWM	N/A \$509,259	\$1-2M
TransCenter for Youth, Inc.	Escuela Verde	City of Milwaukee	\$54,790	\$350K-1M
United Community Center	Bruce Guadalupe Community School	UWM	\$549,164	\$2-5M
United Community Center	UCC Acosta Middle School	UWM	\$57,369	\$2-5M
Woodlands School, Inc.	Woodlands School — State Street Campus Woodlands School — Bluemound Campus	UWM UWM	\$79,993 \$40,000	

\*The charter school contract between MPS and Seeds of Health, Inc., for MC<sup>2</sup> ended on June 30, 2020.

President Miller also asked that the Administration give its analysis and answer the questions posed in the Next Steps section of the Office of Accountability and Efficiency's analysis. The Administration's analysis of this information can be found below.

### Responses to Next-Step Questions

- **How will funding impact MPS charter school budgets? What amendments or budget deviations have been reported as a result of relief funding?**

As of this date, MPS Department of Contracted School Services has not received any reports of deviations or amendments to budgets resulting from relief funding. It is anticipated that any possible funds received as a result of relief funding would be reflected in revised budgets.

- **Did MPS charter schools who received PPP loans anticipate a revenue shortfall or deficit of operation? What contingency plans have schools submitted to address these shortfalls?**

MPS has not been notified by MPS charter schools that they have received PPP loan funds. As of this date, no MPS charter schools have indicated that they anticipate a revenue shortfall or deficit of operation. As of this date, no MPS charter schools have submitted contingency plans to address anticipated revenue shortfalls or deficits of operation.

- **What plans have MPS charter schools submitted to incur long-term debt? What funds will be used to repay the debt, and what is the schedule of interest incurred from debt that is chargeable to funds received under the MPS charter school contract?**

As of this date, no MPS charter schools have submitted plans to incur long-term debt. No indication has been made as to what funds will be used to repay the debt or as to the schedule of interest incurred from the debt that is chargeable to funds received under the MPS charter school contract.

- **How will MPS charter schools segregate the accounting and reporting of revenue and expenditures?**

It is anticipated that charter schools accounting for funds will be reflected in budgets and regular financial reporting, as required under the contract.

- **What plans do MPS charter schools have to repay PPP loans if they are not forgiven?**

As of this date, MPS Department of Contracted School Services has not received any plans from MPS charter schools relating to how MPS charter schools will repay loans if they are not forgiven.

- **What obligations does MPS have as a charter school authorizer to monitor CARES Act funding received by MPS charter schools?**

It is anticipated that MPS charter schools receiving Cares Act funding will use, account, and monitor Cares Act funding appropriately, as directed by applicable federal and/or state guidelines. Funding that flows through MPS as the fiscal agent will be monitored for budget planning and spending aligned to allowable uses.

- **What, if any, equity issues may arise from the allocation of CARES Act funding? How will these issues be addressed?**

As this is a new program and source of funding, it is unclear as to exactly what equity issues may arise from such funding.

### **Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

### **Statute, Administrative, or Board Rules Implication Statement**

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Administrative Policy 3.01, Annual Operating Budget

### **Fiscal Impact Statement**

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N/A

### **Committee's Recommendation**

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Your Committee recommends that the Administration, Office of Board Governance, and Office of Accountability and Efficiency consult with the City Attorney's office on the liability protection on the District with respect to non-instrumentality charter schools' attainment of PPP loans and that a report from the City Attorney's office be provided to the Board to inform its decision making.

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

\* \* \* \* \*

### **(Item 14) Update with Possible Action on Resolution 2021R-003 003 on Funding Recommendations for Student Safety**

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

#### **Background**

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At the Board's regular June 2020 meeting, Resolution 2021R-003 was introduced and adopted with amendments by the Milwaukee Board of School Directors. The Board's action terminated all contracts with the Milwaukee Police Department for the services of School Resource Officers and other personnel. Through this action, the Administration was directed to develop recommendations for using money previously allocated to contracts to serve and to protect the safety of MPS students.

The recommendations are to be developed by the Administration in cooperation with the advisory council established by the Black Lives Matter Resolution, the MPS Restorative Practices team, the City of Milwaukee's Office of Violence Prevention, community partners such as the Running Rebels Violence Free Zone teams, and other community-based organizations.

In alignment with the Board's direction, the Administration has identified participants for the purpose of collaboratively developing recommendations regarding funds previously allocated for serving and protecting MPS students.

The virtual meeting dates are August 11, August 18, and August 25.

The Administration will bring a follow-up report regarding the final recommendations to the September meeting of the Committee on Accountability, Finance, and Personnel.

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

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

#### **Statute, Administrative, or Board Rules Implication Statement**

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Administrative Policy 8.36, Student Safety

#### **Fiscal Impact Statement**

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N/A

\* \* \* \* \*

### **(Item 15) Report with Possible Action on Limited-Term Employees, January-June 2020**

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**

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

Attached to the minutes of your Committee’s meeting is the current list of LTEs active during January-June 2020.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

**Statute, Administrative, or Board Rules Implication Statement**

Administrative Policy 6.37, Limited-term Employment Positions

**Fiscal Impact Statement**

This item does not authorize expenditures.

\* \* \* \* \*

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

Director Herndon 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) Action on a Request to Make Technical Amendments to Administrative Policy 2.04, Superintendent's Cabinet**

**Background**

In order to align the current organizational structure and corresponding titles to administrative policy, the following technical amendments are necessary to Administrative Policy 2.04, Superintendent's Cabinet. The proposed technical amendments are non-substantive and reflect current job titles.

Administrative Policy 2.04  
Superintendent’s Cabinet

(1) Any person serving in any of the following positions serves at the pleasure of the Superintendent:

- Deputy Superintendent, Academics
- Deputy Superintendent, Operations
- ~~Chief of Staff~~
- Chief Communications and School Performance Officer
- Director, Business, Community and Family Partnerships
- Director, Communications and Outreach
- Chief School Administration Officer
- High School Regional Superintendent
- K-8 Regional Superintendent
- Director, Black and Latino Male Achievement
- Chief Academic Officer
- Senior Director, Curriculum and Instruction
- Senior Director, Organizational Development
- Senior Director, Specialized Services
- Chief Human ~~Capital~~ Resources Officer
- Senior Director, Benefits and Compensation



- Senior Director, Talent Management
- Chief Financial Officer
- Senior Director, Financial Planning & Budget Services
- ~~Chief Innovation & Information Officer~~
- Senior Director, Technology
- ~~Chief Operations Officer~~
- Senior Director, Facilities and Maintenance
- Senior Director, Recreation and Community Services
- Director, MPS Foundation.

(2) The organizational structure of the school district and position titles are updated each year by the Board's adoption of the annual budget.

### **Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

### **Statute, Administrative, or Board Rules Implication Statement**

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Administrative Policy 2.04, Superintendents Cabinet

### **Fiscal Impact Statement**

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This item does not authorize expenditures.

### **Implementation and Assessment Plan**

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Upon approval by the Board, the Office of Board Governance will make the technical amendments to Administrative Policy 2.04.

### **Committee's Recommendation**

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Your Committee recommends that the Board approve revisions to Administrative Policy 2.04, Superintendent's Cabinet, as detailed in this item.

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

\* \* \* \* \*

## **(Item 2) Action on Resolution 2021R-013 by Directors Herndon and Siemsen on Adherence to Parliamentary Procedure**

### **Background**

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On July 30, 2020, Resolution 2021R-013 was introduced by Directors Herndon and Siemsen. The Resolved portion of the resolution reads:

RESOLVED, That after an item is announced, committee Chairs will not entertain comment without a motion first being made (and seconded at Regular and Special meetings of the Board); and, be it

FURTHER RESOLVED, That, to be consistent with the time limits placed on members of the public, all committee Chairs shall limit debate on each issue to two rounds of comment, with each member allowed two minutes and thirty seconds to speak per round, such time to be monitored in the same manner as is with members of the public giving testimony; and, be it

FURTHER RESOLVED, That the Board instructs the Board Clerk/Chief Officer, Office of Board Governance to bring any necessary revisions to the Board Rules or Governance policies to the Board for its approval.

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

The Board has, therefore, established within Board Rule 1.13, Parliamentary Procedure, that the most recent version of *Robert's Rules of Order* shall govern the proceedings of the Board. Robert's states that,

before debate (discussion) may commence, a motion must first be made to provide clarity as to the question and to frame the discussion.

The Board has also established in Board Governance Policy 2.02, Governing Style, that all members shall be given a chance to speak once on an item before speaking again and that clearly stated time limits on speaking will be implemented.

### **Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

### **Statute, Administrative, or Board Rules Implication Statement**

Board Rule 1.13, Parliamentary Procedures

### **Fiscal Impact Statement**

The Office of Board Governance will make and publish any necessary revisions to Board Rules and/or Board Governance Policies. Pursuant to Board Rule 1.11, Amendments to the Rules, proposed amendments to Board Rules shall be presented to the Board and then held over until the next board meeting, when they shall be considered and acted upon by the Board.

### **Committee's Recommendation**

Your Committee recommends that the Board adopt Resolution 2021R-013 by Directors Herndon and Siemsen regarding adherence to parliamentary procedure.

Director Báez moved to substitute the second Further Resolved as follows:

~~FURTHER RESOLVED, That, to be consistent with the time limits placed on members of the public, all committee Chairs shall limit debate on each issue to two rounds of comment, with each member allowed two minutes and thirty seconds to speak per round, such time to be monitored in the same manner as is with members of the public giving testimony; and, be it~~

FURTHER RESOLVED, That members of the Board of Directors and committee chairs shall limit debate on each issue to two rounds of comments. The chair will determine the length of debate on an issue.

The motion failed of adoption:

Ayes — Directors Báez, Peterson, and President Miller — 3.

Noes — Directors Herndon, O'Halloran, Phillips, Siemsen, and Woodward — 5.

Director Woodard moved to approve the Committee's recommendation. The motion passed, the vote being as follows:

Ayes — Directors Herndon, O'Halloran, Phillips, Siemsen, and Woodward — 5.

Noes — Directors Báez, Peterson, and President Miller — 3.

\* \* \* \* \*

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

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

**(Item 1) Action on Resolution 2021R-007 by Directors Baéz and Miller****Background**

At its meeting of July 30, 2020, the Milwaukee Board of School Directors referred Resolution 2021R-007 by Directors Baez and Miller to the Committee on Student Achievement and School Innovation.

WHEREAS, In 2014-15, the United States' Office for Civil Rights (OCR), having completed a biennial data-collection review and subsequent investigation, found that MPS had a significant disproportionality in the number of African American students who had received disciplinary referrals, suspensions, and other disciplinary actions; and

WHEREAS, In response to the OCR's findings, the district assured the OCR that it would take action to comply with the Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d (Title VI), and its implementing regulation, 34 C.F.R. Part 100, which prohibit discrimination based on race, color, or national origin by a recipient of federal financial assistance; and

WHEREAS, Administrative Policy 1.06, Equity in MPS, section (1), Background, states

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

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

and

WHEREAS, As stated in Administrative Policy 8.32, Student Expulsions, section (2), "Expulsion of a student from school is a very drastic step, one which the Board hopes shall be rarely necessary in the Milwaukee Public Schools"; and

WHEREAS, Other than in situations that involve acts of violence and use or possession of weapons or use of drugs, students are better served in the long term by interventions, not by suspension or expulsion; and

WHEREAS, When compared with school districts of comparable size and demographics, MPS has failed to make significant strides in the reduction of disciplinary actions and expulsions, especially those of African American and Latino students, the most disproportionately affected, with 2019-20 figures showing that African American students continue to make up the vast majority of those expelled at 77%, followed by Hispanics at 17%, with Asians and Whites at 3% each and Native Americans at 0; and

WHEREAS, In MPS schools that emphasize restorative justice practices and trauma-related staff over disciplinary referrals, suspensions, and expulsions, data show that for other offenses (those unrelated to weapons or drugs), suspensions went down by nearly half; and

WHEREAS, Although the Administration over the years has worked to develop alternatives to suspension and expulsion of students, unless the District constantly strives to do all in its power to reduce suspensions and expulsions of its students, it is shirking its legal and moral responsibility to provide its students with the best educational opportunities possible; and

WHEREAS, Some districts no longer suspend students below the sixth grade or who are younger than 12 years in age while in MPS, in 2019-20, the percentage of students under 12 who were expelled nearly doubled; and

WHEREAS, If a school or administrator continually resorts to suspension or expulsion, rather than to less severe responses to behavioral issues, it may indicate a need for intervention with the administration of the school as much as with its students; and

WHEREAS, Families, as well as schools, need to take responsibility for and be involved in the behavior and discipline of their children and must work with their schools to encourage a climate of mutual respect, safety, wellbeing, trust, and learning; and

WHEREAS, Similar to other major urban school districts, some MPS students and families are victims of racism and racial segregation, poverty, and other social economic inequalities; and

WHEREAS, To counter systemic inequities, MPS continues to reaffirm its commitment to social and economic justice, and to the struggles that improve our lives. MPS wants to go beyond the traditional struggles for equity, and re-affirms its anti-racism stance in all functions of the organization and the community in which we live; and

WHEREAS, MPS is very cognizant of what academics have termed “stereotype threats,” a condition that often contributes to how African American and other students of color respond in a society plagued by racism and inequality, and stands against all practices that add the violence and its related consequences; and

WHEREAS, The District must maximize the work of the school discipline committees to engage with school staff, parents, and students in the exploration of practices of intervention and reduction in disciplinary incidents; now, therefore, be it

RESOLVED, That suspensions and expulsions shall be tools of last resort in the reduction of disciplinary problems and shall be considered only when all other options have been exhausted; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors directs the Administration to continually revisit its vision and policies in regard to reducing suspensions and expulsions; and be it

FURTHER RESOLVED, That the Administration explore further opportunities to train school staffs, parents, and students in cultural awareness, conflict resolution, violence prevention, restorative justice, tolerance for divergent viewpoints, etc.; and be it

FURTHER RESOLVED, That school staffs and students institute school-wide workshops and orientations for all incoming students to discuss with them acceptable conduct, resources available, restorative justice, what to do when they need to talk to a professional, etc. — whatever may curtail the need to suspend or expel; and be it

FURTHER RESOLVED, That when a student is referred to the school’s office for disciplinary action, the first response shall be to seek interventions and attempts to change the student’s conduct, not to default to suspension or expulsion; and be it

FURTHER RESOLVED, That the District shall suspend no student below the sixth grade or under the age of 12; and be it

FURTHER RESOLVED, That a disciplinary referral of a student to a contracted school or other alternative program or service shall not be considered an expulsion, but a transfer to a setting that will more appropriately address the student’s needs; and be it

FURTHER RESOLVED, The Administration shall develop, or partner with community educators and non-profits community-based organizations on interventions for parents and guardians to address and to mitigate student disciplinary issues; and engage the Milwaukee community on efforts to dismantle the structural conditions created by racism that breed conflict between children and adults; and be it

FURTHER RESOLVED, That the Administration shall develop a process, to include appropriate benchmarks and reasonable measurements, to monitor the rates of suspension and expulsion within each school, and if a pattern of excessive use of either appears, to investigate and, when necessary, to provide assistance in reducing disciplinary issues and professional development in alternate means of discipline; and be it

FURTHER RESOLVED, That the Administration shall include the implementation and the results of this monitoring-and-intervention process monthly and in its annual report to the Board.

The Administration is in agreement with Resolution 2021R-007 and is recommending its adoption.

### **Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

### **Statute, Administrative, or Board Rules Implication Statement**

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Administrative Policy 8.17, Student Rights, Responsibilities, and Discipline

### **Fiscal Impact Statement**

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This item does not authorize expenditures.

### **Implementation and Assessment Plan**

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Upon adoption by the Board, the Administration will begin implementing the resolution.

### **Committee’s Recommendation**

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Your committee recommends that the Board adopt Resolution 2021R-007 by Directors Baez and Miller, with the following clauses to be amended as shown.

**Whereas Clause #12**

WHEREAS, Similar to other major urban school districts, some MPS students and families ~~are victims of~~ live in communities that are underserved due to systemic racism and racial segregation, poverty, and other social economic inequalities; and

**Further Resolved Clause # 5**

FURTHER RESOLVED, That ~~the District shall suspend as of January 1, 2021, no student below the sixth grade or under the age of 12 shall be suspended.~~ School communities shall develop alternative interventions to suspension based on restorative and racial anti-discriminatory practices that deal with disruptive behavior in school. School communities shall submit these alternative intervention plans to their Regional Superintendent or designee by December 1, 2020. If a student is under the age of 12 and exhibits behavior that presents an imminent danger to the physical, emotional, or mental safety of specific students and staff, the Regional Superintendent or designee or the Department of Student Services will assist with his/her temporary removal from the building and may seek appropriate interventions as informed by the school plan; and be it

Director Báez moved adoption of the Committee's recommendation with an amendment to the sixth Resolved, as follows:

FURTHER RESOLVED, ~~That the District shall suspend no student below the sixth grade or under the age of 12~~ That at the beginning of the second semester in January of 2021, no student below the sixth grade shall be suspended; and be it...

Director Herndon moved a substitute, to table the item. The motion failed of adoption, the vote being as follows:

Ayes — Directors, Herndon, O'Halloran, and Woodward — 3.  
Noes — Directors Báez, Peterson, Phillips, Siemsen, Taylor, and President Miller — 6.

Director Phillips moved a substitute, to send the item back to Committee for consideration and further discussion. The motion passed, the vote being as follows:

Ayes — Directors Báez, Herndon, O'Halloran, Peterson, Phillips, Siemsen, Taylor, Woodward, and President Miller — 9.  
Noes — None.

\* \* \* \* \*

**(Item 2) Action on Request for Adoption of a Resolution, under Section 119.25 of the Wisconsin Statutes, to Delegate the Board's Expulsion Authority to Independent Hearing Officers**

**Background**

On July 30, 2020, the Administration presented the following item for the Board's approval at its regular monthly meeting. The Board directed that this item be sent to the Committee on Student Achievement and School Innovation for further discussion and action.

Section 119.25 of the Wisconsin Statutes allows the Board to adopt a resolution authorizing the use of either an Independent Hearing Panel or Hearing Officers appointed by the Board to hear and to decide student expulsion cases. The resolution is effective for the school year for which it is adopted.

At its meeting on August 28, 2008, the Board approved revisions to Administrative Policies 8.32 and 8.33 to authorize the use of Independent Hearing Officers to hear and to decide student expulsion cases.

For the 2019-20 school year, the Board adopted a resolution authorizing the use of Independent Hearing Officers who are non-district employees (as suggested by the City Attorney) to hear and to decide expulsion cases.

For the 2020-21 school year, the Administration is recommending the continued use of Independent Hearing Officers to hear and to decide student expulsion cases. The Department of Student Services will

continue to provide training for the Independent Hearing Officers to ensure that all Independent Hearing Officers understand their role, responsibilities, and options.

**Expulsion Summary**

School Year	Expelled	Composition of Expulsion Panel
1993-94	86	Central Office Directors, Managers, Coordinators
1994-95	104	Central Office Directors, Managers, Coordinators
1995-96	113	Central Office Directors, Managers, Coordinators
1996-97	133	Central Office Directors, Managers, Coordinators
1997-98	267	Central Office Directors, Managers, Coordinators
1998-99	204	Central Office Directors, Managers, Coordinators
1999-00	180	Central Office Directors, Managers, Coordinators
2000-01	243	Central Office Directors, Managers, Coordinators
2001-02	215	Central Office Directors, Managers, Coordinators
2002-03	203	Central Office Directors, Managers, Coordinators
2003-04	302	Central Office Directors, Managers, Coordinators
2004-05	309	Central Office Directors, Managers, Coordinators
2005-06	395	Central Office Directors, Managers, Coordinators
2006-07	367	Central Office Directors, Managers, Coordinators
2007-08	390	Central Office Directors, Managers, Coordinators
2008-09	269	Central Office Directors, Managers, Coordinators
2009-10	400	Central Office Directors, Managers, Coordinators
2010-11	415	Independent Hearing Officers
2011-12	380	Independent Hearing Officers
2012-13	326	Independent Hearing Officers
2013-14	311	Independent Hearing Officers
2014-15	162	Independent Hearing Officers
2015-16	192	Independent Hearing Officers
2016-17	116	Independent Hearing Officers
2017-18	128	Independent Hearing Officers
2018-19	193	Independent Hearing Officers
2019-20	100	Independent Hearing Officers

School Year	Demographics								Offence				
	NB	B	Total	BM	NBM	BF	NBF	Total	Firearms	Guns	Drugs	Other	Total
2007-08	72	318	390	239	52	79	20	390	14	37	151	188	390
2008-09	42	227	269	155	31	72	11	269	4	29	66	170	269
2009-10	58	342	400	227	43	115	15	400	13	13	45	329	400
2010-11	48	367	415	273	35	94	13	415	4	21	68	322	415
2011-12	53	327	380	241	40	86	13	380	4	27	55	294	380
2012-13	32	294	326	218	27	76	5	326	2	19	54	251	326
2013-14	31	280	311	1	22	68	9	311	10	27	56	218	311
2014-15	13	149	162	118	10	31	9	162	4	21	31	106	162
2015-16	19	172	191	126	15	46	4	191	4	27	29	131	191
2016-17	10	106	116	58	6	48	4	116	5	12	14	85	116
2017-18	29	99	128	68	22	31	7	128	0	20	25	83	128
2018-19	35	158	193	98	26	60	9	193	2	9	32	150	193
2019-20	23	77	100	52	11	25	12	100	2	9	15	74	100

NB=Non-Blacks  
B=Blacks

BM=Black Males  
NBM=Non-Black Males

BF=Black Females  
NBF=Non-Black Female

## Student Expulsion Statistics

2018-2019 and 2019-2020  
Data are through June 30, 2020

### Expulsions by Age Categories

2018-2019			2019-2020		
Age	Number	Percent	Age	Number	Percent
7 to 11	0	0%	7 to 11	3	3%
12	16	8%	12	9	9%
13	12	6%	13	13	13%
14	23	12%	14	14	14%
15	55	28%	15	14	14%
16	46	24%	16	20	20%
17	28	15%	17	17	17%
18	12	6%	18	7	7%
19	1	1%	19	1	1%
20	0	0%	20	2	2%
Total	193	100%	Total	100	100.00%

### Expulsions by Gender Categories

2018-2019			2019-2020		
Gender	Number	Percent	Gender	Number	Percent
Male	124	64%	Male	63	63%
Female	69	36%	Female	37	37%
Total	193	100%	Total	100	100%

### Offences by Gender

Gender	Offence				
	Firearms	Other Guns	Controlled Substance	Other	Total
2018-2019					
Male	2	8	27	87	124
Female	0	1	5	63	69
Total	2	9	32	150	193
2019-2020					
Male	2	8	14	39	63
Female	0	1	1	35	37
Total	2	9	15	74	100

### Expulsions by Conduct Violations

2018-2019			2019-2020		
Conduct	Number	Percent	Conduct	Number	Percent
Assault	0	0%	Assault.	0	0%
Battery	74	38%	Battery	31	31%
Controlled Substance	24	13%	Controlled Substance	15	15%
Firearms	2	1%	Firearms	2	2%
Other Conduct	65	34%	Other Conduct	31	31%
Other Guns	20	10%	Other Guns	9	9%
Other Weapons	8	4%	Other Weapons	12	12%
Total	193	100%	Total	100	100%

### Expulsions by Ethnic Categories

2018-2019			2019-2020		
Ethnicity	Number	Percent	Ethnicity	Number	Percent
Native American	1	1%	Native American	0	%
African American	158	82%	African American	77	77%
Asian	2	1%	Asian	3	3%

2018-2019			2019-2020		
Ethnicity	Number	Percent	Ethnicity	Number	Percent
Hispanic	25	13%	Hispanic	17	17%
White	7	3%	White	3	3%
Total	193	100%	Total	100	100%

**Offences by Ethnic Categories**

Ethnicity	Firearms	Other Guns	Controlled Substance	Other	Totals
2018-2019					
Native American	0	0	0	1	1
African American	1	7	21	129	158
Asian	0	1	1	0	2
Hispanic	1	0	8	16	25
White	0	1	2	4	7
Other	0	0	0	0	0
Total	2	9	32	150	193
2019-2020					
Native American	0	0	0	0	0
African American	2	6	10	59	77
Asian	0	1	0	2	3
Hispanic	0	2	3	12	17
White	0	0	2	1	3
Other	0	0	0	0	0
Total	2	9	15	74	100

**Incidents by Month**

2018-2019			2019-2020		
Month	Number	Percent	Month	Number	Percent
July	0	0%	July	0	%
August	11	6%	August	4	4%
September	33	17%	September	20	20%
October	32	17%	October	10	10%
November	24	12%	November	27	27%
December	10	5%	December	20	20%
January	14	7%	January	13	13%
February	16	8%	February	6	6%
March	26	14%	March	0	%
April	16	8%	April	0	%
May	10	5%	May	0	%
June	1	1%	June	0	%
Total	193	100%	Total	100	100%

**Number of Days Expelled**

2018-2019			2019-2020		
Range of Days	Number	Percent	Range of Days	Number	Percent
0-29	3	1%	0-29	2	2%
30-90	19	10%	30-90	3	3%
91-140	13	7%	91-140	13	13%
141-350+	158	82%	141-350+	82	82%
Until Age 21	0	0%	Until Age 21	0	0%
Total	193	100%	Total	100	100%

**Expulsion Assignments**

2018-2019			2019-2020		
Assignment	Number	Percent	Assignment	Number	Percent
Banner Prep	48	25%	Banner Prep	11	11%
Southeastern	28	14%	Southeastern	10	10%



2018-2019			2019-2020		
Assignment	Number	Percent	Assignment	Number	Percent
Synergy S.	36	19%	Synergy S.	20	20%
Special Ed	37	19%	Special Ed	37	37%
On-Line School	39	20%	On-Line School	19	19%
Regular School	5	3%	Regular School	3	3%
Total	193	100%	Total	100	100%

### Services Offered by Offence

	Firearms	Other Guns	Controlled Substance	Other	Total
2018-2019					
W/Services	2	9	32	150	193
WO/Services	0	0	0	0	0
Total	2	9	32	150	193
2019-2020					
W/Services	2	9	15	74	100
WO/Services	0	0	0	0	0
Total	2	9	15	74	100

### Expulsions by School

#### Elementary Schools

2018-2019			2019-2020		
School	Number	Percent	School	Number	Percent
Carver	1	5%	Carver	1	7%
Cass	1	5%	Cass	1	7%
Doerfler	1	5%	Clarke	1	7%
Fifty-Third	2	8%	Grant	1	7%
Franklin	1	5%	Hartford	1	7%
Garland	1	5%	HAPA	1	7%
Grant	4	18%	Lafollette	1	7%
Keefe	2	8%	Lancaster	1	7%
King	2	8%	Metcalfe	2	14%
MacDowell	1	5%	MACL	1	7%
Mitchell	2	8%	Morgandale	1	7%
Milw. Chi Lg	1	5%	Thoreau	1	7%
River Trail	1	5%	Townsend	1	7%
Rogers	1	5%			
Thoreau	1	5%			
Total	22	100%	Total	14	100%

#### Middle Schools

2018-2019			2019-2020		
School	Number	Percent	School	Number	Percent
Audubon	2	10%	Audubon	3	23%
Lincoln	2	10%	Green Tree Pr	2	15%
Roosevelt	1	5%	Lincoln	3	23%
King	11	55%	Roosevelt	3	23%
WCLL	3	15%	WCLL	1	8%
Wedgewood	1	5%	Wedgewood	1	8%
Total	20	100%	Total	13	1

#### High Schools

2018-2019			2019-2020		
School	Number	Percent	School	Number	Percent
Alliance	3	2%	Alliance	1	2%
Bay View	1	1%	Bay View	4	7%
Bradley Tech	36	27%	Bradley Tech	8	13%

2018-2019			2019-2020		
School	Number	Percent	School	Number	Percent
Groppi	1	1%	Hamilton	6	10%
Hamilton	11	8%	MacDowell	4	7%
MacDowell	4	3%	Madison	3	5%
Madison	15	11%	Marshall	2	3%
Marshall	9	7%	MHSA	4	7%
Meir	3	2%	North	4	7%
MHSA	1	1%	Pulaski	9	15%
MSL	2	1%	Reagan	2	3%
North	7	5%	Riverside	1	2%
Obama	4	3%	King IB	1	2%
Pulaski	8	6%	South	6	10%
Reagan	2	1%	Transition	1	2%
Riverside	8	6%	Washington	4	7%
South	9	7%			
Transition	1	1%			
Vincent	2	1%			
Washington	3	2%			
WCLL	5	4%			
Total	135	100%	Total	60	100%

#### Partnership/Alternative Schools

2018-2019			2019-2020		
School	Number	Percent	School	Number	Percent
Banner Prep	9	76%	Banner Prep	1	11%
Synergy S.	1	8%	Synergy S.	1	11%
Grandview	1	8%	Southeastern	1	11%
Shalom	1	8%	Shalom	1	11%
			Assata	1	11%
			Nova	4	44%
Total	12	100%	Total	9	100%

#### Non-instrumentality Charter Schools

2018-2019			2019-2020		
School	Number	Percent	School	Number	Percent
Carmen	4	100%	Carmen SE	2	50%
			Carmen NW	1	25%
			Daniels Univ.	1	25%
Total	4	100%	Total	4	100%

#### Activity During Expulsion Period

2018-2019			2019-2020		
Activity	Number	Percent	Activity	Number	Percent
Court Order			Court Order		
Incarcerated			Incarcerated		
Alternative S	149	77%	Alternative S	78	78%
On-Line Sch.	39	20%	On-Line Sch.	19	19%
Regular Sch	5	3%	Regular Sch	3	3%
Private Sch			Private Sch		
Sch Out of St			Sch Out of St		
Worked FT			Worked FT		
Worked PT			Worked PT		
No Response			No Response		
Hospitalized			Hospitalized		
Suburban Dis			Suburban Dis		
Total	193	100%	Total	100	100%

### **Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

### **Statute, Administrative, or Board Rules Implication Statement**

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Administrative Policy 8.33, Student Expulsion: Independent Hearing Officer

### **Fiscal Impact Statement**

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Approval of this item does not authorize expenditures. The primary cost of processing student expulsion cases is the transcription services and the cost of the Independent Hearing Officers. These costs were previously approved in the FY 2021 budget for the Department of Student Services.

### **Committee's Recommendation**

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Your Committee recommends that the Board adopt the following resolution:

RESOLVED, That for the 2020-21 school year, student expulsions from the Milwaukee Public Schools shall be ordered by an Independent Hearing Officer; and be it FURTHER RESOLVED, That the Administration implement the behavior reassignment option, whenever possible; and be it

FURTHER RESOLVED, That the same due process procedures as were used in 2019-20 be followed when hearing all cases of student expulsions; and be it

FURTHER RESOLVED, That the Independent Hearing Officer may impose one or more early reinstatement conditions under which a student who is expelled from school may be reinstated to school before the end of his or her expulsion. The reinstatement condition may be a condition a student is required to meet before he or she may be granted reinstatement, or a condition that the pupil is required to meet after his or her early reinstatement. The early reinstatement conditions must be related to the reasons for the student's expulsion and be stated in the expulsion order; and be it

FURTHER RESOLVED, That the Independent Hearing Officer in all expulsion cases provide educational services to expelled students at an MPS alternative/partnership school or online academic support; and be it

FURTHER RESOLVED, That the expelled students shall be reinstated to the Milwaukee Public Schools through the Department of Student Services in the manner described in Wisconsin Statute 119.25.

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

\* \* \* \* \*

### **(Item 3) Report with Possible Action Regarding the District's Multi-tiered Student-support Systems**

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

#### **Background**

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At the request of President Miller, this report on the district's multi-tiered student-support systems is being presented.

During the past school year, 99 school principals completed the full 16-hour Restorative Practices (RP) Professional Development (PD). During the school closure due to the COVID-19 pandemic, the RP team offered virtual circles to create a safe space for staff to discuss the impact of this unprecedented time. For 2020-21, the team will identify schools to implement school-wide restorative practices.

During 2019-20, K-8 schools continued to implement Second Step, MPS's Tier 1 SEL curriculum. In addition to curriculum implementation, integration of SEL into teaching practices PD was created and delivered to educators. The Devereaux Student Strengths Assessment (DESSA) was introduced to help plan for SEL instruction for students referred for Tier 2 or 3 intervention, as well as students in comprehensive behavior units. This tool provides information about specific SEL instructional strengths and needs.

During virtual learning, Tier 1 guidance was developed and distributed with educator self-care tips, SEL lessons for students, and daily student and adult self-care practices. Instructional packets were created and distributed at the Grab-and-Go sites, containing SEL materials for students to use independently or with their families. Virtual PD was created on supporting SEL virtually and on adult SEL and self-care.

For 2019-20, mindfulness PD was provided to staff at 42 schools, and there were three district-wide trainings. Classroom instruction was provided at 25 schools, and parent workshops were provided at 14 schools. In addition, school psychologists offered a professional learning community (PLC) that focused on the book *101 Mindful Arts-based Activities to Get Children and Adolescents Thinking*. The MPS mindfulness initiative supports staff through weekly mindful moments, mindful-moment text messages, and a monthly practice in Knowledge News.

To promote sustainability, student mentors were trained at 23 schools, allowing them to lead this work in their schools. Five schools received Mentoring for Mindful Champions training. Eight mindfulness modules were created and placed on LMS. Additional items were created to build capacity and to promote sustainability, including the Mindfulness Menu for Classrooms, the Mindfulness Menu for School-wide implementation, and the Mentoring for Mindfulness Champions Guide.

PBIS is the research-based multi-tiered system of support (MTSS) used in MPS and as part of WI DPI’s Vision for RtI. Other approaches or initiatives around climate/behavior implemented through the PBIS framework include cultural responsiveness, social-emotional learning, restorative practices, and mindfulness.

The Violence Prevention Program has been training schools for over 20 years to implement peer mediation. The district provides training, but the program is led by the school. Five additional schools were trained to begin peer-mediation programs in fall 2019.

Schools provide support and interventions within the multi-tiered system of support. Tier 1 supports include staff members’ classroom-management strategies supported through a school’s PBIS Tier 1 Team. Tier 2 interventions include Check-In/Check-Out, Social Academic Instructional Groups, and Behavior Assessment Intervention Plans coordinated through a school’s Building Intervention Team (BIT). Tier 3 interventions are primarily supported and coordinated by school psychologists and social workers and include Educational Wraparound, RENEW, and FBA/BIP.

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

**Statute, Administrative, or Board Rules Implication Statement**

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

**Fiscal Impact Statement**

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N/A

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**(Item 4) Report with Possible Action on the Achievement Gap Reduction (AGR) Program**

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

**Background**

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On July 30, 2020, the following item was presented to the Board for consideration and possible action at its regular monthly meeting. The Board directed that the item, instead, be sent to the Committee on Student Achievement and School Innovation.

The Student Achievement Guarantee in Education (SAGE) program began in the 1996-1997 school year and was subsequently expanded in 1998-1999 and 2000-2001 due to the successes demonstrated by those schools that had begun the program in 1996. Wisconsin Statutes, Section 118.43, authorized the program, which was administered by the Department of Public Instruction (DPI).

State legislation was passed in 2015 that concluded the SAGE program and authorized the Achievement Gap Reduction (AGR) program (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 AGR:

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

The Department of Public Instruction requires schools participating in the AGR program to describe its implementation of the program and to report its objectives and success in achieving them to the school board every semester.

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

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

**Statute, Administrative, or Board Rules Implication Statement**

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

**Fiscal Impact Statement**

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N/A

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**(Item 5) Report with Possible Action on Implementation of the Contract with Edgenuity, Inc.**

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

**Background**

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Edgenuity, Inc., was first awarded a contract as a result of RFP 696 for GED O2 Software Programming Services, which closed on June 18, 2010. Under this RFP, Edgenuity provided the software program Education 2020 (E2020). The term of the contract was October 1, 2010, through July 30, 2011.

The following year, a board-approved purchase order (P745978) was issued under the same bidding basis. RFP 789 for Online Credited Course for Remediation and Acceleration in Grades 6-12 closed on May 31, 2012. The contract was for one year, with two one-year options to extend, which were both exercised. The contract was in effect from October 1, 2012, through September 30, 2015.

RFP 893 for Remediation and Acceleration of Online Credited Courses for Students in Grades 6 through 12 closed on June 18, 2015. The contract was for one year with two one-year options to extend, which were both exercised. The contract was in effect from January 1, 2016, through June 30, 2019.

In 2018, a new RFP was solicited — RFP 996 for Recovery and Acceleration of Online Credited Courses for Students in Grades 6 through 12. RFP 996 closed on November 15, 2018. Edgenuity was granted a one-year contract with two one-year options to renew if certain performance metrics were met. The contract was executed for a first one-year term of July 1, 2019, through June 30, 2020. The contract was extended for a first one-year term of July 1, 2020, through June 30, 2021. One extension option remains.

In March 2019, the Board authorized a \$350,000 contract for the first one-year term. In March 2020, the Board authorized an additional \$350,000 contract for the second year of the contract. To date, the contract has paid out \$350,000, and there is a \$350,000 encumbrance remaining for 2020-21.

A summary of the services provided by the Edgenuity, Inc. program is provided below.

**Summary of Services Provided by Edgenuity, Inc., to MPS Students**

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Edgenuity is an online curriculum and requires a licensed teacher for the course to be credit-bearing. Edgenuity allows the student to be self-paced, and depending on when the student starts and completes a course, he/she may be allowed to carry that course over to summer school or the next semester without having to start over.

Edgenuity supports students in two different ways, the first being credit recovery. A credit-recovery course is shorter because the student already has taken the course. The course’s content is reviewed and modified by staff from Curriculum and Instruction. Credit recovery allows the student to demonstrate proficiency of the standards he/she previously was unsuccessful with. Students taking credit-recovery courses also can test out of units.

The second way in which Edgenuity supports students is credit acceleration, meaning that the student never had the course. This course has a full semester’s worth of content, and students must complete all the work.

Students must meet the specified criteria to be enrolled.

A study of credit recovery offered through GEAR UP by the Office of Socially Responsible Evaluation in Education at UWM indicated that students who took credit recovery were more likely to pass subsequent courses in the same content area than were students who had failed but did not take credit recovery. A review of MPS’s graduation data from the classes of 2017-2019 indicates that students who receive the most benefits from Edgenuity are those with disabilities, compared with their non-disabled peers, and black, Hispanic, and students of two or more races, compared with their white peers.

Milwaukee Public Schools has worked with researchers from the University of Wisconsin and Vanderbilt University to improve the use of Edgenuity. The researchers are continuing the study of Edgenuity’s linking data to determine its impact on student outcomes post-high-school. In March, discussions began with researchers and Edgenuity regarding cultural relevance of digital learning and to address concerns with the course content. Currently, the parties are engaged in discussions on reviewing and revising courses to ensure cultural relevance.

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

**Statute, Administrative, or Board Rules Implication Statement**

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Administrative Policy 7.01, Teaching and Learning Goals

**Fiscal Impact Statement**

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N/A

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**(Item 6) Action on Resolution 2021R-010 by Director Miller Regarding Black Lives Matter Week of Action**

**Background**

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At its July 2020 meeting, the Board referred Resolution 2021R-010 by Director Miller to the Committee on Student Achievement and School Innovation.

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

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

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

- replace harsh zero-tolerance discipline policies, which disproportionately suspend students of color, with Restorative Justice practices;

- establish African American studies and other critical ethnic studies in all schools;
- increase the hiring, training, and support of Black teachers and other teachers of color; and
- “fund counselors, not cops;” and

WHEREAS, There has been some success in MPS with

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

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

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

RESOLVED, That the district again hold a week of action in coordination with the national Black Lives Matter at School movement; and be it

FURTHER RESOLVED, That MPS establish a campaign for the whole year, beginning the first week of school, with the purpose of integrating the demands and actions of the Black Lives Matter at School program into every school and classroom; and be it

FURTHER RESOLVED, That MPS will reach out to other movements of people of color fighting racism, to support the week of action and year-long campaign; and be it

FURTHER RESOLVED, That the September opening week of school be done with educational antiracist, social justice activities celebrating the activists and martyrs (George Floyd, Breonna Taylor, Dontre Hamilton, Joel Acevedo, Earnest Lacy, and many more) of the fight for racial justice; and be it

FURTHER RESOLVED, That MPS aggressively expand the professional development of staff and the training of students in restorative justice practices; and be it

FURTHER RESOLVED, That discussions and trainings targeting racism are to be held at every school throughout the year to include

- creating safe spaces, community and parent involvement, and involvement of student leaders of all types;
- discussions of biases, racial micro-aggressions, fears, cultural and linguistic ignorance, and stereotypes of Black, Brown, and other youth of color;
- discussions that lead to the professional development of school staffs in methods of de-escalation, mindfulness, creating a culture of trust, and how to weave cultural relevance, ethnic studies and anti-racism into all curricular areas and grade levels in developmentally appropriate ways;
- bringing community into our schools and strengthening schools as centers of support for communities; and be it

FURTHER RESOLVED, That student voice be included in professional development sessions when feasible; and be it

FURTHER RESOLVED, That MPS practice the concept of “Intersectionality” advanced by Black Lives Matter and other leaders which identifies an intersectional approach that acknowledges systemic discrimination due to race, economic status, immigration status, gender and gender identity, sexual orientation and identity, national origin, and ability, and that this systemic discrimination impacts access to opportunity.; and be it

FURTHER RESOLVED, That an advisory committee be established of students, community, community educators, parents, teachers, and school and administrative staff to assist in planning and implementation of the national Black Lives Matter at School program; and be it

FURTHER RESOLVED, That the advisory committee emphasize participation of students in planning that includes youth groups such as Leaders Igniting Transformation (LIT), Youth Empowered in the Struggle (YES), the school-based discipline committees, etc.; and be it

FURTHER RESOLVED, That the Administration report monthly on this work to the Board through the appropriate committee.

The Administration is in agreement with the intent of the resolution and is recommending its adoption as follows:

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

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

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

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

WHEREAS, There has been some success in MPS with

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

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

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

RESOLVED, That the district again hold a week of action in coordination with the national Black Lives Matter at School movement; and be it

FURTHER RESOLVED, That MPS establish a campaign for the whole year, beginning the first week of school, with the purpose of integrating the demands and actions of the Black Lives Matter at School program into every school and classroom; and be it

FURTHER RESOLVED, That MPS will reach out to other movements of people of color fighting racism, to support the week of action and year-long campaign; and be it

FURTHER RESOLVED, That ~~the September opening week of school be done with~~ throughout the school year educational antiracist, social justice activities celebrating the activists and martyrs (George Floyd, Breonna Taylor, Dontre Hamilton, Joel Acevedo, Earnest Lacy, and many more) of the fight for racial justice; and be it

FURTHER RESOLVED, That MPS aggressively expand the professional development of staff and the training of students in restorative justice practices; and be it

FURTHER RESOLVED, That discussions and trainings targeting racism are to be held at every school throughout the year to include

- creating safe spaces, community and parent involvement, and involvement of student leaders of all types;
- discussions of biases, racial micro-aggressions, fears, cultural and linguistic ignorance, and stereotypes of Black, Brown, and other youth of color;
- discussions that lead to the professional development of school staffs in methods of de-escalation, mindfulness, creating a culture of trust, and how to weave cultural relevance, ethnic studies and anti-racism into all curricular areas and grade levels in developmentally appropriate ways;
- bringing community into our schools and strengthening schools as centers of support for communities; and be it

FURTHER RESOLVED, That student voice be included in professional development sessions when feasible; and be it

FURTHER RESOLVED, That MPS practice the concept of “Intersectionality” advanced by Black Lives Matter and other leaders which identifies an intersectional approach that acknowledges systemic discrimination due to race, economic status, immigration status, gender and gender identity, sexual orientation and identity, national origin, and ability, and that this systemic discrimination impacts access to opportunity.; and be it

FURTHER RESOLVED, That an advisory committee ~~be established~~ of students, community, community educators, parents, teachers, and school and administrative staff ~~to~~ assist in planning and implementation of the national Black Lives Matter at School program; and be it



FURTHER RESOLVED, That the advisory committee emphasize participation of students in planning that includes youth groups such as Leaders Igniting Transformation (LIT), Youth Empowered in the Struggle (YES), the school-based discipline committees, etc.; and be it FURTHER RESOLVED, That the Administration report monthly on this work to the Board through the appropriate committee.

Upon adoption by the Board, the Administration will begin efforts to implement the resolution for the 2020-2021 school year.

### **Strategic Plan Compatibility Statement**

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

### **Statute, Administrative, or Board Rules Implication Statement**

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

### **Fiscal Impact Statement**

This item does not authorize expenditures. Any costs associated with implementing the resolution will be absorbed within the FY21 budget.

### **Implementation and Assessment Plan**

Upon adoption by the Board, the Administration will begin planning for the implementation of the resolution.

### **Committee's Recommendation**

Your committee recommends that the Board adopt Resolution 2021R-010 by Director Miller regarding Black Lives Matter Week of Action as amended below.

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

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

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

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

WHEREAS, There has been some success in MPS with

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

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

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

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

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

President Miller passed the gavel to Vice-President Báez at 8:53 P.M.

President Miller moved approval of the Committee’s recommendation with amendments to the language (indicated with double underlines) as follows:

- WHEREAS, In April 2015, the Milwaukee Board of School Directors adopted the Black Lives Matter resolution and followed with the Black Lives Matter at School resolutions in 2018 and 2019; and
- WHEREAS, The Black Lives Matter resolution identified the need to end racism and to tear down the systems of white supremacy in schooling, policing and much more; and
- WHEREAS, The 2019 resolution called for an advisory committee to advance the work which lead to a coalition of the Black Educators Caucus, Milwaukee Teachers Education Association, Metropolitan Milwaukee Alliance of Black School Educators, Milwaukee community Schools Partnership, SURJ Milwaukee, Leaders Igniting Transformation, Black and Latino Male Achievement, the Superintendent’s Advisory Council, and Milwaukee Inner-City Congregations Allied for Hope which led to a successful week of action in February of 2020; and
- WHEREAS, The national Black Lives Matter movement, in the past, has called for a week of “Black Lives Matter at School Week” to focus on the need to:
- replace harsh zero-tolerance discipline policies, which disproportionately suspend students of color, with a Restorative Justice practices

- establish African American studies and other critical ethnic studies in all schools
- increase the hiring, training and support of Black teachers and other teachers of color
- “fund counselors, not cops;” and

WHEREAS, There has been some success in MPS with—

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

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

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

RESOLVED, That the district again hold a week of action in coordination with the national Black Lives Matter at School movement ~~and that the first day of school on the traditional start calendar be promoted as “Black to School;”~~ encouraging dress in BLM attire the first month of school and that there be a review of the BLM at school reflection questions and that school staff begin to draft their school’s annual anti-racist action plan in a quarterly report; and be it

FURTHER RESOLVED, That MPS establish a campaign for the whole year, beginning the first week of school, with the purpose of integrating the demands and actions of the Black Lives Matter at School program into every school and classroom; and be it

FURTHER RESOLVED, That MPS will reach out to other movements of people of color fighting racism, to support the week of action and year-long campaign; and be it

FURTHER RESOLVED, That the ~~month of September opening week of school and each month of the school year~~ be done with educational antiracist, social justice activities celebrating the activists and martyrs (George Floyd, Breonna Taylor, Dontre Hamilton, Joel Acevedo, Earnest Lacy, and many more) of the fight for racial justice; and be it

FURTHER RESOLVED, That MPS aggressively expand the professional development of staff and the training of students in restorative justice practices; and be it

FURTHER RESOLVED, That discussions and trainings targeting racism are to be held at every school throughout the year to include—

- creating safe spaces, community and parent involvement, and involvement of student leaders of all types;
- discussions of biases, racial micro-aggressions, fears, cultural and linguistic ignorance, and stereotypes of Black, Brown, Indigenous, and other youth of color;
- discussions that lead to the professional development of school staffs in methods of de-escalation, mindfulness, creating a culture of trust, and how to weave cultural relevance, ethnic studies and anti-racism into all curricular areas and grade levels in developmentally appropriate ways;
- bringing community into our schools and strengthening schools as centers of support for communities; and be it

FURTHER RESOLVED, That student voice be included in professional development sessions when feasible; and be it

FURTHER RESOLVED, That MPS practice the concept of “Intersectionality” advanced by Black Lives Matter and other leaders which identifies an intersectional approach that acknowledges systemic discrimination due to race, economic status, immigration status, gender and gender identity, sexual orientation and identity, national origin, and ability, and that this systemic discrimination impacts access to opportunity.; and be it

FURTHER RESOLVED, That an advisory committee be established of students, community, community educators, parents, teachers, and school and administrative staff to assist in planning and implementation of the national Black Lives Matter at School program; and be it

FURTHER RESOLVED, That the advisory committee emphasize participation of students in planning that includes youth groups such as Leaders Igniting Transformation (LIT), Youth Empowered in the Struggle (YES), the school-based discipline committees, the ACLU youth committees, the Community Schools Youth groups, and the Superintendent's Advisory Group, with an invitation to all MPS high schools to send student representation, etc.; and be it

FURTHER RESOLVED, That the Administration report monthly on this work to the Board through the appropriate committee.

The motion passed, the vote being as follows:

Ayes — Directors Báez, Herndon, O'Halloran, Peterson, Phillips, Siemsen, and President Miller — 7.  
 Noes — Director Woodward — 1.  
 Temporarily Absent — Director Taylor — 1.

The gavel was returned to President Miller at 9:34 P.M.

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## REGULAR ITEMS OF BUSINESS

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

Director Tony Baéz, the Board's delegate to the Wisconsin Association of School Boards (WASB), provided the following report.

Attached to this report [attachment available under separate cover] is the June 2020 newsletter of the Wisconsin Association of School Boards. This newsletter is an important statement in support of the obligation of school districts to provide bilingual services.

The demographics in school districts around the state and country have changed in recent years. More districts have seen a growth in the number of children coming to school who speak little or no English. This demographic shift is occurring in school districts both large and small as well as in areas that are urban, rural, and suburban.

While many districts understand the need to meet their legal obligations to provide English-language learners with a fair and equitable access to high-quality education, I have been speaking up, strongly suggesting that we go beyond the civil rights protections and promote bilingualism for all students in the state. See my quote on the first page of this newsletter.

It is an important milestone that we are talking about bilingualism in state organizations like WASB (one of the most influential lobbying organizations in Wisconsin). Board members also receive a copy of the Racial Justice Statement by WASB.

Following, we created an Equity Task Force, of which I am a member, for the state and have discussed in the Task Force the idea of creating a "standing" Task Force on Racial Justice and Equity for the state. This newsletter is a part of the Executive Board's Commitment to equity and academic excellence for all.

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

Goal 2, Student, Family and Community Engagement

#### **Statute, Administrative, or Board Rules Implication Statement**

Board Rule 1.28, Board Memberships

#### **Fiscal Impact Statement**

No fiscal impact.

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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 during the summer of 2020 included the following:

**Academic Achievement**

- Addressed remotely the new educators for the high-school, middle-schools, and other early schools.
- Addressed new educators for the September opening schools.

**Student, Family, and Community Engagement**

- Remotely attended Library Board meetings.
- Worked with County Supervisor Nickolson and Common Council President Johnson on a statement concerning the President sending Federal agents to Milwaukee. We are also working to continue the One Milwaukee initiative.
  - I have worked with parents needing assistance in getting resources of all sorts, connecting to assistance needed for their children's remote learning, and in listening to parent's valuable perspectives on moving forward in these complicated times.

**Effective and Efficient Operations**

- Held regular discussions, often daily, with the Superintendent on Covid-19 policy and school opening.
- I have engaged in discussion with the Superintendent and the administration on numerous topics to be considered for board policy over the school year. My starting focus has been in the following areas:
  - o Black Lives Matter
  - o Ethnic studies and multicultural education at all grade levels
  - o Bilingualism
  - o New teacher induction and support
  - o MPSU as an important source for teachers of color
  - o Professional Development
  - o Charter policy

**Strategic Plan Compatibility Statement**

Goal 2, Student, Family and Community Engagement

**Statute, Administrative, or Board Rules Implication Statement**

Board Rule 1.09, Regular Items of Business

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**RESOLUTIONS****Resolution 2021R-015**

By Directors O'Halloran and Peterson

WHEREAS, Indigenous Peoples' Day was first proposed in 1977 by a delegation of Native Nations to the United Nations-sponsored International Conference on Discrimination Against Indigenous Populations in the Americas; and

WHEREAS, Many communities throughout the United States including the City of Milwaukee and Milwaukee County have recognized the 2nd Monday of October as Indigenous Peoples' Day; and

WHEREAS, On October 9, 2019, Governor Tony Evers issued an executive order to rename the holiday traditionally known as Columbus Day, the second Monday of October, as Indigenous Peoples’ Day in Wisconsin; and

WHEREAS The United States was built upon the genocide, removal and wars against Native peoples, along with the enslavement of millions of Africans and the annexation through war of one-third of Mexico; and

WHEREAS, Wisconsin is home to 11 federally-recognized tribes: Bad River Band of Lake Superior Chippewa, Ho-Chunk Nation, Lac Courte Oreilles Band of Lake Superior Chippewa, Lac du Flambeau Band of Lake Superior Chippewa, Menominee Tribe of Wisconsin, Oneida Nation, Forest County Potawatomi, Red Cliff Band of Lake Superior Chippewa, St. Croix Chippewa, Sokaogon Chippewa (Mole Lake), and Stockbridge-Munsee, in addition to other, non-federally-recognized tribes; and

WHEREAS, The School Board recognizes that Milwaukee was built upon land taken from the Ojibwe, Menominee, Potawatomi, and Ho-Chunk peoples; and

WHEREAS, In this time of a new awakening in the United States about the deep roots of white supremacy and systemic racism, thanks to the growth of the Black Lives Matter movement, it is important for MPS to examine all aspects of inequity, disproportionality and discrimination within our school system, in this case for Native American students; now, therefore, be it

RESOLVED That every second Monday of October will be Indigenous Peoples’ Day in the Milwaukee Public Schools, and, be it

FURTHER RESOLVED, That the District shall encourage staff to use the second Monday in October as an opportunity to reflect upon how to better promote understanding by our students of the Indigenous Peoples of Wisconsin, to celebrate the thriving cultures and values of the Indigenous Peoples, and to stand in solidarity with Indigenous Peoples everywhere; and, be it

FURTHER RESOLVED, That the Board ask the Administration to have the staff of MPS’s First Nations Studies Program get input from Native American community partners, staff, parents and students as to how MPS can better serve our Native American students’ academic and social and emotion needs and to report back to the school board no later than the December or January board cycle with recommendations.

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

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The Board adjourned at 9:36 P.M.

JACQUELINE M. MANN, Ph.D.  
Board Clerk