

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

**PLEASE REVIEW PRIOR TO THE
NOVEMBER 17, 2022, BOARD MEETING**

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**BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 25, 2022**

Special meeting of the Board of School Directors called to order by President Peterson at 5:38 p.m..

Present — Directors Gokalgandhi, Herndon, Leonard, Siemsen, and President Peterson — 7.
Absent and Excused — Directors Carr and Garcia — 2.

The Board Clerk read the following call of the meeting:

October 21, 2022

To the Members of the Board of School Directors:

The following meeting is scheduled to take place in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for consideration of the following items of business:

Special Board Meeting
5:30-8:00 P.M., Tuesday, October 25, 2022

1. Action on a Request to Approve the 2022-23 (FY23) Proposed Fall Budget Adjustments to the Adopted FY23 Budget
2. Work Session on Amendments to the Preliminary Adopted FY23 Budget
3. Board Retreat on Strategic Planning and Budget Timeline and Process Update

Members of the public who wish to attend the meeting in person must adhere to MPS's mask policies, regardless of vaccination status or past COVID-19 infection.

This meeting will be broadcast via livestream audio and via MPS YouTube Stream, the links to which may be found at: <https://mpsmke.com/boardcast>.

Public testimony will not be taken.

JACQUELINE M. MANN, Ph.D.
Board Clerk

(Item 1) Action on a Request to Approve the 2022-23 (FY23) Proposed Fall Budget Adjustments to the Adopted FY23 Budget

Postponed until after consideration of Item 2, below.

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(item 2) Work Session on Amendments to the Preliminary Adopted FY23 Budget

Background

At its regular meeting on May 26, 2022, the Board adopted the preliminary budget for Fiscal Year 2023 (FY23).

Provided under separate cover for the Board's consideration are additional amendments, as summarized below, to the preliminary FY23 adopted budget.

Amendment 13 by Director Leonard

Allocate \$7 million to Fairview K-8 school in order to expand the school by adding a new gym and four classrooms.

While the total cost is estimated to be \$8,700,000, the Administration recommends setting aside 7,000,000 in ESSER III capital funds for the Fairview building's addition.

Amendment #14 by Director Taylor

Fund necessary repairs at Rufus King High School, specifically repairs for water damage and repairs to the school's elevator.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 3.01, Annual Operating Budget

Fiscal Impact Statement

The fiscal impact will be determined by the action taken by the Board.

Recommendation

The recommendation is that the Board determine how it wishes to proceed relative to each proposed amendment.

Director Leonard moved to approve Amendment #13 as recommended by the Administration for an additional \$7 million to the Fairview building's expansion project.

The motion passed, the vote being as follows:

Ayes — Directors Gokalgandhi, Herndon, Leonard, Siemsen, and President Peterson — 7.
Noes — None.

Director Taylor moved to approve Amendment #14 as presented.

The motion passed, the vote being as follows:

Ayes — Directors Gokalgandhi, Herndon, Leonard, Siemsen, and President Peterson — 7.
Noes — None.

* * * * *

Having disposed of the previous item, the Board took up consideration of the following item, which had been postponed from earlier in the agenda.

(Item 1) Action on a Request to Approve the 2022-23 (FY23) Proposed Fall Budget Adjustments to the Adopted FY23 Budget**Background**

The Wisconsin Department of Public Instruction (DPI) certified school districts' aid amounts and updated the District's revenue-limit worksheet on October 14, 2022. Since the institution of revenue limits, it has been routine to amend the District's annual budget at this point in the fiscal year in order to adjust projections to actual revenue and enrollment. These changes require adjustments to revenues and expenditures, as well as technical adjustments to the proposed 2022-23 budget as adopted by the Milwaukee Board of School Directors on May 26, 2022.

2022-23 (FY23) Proposed Fall Budget Adjustments

The following summary is presented to assist the Milwaukee Board of School Directors in its consideration and final approval of the 2022-23 (FY23) School Operations, Construction, and Extension Funds' budgets. The changes listed below are adjustments to the budget adopted in May, based on current data and district priorities.

Enrollment

From fall 2022 to fall 2023, Milwaukee Public Schools' (MPS's) enrollment decreased primarily due to a decrease in MPS's traditional and instrumentality charter schools' enrollment. The number of students attending MPS schools decreased by 2.31%, to 66,623. Outgoing open-enrollment numbers increased by 4.27%, and outgoing Chapter 220 numbers dropped by 30.89%. The Chapter 220 program had closed to new students in FY16, resulting in the expected reduction in enrollment.

The Milwaukee Parental Choice Program's (MPCP's) enrollment is expected to increase from 28,185 in the 2021-22 (FY22) school year to approximately 28,958 in FY23. In FY23, 129 private schools indicated their intent to participate in MPCP, according to the Wisconsin Department of Public Instruction (DPI).

Chart 1 shows a summary of the third-Friday enrollment changes by category from fiscal year 2022 to fiscal year 2023. Enrollment is listed as a headcount and not as full-time equivalent (FTE), which is used for calculating enrollment revenue.

Chart 1: Student Enrollment by Category

Enrollment Category	Third-Friday Enrollment		Difference	
	FY22	FY23		
MPS Traditional & Instrumentality Charter Schools	59,513	58,136	-1,377	-2.31%
Alternative/Partnerships/Other Sites	911	892	-19	-2.09%
Non-instrumentality Charter Schools	7,771	7,595	-176	-2.26%
Subtotal	68,195	66,623	-1,572	-2.31%
Chapter 220 in Suburbs	314	217	-97	-30.89%
Open Enrollment in Suburbs	5,148	5,368	220	4.27%
Total	73,657	72,208	-1,449	-1.97%

Note: Original enrollment submission to DPI on September 30, 2022.

Revenue Changes

Chart 2 shows a summary of changes in the School Operations Fund by source and type from the budget adopted by the Board in May 2022. The property-tax levy and the Equalization and Integration Aids are not individually listed in the proposed 2022-23 budget (P.B.), as the District estimates the total amount in the spring and then receives actual numbers from DPI in the fall.

Chart 2: School Operations Fund — Revenues by Source Changes

Description	2022-23 P.B. (Spring)	2022-23 (Fall)	Change
<i>Property Tax Levy, Equalization and Integration Aids</i>			
Property Tax Levy	\$273,060,677.00	\$283,614,349.00	\$10,553,672.00
General Equalization Aid	\$581,753,222.00	\$569,700,017.00	-\$12,053,205
Integration Aid	\$33,232,020.00	\$33,181,042.00	-\$50,978
Poverty Aid	\$3,929,164.00	\$3,929,164.00	—
Computer & Personal Property Aid	\$8,856,394.00	\$8,902,493.00	\$46,099.00
Deduction for Choice	-\$23,935,652	-\$20,236,211	\$3,699,441.00
Subtotal	\$876,895,825.00	\$879,090,854.00	\$2,195,029.00
<i>State Handicapped Aids</i>			
Handicapped Aids	\$55,532,497.00	\$55,532,497.00	—
Subtotal	\$55,532,497.00	\$55,532,497.00	—
<i>Other State Aids</i>			
Transportation Aid	—	\$1,300,000.00	\$1,300,000.00
Library Aid	\$4,100,000.00	\$4,710,768.00	\$610,768.00
Bilingual Aid	\$1,700,000.00	\$1,700,000.00	—
Tuition from State	\$500,000.00	\$500,000.00	—
General State Aid	\$54,459,090.00	\$51,586,808.00	-\$2,872,282
Other State Per-pupil	\$857,458.00	\$822,458.00	-\$35,000
Subtotal	\$61,616,548.00	\$60,620,034.00	-\$996,514
<i>Federal Aids</i>			
Federal Reimbursement — QSCB	\$3,778,141.00	\$3,778,141.00	—
Indirect Cost Aids	\$14,916,294.00	\$14,916,294.00	—
Medicaid Reimbursements	\$6,400,000.00	\$7,400,000.00	\$1,000,000.00
Subtotal	\$25,094,435.00	\$26,094,435.00	\$1,000,000.00

Description	2022-23 P.B. (Spring)	2022-23 (Fall)	Change
<i>Local Revenues</i>			
TIF and other City-related	\$329,940.00	\$329,940.00	—
Student Programs Reimbursement	\$260,000.00	\$260,000.00	—
Tuition	\$13,018,231.00	\$15,000,000.00	\$1,981,769.00
Interest Earned	\$350,276.00	\$350,276.00	—
Rental	\$2,904,813.00	\$2,904,813.00	—
OPEB Member Contributions	\$5,000,000.00	\$5,000,000.00	—
Refunds/Ins. proceeds	\$1,050,077.00	\$1,050,077.00	—
Miscellaneous	\$311,915.00	\$311,915.00	—
Subtotal	\$23,225,252.00	\$25,207,021.00	\$1,981,769.00
Carryover	—	—	—
Total	\$1,042,364,557.00	\$1,046,544,841.00	\$4,180,284.00

Revenue Limit

The FY23 revenue limit is based on prior-year revenues and expenditures and three-year enrollment trends, including the current third-Friday enrollment. The revised revenue limit governing the School Operations and Construction Funds is \$880.9 million, a decrease of \$11.8 million from the FY22 October revenue limit.

The State budget for the 2022-23 biennium includes no increase in the base per-pupil amount of the revenue limit in FY22 or FY23. For MPS, the base per-pupil amount remains \$10,476. (The revenue limit has increased the past two years as a result of a successful referendum bid by the District.) Also included is revenue-limit authority for special education vouchers and debt related to energy-efficiency projects. These increases are designated for specific costs which the District is obligated to pay.

The School Operations portion of the revised revenue limit is \$2,195,029 more than the amount adopted in May 2022. Chart 3 shows a summary of the revised revenue limit.

Chart 3: School Operations Revised Revenue Limit

FY23 Adopted Budget, May 2022.....	\$876,895,825
FY23 Fall Adjustment, October 2022.....	<u>\$2,195,029</u>
FY23 Amended Adopted Budget, October 2022.....	<u>\$879,090,854</u>

State General Aids

State general aids are \$582.7 million for FY23 after MPCP deductions were certified in October 2022. This is an decrease of \$21.2 million, or 3.5%, from the \$603.8 million certified for FY22. Chart 4 shows a summary of the changes in state general aids from the FY22 October certified amount.

Chart 4: State General Aids

FY22 October Certified	\$603,880,180
FY23 October Certified	<u>\$582,644,848</u>
FY22 to FY23 Difference	<u>-\$21,235,332</u> -3.5%

Property Tax Levy

Based on the budget adopted by the Board in May 2022 and the adjustments listed in this board item, the MPS all-fund tax levy for FY23 increased by \$14.4 million, or 4.7%, from the amount levied for FY22.

The \$9.8 million of MPCP’s costs represents about 3.1% of the revised all-fund tax levy for FY23. The Board is compelled to levy 6.4% of MPCP’s costs, down from 9.6% in FY22. The reduction is due to legislative action. The portion of MPCP’s costs borne by the District is scheduled to decline for two more years, until the MPCP program is fully funded by the State in FY25. The net cost for FY23 of \$11.5 million includes offsets of \$15.9 million paid to the City of Milwaukee by the State and \$3.9 million in high-poverty aid that the District is required to use to offset the MPCP’s levy.

The Construction Fund is used to account for and to report financial resources that are restricted, committed, or assigned to expenditures for the acquisition or construction of capital facilities. The Extension Fund’s levy will continue to provide funds for MPS C.A.R.E.S. and playfield updates and to establish a sustainable revenue source for future recreational programming.

Chart 5 shows a summary of the tax levy changes by fund when comparing FY22 to FY23.

Chart 5: All-Fund Tax Levy

Fund Category	FY22 (October)	FY23 (October)	FY22 to FY23 Difference	
Operations	\$273,060,677	\$283,614,349	\$10,553,672	3.9%
Construction	\$2,923,868	\$1,816,630	-\$1,107,238	-37.9%
Extension	\$29,725,000	\$34,725,000	\$5,000,000	16.8%
Total Statutory Funds	\$305,709,545	\$320,155,979	\$14,446,434	4.7%

Revenue and Expenditure Changes

Charts below show all changes to planned budgets by project. The District maintains a balanced budget, as required by state law.

The Administration is confident that the proposed amended FY23 budget is responsible and responsive to the District’s five priorities, supporting the Board’s three goals of academic achievement; student, family, and community engagement; and effective and efficient operations.

School Operations Fund

The School Operations Fund provides resources for the majority of district operations, including debt. Chart 6 shows a summary of the expenditure changes to the School Operations Fund by project.

Chart 6: School Operations Fund Expenditure Changes

	<u>Amount</u>
<i>Schools and School Accounts</i>	
S1 MPS Traditional Charter and Alternative Schools	
Enrollment adjustments	-\$7,522,634
S2 Supplemental Schools	
Adjustments to support schools in need	\$1,485,273
S3 School Office	
Changes to allocations based on actual enrollment	-\$214,397
S4 School Counselors	
Optional services purchased by schools	\$194,204
S5 Instrumental Music	
Optional services purchased by schools	\$16,253
S6 Pupil Transportation	
Optional services purchased by schools	\$5,500
S7 School Special Funds	
Reallocation of funds for website refresh & Potter’s Forest maintenance	-\$760,000
S8 School Specialized Services	
Enrollment adjustments	-\$3,360,276
S9 Technology Licenses and Equipment	
Funding a website refresh	\$750,000
S10 Office of School Administration	
Additional School Safety Services	\$200,000
S11 Office of School Administration	
Contract Services for after school patrol.	\$200,000
School and School Accounts Subtotal	-\$9,006,077
<i>Office Accounts</i>	
S12 Office of Operations	
Maintenance of Potters Forest	\$10,000
S13 Office of Accountability & Efficiency	
Actual Salary of Director updated	\$19,026
S14 Office of The Superintendent	
Correction of calculation error in financial software	\$75,586
S15 Office of Finance	
State and Federal Programs actual salary for Director	\$52,210
S16 Office of Finance	
Procurement & Risk Management Department adding a coordinator	\$132,611
S17 Office of Finance	
Adjusting a position from Accounting Assistant to Accountant II for Grants claiming	\$882
Office Accounts Subtotal	\$290,315

	<u>Amount</u>
<i>Other Accounts</i>	
S18 Optional Services	
Changes in optional service choices of schools	-\$215,957
S19 District Judgements	
Reduction of Worker's Compensation	-\$1,186,153
S20 Debt Service	
Increase in Debt Service	\$450
S21 Utilities	
Increase to match rising costs	\$1,000,000
S22 Special and Contingent Funds	
Increase in reserve for pay increases and reduction of vacancy adjustment	\$13,297,706
Other Accounts Subtotal	<u>\$12,896,046</u>
School Operations Fund Expenditure Changes Total	\$4,180,284

Construction Fund

The Construction Fund is used to account for and to report financial resources that are restricted, committed, or assigned to expenditures for the acquisition or construction of capital facilities. It is also used to fund the additions to and/or remodeling of existing buildings. Chart 7 shows a summary of the revenue changes to the Construction Fund, and Chart 8 shows a summary of the expenditure changes.

Chart 7: Construction Fund Revenue and Expenditure Changes

<u>Construction Fund Account</u>	<u>Amount</u>
<i>Revenue Changes</i>	
C1 Rent Revenues	
Increase to match actual revenues from previous 3 years	\$700,000
Construction Fund Revenue Changes Total	<u>\$700,000</u>
<i>Expenditure Changes</i>	
C2 Major Maintenance	
Capital maintenance and infrastructure repairs	\$700,000
Construction Fund Expenditure Changes Total	<u>\$700,000</u>

Extension Fund

The Extension Fund, which is jointly managed by the Office of Communications and School Performance, Office of Finance, and Office of Academics, is used to record financial transactions related to recreational activities. Chart 8 shows a summary of the revenue and expenditure changes to the Extension Fund.

Chart 8: Extension Fund Revenue Changes

<u>Extension Fund Account</u>	<u>Amount</u>
<i>Revenue Changes</i>	
E1 Tax Levy Change	
Construction of a recreation wellness center	\$5,000,000
Extension Fund Revenue Changes Total	<u>\$5,000,000</u>
<i>Expenditure Changes</i>	
E2 Recreation Facility Improvements	
Construction of a recreation wellness center	\$5,000,000
Extension Fund Expenditure Changes Total	<u>\$5,000,000</u>

School Nutrition Services Fund

The School Nutrition Services Fund is an enterprise fund, which accounts for the breakfast, lunch, and other meal programs operated by the District for students. The fund is managed by the Department of Nutrition Services within the Office of Finance.

There are no changes to the School Nutrition Services Fund revenues or expenditures at this time.

Position Changes

Office and department position changes in the budget require the Board’s approval for position authority. Chart 9 shows the position changes in the School Operations and Categorical Funds, in the Nutrition Services Fund, and in the Extension Fund. There are no positions in the Construction Fund.

Chart 9: Position Changes

Office Position Changes	FTE Positions	Salaries Only	
		School Operations	Categorical Funds
School Operations and Categorical Funds			
<i>Office of Chief of Staff</i>			
Planning Assistant III	-1.00	-\$46,654	
Ethnic Studies Teacher	-1.00	-\$66,875	
Secretary II	1.00	\$48,436	
<i>Office of Academics</i>			
Spec Serv Regional Mgr II	-0.80	-\$88,000	
School Secretary II Dir/Imp	-0.80	-\$39,886	
School Secretary II Impv Inst	0.80	\$39,886	
School Secretary I — Staff Dev	-1.00	-\$40,353	
Planning Assistant III	1.00	\$49,000	
School Secretary I — Bilingual Sup	-1.00	-\$46,862	
Enrollment Assistant II	1.00	\$51,000	
Program Coordinator I	1.00		\$94,000
Math Teaching Specialist — Math Teacher Leaders	-0.50		-\$46,000
Literacy Specialist — Literacy Coach-Leader	-0.50		-\$46,000
<i>Office of Communications & School Performance</i>			
Technology — Systems Administrator — Tech Serv	-1.00	-\$104,071	
Technology — Data Base Specialist I — Tech Serv	1.00	\$80,000	
Technology — Programmer/Technician II — Tech Serv	-1.00	-\$58,410	
Technology — Sr Prog Analyst I-Std Info Sys — Tech Serv	1.00	\$63,083	
Ethnic Studies Teacher	1.00		\$66,875
<i>Office of Finance</i>			
Finance-Grants Dev & Plan Svcs — To Be Determined Grant Admin	-1.00	-\$96,385	
Finance-Grants Dev & Plan Svcs — Director of State And Federal	1.00	\$130,734	
Finance-Financial Services-Accountant II — Fiscal	1.00	\$57,049	
Finance-Financial Services-Accounting Assistant II	-1.00	-\$56,469	
Finance-Payroll-Manager II — General Accounting	-1.00	-\$115,586	
Finance-Payroll-Manager II — Payroll	1.00	\$123,466	
Procurement-Coordinator III-Procurement — Purchasing	1.00	\$105,947	
Procurement-Procurement Associate II — Purchasing	1.00	\$52,001	
Procurement-School Secretary II — Purchasing	-1.00	-\$43,905	
School Office Support-School Bookkeepers-10-month	1.00	\$38,176	
School Office Support-School Bookkeepers-10-month Early Start	-1.00	-\$38,176	
School Operations and Categorical Fund Totals	0.20	-\$2,854	\$68,875
Nutrition Services Fund			
<i>Office of Finance</i>			
Nutrition — Planning Assist II — Dir/Fd Sr	-1.00	-\$39,250	
Nutrition — Planning Assist III — Dir/Fd Sr	1.00	\$39,250	
Nutrition -Training Assistant I — Sch Nutr	1.00	\$56,257	
Nutrition — Technician-12-month — Lunch	-1.00	-\$41,139	
Nutrition Fund Total	0.00	\$15,118	
Extension Fund			
<i>Office of Operations</i>			
Rec Supervising Associate II — Other Cm Sv	2.00	\$130,000	
Extension Fund Total	2.00	\$130,000	

Summary of Net Expenditure Change Amounts

Chart 10 shows the summary of statutory and Categorical Funds changes by fund category from the FY23 proposed budget in May to the FY23 amended budget adopted in October.

Chart 10: Net Expenditure Changes

Fund Category	FY23		FY23
	FY23 (May)	Change FY23 (October)	Amended Adopted Budget Totals
Operations	\$1,096,785,942	\$4,229,624	\$1,101,015,566
Construction	\$2,942,559	\$700,000	\$3,642,559
Extension	\$38,175,042	\$4,164,205	\$42,339,247
Total Statutory Funds	\$1,137,903,543	\$9,093,829	\$1,146,997,372
Categorical	\$191,900,191	\$502,173,137	\$694,073,328
Total All Funds	\$1,329,803,734	\$511,266,966	\$1,841,070,700

Excluding categorical grants, the three statutory funds will total \$1,146,997,372 in FY23. This is an increase of \$9,093,829, a 0.80% increase over the budgeted total that was adopted in May 2022.

The District's current projection for categorical grants (less indirect costs) is \$694.1 million. Categorical funding has increased over the last two years, which is partially related to receiving federal funding from the CARES Act, the CRRSA Act, and the ARP Act, which were passed by the federal government as a response to the COVID-19 pandemic.

Summary

Chart 11 shows the statutory funds and Categorical Fund summary of changes between the FY22 and FY23 amended adopted budgets.

Chart 11: All-Fund Totals Summary

Fund Category	FY22	FY23	FY22 to FY23	
	(October)	(October)	Difference	
Operations	\$1,108,020,898	\$1,101,015,566	-\$7,005,332	-0.6%
Construction	\$4,049,797	\$3,642,559	-\$407,238	-10.1%
Extension	\$37,339,247	\$42,339,247	\$5,000,000	13.4%
Total Statutory Funds	\$1,149,409,942	\$1,146,997,372	-\$2,412,570	-0.21%
Categorical	\$926,872,100	\$694,073,328	-\$232,798,772	-25.12%
Total All Funds	\$2,076,282,042	\$1,841,070,700	-\$235,211,342	-11.33%

Approval of these proposed changes will result in a total budget, including estimated categorical grants, of \$1,841,070,700, based upon current law and revenue-limit calculations.

ESSER II and III Update

ESSER II Budget Summary

Estimated Expenditures/Encumbrances through June 30, 2022

	Budget	Expenditures	Encumbrances	Remaining Balance
Accelerating Learning	64,585,660	18,930,477	13,148,326	32,506,857
Health and Wellness	21,565,813	3,009,098	1,339,290	17,217,424
Facilities	109,043,600	10,292,827	74,000,512	24,750,261
Other Educational Services and Programs	26,068,483	2,388,586	—	23,679,897
Indirect Cost	3,632,758	2,783,177	—	849,581
Grand Total	\$224,896,314	\$37,404,165	\$88,488,129	\$99,004,021

ESSER III Budget Summary

Estimated Expenditures/Encumbrances through June 30, 2022

	Budget ¹	Expenditures	Encumbrances	Remaining Balance	Mitigating Learning Loss ²
Accelerating Learning	81,625,917	7,917,187	2,554,920	71,153,809	66,006,241
Health and Wellness	77,616,423	10,030,025	309,750	67,276,648	17,035,605
Facilities	126,439,200	951,415	9,535,422	115,952,363	—
Technology	79,834,946	26,070,467	24,338,806	29,425,673	47,471,079
Extracurricular Engagement	59,434,687	11,701	300,141	59,122,845	866,800

	Budget ¹	Expenditures	Encumbrances	Remaining Balance	Mitigating Learning Loss ²
Grant Administration & Program Evaluation	2,962,602	62,987	12,176	2,887,439	—
Other Educational Services and Programs	53,196,044	—	—	53,196,044	—
Indirect Cost	24,413,748	5,024,628	—	19,389,120	—
Grand Total	\$505,523,567	\$50,068,411	\$37,051,215	\$418,403,941	\$131,379,725

¹The Fall 2022 budget increase reflects additional funds granted to MPS.

²Under the American Rescue Plan Act, districts must reserve 20% of the award to mitigate learning loss.

Mitigating Learning Loss Spending through June 30, 2022

MPS Budget Allocation for Mitigating Learning Loss (26%)..... \$131,379,725

Expenditures 16%
 Encumbrances 20%
 Remaining..... 64%

Budget Required (20%)\$101,104,713
 Expenditures\$16,055,570
 Encumbrances\$20,125,689
 Remaining.....\$64,923,454

New Items in Fall 2022 Budget

New items are supported by unspent balance of previously approved line items and an increase to ESSER III.

Category	Description	Budget
<i>ESSER II New Budget Items</i>		
Organizational Development	New Educator Institute and school-support teachers	\$8,108,122
Overtime	Facilities staff (level 9 and above)	\$500,000
Administrative	Facilities accounting services	\$200,000
Administrative	Hire 1.0 FTE Facilities Project Manager	\$178,355
	Total	\$8,986,477
<i>ESSER III New Budget Items</i>		
Student Support	Youth Early Intervention Summer contract	\$100,000
Online Instruction	Elevate.K12 contract	\$2,500,000
Student Support	Lead Generation Project contract	\$129,000
Organizational Development	New Educator Institute	\$1,400,000
Organizational Development	Education Leadership Development — Leading Math	\$376,703
Administrative	Facilities accounting services	\$200,000
Administrative	Maintain 1.0 FTE Facilities Project Manager	\$178,355
	Total	\$4,884,058

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Implication Statement

Administrative Policy 3.01, Annual Operating Budget
 In accordance with Board Rule 1.14(3)(g), a recorded affirmative vote of two-thirds of the Board's membership shall be necessary to request tax funds or the sale of bonds for the purpose of school construction.

Fiscal Impact Statement

Approval of the proposed fall budget changes as outlined above will result in a total budget, including estimated categorical grants, which contains ESSER funding, of \$1,841,070,700, based upon current law and revenue-limit calculations.

Implementation and Assessment Plan

Upon the Board's approval, the adjustments will be made to the 2022-23 budget. The final board-adopted budget resolution will be transmitted to the Common Council of the City of Milwaukee for adoption as prescribed by State Statutes, sections 119.46 and 119.48, prior to the adoption of the City's budget in November 2022.

Administration's Recommendation

The Administration recommends the Board adopt the fall budget changes, including ESSER, as proposed and that the annual budgetary resolutions be adopted as follows:

School Operations Fund

RESOLVED, That, pursuant to the provisions of Section 119.46, Wisconsin Statutes, relating to the School Operations Fund, the Board of School Directors hereby advises the Common Council that the amount of \$1,101,015,566 will be required for the operation of the Milwaukee Public Schools, for the repair and keeping in order of school buildings and equipment, and the making of material improvements to school property during the 2023 Fiscal Year. In addition, pursuant to action taken by the Board of School Directors at its regular meeting on September 22, 2011, the Board of School Directors is required to advise the Common Council that \$11,485,966 will be required for the operation of the Milwaukee Parental Choice Program; and that \$272,128,383 will be required for the operations of the Milwaukee Public Schools and that a total of \$283,614,349 thereof is to be raised by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee Public School purposes in 2023, pursuant to the provisions of Section 65.07(1)(e), Wisconsin Statutes, said amount to be raised by tax levy being in addition of the money to be received from state aids, shared taxes, and from other miscellaneous sources.

Construction Fund

RESOLVED, That, pursuant to the provisions of Section 119.48, Wisconsin Statutes, the Board of School Directors hereby advises the Common Council that the amount of \$3,642,559 will be required for the 2023 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, \$1,816,630 by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee Public School purposes in 2023, said amount to be in addition to the money received from other miscellaneous sources.

Extension Fund

RESOLVED, That, pursuant to the provisions of Section 119.47, Wisconsin Statutes, relating to the Extension Fund, the Board of School Directors hereby advises the Common Council that the amount of \$42,339,247 will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2023 Fiscal Year, and that \$34,725,000 thereof is to be raised by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee Public School purposes in 2023, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

Director Siemsen moved to approve the Administration's recommendation.

The motion passed, the vote being as follows:

Ayes — Directors Gokalgandhi, Herndon, Leonard, Siemsen, and President Peterson — 7.
Noes — None.

* * * * *

(Item3) Board Retreat on Strategic Planning and Budget Timeline and Process Update

The Board proceeded to conduct its retreat on strategic planning and the budget's timeline and process.

The Board adjourned at 7:54 p.m.

JACQUELINE M. MANN, Ph.D.
Board Clerk

DRAFT

**BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 27, 2022**

Regular meeting of the Board of School Directors called to order by President Peterson at 5:39 p.m.

Present — Directors Carr, Gokalgandhi, Herndon, Leonard, Siemsen, and President Peterson — 6.
Absent and Excused — Directors Garcia, O’Halloran, and Taylor — 3.

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

- Brenda Briggs, a retired teacher from South Division High School;
- Sylvia Fiegel, a retired school kitchen manager from Longfellow School;
- Irmgard Hagen, a retired teacher from O.W. Holmes School;
- Cora Martin, a retired children’s health assistant from Gaenslen School; and
- Olivia Schultz, a student at Audubon School.

APPROVAL OF MINUTES

The minutes of the Board’s special and regular meetings of September 2022 were approved as printed.

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REPORTS AND COMMUNICATIONS FROM THE SUPERINTENDENT OF SCHOOLS

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

Background

The Superintendent’s Report is designed to provide the Milwaukee Board of School Directors and the MPS community with an update on current activities underway to support the district 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 September through mid-October are also included in the following report.

Superintendent’s Report

High-school Enrollment

The enrollment window remains open for eighth-grade students and their families to select the high schools of their choice for the 2023-24 school year. With more than two dozen high-quality schools to choose from, students may select schools that are best suited to them. In addition to the core graduation requirements, MPS offers rigorous programming that includes Advanced Placement, world languages, agriculture, dual enrollment, bilingual education, fine arts, and Montessori options.

If a family has not yet selected a high school for their eighth-grade child, there is still time. Families have until October 30, 2022, to make their selections. Families may register by going to <https://mpsmke.com/hsapp>.

College and Career Planning

MPS offers students a variety of options to guide the planning process for life after high school. Through our College and Career Centers, students receive information, participate in field trips, engage with guest speakers, and research college and career opportunities such as college admissions, scholarships, building trades, military service, and youth apprenticeships. Students in grades six through twelve have access to 21 school-based College and Career Centers. Centers are open during regular school hours and after school for postsecondary planning.

High-school seniors should take advantage of the College and Career Centers and work with school counselors to begin the process of applying for colleges and technical schools. The Free Application for Federal Student Aid (FAFSA) is used by colleges to develop each student's financial aid package.

The FAFSA for the 2023-24 school year opened October 1, 2022. Seniors are encouraged to take advantage of this process and to get their forms in early to help maximize the offers they receive.

For additional information, please visit the MPS College and Career Centers page at <https://mps.milwaukee.k12.wi.us/en/Programs/College-and-Career-Centers.htm>.

MPS Athletics

MPS Athletics promotes the philosophy that an athlete's core responsibilities involve the pursuit of personal growth through academic work and team experiences. We recognize that athletic programming is an extension of academic and practical instruction. Athletic participation promotes healthy competition, sportsmanship, and leadership and contributes to school and community pride.

Goals of the Athletic Department are to

- promote academic excellence in classrooms;
- ensure a safe and secure environment for practice and competitions;
- provide opportunities for student athletes to develop confidence, self-image, and leadership skills;
- encourage coaches to be leaders, role models, and persons of character;
- promote value and importance of teamwork, good sportsmanship, and fair play; and
- ensure that all participants adhere to MPS's and Wisconsin Interscholastic Athletic Association's rules and policies.

Upcoming winter sports include basketball, swimming, and wrestling. Registration, schedules, and tickets may be accessed at <https://mps.milwaukee.k12.wi.us/en/Programs/Athletics.htm>.

Dr. Jill Biden, First Lady of the United States, Visits Westside Academy

Westside Academy was excited to host its first "Homework Diner" since becoming a community school in 2018. The Homework Diner is designed to strengthen the partnership between families and educators in a student's life by providing a relaxing opportunity during a meal to discuss student achievements and progress in school.

To commemorate its first Homework Diner, Westside Academy welcomed special guest Dr. Jill Biden. During Dr. Biden's visit, students, families, and educators were able to engage with Dr. Biden as she visited with families during homework help. Westside Academy is looking forward to increasing participation as a way to improve school culture and academic outcomes.

Although this is Westside Academy's first Homework Diner, other community schools in the district, such as Auer Avenue and Hopkins Lloyd, are no strangers to this family event. Homework Dinners will also take place monthly at H.W. Longfellow School.

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

(Item 1) Action on a Request to Retire to Closed Session Regarding Litigation in Which the Board Is or Is Likely to Become Involved

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

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(Item 2) Monthly Report, with Possible Action, on Legislative Activities Affecting MPS

Background

On October 11, the Education Law Center issued its report “Wisconsin’s Special Education Funding Crunch: How State Underfunding Disproportionately Harms Students in High-Poverty Districts” The report, which has been provided to the Board under separate cover, builds on the findings of a report by the Wisconsin Policy Forum that documented the State of Wisconsin’s low level of support for students with disabilities and suggested that students in districts with higher levels of economic barriers are further disadvantaged by the State’s funding system.

On October 14, the State’s Department of Administration filed a report confirming approximately \$6 billion of fund balance and rainy-days fund. Additional revenue reports will be forthcoming in November and January.

As school districts across the state set their final adopted tax levies, the oddity of the “School Levy Tax Credit” comes into play. Annually, a very odd set of state policies compel local school districts to advertise property-tax figures that will ultimately be lowered when the State applies the “school-levy tax credit.” For the 2020-21 fiscal year, the school-levy tax credit for Milwaukee was \$49.9 million.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Compatibility 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

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 September through mid-October.

Report to the Milwaukee Board of School Directors

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

Accountability and Efficiency Services

Between September 17, 2022, and October 14, 2022, Accountability and Efficiency Services fulfilled two requests for information/research, two requests for data analysis, four constituent inquiries, and one special project. Accountability and Efficiency Services also closed five whistleblower reports and satisfied one impartial hearing officer (IHO) assignment requests.

Additionally, Accountability and Efficiency Services team members participated in the Harvard Strategic Data Project Fall Workshop. This workshop provided an opportunity to review topics such as data governance, a policy case study regarding equity in Boston's exam schools, and communicating data for action and impact. These workshops help support the Capstone Project's work taking place under the fellowship partnership program.

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

Contract Compliance Services (CCS)

During the reporting period, Contract Compliance Services (CCS) staff members focused on the Communities in Need (COIN) and Student Engagement Programs.

Staff members attended a meeting with Mission Aligned Partners (MAPs) to continue the discussion around creating strategic pathways between COIN and MPS's high-school juniors and seniors. Topics discussed were the implementation of curriculum framework inclusive of

- self-discovery;
- promotion of critical life skills;
- post-secondary preparation; and
- career/workforce readiness training.

Ten MPS high-school students were interviewed for internships in culinary arts, healthcare, mechanical engineering, moving services, transportation services, and urban agriculture.

Lastly, CCS successfully placed six students within two industries: culinary arts and urban agriculture.

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

Annual Report, Fiscal Year 2022

During the reporting period, the Office of Accountability and Efficiency completed the analysis of FY22 activities, outputs, and outcomes. A final report on work completed as part of the FY22 Work Plan follows.

Vision Statement

The Office of Accountability and Efficiency (OAE) will be a resource to all stakeholders and strive to enhance operational efficiencies by building a collaborative and coordinated accountability and compliance program that accommodates the distinctiveness and complexities of all district activities.

Mission Statement

The Office of Accountability and Efficiency (OAE) will provide leadership on accountability and efficiency, and support an accountability environment within the district. The OAE will also strive to bring public transparency to the district's financial operations.

Office Structure

As an independent office, the Office of Accountability and Efficiency reports directly to the Milwaukee Board of School Directors. This independence allows the OAE to review, to analyze, and to visually present data to increase the knowledge of all district stakeholders, ultimately leading to informed action aligned to district goals.

The Office of Accountability and Efficiency comprises two service areas: Accountability and Efficiency Services and Contract Compliance Services. It is important to note that the Accountability and Efficiency Services area implements both accountability and transparency services and process improvement and efficiency services efforts as outlined in Administrative Policy 2.03, Administrative Organization Plan.

Accountability and Efficiency Services

The OAE's Accountability and Efficiency Services area manages accountability, transparency, process improvement, and efficiency projects to enhance district operations and public transparency. This includes, but is not limited to, producing the five-year financial forecast, processing district RFP/BID appeals, fulfilling Independent Hearing Officers (IHO) requests, implementing the district's whistleblower policy, and carrying out other projects as requested by the Milwaukee Board of School Directors, district departments, or members of the public.

Contract Compliance Services

The OAE's Contract Compliance Services area manages efforts to fulfill the District's diversity and economic responsibility as a primary employer and purchaser of goods. This includes, but is not limited to, implementation of the Communities in Need (COIN) Program, Historically Underutilized Businesses (HUB) Program, and Student Engagement Program.

Fiscal Year 2021-22 (FY22) Planned Activities Overview

The FY22 Work Plan was issued on June 24, 2021 and was inclusive of the following:

- directives outlined in current Board and Administrative policies and procedures;
- items carried forward by the Board at its annual organizational meeting;
- requests by the Board, district departments, or the public; and
- activities directed by the Senior Director of the Office of Accountability and Efficiency.

Using a largely project-management approach, the Office of Accountability and Efficiency executed activities in the following three focus areas:

Accountability and Efficiency

Includes those activities that support an accountability environment, bring public transparency to the district's operations, enhance operational efficiencies, and improve district processes. These projects are managed and implemented by Accountability and Efficiency Services.

Contract Compliance

Includes those activities that fulfill the District's responsibility as a primary employer and purchaser of goods. These projects are managed and implemented by Contract Compliance Services.

General Operations

Includes day-to-day and recurring activities assigned to the Office of Accountability and Efficiency and those activities necessary to achieve operational efficiency within the OAE. These projects are managed and implemented by both service areas within the Office of Accountability and Efficiency.

Fiscal Year 2021-22 (FY22) Accomplishments

During FY22, the Office of Accountability and Efficiency built on the office baselining work that was completed in FY21 by focusing on increasing office capacity. Accomplishments achieved by the Office of Accountability and Efficiency during FY22 include, but are not limited to, the following:

Accountability and Efficiency Services

- Completion of 222 projects (down from 246 in FY21)

- Completed update of ArcGIS data sets with 2020 census data and analyzed Milwaukee population changes by Board district, developing a 2020 census story map to aid in the visualization of these changes.
- Produced analysis of MPS employee residency revealing that 28% of district employees reside outside the City of Milwaukee (36% of teachers reside outside the city).
- Collaborated to hold the regional convening, “School Integration in Metropolitan Milwaukee: The Past, Present, and Future.” The conference helped attendees gain a common understanding of the history of segregation in the Milwaukee metropolitan area and past attempts to address it and produced a number of brainstormed solutions to be explored in future follow up with regional partners.
- Partnered with the Wisconsin Historical Society to map archeological site information to support compliance with Wis. Stats. 157.70.
- Migrated data analysis models in concert with upgrades to district’s systems of record (HR/payroll, student information, financial reporting, and data warehouse).

Contract Compliance Services

- Completion of a third cohort of students participating in a comprehensive job-readiness training program with Mission Aligned Partners (MAPs)
- Creation of internal MPS internships within the following industries: Agricultural, Automotive, Culinary, Cosmetology, Project Management, and Technology
- Increased COIN participation
- Highest contractor/vendor participation in career awareness opportunities with MPS high school students
- Obtaining the highest recorded performance to date for HUB and Student Employment hours

Office of Accountability and Efficiency

- Implementation and monitoring of FY22 Work Plan
- Completion of office space and technology updates to support OAE team members
- Integration and implementation of 2020 census data in support of updated geospatial analysis

FY22 Activities

Accountability and Efficiency Services

Includes both accountability and transparency services and process improvement and efficiency services efforts.

Annual Review of Budget/Annual Comprehensive Financial Report (ACFR)

Board Governance Policy 3.08 charges the OAE with bringing oversight and accountability to the financial operations, evaluating fiscal performance and transparency, and making recommendations in the furtherance of fiscal stewardship for MPS. The OAE satisfies this responsibility by conducting an independent review of the District’s most significant annual financial documents

FY22 Activities

Receipt and review of financial documents, reasonableness testing and independent calculations, trending, forecasting, sensitivity analysis, examination of alignment to Board policy and priorities, consultation with external auditors

FY22 Outputs

Proposed budget analyzed (analysis included policy considerations, fastest growing expenses, breakdown of purchased services, long- term obligations, and breakdown of deferred maintenance), 2021 ACFR analyzed and summary memo delivered to Board 9 days prior to Board’s action to take receipt of audited financial statements (analysis included legislative considerations, fund balance trends and highlights, including depletion of construction fund, review of Other Post-Employment Benefits (OPEB) liabilities, and staffing changes since 2009)

FY22 Outcome

The percent of the OPEB liability now funded increased from 19.4% in FY2020 to 30.9% in FY2021.

Constituent Support

The Office of Accountability and Efficiency provides constituents with efficient service in response to inquiries, requests, and concerns received in person, via phone, or via e-mail.

FY22 Activities

Request review, request processing, request follow-up, constituent-inquiry trend analysis

FY22 Outputs

53 constituent inquiries received (up from 24 in FY21), 11 business-day average processing time (up from two days in FY21), 52 inquiries resolved/closed (two requests carried forward to FY23)

FY22 Outcome

82% of constituents received an acknowledgement of request within 48 hours (up from 75% in FY21)

Five-year Financial Forecast

In accordance with the Board's action of June 2013, the Office of Accountability and Efficiency works with the Office of Finance to project the District's revenues and expenditures over the next five years. Assumptions are calculated based on actuals, trends, economic indicators, and regional and local economics. Each year the current five-year forecast is presented to the Milwaukee Board of School Directors to assist with the upcoming budget process.

FY22 Activities

Budget and actuarial data acquisition, assumptions update, pro forma update sustainability analysis, cash-flow analysis, debt analysis

FY22 Outputs

Five-year forecast for enrollment, revenues, and expenditures presented to Board three months prior to publication of proposed budget (forecast included analysis of nearly 200 expense and revenue categories)

FY22 Outcome

The five-year forecast was presented in January 2022, offering time to support fiscal decision making to maintain or to improve essential school operations services in FY23 budget cycle

Impartial Hearing Officer (IHO) Assignments

In accordance with Administrative Policy 6.16, Complaints and Grievances: Staff; the MPS Employee Handbook, Part V; and district procedures for employee grievances, the Office of Accountability and Efficiency maintains a list of qualified Impartial Hearing Officers (IHO) and randomly selects IHOs when requested by the Employment Relations Department.

FY22 Activities

IHO request review, IHO request processing, IHO assignment, annual verification of IHO list, assignment trend analysis

FY22 Outputs

One IHO request received (down from 12 requests in FY21), one IHO assignment completed, one business-day average response time

FY22 Outcome

100% of IHO requests were fulfilled within two business days of receipt of request

Requests for Data Analysis/Visualization

The Office of Accountability and Efficiency routinely receives requests for data analysis and data visualization.

FY22 Activities

Exploration of Three-choice data; analysis of employees' residency; district sending and receiving reports, including pilot of reporting dashboard; review and analysis of DPI's mobility data, other request-specific activities

FY22 Outputs

19 requests received (up from 18 in FY21), 19 requests fulfilled, request-specific data presentation

FY22 Outcome

Request-specific outcomes

Requests for Information/Research

The Office of Accountability and Efficiency routinely receives requests for information, including research requests.

FY22 Activities

Vaccine incentives and incentive effective for staff and students, ESSER fund information, Strategic Plan's resources, historical organizational charts, breakdown of enrollment decline, secretary/clerical employment data, other request-specific activities

FY22 Outputs

Three requests carried forward from FY21, 80 new requests received, 83 requests fulfilled, request-specific information presentation

FY22 Outcome

Request-specific outcomes

RFP/BID Appeals

In accordance with Administrative Policy 3.09, Purchasing and Bidding Requirements, the BID/RFP Appeals process allows for vendors or prospective vendors to formulate a protest regarding alleged irregularities or improprieties during the MPS procurement process. The OAE independently reviews all appeals and formulates a recommendation.

FY22 Activities:

Appeal receipt, determination of standing, appeal processing, review of findings of fact, determination of corrective action, external consultation, final report issuance

FY22 Outputs

One appeal received, one appeal reviewed, one recommendation made, 11 business-day average response time, one final response issued

FY22 Outcome

100% of RFP/BID appeals reviewed within ten business days of receipt, 100% of RFP/BID appeal recommendations issued within ten business days of receipt

Special Projects

The Office of Accountability and Efficiency routinely receives special accountability, efficiency, transparency, or process-improvement-related requests.

FY22 Activities

Budget process review by resolution of the Board, survey work to regional partners by resolution of the Board, other project-specific activities

FY22 Outputs

Four requests carried forward from FY21, 10 new requests received, 120 project hours completed (down from 438 in FY21), 10 projects completed (four requests carried forward to FY23)

FY22 Outcome

Request-specific outcomes

Whistleblower Protection

In accordance with Administrative Policy 6.35, Whistleblower Protections, the District's whistleblower process urges all members of the Milwaukee Board of School Directors, employees, independent contractors, and volunteers to report any known or suspected violation of legal, criminal, policy, or ethical nature. All violations or suspected violations may be reported to the Senior Director of the Office of Accountability and Efficiency, among others. The procedure guarantees that no action will be taken against any board member, employee, or volunteer who makes a good-faith complaint. All complaints are treated as confidential to the extent possible, consistent with the parameters of adequate investigation.

FY22 Activities

Report receipt, process overview, case-specific activities, redevelopment of standard operating procedures, physical office enhancements to ensure confidentiality

FY22 Outputs

Five whistleblower reports carried forward from FY21, eight new whistleblower reports received (down from 23 in FY21), 170 business-day average processing time, nine whistleblower reports resolved/closed (11 reports carried forward to FY23)

FY22 Outcome

Report-specific outcomes

Contract Compliance Services

Not all FY22 contracts have invoiced to date; therefore, performance metrics are expected to increase over the upcoming months, as work is underway. Updates will be communicated via regularly scheduled Contract Compliance Services reports.

Communities in Need Program (COIN)

In accordance with Administrative Policy 3.13, Communities In Need Initiative, the COIN initiative is MPS's workforce-preference program which targets the employment on construction contracts of district constituents who are unemployed or under-employed and meet general free/reduced-price lunch eligibility criteria. Facilities and Maintenance Services contractors provide regular work opportunities for COIN workers under this program. COIN individuals represent both skilled and unskilled workers.

FY22 Activities

Contract review, COIN assignments, COIN monitoring and control, focus groups, process-improvement identification, industry advisory committee participation, mission-aligned partners engagement, annual demographic trend assessment, site visits

FY22 Outputs

52 BIDs reviewed, 23 contracts with COIN requirements assigned and monitored, 126 COIN workers engaged, 18% average COIN percentage assigned, 7,130 COIN workforce hours complete to date

FY22 Outcome

6% COIN participation increase over previous fiscal year

Historically Underutilized Businesses Program (HUB)

In accordance with Administrative Policy 3.10, Historically Underutilized Business Program, the HUB program strives to increase the number of diverse business enterprises that supply goods and services to the District.

FY22 Activities

Contract review, HUB assignments, HUB monitoring and control, vendor information sessions, supplier-diversity connections, American Contract Compliance Association's professional development attendance, participation in Intergovernmental Compliance Committee, disparity study research

FY22 Outputs

77 RFP/BIDs reviewed, 127 contracts with HUB requirements, 368 contracts monitored, 20% average HUB percentage assigned to facilities and maintenance contracts, 12% average HUB percentage assigned to professional service contracts, 11% average HUB percentage assigned to goods and services contracts, \$18,727,285 total HUB assignment

FY22 Outcome

5% HUB participation increase over previous fiscal year

Student Engagement Program

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

FY22 Activities

Contract review, student-engagement assignments, student-engagement monitoring and control, job-readiness training sessions, community connections, quarterly Mission Aligned Partner work group sessions, quarterly assessment of contractors' compliance, virtual training coordination

FY22 Outputs

77 RFPs/BIDs reviewed, 161 contracts with student-employment-hour-requirements, 208 contracts with career-education-hour requirements assigned and monitored, 143 students engaged, average of 400 student-engagement hours assigned per contract, average of 10 career-education hours assigned per contract, 91,200 total student-employment hours, 2,800 total career-education hours

FY22 Outcome

72% career-education-hour increase over previous fiscal year

General Operations

In addition to the aforementioned accountability and efficiency and contract-compliance activities, the Office of Accountability and Efficiency is responsible for various general operations functions including, but not limited to:

- board agenda item review and analysis;
- board and board Committee meeting participation;
- participation on the MPS Background Check Appeals Committee;
- advisory committee participation as directed by the Board;
- electronic direct payment monitoring and quality control;
- Contract Compliance Reporting System maintenance;
- identification of improvement opportunities in routine school/departmental audit reports;
- participation in district events; and
- professional development.

During FY22, the Office of Accountability and Efficiency reviewed agenda items for 41 committee meetings and two regular board meetings, with emphasis on accountability, efficiency, transparency, and process improvement. OAE staff participated in or reviewed 66 board and committee meetings and retreats.

Regular electronic direct payment monitoring produced 193 instances of quality control. Additionally, the OAE posted 332 contracts to the district website for public transparency.

The OAE successfully on-boarded one new employee, and staff members participated in various professional development sessions, including, but not limited to, business analysis, critical thinking, Power BI dashboarding, SQL techniques, and supplier-diversity best practices.

FY22 Reporting

In accordance with Board Governance Policy 3.08, Role of the Management of the Office of Accountability and Efficiency, the Office of Accountability and Efficiency issued 12 monthly progress updates to the Board via agenda items at the Board's regular monthly meeting.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Compatibility Statement

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

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

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

The Board Clerk presented 17 reports of the Independent Hearing Officers of the Milwaukee Board of School Directors for the following dates and times:

- October 3, 2022, at 9:00 a.m. and 10:00 a.m.
- October 4, 2022, at 9:00 a.m.
- October 6, 2022, at 9:00 a.m. and 12:00 p.m.
- October 7, 2022, at 9:00 a.m., 10:00 a.m., 11:00 a.m., 12:00 p.m., and 3:00 p.m.
- October 10, 2022, at 9:00 a.m.
- October 14, 2022, at 12:00 p.m. and 1:00 p.m.
- October 17, 2022, at 10:00 a.m.
- October 19, 2022, at 9:00 a.m.
- October 20, 2022, at 10:00 a.m. and 1:00 p.m.

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

Director Gokalghandi moved to accept the reports of the Independent Hearing Officer of October 3, 4, 6, 7, 10, 14, 17, 19, and 20, 2022.

The motion passed, the vote being as follows:

Ayes — Directors Carr, Gokalghandi, Herndon, Leonard, Siemsen, and President Peterson — 6.
Noes — None.

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REPORTS OF THE STANDING COMMITTEES

Separate consideration was requested of the following items:

- Report of the Committee on Accountability, Finance, and Personnel, Item Three, Action on a Request to Approve Prevailing Wages, which had been set aside pursuant to Board Rule 1.14, which requires an affirmative vote of two-thirds of the Board's membership for approval; and
- Report of the Committee on Accountability, Finance, and Personnel, Item Six, Action on the Award of Exception-to-bid Requests, had been set aside because it had been forwarded to the Board without recommendation.

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

Ayes — Directors Carr, Gokalgandhi, Herndon, Leonard, Siemsen, and President Peterson — 6.
Noes — None.

REPORT OF THE COMMITTEE ON ACCOUNTABILITY, FINANCE, AND PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

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

Classified Personnel Transactions

Code	Name	Position	Salary	Date
New Hires				
4	Belen Gutierrez	Building Service Helper I	\$16.96/hr.	09/12/2022
2	Parnell Hendriex	Building Service Helper I	\$15.90/hr.	09/26/2022
2	Troy Smith	Building Service Helper I	\$15.90/hr.	09/12/2022
4	Carolina Garcia	Children's Health Assistant	\$19,603.00	09/07/2022
2	Santosha Landon-Tillman	Children's Health Assistant	\$22,662.00	09/06/2022
2	Imecia McCurtis	Children's Health Assistant	\$20,214.00	09/22/2022
2	Courtney Thornton	Children's Health Assistant	\$18,992.00	09/26/2022
2	Angela Williams	Children's Health Assistant	\$20,214.00	09/13/2022
2	Jennifer Gilbert	Children's Health Assistant	\$21,438.00	09/12/2022
2	Mariah Blackshire	Food Service Assistant	\$15.90/hr.	09/22/2022
2	Kyra Campbell	Food Service Assistant	\$16.85/hr.	09/19/2022
4	Martha Carillo	Food Service Assistant	\$16.85/hr.	09/19/2022
2	Meranda Gladney	Food Service Assistant	\$17.33/hr.	09/19/2022
4	Jazmin Gonzalez	Food Service Assistant	\$15.90/hr.	09/06/2022
2	Lakendra Johnson	Food Service Assistant	\$18.76/hr.	09/19/2022
2	Coleisa Manns	Food Service Assistant	\$15.90/hr.	09/19/2022
2	Iralena Mcdonald	Food Service Assistant	\$18.76/hr.	09/20/2022
4	Diana Perez	Food Service Assistant	\$15.90/hr.	09/06/2022
4	Mayra Prado	Food Service Assistant	\$15.90/hr.	08/31/2022
4	Roxana Prado	Food Service Assistant	\$15.90/hr.	08/30/2022
2	Myindae Smith	Food Service Assistant	\$15.90/hr.	09/19/2022
2	Stephanie Spence	Food Service Assistant	\$16.38/hr.	09/26/2022
2	Darrion Suttle	Food Service Assistant	\$16.85/hr.	09/06/2022
5	Emalea Diehl	Paraprofessional – Parent Involvement	\$27,960.00	09/09/2022
2	Carl Love	Paraprofessional — Parent Involvement	\$32,807.00	09/07/2022

Code	Name	Position	Salary	Date
4	Angela Serna	Paraprofessional — Parent Involvement	\$27,960.00	09/06/2022
2	Kennedy Allen	Paraprofessional	\$21,405.00	09/19/2022
4	Ana Arzu	Paraprofessional	\$23,876.00	09/15/2022
2	Paulette Atkinson	Paraprofessional	\$20,241.00	09/28/2022
4	Valentina Avila	Paraprofessional	\$21,699.00	09/06/2022
4	Janice Carrero	Paraprofessional	\$19,758.00	09/19/2022
4	Nayeli Chavez	Paraprofessional	\$19,758.00	09/26/2022
5	Daniel Crowley	Paraprofessional	\$19,758.00	08/29/2022
2	Caleb Dright	Paraprofessional	\$19,758.00	09/12/2022
2	Precious Ferguson	Paraprofessional	\$19,758.00	09/26/2022
5	June Gransberry	Paraprofessional	\$26,782.00	09/06/2022
2	Starina Hall	Paraprofessional	\$19,758.00	09/29/2022
2	Laura Hardin	Paraprofessional	\$19,758.00	09/13/2022
2	Charles Hardy	Paraprofessional	\$19,758.00	09/27/2022
2	Audrey Hayes	Paraprofessional	\$19,758.00	09/13/2022
5	Emily Hoefer	Paraprofessional	\$19,758.00	08/29/2022
2	Shelby Hopgood Cox	Paraprofessional	\$19,758.00	09/06/2022
5	Olivia Labine Gellerup	Paraprofessional	\$19,758.00	09/16/2022
5	Jessica Leithem	Paraprofessional	\$19,758.00	09/06/2022
5	Christine Migdady	Paraprofessional	\$22,418.00	08/29/2022
2	Timilehin Mobolaji	Paraprofessional	\$21,699.00	09/19/2022
4	Tomasita Morales	Paraprofessional	\$19,758.00	09/06/2022
4	Jodi Oldenborg	Paraprofessional	\$19,758.00	09/26/2022
2	Helaine Porter	Paraprofessional	\$30,862.00	09/02/2022
2	Zandra Rodgers	Paraprofessional	\$19,758.00	09/06/2022
5	Jessica Ruiz	Paraprofessional	\$20,970.00	09/26/2022
5	Christopher Ruprecht	Paraprofessional	\$19,758.00	09/13/2022
4	Emmanuel Serrano	Paraprofessional	\$19,758.00	09/12/2022
2	Geraldine Sheets-Howard	Paraprofessional	\$19,758.00	09/19/2022
2	Christine Stevenson	Paraprofessional	\$19,758.00	09/14/2022
5	Nicholas Stewart	Paraprofessional	\$19,758.00	09/26/2022
2	Robert Stokes	Paraprofessional	\$20,970.00	09/26/2022
2	Wanda Stokes	Paraprofessional	09/28/2022	
4	Andrew Susedik	Paraprofessional	\$23,876.00	09/01/2022
5	Carin Thomure	Paraprofessional	\$20,970.00	09/27/2022
2	Carrie Thornton	Paraprofessional	\$23,876.00	09/13/2022
2	Jalynn Tolbert-Jones	Paraprofessional	\$19,758.00	09/26/2022
4	Margarita Torres Salazar	Paraprofessional	\$19,758.00	09/26/2022
2	Jasmaine Valentine	Paraprofessional	\$20,970.00	09/06/2022
3	Toua Vang	Paraprofessional	\$19,758.00	09/06/2022
5	Alexis Vetter	Paraprofessional	\$19,758.00	08/29/2022
4	Dulce Vidrio	Paraprofessional	\$19,758.00	09/26/2022
5	Laura Wamser	Paraprofessional	\$19,758.00	09/01/2022
2	Pairreon Warren	Paraprofessional	\$19,758.00	09/19/2022
2	Calvina Metcalfe	Payroll Assistant I	\$42,807.00	09/19/2022
4	Tanya Exner	School Nursing Associate	\$38,641.00	09/19/2022
2	Danyelle Cummings	School Safety Assistant	\$24,624.00	09/27/2022
2	Franklin Martin	School Safety Assistant	\$24,624.00	09/27/2022
2	Deontinay Robinson	School Safety Assistant	\$24,624.00	09/27/2022
4	Stephanie Adorno	Secretary I — 10-month	\$26,329.00	09/12/2022
4	Mary Crespo Ortiz	Secretary I — 10-month	\$26,329.00	09/12/2022
4	Lianett Guzman Cruz	Secretary I — 10-month	\$26,329.00	09/09/2022
4	Andrea Ojeda Lopez	Secretary I — 10-month	\$27,331.00	09/26/2022
4	Cynthia Taveras	Secretary I — 10-month	\$27,331.00	09/26/2022
5	Jean Jay Broekhuizen	Secretary I — 11-month	\$30,064.00	09/26/2022
4	Stacy Guerrero	Secretary I — 11-month	\$28,962.00	09/26/2022
4	Diana Kerner	Secretary I — 11-month	\$28,962.00	09/09/2022
4	Merari Marquez	Secretary I — 11-month	\$32,266.00	09/19/2022
2	Alicia Robinson	School Kitchen Manager Trainee	\$19.13/hr.	09/30/2022
5	Michelle Witt	Social Work Aide II	\$18,212.00	09/21/2022
2	Daveon Christon	Youth Apprentice	\$15.00/hr.	09/19/2022

Code	Name	Position	Salary	Date
2	Jameir Conley	Youth Apprentice	\$15.00/hr.	09/19/2022

Promotions

2	Tiajuana Bendy	Paraprofessional	\$23,051.00	09/19/2022
4	Jose Castillo Covarrubias	Paraprofessional	\$19,758.00	09/12/2022
4	Evelyn Gonzalez	Paraprofessional	\$20,970.00	09/01/2022
4	Kiara Melendez Aviles	Paraprofessional	\$19,758.00	09/06/2022
5	Joshua Peterson	Paraprofessional	\$22,418.00	09/12/2022
2	Deniessa Boyd	Secretary — 11-month	\$30,064.00	09/27/2022
2	Veatrice Barry	School Kitchen Manager I	\$34,463.00	09/05/2022
1	RC Old Coyote	School Kitchen Manager I	\$27,799.00	08/29/2022
2	Loretta Thomas	School Kitchen Manager I	\$34,463.00	09/05/2022
2	Jazmine Winters Crawford	School Kitchen Manager I	\$29,022.00	08/29/2022
2	Pamela Woodland Moore	School Kitchen Manager I	\$34,463.00	08/29/2022
2	Shanina Glenn	School Kitchen Manager Trainee	\$18.65/hr.	09/19/2022
2.	Diane Joshua	School Kitchen Manager Trainee	\$21.52/hr.	09/19/2022
2	Pamela Lucas	School Kitchen Manager Trainee	\$20.56/hr.	09/19/2022

Rehires

2	Shannon Davis	Building Service Helper I	\$19.08/hr.	09/12/2022
2	Isaiah Baisden	Food Service Assistant	\$15.90/hr.	09/26/2022
2	Tiawanda Cambell	Food Service Assistant	\$16.38/hr.	09/19/2022
4	Yenisia Fuentes Gutierrez	Food Service Assistant	\$16.85/hr.	09/06/2022
2	Brittany Triplett	Food Service Assistant	\$16.85/hr.	09/26/2022
2	Carmaletha Anderson-Robinson	Paraprofessional — Parent Involvement	\$29,890.00	09/15/2022
4	Dorcas Cirino	Paraprofessional	\$23,876.00	09/15/2022
2	Taylor Hamilton	Paraprofessional	\$19,758.00	09/13/2022
5	David Helm	Paraprofessional	\$22,418.00	09/12/2022
2	Tyrone Howard	Paraprofessional	\$19,758.00	09/12/2022
2	Eric Jefferson	Paraprofessional	\$22,418.00	09/19/2022
2	Rubie Mizell	Paraprofessional	\$20,970.00	09/19/2022
4	Teresa Munoz Torres	Paraprofessional	\$21,699.00	09/12/2022
4	Kiara Quinones	Paraprofessional	\$19,758.00	09/06/2022
2	Nadia Ransom	Paraprofessional	\$26,345.00	09/28/2022
2	Landra Muhammad	School Nursing Associate	\$38,641.00	09/23/2022
2	Sarina Gidarisingh	School Safety Assistant	\$24,624.00	09/12/2022
2	Darren Henry	School Safety Assistant	\$24,624.00	09/27/2022
5	Kimberly Guth	Secretary I — 11-month	\$33,368.00	09/19/2022
2	Denise Cromwell	School Kitchen Manager Trainee	\$17.22/hr.	09/06/2022

Codes:

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

Certificated Appointments

Codes	Name	Appointment	Level	Salary	Date
Teachers					
5, r	Cardwell, Megan	General Operations	01/BA	\$46,979.00	8/29/2022
5, r	D'Acquisto-Jackson, Antoinette Noel	Gen'l Elem & K8 — All Grades	01/MA	\$72,876.00	9/8/2022
5, r	Hanson, Trent J	Spec Ed Multicategorical	01/BA	\$71,150.00	9/12/2022
2, r	Hardy, Andre	English as a Second Language	01/MA	\$57,769.00	8/29/2022
5, r	Koch, Leah E	Gen'l Elem & K8 — All Grades	01/MA	\$72,876.00	9/26/2022
5, r	Kroeger, Melinda M	Gen'l Elem & K8 — All Grades	01/MA	\$72,876.00	9/17/2022
2, r	Paris, Elise N	Gen'l Elem & K8 — All Grades	01/MA	\$82,318.00	9/8/2022
4, nr	Ponce Del Alcazar, Maria	Regular (5-year-old) Kindergarten	01/BA	\$67,697.00	8/29/2022
1, nr	Salomon Saba, Leyla	Bilingual Education	01/BA	\$50,432.00	8/29/2022
5, nr	Schimmel, Scott	General Operations	01/MA	\$78,542.00	9/19/2022
2, r	Wilson, Latoya D	Spec Ed Multicategorical	01/BA	\$46,979.00	8/29/2022
5, r	Wojcicki, Anthony Walter	Spec Ed Multicategorical	01/BA	\$60,791.00	9/12/2022
5, r	Yates, Elizabeth	Gen'l Elem & K8 — All Grades	01/MA	\$57,769.00	8/29/2022

Codes	Name	Appointment	Level	Salary	Date
School Social Worker, IB Calendar					
4, r	Maldonado, Thelmy D	HS/MS Social Work	01/2A	\$58,971.00	9/17/2022
Teachers, IB Calendar					
2, r	Deikna, Yousef	English as a Second Language	01/BA	\$46,979.00	9/15/2022
1, nr	Gandolfo Thompson, Karina	Bilingual Education	01/MA	\$82,318.00	9/12/2022
5, r	Garrett, Phillip A	Music	01/BA	\$60,791.00	9/19/2022
5, nr	Kermendy, Ryan	English	01/BA	\$46,979.00	9/19/2022
1, r	Purdy, Yvelle	English	01/MA	\$65,323.00	9/20/2022
1, r	Schertz, Heidi	Learning Coord; Implementor	01/BA	\$48,705.00	8/29/2022
5, r	Vanderkin, Jacob	English	01/MA	\$59,658.00	10/3/2022
Library Instructional Coach					
5, nr	Swegle, Laurie A	Educational Operations	ID/MA	\$92,853.00	9/12/2022
Teachers					
2, r	Apeh, Ifeanyichukwu E	Gen'l Elem & K8 — All Grades	XX/4W2	\$46,144.00	9/20/2022
6, r	Colbert, Danielle N	Gen'l Elem & K8 — All Grades	XX/4W2	\$46,144.00	9/6/2022
5, nr	Dahl, Tabitha J	Spec Ed Multicategorical	XX/4W2	\$46,144.00	9/19/2022
5, r	Dooley, Megan	Title I School-wide	XX/4W2	\$46,144.00	9/6/2022
4, r	Galarza, Mairelys	SAGE	XX/4W2	\$46,144.00	9/12/2022
5, nr	Gloudeman, Chandler	Hearing Impaired	XX/4W2	\$46,144.00	8/29/2022
5, nr	Hajdaraj, Gerta	Multicateg. Comp. Sen	XX/4W2	\$46,144.00	8/31/2022
2, r	McBride, Aneka	Gen'l Elem & K8 — All Grades	XX/4W2	\$46,144.00	9/6/2022
5, r	Mitchell, Caitlin	Gen'l Elem & K8 — All Grades	XX/4W2	\$46,144.00	9/6/2022
3, r	Moua, Mao	English as a Second Language	XX/4W2	\$46,144.00	8/29/2022
2, r	Reel, Paris D	SAGE	XX/4W2	\$46,144.00	9/21/2022
2, r	Ricks, Christine M	Spec Ed Multicategorical	XX/4W2	\$46,144.00	8/29/2022
2, r	Rodriguez, Nancy B	Early Childhood Spec Ed	XX/4W2	\$46,144.00	8/29/2022
5, r	Sablonniere, Alexandre A	Gen'l Elem & K8 — All Grades	XX/4W2	\$46,144.00	8/29/2022
5, nr	Sherman, Matthew	Spec Ed Multicategorical	XX/4W2	\$46,144.00	8/29/2022
2, r	Smith, Michelle L	SAGE	XX/4W2	\$46,144.00	9/6/2022
4, r	Vargas, Dora J	Spec Ed Multicategorical	XX/4W2	\$46,144.00	9/6/2022
5, nr	Veliu, Ervis	Day-to-day Teacher	XX/4W2	\$46,144.00	8/29/2022
3, r	Weiss, Kimberly Songsylvia	Gen'l Elem & K8 — All Grades	XX/4W2	\$46,144.00	9/14/2022
Teachers, IB Calendar					
2, r	Ali, Famo	SAGE	XX/4W2	\$46,144.00	8/31/2022
4, r	Garcia, J enny	Gen'l Elem & K8 — All Grades	XX/4W2	\$46,144.00	9/15/2022
3, nr	Kim, Jonathan	Music	XX/4W2	\$46,144.00	9/12/2022
5, r	Lynch, Andrew R	Spec Ed Multicategorical	XX/4W2	\$46,144.00	8/29/2022
2, r	Roberts, Cedric B	Spec Ed Multicategorical	XX/4W2	\$46,144.00	9/19/2022
2, r	Roberts, Latrice	Gen'l Elem & K8 — All Grades	XX/4W2	\$46,144.00	9/19/2022

Codes	Teachers	SSWs	Psychs	Other	Total
1 Native American	4	0	0	0	4
2 African American	13	0	0	0	13
3 Asian/Oriental/Pacific Islander	3	0	0	0	3
4 Hispanic	4	1	0	0	5
5 White	20	0	0	1	21
6 Other	1	0	0	0	1
7 Multi-ethnic	0	0	0	0	0
Male	17	0	0	0	17
Female	2&	1	0	1	30

Levels

- B, BA Bachelor's Level (Teachers)
- C, MA Master's Level (Teachers)

Certificated Leaves of Absence

Present Assignment

Effective From

Illness Leave, September 2022		
Ijeoma Odunna-Unanka	River Trail School	September 20, 2022
Angela Hamilton	Groppi High School	September 24, 2022
Joy Ikanih	Washington High School	September 30, 2022
Illness Leave, October 2022		
Mary Lederer	River Trail School	October 13, 2022
Jennifer Esparza	Lincoln Avenue School	October 21, 2022
Jeanette Bultman-Mercado	MACL	October 7, 2022
Personal Leave, November 2022		
Liam Evans	Bayview Middle and High School	November 11, 2022

Report on Certificated Resignations and Classified Retirements

Reason	Code	Yrs		Position	Location	Date
		Svc	Name			
Certificated Resignations						
Personal	5	10.0	Barbara Block	Nurse	Central Svcs	09/14/2022
Retire	2	34.1	Patrick Chatman	Director I	Central Svcs	10/10/2022
Personal	2	15.0	Morgan Conyers	AP	MACL	09/30/2022
Personal	5	0.1	Adryana Gabrielson	Teacher	Roosevelt	09/30/2022
Personal	5	0.1	McKenna Gilmore	Teacher	Gaenslen	09/12/2022
Personal	5	8.9	Angela Kaper	Teacher	Carver	09/30/2022
Retire	5	31.2	Ann Marlow	Teacher	Longfellow	11/11/2022
Personal	5	2.6	Kerrie McCullough	Coord II	Early Child Svcs	10/14/2022
Other Dist	7	5.0	Sariah Merryfield	Teacher	Central Svcs	09/27/2022
Personal	4	7.0	Miguel Ramirez	Teacher	Central Svcs	09/24/2022
Personal	2	0.1	Nicole Reid	Teacher	Roosevelt	09/19/2022
Other Dist	5	8.9	Dawn Rost	Teacher	Siefert	09/23/2022
Retire	5	29.2	Susan Stoner	AP	Wedgewood	11/18/2022
Personal	5	0.9	Claire Weissenfluh	Teacher	Fernwood	09/09/2022
Personal	5	0.1	Deborah Wehrhahn	Teacher	Morse	09/07/2022
Classified Retirements						
Retire	5	4.5	Diane Cohen	Acct Asst II	Central Svcs	09/15/2022
Retire	2	7.8	Carolyn Freeman	FSA	Washington HS	09/16/2022
Retire	2	7.9	Patricia Jackson	Secretary I	Central Svcs	10/01/2022
Retire	5	33.1	Jay Navone	Supervisor I	Central Svcs	10/01/2022

Summary

Other District 2
 Other Work 0
 Personal 11
 Retirement 7 (4 Classified & 3 Certificated)

Monthly Affirmative Action Report

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

Committee’s Recommendation

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

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

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

Recommended Administrative Appointments

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

Codes	Name	Appointment	Assignment	Salary		
				Sched	Range	Amount
2, r	Shelley Perkins	Director I, State & Federal Programs	Office of the Chief of Finance	03	14A	\$130,734
5, nr	Shelly Keller	Supervisor I, Server Administration	Office of the Chief of Communications & School Performance	03	09A	\$111,477
5, r	Pamela Lippert	Supervisor, School to Work Transition	Office of the Chief of Academics	03	09A	\$108,749
5, nr	Stacy Witters	Manager I, City-Wide Programs	Office of the Chief of Operations	03	11A	\$100,966
2, r	Gail Gray	Assistant Principal, Story Elementary	Office of the Chief of School Administration	03	10C	\$95,234
5, nr	Erin Cherney	Coordinator II, Youth Apprenticeship	Office of the Chief of Academics	03	07 A	\$94,899
2, nr	Richmond Izard	Coordinator II, Recreation Manager (Project Manager)	Office of the Chief of Operations	03	07 A	\$94,000
5, nr	Timothy Remshak	Webmaster	Office of the Chief of Communications & School Performance	03	OBA	\$93,517
5, r	Judith Offenbacher	Assistant Principal III, Milwaukee School of Languages	Office of the Chief of School Administration	03	12C	\$91,810
5, r	Beth-Marie Kurtz	Coordinator II, Recreation Manager (CLC After School)	Office of the Chief of Operations	03	07 A	\$88,072
2, nr	Kourtney Anderson	Coordinator II, Guidance	Office of the Chief of Academics	03	07 A	\$77,045
2, r	Lyntoi Hendricks	Coordinator II, Building Operations	Office of the Chief of Operations	03	07 A	\$74,418
2, nr	Lazarus Jackson	Coordinator II, Recreation Manager (Child Care Camps)	Office of the Chief of Operations	03	07 A	\$73,848
5, nr	Jordan Meyers	Coordinator II, Recreation Manager (Park Maintenance)	Office of the Chief of Operations	03	07 A	\$70,406
2, nr	Shanell Bullocks	Analyst I, Employee Rights	Office of the Chief of Human Resources	03	05A	\$62,880
1, r	Doreen Baewer	Senior Technology Support Technician II	Office of the Chief of Communications & School Performance	03	04A	\$58,145
2, r	Terana Ray	Dean of Students, Roosevelt	Office of the Chief of School Administration	03	06C	\$58,027
5, nr	Auretta Wittkopf	Associate II, Recreation Supervisor (Oakridge Farm)	Office of the Chief of Operations	03	04A	\$55,749
2, r	Tameika Newson	Administrative Assistant III	Office of the Chief of Communications & School Performance	03	03A	\$51,845
2, r	Sherrian Reynolds	Planning Assistant II, Advanced Academics	Office of the Chief of Academics	03	02A	\$50,903

Recommended Limited-term Employment (LTE) Contracts Exceeding 60 days

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

Codes	Name	Position	Assignment	Hourly Wage	Dates
5, r	Joseph Conti	Intervention Teacher	Office of the Chief of School Administration	\$33.00	09/01/2022-03/31/2023
5, r	Clara Tracey	Art Audition Coordination & MACL Orchestra Instruction	Office of the Chief of School Administration	\$30.00	09/01/2022-03/31/2023
5, nr	Candith Kolb	Reading Interventionist	Office of the Chief of School Administration	\$30.00	10/03/2022-04/03/2023
2, r	Ndongo Diop	African Dance & Drum, Marshall	Office of the Chief of School Administration	\$30.00	09/09/2022-02/23/2023
2, r	Ndongo Diop	African Dance & Drum, Marshall	Office of the Chief of School Administration	\$30.00	02/24/2023-05/23/2023
5, r	Teresa Mitchell	Grant Support	Office of the Chief of Academics	\$30.00	10/01/2022-03/01/2023
4, r	Maria Navarro	Scanning	Office of the Chief of Human Resources	\$25.00	09/15/2022-03/15/2023
5, r	Gary Kowalski	Youth Mentor	Office of the Chief of School Administration	\$22.00	09/30/2022-12/31/2022
2, r	Desmond Cotton	Dance Instruction Support	Office of the Chief of School Administration	\$20.00	09/01/2022-12/22/2022

Codes:

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

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

* * * * *

(Item 3) Action on a Request to Approve Prevailing Wage Rates

Background

Building trades workers employed at the Department of Facilities and Maintenance Services have historically been paid the prevailing wages, pursuant to the action of the Board on May 3, 1931 (Proc. pp. 555-556). This policy was incorporated in Section 2.32 of the Board’s Rules (currently Administrative Policy 6.21) and was further affirmed by the Board in December 1962 (Proc. 12-11-62, pp. 301-302; 12-19-62, pp. 303-304). Building trades workers employed at the Department of Facilities and Maintenance Services last received the prevailing wage rates effective July 2021.

Based on the need to remain competitive in the current market for building trades, the Administration recommends that the Board move forward with an updated prevailing wage structure for this unit as presented below:

Description	FY22 Current Rate	FY23 Prevailing Wage	Description	FY22 Current Rate	FY23 Prevailing Wage
Bricklayer	\$42.380	\$44.080	Painter	\$35.950	\$37.400
Bricklayer Chargeman	\$44.500	\$47.555	Painter Chargeman	\$36.325	\$37.775
Building Laborer	\$33.920	\$35.420	Pipe Insulator	\$38.680	\$40.680
Laborer Chargeman	\$35.650	\$37.620	Insulator Chargeman	\$40.615	\$42.715
Carpenter	\$39.490	\$40.750	Plasterer	\$37.980	\$39.460
Carpenter Chargeman	\$41.465	\$42.790	Plumber-Rest.Jour.I	\$44.270	\$46.520
Electrician	\$44.390	\$46.380	Plumber	\$48.500	\$50.750
Electrician Chargeman	\$47.720	\$49.860	Plumbing Chargeman	\$51.410	\$53.795
Elev			Roofer	\$37.000	\$38.000
Constructor(BLDG)	\$52.800	\$54.600	Roofer Chargeman	\$37.500	\$39.500
Glazier	\$39.200	\$40.000	Sheet Metal Worker	\$48.600	\$49.600
Locksmith	\$39.490	\$40.750	Sheet Metal Chargeman	\$52.245	\$53.320
Locksmith Chargeman	\$41.465	\$42.790	Steamfitter	\$48.810	\$50.000
Mach Maint Repairman	\$42.200	\$44.190	Steamfitter Chargeman	\$51.250	\$52.500
Mach Maint Chargeman	\$43.700	\$45.690			

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Compatibility Statement

Administrative Policy 6.21, Salary Schedules: Staff

Fiscal Impact Statement

The District will incur costs by paying covered employees the wages as proposed in this item. These positions and salaries were allocated for in the Department of Facilities and Maintenance Services budget as approved by the Board for FY23.

Implementation and Assessment Plan

Upon the Board’s approval, the new wage rates will be implemented as required.

Committee’s Recommendation

Your Committee recommends approval of the item.

On the motion of Director Gokalgandhi, the Board approved the prevailing wage rates, the vote being as follows:

Ayes — Directors Carr, Gokalgandhi, Herndon, Leonard, Siemsen, and President Peterson — 6.
 Noes — None.

* * * * *

(Item 4) Action on a Request to Carry Over Fiscal Year 2022 (FY22) School Deficit and Surplus Amounts

Background

A school’s overall deficit balance occurs at the end of a fiscal year when total expenditures exceed the total authorized funding amount in non-position costs. A school’s overall surplus balance occurs at the end of a fiscal year when total expenditures are less than the total authorized funding amount in non-position costs.

School leaders take the lead responsibility for spending in accordance with their schools’ budgets. A school’s spending is tracked monthly by the school leader and the Administration. The Administration and school leader are alerted to potential problems, and where warranted, controls to limit school spending are put in place to mitigate risk.

According to Administrative Policy 3.05, concerning school deficits or surpluses, year-end deficits or surpluses incurred shall be carried over into the next year. Surpluses have been limited to \$5,000 per school, except as adjusted by contract for instrumentality charter schools.

Amount of FY22 Budget Deficit by School to Carryover to FY23

School	FY21 Deficit	Total FY22 FA Budget	FY22 Deficit Decrease/Increase	Total Deficit	FY22 Percent of Working Budget
Academy of Accelerated Learning	—	\$2,588,027	-\$2,239	-\$2,239	0.09%
Allen-Field Elementary	—	\$2,268,627	-\$7,293	-\$7,293	0.32%
Bay View Montessori School	—	\$1,738,356	-\$6,526	-\$6,526	0.38%
Luther Burbank School	—	\$2,393,272	-\$6,136	-\$6,136	0.26%
Clement Avenue Elem	—	\$1,308,513	-\$13,078	-\$13,078	1.00%
Cooper Elementary	—	\$1,829,249	-\$3,550	-\$3,550	0.19%
Doerfler Elementary	—	\$2,258,458	-\$8,606	-\$8,606	0.38%
Fernwood Montessori	-\$47	\$3,153,150	-\$3,612	-\$3,659	0.12%

School	FY21 Deficit	Total FY22 FA Budget	FY22 Deficit Decrease/Increase	Total Deficit	FY22 Percent of Working Budget
Forest Home Ave Elem	—	\$2,612,115	-\$4,250	-\$4,250	0.16%
Garland Elementary	—	\$2,459,061	-\$2,406	-\$2,406	0.10%
Golda Meir	-\$28,636	\$4,982,649	-\$35,735	-\$64,371	1.29%
Hartford University School	-\$53,829	\$1,793,399	-\$36,286	-\$90,115	5.02%
Hawthorne Elementary	—	\$998,822	-\$12,107	-\$12,107	1.21%
Hi-Mount	—	\$712,462	-\$7,543	-\$7,543	1.06%
Jackson Early Childhood and Elementary School	—	\$1,005,777	-\$2,316	-\$2,316	0.23%
Kluge Elementary	—	\$1,510,978	-\$155	-\$155	0.01%
Lincoln Avenue Elem	—	\$1,805,109	-\$2,157	-\$2,157	0.12%
Milwaukee High School of the Arts	-\$48,245	\$4,247,266	\$47,203	-\$1,042	0.02%
Milw Sign Language	-\$21,922	\$2,025,947	\$16,321	-\$5,601	0.28%
Milw Spanish Immersion	-\$7,629	\$3,077,769	\$2,817	-\$4,812	0.16%
Morse for the Gifted and Talented	—	\$1,771,646	-\$6,648	-\$6,648	0.38%
Starms Discovery	—	\$1,236,788	-\$3,056	-\$3,056	0.25%
Story School	—	\$1,791,298	-\$13,397	-\$13,397	0.75%
US Grant Elementary	—	\$2,419,250	-\$22	-\$22	0.00%
Washington Sch of Info Tech	—	\$2,106,359	-\$78	-\$78	0.00%
Wedgewood Park International School	-\$13,464	\$3,277,802	\$5,016	-\$8,448	0.26%
Schools no longer in deficit	-\$57,450	\$n/a	\$57,450	0	
Total Deficit	-\$231,222	\$57,372,149	-\$48,388	-\$279,610	

Schools with Deficits in Excess of 3%

School	Percent	Notes
Hartford University School	5.02%	Deficit is due to overspending.

Amount of FY22 Budget Surplus by School to Carryover to FY23

School	FY22 Surplus	School	FY22 Surplus
Alcott Elementary	\$3,165	Fratney Street Elementary	\$951
Audubon Tech & Communication HS	\$101	French Immersion	\$1,710
Audubon Tech and Communication Ctr	\$5,000	Gaenslen	\$5,000
Auer Avenue School	\$5,000	Goodrich Elementary	\$5,000
Barbee Montessori	\$5,000	Greenfield	\$5,000
Clara Barton School	\$272	Groppi High School	\$5,000
Bay View High School	\$5,000	George Washington Carver Academy	\$5,000
Mary McLeod Bethune Academy	\$5,000	Alexander Hamilton High School	\$4,977
Bradley Tech and Trade High School	\$5,000	Hampton Elementary	\$5,000
Brown Street Elementary	\$5,000	Hayes Bilingual Elem	\$4,721
Browning Elementary	\$5,000	Samuel Clemens School	\$5,000
Bruce Elementary	\$5,000	Holmes	\$5,000
Bryant Elementary	\$3,125	Humboldt Park	\$5,000
A.E. Burdick School	\$3,270	Eighty-first Street	\$5,000
Dr. Benjamin Carson Academy of Science	\$5,000	Elm Creative Arts	\$5,000
Cass Street	\$5,000	Kagel Elementary	\$165
Clarke Street School	\$5,000	Keefe Avenue School	\$5,000
Congress Elementary	\$5,000	Kilbourn Elementary	\$5,000
Craig Montessori	\$2,199	King Elementary	\$908
Curtin Elementary	\$5,000	King International School	\$5,000
Andrew S. Douglas	\$5,000	King International Middle Years	\$5,000
MACL	\$3,811	Robert M. LaFollette School	\$5,000
Emerson Elementary	\$5,000	Grantosa Drive Elementary	\$5,000
Engleburg Elementary	\$5,000	Milwaukee School of Languages	\$5,000
Fairview Elementary	\$5,000	Lincoln Center of the Arts	\$3,490
Fifty-third Street	\$5,000	Longfellow Elementary	\$5,000
Franklin	\$5,000	Lowell Elementary	\$5,000

School	FY22 Surplus	School	FY22 Surplus
Hawley Environmental School	\$5,000	Roosevelt Creative Arts Middle School	\$5,000
James Madison Academic Campus	\$5,000	Siefert Elementary	\$1,620
Hopkins Lloyd Community School	\$5,000	Sherman Multicultural Art School	\$5,000
Manitoba	\$140	South Accelerated	\$5,000
Maple Tree Elementary	\$5,000	South Division High School	\$5,000
Marshall High School	\$5,000	Starms Early Childhood Center	\$2,958
Marvin Pratt	\$5,000	Stuart Elementary	\$5,000
Maryland Avenue	\$1,346	Thoreau Elementary	\$5,000
Edward A. MacDowell Montessori School	\$5,000	Thurston Woods Campus	\$5,000
Lancaster Elementary	\$5,000	Townsend Street School	\$5,000
Ralph H. Metcalfe School	\$1,541	Transition	\$5,000
Mil. County Youth	\$5,000	Trowbridge School of Great Lakes Studies	\$5,000
Milw German Immersion	\$1,140	Victory K-8/Milw. Italian Imm. School	\$5,000
Mitchell Elementary	\$5,000	Vieau School (Escuela Vieau)	\$87
Morgandale Elementary	\$5,000	Vincent Accelerated	\$5,000
Neeskara	\$5,000	Vincent High	\$5,000
Ninety-fifth Street	\$4,334	WCLL	\$5,000
North Division High School	\$5,000	Westside Academy School	\$5,000
Obama SCTE	\$5,000	Walt Whitman School	\$5,000
Parkside School	\$3,021	Clement J. Zablocki School	\$5,000
Parkview Elementary	\$5,000	<i>Instrumentality Charters</i>	
Project Stay	\$5,000	ALBA	\$359,091
Pulaski High School	\$5,000	Alliance High School	\$40,734
Reagan Preparatory High School	\$5,000	Green Tree Preparatory Academy	\$590,180
Riley Elementary	\$4,919	Honey Creek Elementary	\$186,838
Riverside University High School	\$5,000	I.D.E.A.L. School	\$123,143
RiverTrail	\$1,014	Whittier Elementary	\$21,362
Riverwest Elementary	\$2,274	Total Surplus	\$1,763,607
Rogers Street Academy	\$5,000		

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Compatibility Statement

Administrative Policy 3.05, Fund Carryover

Fiscal Impact Statement

The total deficit among schools is \$279,610. Approval of the deficit carryover will result in each school paying back its deficit within three years. Approximately \$93,203 will be paid back in the first year.

\$1,763,607 will be carried over as surpluses to be used by the respective schools. Surpluses are available to the school to use during the following year.

Implementation and Assessment Plan

Upon the Board’s approval the adjustments will be made to school budgets.

Committee’s Recommendation

Your Committee recommends the FY22 school deficit and surplus amounts be carried over to FY23 as noted and that schools with deficits from FY22 pay back the amounts within three years.

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

* * * * *

(Item 5) Action on Monthly Finance Matters: Authorization to Make Purchases; Report on Change Orders in Excess of \$25,000; Acceptance of the Report on Revenues and Expenses; Monthly Expenditure Control Report; Report on Budget Transfers; Report on Contracts under \$50,000 and Cumulative Total Report; and Acceptance of Donations

Purchases

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

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

This blanket is being requested to allow for a potential large purchase for families through the federal Emergency Connectivity Fund (ECF).

The contractor was chosen pursuant to RFP 5788. The original contract provided for two one-year options to extend if certain performance metrics were met. The contract was previously extended for the first option year, with a term of December 1, 2021, through November 30, 2022. CDW Government, LLC, has met the performance metrics codified in the contract; therefore, MPS is exercising the second, and final, option year for the contract.

This contract extension will run from December 1, 2022, through November 30, 2023. The total cost of the contract in this extension year will not exceed \$8,500,000.

Budget Code: Varies by location ordering goods..... \$8,500,000

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

Report on change orders in excess of \$25,000

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

C029697 Chenhall Nissen, S.C.

Original Contract Amount	\$49,999.00
RCC 7/15/2021.....	\$24,999.00
First Extension, Year 2	\$49,999.00
RCC 5/5/2022	\$150,000.00
RCC 5/11/2022.....	\$40,000.00
RCC 7/15/2022.....	<u>\$162,000.00</u>
Ending amount	<u>\$476,997.00</u>

On September 20, 2020, the Milwaukee Board of School Directors and Chenhalls Nissen, S.C. entered into professional services contract number C029697 for counsel and legal advice concerning the Labor Condition Application (LCA) with the U.S. Department of Labor and to assist with Immigration questions for international candidates. The original contract had a term of September 1, 2020, through August 31, 2021. The contract has subsequently been extended for an additional year, through August 31, 2022.

On May 5, 2022, additional funds of \$150,000 were added due to increased recruitment efforts with international candidates and to ensure that there was not a disruption of services. Increased recruitment efforts now require additional funds of \$202,000 to be added to ensure continuity of services.

P968654 Fastenal Company

Original Contract Amount	\$1,000,000.00
RCC 8/11/2022.....	<u>\$1,274,278.08</u>
Ending amount	<u>\$2,274,278.08</u>

On January 27, 2022, the Milwaukee Board of School Directors approved a blanket purchase order of \$1,000,000 to Fastenal Company for facemasks. On August 11, 2022, additional funds of \$1,274,278.08 were added to cover the need for school opening.

C029938 Parallel Employment Group

Original Contract Amount	\$49,999.00
RCC 10/29/21	\$60,000.00
RCC 12/20/21	\$100,000.00
RCC 5/27/2022.....	\$100,000.00
RCC 8/2/2022	<u>\$200,000.00</u>
Ending amount	<u>\$509,999.00</u>

On April 21, 2021, the Milwaukee Board of School Directors and Parallel Employment Group, Inc., entered into professional services contract number C029938 to provide staffing services for teachers across the district. The contract had a term of May 1, 2021, through April 30, 2022. On October 29, 2021, additional funds of \$60,000 were added to the contract to cover additional substitute teachers. On December 20, 2021, additional funds of \$100,000 were added to cover the additional need for teachers and to add paraprofessionals to the contract, and the contract was extended through December 31, 2022. On May 27, 2022, additional funds of \$100,000 were added to the contract, as paraprofessionals were added to support para vacancies as well as substitute teacher shortages across the district. On August 2, 2022, additional funds of \$200,000 were added, as additional external support is needed to cover classrooms in our schools.

C029918 Drive USA, Inc., dba Arcade Driver’s School

Original Contract Amount	\$566,940
RCC 7/23/2021.....	\$90,000
RCC 10/1/2021.....	\$53,964
RCC 10/1/2021.....	\$45,000
RCC 8/11/2022.....	<u>\$32,800</u>
Ending amount	<u>\$788,704</u>

On June 1, 2021, the Milwaukee Board of School Directors and Drive USA, Inc., dba Arcade Driver’s School, entered into professional services contract number C029918 for classroom and behind-the-wheel driver education. The contract had a term of September 1, 2021, through August 31, 2022. In July 2021, additional funds of \$90,000 were approved by the Board through a budget amendment. On October 1, 2021, additional funds were added to offset the elimination of City of Milwaukee’s funding for this program. Educator’s Credit Union provided additional financial support of \$20,000, and AAA provided \$25,000 financial support. On August 11, 2022, the Department decided to increase enrollment in the online portion of the program and added funds to supplement this decision.

Routine Monthly Reports

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

Donations

Location	Donor	Amount	Gift or Purpose
Monetary Donations			
Congress School	Saint A	\$500.00	Kick-off
Fratney Street School	Stili & Theodore Klikizos	\$50.00	Recruitment and Retention
Office of Human Resources	Educators Credit Union	\$250.00	Donation
Roosevelt Middle School	Ski Team Productions LLC	\$500.00	Teachers
Siefert School	Great Lakes Donation	\$1,000.00	General School Supplies
Strategic Partnerships and Customer Service	Justin Monk	\$50.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Carole Grandaw	\$50.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	MSA Professional Services	\$45.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Nancy Tawney	\$100.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Debra Conlin	\$50.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Tim Burns	\$100.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Mary Yen	\$50.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Donald MeneFee, Jr.	\$50.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Susan Foley	\$75.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Charities Aid Foundation America	\$150.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Colleen McManus	\$50.00	MPS School Supply Drive
Washington High School	Peter and Cynthia Jarvis	\$100.00	Ron Glasser Memorial Fund
Washington High School	Mark and Shawn Geinopolos	\$100.00	Ron Glasser Memorial Fund
Washington High School	Robert and Laura Anderson	\$100.00	Ron Glasser Memorial Fund
Washington High School	Phyllis Stuart-Jacobson	\$100.00	Ron Glasser Memorial Fund
Washington High School	Beverly A. Archibald	\$100.00	Ron Glasser Memorial Fund
Washington High School	Mary Kachoyeanos	\$50.00	Ron Glasser Memorial Fund
Washington High School	Veronica and Jeffrey Stuck	\$50.00	Ron Glasser Memorial Fund
Washington High School	Ronald and Georgia Glaser	\$50.00	Ron Glasser Memorial Fund
Washington High School	Katherine Mack	\$50.00	Ron Glasser Memorial Fund
Washington High School	Peter and Karen Gabler	\$50.00	Ron Glasser Memorial Fund
Washington High School	Mary and Mark Scholz	\$50.00	Ron Glasser Memorial Fund
Washington High School	Daniel McKinney	\$25.00	Ron Glasser Memorial Fund
Washington High School	Barbara and Rory Palubiski	\$25.00	Ron Glasser Memorial Fund
Washington High School	Mark Pawlnk	\$25.00	Ron Glasser Memorial Fund

Location	Donor	Amount	Gift or Purpose
Washington High School	Anonymous	\$100.00	Ron Glasser Memorial Fund
Washington High School	Gregory Alevizos	\$500.00	Ron Glasser Memorial Fund
Washington High School	Judy and Lane Branson	\$25.00	Ron Glasser Memorial Fund
Washington High School	Joseph and Leila Hanson	\$100.00	Ron Glasser Memorial Fund
Washington High School	Barbara A Stein Living Trust	\$50.00	Ron Glasser Memorial Fund
Washington High School	Mark and Ann McKinstry	\$100.00	Ron Glasser Memorial Fund
Washington High School	Thomas and Erica Allenburg	\$250.00	Ron Glasser Memorial Fund
Washington High School	Jean A. Ives	\$50.00	Ron Glasser Memorial Fund
Washington High School	John and Jane M. Glaser Revocable Trust	\$100.00	Ron Glasser Memorial Fund
Washington High School	Suzanne K. Frost	\$25.00	Ron Glasser Memorial Fund
Washington High School	Anonymous	\$60.00	Ron Glasser Memorial Fund
<i>Total Monetary Donations</i>		<i>\$5,305.00</i>	
Non-monetary Donations			
Academy of Accelerated Learning	DonorsChoose	\$217.06	Second Grade, Here We Come!
Albert E. Kagel School	DonorsChoose	\$742.65	Manipulatives
Allen-Field School	DonorsChoose	\$503.90	5th-grade Completion Giftbags
Allen-Field School	DonorsChoose	\$808.28	Therapeutic Garden
Cass Street School	DonorsChoose	\$480.55	A New Start to a New Year
Cass Street School	DonorsChoose	\$511.85	New Backpacks
Doerfler School	DonorsChoose	\$470.81	"Write On!"
Doerfler School	DonorsChoose	\$659.17	Math Manipulatives
Dr.B.Carson Academy Of Science	DonorsChoose	\$143.60	Bingo Fun!
Engleburg School	DonorsChoose	\$179.73	Learn with Others through Games
Forest Home Avenue School	DonorsChoose	\$367.54	General Classroom Supplies
Forest Home Avenue School	DonorsChoose	\$453.83	We Can Count Together!
Goodrich School	DonorsChoose	\$333.00	More Digital Resources!
Hartford University School	DonorsChoose	\$817.81	Makerspace
Hayes Bilingual School	DonorsChoose	\$637.98	3D Inventors
Marshall High School	DonorsChoose	\$719.64	Obstacles in Our Science Room
Mitchell School	DonorsChoose	\$1,108.01	General Classroom Supplies
Rogers Street Academy	DonorsChoose	\$533.42	Exposure & Growth
Strategic Partnerships and Customer Service	National Business Furniture, Step Mooney	\$5,000.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Diana Ehlers	\$540.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Stephanie Strupp	\$219.61	MPS School Supply Drive
Strategic Partnerships and Customer Service	Mari Grobschmidt	\$100.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	VJS Construction Services, Morgan Leverence	\$400.00	MPS School Supply Drive

Location	Donor	Amount	Gift or Purpose
Strategic Partnerships and Customer Service	Sunshine Club, Renee Aranda	\$300.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Crabel Capital Management, MeghanSteinmeyer	\$750.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Zilber Ltd., Jenna Michels	\$800.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Tigera Entertainment, Alex Radish	\$600.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	Specialty Compnents, Angie Unrath	\$545.00	MPS School Supply Drive
Strategic Partnerships and Customer Service	P.Y.O.N. Media, Antonio Stewart	\$350.00	MPS School Supply Drive
Trowbridge School	DonorsChoose	\$151.79	Magna-Tiles Away
Walt Whitman School	DonorsChoose	\$233.00	I Wonderlab!
		<i>Total Non-monetary Donations</i>	\$19,678.21
Total Value of Donations			\$24,983.21

Committee’s Recommendation

Your Committee recommends that the Board

1. authorize the purchases; and
2. accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board.

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

* * * * *

(Item 6) Action on the Award of Exception-to-bid Requests

_____ Authorization to Enter into a Contract with Reading & Math, Inc., d/b/a Wisconsin Reading Corps, for Tutoring Services

The Administration is requesting authorization to enter into a contract with Reading & Math, Inc., d/b/a Wisconsin Reading Corps, for tutoring services. Wisconsin Reading Corps focuses on boosting literacy success to grade-level achievement through tutor training; coaching; assessment; interventions which focus on building the five key skills of phonics, phonemic awareness, fluency, vocabulary, and comprehension.

The 16 schools that will receive tutoring services are Forest Home Avenue School, Lincoln Avenue School, H.W. Longfellow School, Wisconsin Conservatory of Lifelong Learning (WCLL), Walt Whitman School, Auer Avenue School, Luther Burbank School, Cass Street School, Doerfler School, Hopkins Lloyd Community School, Dr. Martin Luther King, Jr. School, Milwaukee Parkside School for the Arts, O.W. Holmes School, Parkview School, Escuela Vieau, and La Escuela Fratney.

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

The contract will run from November 1, 2022, through June 18, 2023, and will not exceed \$210,000.00

Budget Code: DTI-0-S-8F3-CI-ECTS..... \$210,000.00

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

_____ Authorization to Issue a Purchase Order to Tools for Schools, Inc., for Book Creator Premium Licenses

Tools for Schools, Inc., will provide the 24-month subscription for Book Creator 1000 premium license, as well as professional development support, for 5,000 teachers. Book Creator supports the District’s effort to

promote Ambitious Instruction in the areas of reading and writing by giving students a platform for their voice and allowing them to become creative authors of their own digital books. With more than 50,000,000 eBooks having been created, Book Creator is the interactive digital notebook for the 21st century and is transforming teaching and learning around the world.

The exception to bid has been approved on the basis of the product being one of a kind: the goods have no available competitive product alternatives (Administrative Policy 3.09(7)(E)(1)(b)(i)).

The subscription will run from November 1, 2022, through October 31, 2024, and will not exceed \$171,000.00.

Budget Code: DTI-0-S-8G3-CI-ETRS \$171,000.00

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

Authorization to Contract with Wisconsin Center District for Graduation Ceremonies

The Administration is requesting authorization to enter into a contract with Wisconsin Center District for in-person graduation ceremonies for 16 MPS high schools, which will be split between two weeks. Contractor will be used to deliver services including setting up, cleaning, staffing, video, and sound for all ceremonies.

The Panther Arena will host our MPS graduations for our 16 largest high schools, with live streaming available through the MPS YouTube channel. The Panther Arena also offers guests the ability to physically distance.

The contract will run from May 24, 2023, through May 25, 2023. The total cost of the contract will not exceed \$76,058.85, as a credit of \$6,780.02 from 2022 is being applied to the full amount of \$82,838.87.

The request for exception to bid has been granted on the basis of MPS standard: the services provided by this vendor comply with an established MPS standard (Administrative Policy 3.09(7)(e)(1)(b)(vi)).

Budget Code: OGA-0-0-ADS-LS-ECTS (Leadership Services — Contracted Services) \$76,058.85

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

Authorization to Contract with Wisconsin Center District for Graduation Ceremonies

The Administration is requesting authorization to enter into a contract with Wisconsin Center District for in person graduation ceremonies for 16 MPS high schools, which will be split between two weeks. Contractor will be used to deliver services including setting up, cleaning, staffing, video, and sound for all ceremonies.

The Panther Arena will host our MPS graduations for our 16 largest high schools, with live streaming available through the MPS YouTube channel. The Panther Arena also offers guests the ability to physically distance.

The contract will run from May 30, 2023, through May 31, 2023. The total cost of the contract will not exceed \$76,058.85.

The request for exception to bid has been granted on the basis of MPS standard: the services provided by this vendor comply with an established MPS standard (Administrative Policy 3.09(7)(e)(1)(b)(vi)).

Budget Code: OGA-0-0-ADS-LS-ECTS (Leadership Services — Contracted Services) \$76,058.85

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

Authorization to Contract with United Negro College Fund, Inc., for the Empower Me Tour (EMT)©

The Administration is requesting authorization to enter into a contract with The United Negro College Fund, Inc., (UNCF) for the Empower Me Tour (EMT)©, which is a free, in-person college fair with educational sessions and motivational speakers for MPS seniors. The UNCF EMT is a national series established to inspire and motivate high-school students, college students, and recent college graduates toward academic excellence, career success, and personal responsibility. The UNCF is the only organization that is able to provide MPS students the opportunity to meet with its 37 (37) Historically Black Colleges and Universities (HBCUs) that belong to the UNCF network of member institutions, along with local colleges, institutions, and universities at the Wisconsin Center. The Empower Me Tour usually makes four stops per year in selected cities, but this year UNCF has selected Milwaukee Public Schools as its only EMT stop in the United States, based on the overwhelming response from MPS students and families in 2018 and 2019.

Hosted in Milwaukee, Wisconsin, in partnership with Milwaukee Public Schools, this year's EMT provides the opportunity for high-school seniors to gain acceptance into undergraduate schools, to earn scholarship funds, and to secure jobs and internships on location. Participants and parents/family attend a series of presentations, panels, and interactive workshops offered through two distinct tracks — a college-readiness program and a career-readiness program — to help them get successfully to and through college and to obtain meaningful employment thereafter.

On November 10, 2022, MPS parents will participate in an interactive session discussing ways to pay for college, understanding the admissions process, and seeing their students to and through college. On November 11, 2022, MPS high-school seniors will have the opportunity to experience the tour firsthand at the Wisconsin Center.

MPS students attending the UNCF Empower Me Tour also have a chance to qualify for the EMT Merit Scholarship. Students will submit their applications on site, and winners will be announced during the day of the tour.

The exception to bid has been approved on the basis of one-of-a-kind services (Administrative Policy 3.09(7)(E)(1)(b)(i)).

The contract will run from November 9, 2022, through January 31, 2023. The total cost of the contract will not exceed \$200,000.00.

Budget Code: FLD-H-S-9Y3-EO-ECTS \$200,000.00

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

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Compatibility Statement

Administrative Policy 3.09, Purchasing and Bidding Requirements

Fiscal Impact Statement

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

- Reading & Math, Inc., d/b/a Wisconsin Reading Corps, for tutoring services;
DTI-0-S-8F3-CI-ECTS \$210,000.00
- Tools for Schools, Inc., for Book Creator premium licenses;
DTI-0-S-8G3-CI-ETRS \$171,000.00
- Wisconsin Center District, for graduation ceremonies;
OGA-0-0-ADS-LS-ECTS \$76,058.85
- Wisconsin Center District, for graduation ceremonies;
OGA-0-0-ADS-LS-ECTS \$76,058.85
- United Negro College Fund, Inc., for Empower Me Tour;
FLD-H-S-9Y3-EO-ECTS..... \$200,000.00

Total..... \$733,117.70

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 is reporting this item to the Board without recommendation.

Director Siemsen moved to authorize the exception-to-bid requests as set forth in the attachments to the minutes of the meeting of the Committee on Accountability, Finance, and Personnel.

The motion passed, the vote being as follows:

Ayes — Directors Carr, Gokalgandhi, Herndon, Leonard, Siemsen, and President Peterson — 6.
Noes — None.

* * * * *

(Item 7) Action on the Award of Professional Services Contracts

RFB 5783 Authorization to Extend a Policy with UnitedHealthcare Services, Inc., for Stop-loss Insurance

The Administration is requesting authorization to extend a policy with UnitedHealthcare Services, Inc., for stop-loss insurance. This contractor will be used to reimburse the District for any medical and prescription claims in excess of \$1,000,000 incurred for the period January 1, 2022, through December 31, 2022, that could otherwise be paid from the period January 1, 2023, through December 31, 2023.

Contractor was chosen pursuant to RFB 5783. On December 19, 2019, the Board approved the contract with UnitedHealthcare Services for an initial one-year term to run from January 1, 2020, through December 31, 2020. The RFB included four one-year extensions, at the same terms, upon written mutual agreement of the parties. The Administration is seeking authorization for the third extension, to run from January 1, 2023, through December 31, 2023.

The total cost of the policy in the second extension will not exceed \$1,672,501.00

Budget Code: DWC-0-0-EMB-DW-EMDI (Medical Insurance — District Wide) \$1,672,501.00

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
198,126	145,226	77,467	No	0	0	NA	NA	300	10

RFP 1071 Authorization to Enter into a Contract with Brainfuse, Inc., for Tutoring Services

The Administration is requesting authorization to enter into a contract with Brainfuse, Inc., to provide virtual tutoring services in reading and mathematics for grades K through 12. Contractor was chosen pursuant to RFP 1071, which closed on April 1, 2022. The contract will run from November 1, 2022m through June 30, 2023, (the “Initial Term”) with two additional one-year options to extend if certain performance metrics incorporated into the contracts are met.

The contract in the initial term will not exceed \$200,000.00.

Budget Code: DTI-A-S-9Y3-EO-ECTS (College and Career Readiness/572–Contract Services)..... \$200,000.00

Prime Employee Info*			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
0	0	0	No	10%	10%	\$20,000	NA	300	10

**as provided by the Administration*

RFB 5810 Authorization to Contract with First Student, Inc., and Lakeside Buses of Wisconsin, Inc., for Busing Services for Recreational After-school Activities

The Administration is requesting authorization to enter into contracts with First Student, Inc., and Lakeside Buses of Wisconsin, Inc., to provide transportation services for busing services for recreational after-school activities. These contractors were all chosen pursuant to RFB 5810, which closed on September 2, 2022. The contracts will run for a two-year term, from November 01, 2022, through September 30, 2024.

The Administration is seeking authorization of an amount not to exceed \$4,762,000 to be distributed across the contractors over the two-year term, with the total amount not to exceed \$2,381,000.00 per year as follows:

	Two-year Total
First Student, Inc.	\$3,600,000
Lakeside Buses of Wisconsin, Inc.	\$1,162,000

Budget Code: CTP-0-A-9W3-RC-EPPT (Pupil Transportation — ESSER III)..... \$4,762,000.00

First Student, Inc.

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
48,000	21,000	27,000	No	5%	5%	TBD	NA	600	30

Lakeside Buses of Wisconsin, Inc.

Prime Employee Info			HUB Participation				COIN	Student Engagement (Required Hours)	
Total #	Minorities	Women	Certified	Req.	Submitted	Value	Req.	Paid Student Employment	Educational Experience
191	172	143	No	5%	5%	TBD	NA	400	30

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.09, Purchasing and Bidding Requirements

Fiscal Impact Statement

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

- United HealthCare Services, Inc., for stop-loss insurance;
DWC-0-0-EMB-DW-EMDI..... \$1,672,501.00
 - Brainfuse, Inc., for virtual tutoring services;
DTI-A-S-9Y3-EO-ECTS \$200,000.00
 - First Student, Inc., and Lakeside Buses of Wisconsin, Inc., for busing services for recreational after-school activities;
CTP-0-A-9W3-RC-EPPT..... \$4,762,000.00
- Total..... \$6,634,501.00

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

Implementation and Assessment Plan

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

Committee’s Recommendation

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

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

* * * * *

(Item 8) Action on Request to Waive Administrative Policy 3.09(9)(e) and to Enter into a Contract with Hays Companies, Inc., for Employee-benefits Broker/Consultant Services to the Office of Human Resources

Background

The Administration is requesting authorization to enter into a contract with Hays Companies, Inc., (“Hays”) for employee-benefits broker/consultant services to the Office of Human Resources on an as-needed basis. Hays will provide strategic planning and design for health and benefits plans, assist with compliance issues related to employee benefits, serve as MPS’s broker for health and benefit plans, and work to communicate and educate MPS employees on benefit plans. Hays was chosen pursuant to RFP 1087, which closed on August 16, 2022.

The Administration is requesting authorization to waive the three-year term limit of Administrative Policy 3.09(9)(e) and to issue a contract with Hays Companies, Inc., for a three-year term, from January 1, 2023, through December 31, 2025, with two additional one-year options to extend if certain performance metrics incorporated into the contract are met.

The total cost of the contract in the Initial Term will not exceed \$450,000.

Budget Code: OBA-0-0-EMB-DW-ECTS (Contracted Services) , \$450,000.00

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.09, Purchasing and Bidding Requirements

Implementation and Assessment Plan

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

Committee’s Recommendation

Your Committee recommends that the Board waive Administrative Policy 3.09(9)(e) and issue the contract as set forth in the attachments to the minutes of your Committee’s meeting.

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

* * * * *

(Item 9) Action on Monthly Facilities Matters: FMS Award of Professional Services, Contract Modification, and Material Purchases Recommendation

Professional Services Contracts

— Contract with Direct Energy Business Marketing, LLC, d/b/a Direct Energy Business, to provide Natural Gas Marketing & Supply Services for the District (Cooperative Agreement 2018-017)

The Administration is requesting authorization to enter into a contract with Direct Energy Business Marketing, LLC, d/b/a Direct Energy Business, to provide natural gas marketing & supply services for the District. These services allow the District to purchase natural gas for future delivery, which helps the District budget for natural gas, ensures adequate supply, and is consistent with best practice in mitigating risk in purchasing energy.

The Administration is requesting authorization to waive the three-year term limits of Administrative Policy 3.09(9)(e) and to enter into a contract with Direct Energy Business for natural gas procurement and supply services for five years. The term of the contract will allow for delivery of purchased natural gas from April 1, 2024, through March 31, 2029. In order to ensure that natural gas price locks can be executed for April 1, 2024, through March 31, 2029, the District will purchase natural gas on the futures market through Direct Energy Business, starting on October 28, 2022.

The contractor submitted a proposal on September 7, 2022, to TFS Energy Solutions, LLC, d/b/a/Tradition Energy, which had solicited proposals on behalf of MPS through a piggyback to the cooperative contract through U.S. Communities for Energy Consulting and Management Services Agreement No. 2018-017 available through Omnia Partners Public Sector.

Transportation cost per dekatherm (Dth), not to exceed	\$1.15
Estimated Expenditure Authority Requested per contract year, starting April 1, 2024.....	\$9,000,000.00
Amount per contract year for natural gas use from April 1, 2024, through March 31, 2029, not to exceed.....	\$9,000,000.00

Total transportation, daily balancing, and basis cost is NYMEX+Not to Exceed \$1.15/dekatherm (Dth). The contract volume per year is 875,659 dekatherms for the years from April 1, 2024, through March 31, 2029, and is estimated to not exceed \$9,000,000.00 per year, based on historical usage and consideration of worst-case scenarios. MPS will be responsible for payment of actual volumes, which may be higher or lower, based on actual use by MPS and will be purchased or sold at prevailing market rates.

Budget Code: BLD-00-UTL-XX-EGAS GAS

Contract Modification

— Authorization to Increase a Contract with The Sigma Group, Inc., for Asbestos Inspection, Abatement, and Environmental Supervision Services

The Administration is requesting approval to increase the expenditure authority with The Sigma Group, Inc., by an additional \$200,000.00 for the first year and for each of the potential two additional one-year extensions. The total expenditure authority for the contract period shall not exceed \$250,000.00.

The vendor was chosen pursuant to RFP #22-009, with the year-one contract term of July 1, 2022, through June 30, 2023, with the option for two additional one-year extensions.

Budget Code: Various

Material Purchases

New Tractors

Building Operations

Prime Contractor

Mid-State Equipment
3660 Scenic Road
Jackson, WI 53037

Low Bidder, Base Bid of \$66,959.67

Funds are available for the New Tractors project in account code STS 00 GWN DW ENCQ (Project No. 8138).

Audio Visual

Various MPS Sites

Prime Contractor

AVI Systems, Inc.
5201 Femrite Dr.
Madison, WI 53718

Blanket Contract Amount \$3,000,000.00

Authorization to enter into a blanket contract for the purchase of audio and video equipment for installation at MPS Schools. Purchases will be made under the State Contract 505ENT-M18-AUDIOVIDEO-01 and shall be in accordance with the unit pricing on quote dated September, 19, 2022.

Budget Code: Various

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.09, Purchasing and Bidding Requirements

Fiscal Impact Statement

This item authorizes expenditures for:

- Total Professional Services Contracts Requested per contract year \$9,000,000.00
- Total Modification Contract Requested for contract period, not to exceed \$250,000.00
- Total Material Purchases Requested \$3,066,959.67

Implementation and Assessment Plan

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

Committee's Recommendation

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

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

* * * * *

(Item 10) Report with Possible Action on Strategies Used to Maximize the Fiscal Year 2022-23 State Aid

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

One of the board-approved budget parameters each year is to maximize the use of the revenue limit, which comprises state aid and property taxes. The MPS budget allocates the full extent of the revenue limit.

There are three district factors that are used in the calculation of State General Aid, which is also called Equalization Aid: equalized property value, membership, and spending (shared cost) from the prior year. Shared cost can be defined as expenditures for which the District has no other revenues except for local property tax and Equalization Aid. When the District increases spending in these two categories, it helps maximize the amount of State Equalization Aid that the District will receive the next year.

Administrative Policy 3.11 gives the Office of Finance authorization to oversee investment decisions. The District has board-approved investment policies that include Other Post-Employment Benefits (OPEB) and the Long-term Capital Improvement Trust Fund. The District invested in both OPEB and the Long-term Capital Improvement Trust Fund in Fiscal Year 2022. That investment counts toward shared costs, which help maximize State Equalization Aid in Fiscal Year 2023.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Compatibility Statement

Administrative Policy 3.11, Investment Policy

Fiscal Impact Statement

This item reports on expenditures made in the amount of \$15,000,000 to Other Post-Employment Benefits (OPEB) and \$30,000,000 to the Long-term Capital Improvement Trust Fund to increase our eligibility for State General Aid in fiscal year 2022-23 through our fiscal year 2021-22 shared-cost expenditures.

* * * * *

REPORT OF THE COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT

The Board Clerk presented the following report for the Committee on Parent and Community Engagement:

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Report with Possible Action on Family and Community Engagement

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

Background

Milwaukee Public Schools provides tools to support family engagement that helps to foster healthy school, family, and student relationships to promote students' success. Parent coordinators play a critical role in providing families with the knowledge that they need to make informed educational decisions and to effectively engage with their children's schools. MPS's family-engagement efforts focus on providing training and support to staff to create a school culture that honors and respects that families provide the foundation for the learning process. The Family and Community Engagement team has developed an integrated approach to support these efforts across the district and to ensure that events and activities align with the family-engagement framework. In addition, our community partners are vital in helping to enhance the learning environment for our students and schools.

Family & Community Engagement Report**Family & Community Engagement**

The Family Engagement Framework aligns with the District's Five Priorities for Success to provide clear direction on our key areas of focus. The framework helps to foster healthy school, family, and student relationships to promote students' success. All schools are working to meet the six standards of the MPS Family & Community Engagement Framework.

Schools

Schools are welcoming and culturally-relevant environments.

Families

Families have avenues to serve as leaders.

Tools

Families have the tools and knowledge needed to be active in their children's education.

Connect

Families have opportunities to build peer networks.

Network

Schools have the tools and knowledge needed to build relationships with families and the community.

Community

Schools are connected to the community.

Reflection of 2021-22

- Retention of parent coordinators
- Professional development and coaching
- Family-engagement events

Family-engagement Approach

- Parent coordinators' Community of Practice
- Resilient Kidz training
- Whole-school approach to family engagement
- Sustained partnerships with families

Community Highlights

- District backpack giveaway
- Marcus Center's Student Matinee Series

- Green Bay Packers' empowerment event
- James Place volunteers
- Generac and GE HealthCare

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

Fiscal Impact Statement

N/A

Implementation and Assessment Plan

N/A

* * * * *

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

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

Background

In September 2020, the Board directed the Administration to report progress and updates on discipline disproportionality on a monthly basis. This work is aligned with the Five Priorities for Success with the vision of creating a positive school climate for all students. Schools use proactive strategies to support students and to engage with alternatives to suspension when appropriate. Administration uses this data to strategize the best use of the resources at hand, servicing all schools with Tier 1 supports and focusing on those demonstrating a need for additional supports.

Monthly Discipline Disproportionality Report, September 2022

The following report is an update of activities to support a proactive approach to realizing accelerated outcomes in reducing disproportionality within Milwaukee Public Schools for the 2022-23 school year. The monthly reporting associated with disproportionality for the 2022-23 school year will focus on the following proactive approaches:

- providing proactive supports and interventions
- strengthening collaboration among students, staffs, and community
- reconceptualizing the role of school leaders within discipline
- developing staff integration of *Courageous Conversations about Race*.

Providing Proactive Supports & Interventions

All Discipline Champions received guidance and best practices in supporting the start of the year and in addressing disciplinary disproportionality. Discipline Champions received the Culture, Climate & Alternatives to Suspension Toolkit; the Directory of Support; and the Discipline Disproportionality Team Processes Guide, as well as some opening-week community-building activities to use with students.

Online self-paced modules are available to staff members and have been shared with Discipline Champions. Topics include six modules on aspects of disciplinary disproportionality, four modules on creating classroom culture through an antiracist lens, and four modules on Culturally-responsive problem solving for teams. All modules include best practices, application examples, and checks for understanding.

A meeting with school leaders and the Discipline Response Team was held at the 12 identified schools of support. School leaders received an overview of supports available and are completing a school climate and discipline diagnostic reflection with their school teams and creating an action plan within their School Improvement Plans. The Discipline Response Team will meet with school teams individually to discuss supporting their school-specific action plans.

The district Restorative Practices team met with schools who have a restorative practice coach to review their progress on school-wide implementation. These schools have district coaches three days a week. These school teams are completing a needs assessment and identifying priorities for the year.

The district Positive Behavior Interventions and Support (PBIS) team provided professional development to the Building Intervention Team (BIT) and PBIS Tier 1 teams on facilitating effective team meetings. The PBIS team collaborated with the Specialized Services Program Support Teachers (PST) and Violence Prevention Program (VPP) to redesign the all-day de-escalation professional development into “Navigating the Escalation Cycle,” with updated best practices and strategies to support student behaviors before they can escalate in the classroom.

The Violence Prevention Program (VPP) has expanded the School Community Partnership for Mental Health to have mental health support in 38 schools, which now includes the International Newcomer Center housed in Milwaukee Academy of Chinese Language (MACL).

The use of specific strategies for classroom-managed behaviors is documented within Infinite Campus. Total documented strategies for September 2022 across all early start schools are included in the table below.

Strategy	Total	Strategy	Total	Strategy	Total
One on one conversation	6,472	Tangible Acknowledgement		Go Guardian	63
Parent Contact	3,893	System	227	Independent work	55
Redirection	3,540	Recovery area (within		Referral to BIT	55
Support staff consultation	1,488	room)	226	Self-monitoring	36
Proximity Control	903	Brain Breaks	114	Praise 5:1	36
Planned ignoring	537	Engagement opportunities	110	Restorative Circle	19
Move their seat	530	Behavior Contract	81	Community Service	14
Restorative conversation	300	Reflection sheet	80	Secret Signal	13
Buddy Classroom	297	Mindfulness	80	VABB	5
Collect Property	245	Rewind/Broken Record	78		

All schools have Building Intervention Teams (BITs) whose members ensure that students in need of additional support are offered Tier 2 and Tier 3 interventions within the PBIS framework. Below are the numbers of Tier 2 and Tier 3 interventions provided year to date for the 2022-23 school year.

Tier 2/Tier 3 Intervention	Students
Check-in/Check-out (CICO)	397
Individualized CICO	81
Social Academic Instructional Group (SAIG)	109
Behavior Assessment/Intervention Plan (BAIP)	13
FBA/BIP	50
Educational Wraparound and RENEW	17

Strengthening Collaboration among Students, Staffs, and Community

Student Discipline Committees have been formed at all traditional middle and high schools, with at least one meeting held in September 2022. The September 2022 focus was team building as a student committee, outlining their work for the year and exploring topics they would like to discuss this year. The most common topics discussed were school policies and community building across the school.

Gender and Identity Inclusion continued to partner with Girls on the Run, Pearls for Girls, and Welcoming Schools to provide programming and support in schools. The Girls of Color’s pilot program began weekly programming in identified schools. Three Gender Sexuality Alliance (GSA) advisors’ information sessions were held for staff members who were interested in becoming GSA advisors.

The Restorative Practices team has established five workgroups that will be leading efforts in developing community partnerships and community schools; developing professional development, tools, and materials; supporting elective high-school restorative practices courses in schools; creating schoolwide implementation planning guides; and establishing a readiness cohort for schools interested in exploring restorative practices.

PBIS coaches regularly attend Building Intervention Teams’ and the PBIS Tier 1 Team’s meetings to coach teams and to support implementation fidelity of PBIS and behavioral interventions. Schools have been identified to pilot culturally-responsive problem solving within their teaming structures.

The Violence Prevention Program (VPP) provided materials and resources in Second Step to school Social Emotional Learning (SEL) Champions.

The Department of Black and Latino Male Achievement (BLMA) identified students and began mentoring at 12 middle and high schools, as well as BLMA Buddies at 16 elementary schools.

Reconceptualizing the Role of School Leaders within Discipline

All school leaders attended professional development on the Culture, Climate and Alternatives to Suspension Toolkit in September. The focus for the month was on the continuum of supporting school climate and integration of the five universal supports with a lesson plan in the classroom. Principals were introduced to a tool for teachers to integrate the five universal supports while planning an academic lesson. This tool helps teachers to plan out integration of the universal supports of co-creating expectations, procedures, and agreements with students; collectively teaching and practicing expectations, procedures, and agreements with students; and developing systems for holding self and others accountable. School leaders shared this best practice tool with staff members at the schools.

School leaders are submitting monthly reflections on school data and their next steps as building leaders. School leaders are identifying their areas of strength and needed support. The Office of School Administration and Student Services collaborates bi-weekly on district and school data, specifically looking at school leaders' use of alternatives to suspension, when appropriate.

The Restorative Practices Team is developing a leadership cohort and professional development for school leaders in growing their understanding and integration of the principles and practices of leading restoratively.

In September 2022, there were 2,225 suspensions as of October 4, 2022. In September 2021, there had been 1,601 suspensions recorded as of October 4, 2022. Please note that in 2021, we had reported that there were 1,297 through September 28, 2021. There were additional student days of attendance in the month of September 2021, in which additional suspensions were recorded.

Below are all behavioral events that led to out-of-school suspensions or a student services suspensions across the district from September 1, 2022, through September 30, 2022, as recorded in Infinite Campus.

Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Arson				8				8
Assault	1			25		2		28
Battery	3	1	2	27				33
Bullying	4	0	1	15	0	0	0	20
Chronic Disruption or Violation of School Rules	33	3	6	151			5	198
Disorderly Conduct	97	4	5	471		16	5	598
Endangerment of Physical Safety, Mental Well-being	23	2	1	242		2	1	271
False Fire Alarms				1				1
Fighting	80	3	7	551		14	8	663
Gambling				1				1
Gang Activity				2				2
Inappropriate Personal Property	2		1	19		2	1	25
Inappropriate use of electronics	2			23				25
Leaving the Classroom Without Permission	1			1				2
Other Substances, Materials	4		4	21		2		31
Personal Threat	6		1	32		3	2	44
Possession of Drug Paraphernalia	6			8			1	15
Possession, Ownership, Use of Alcohol				4				4
Possession, Ownership, Use of Drugs	12	3		36		2	1	54
Possession, Ownership, Use of Gun				6			1	7
Possession, Ownership, Use of Weapon Other than Gun	7		1	14			1	23
Possession, Use of Fireworks				2				2
Reckless Vehicle Use	1							1
Sexual Assault	1	1		11			1	14
Sexual Harassment	4			15		1		20
Substantial Environmental Disruption	11	1		32		2	1	47
Theft		1		7			1	9

Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Trespassing	3			5		1		9
Use of Tobacco, Including Chewing	6			22		3		31
Vandalism	2			7				9
Verbal Abuse, Profanity, Harassment	6			21		2	1	30
Grand Total	315	19	29	1,780		52	30	2,225

Following is the total suspension events by grade level:

K4-K5	3	5 th Grade	90	10 th Grade	344
1 st Grade	6	6 th Grade	169	11 th Grade	197
2 nd Grade	12	7 th Grade	251	12 th Grade	108
3 rd Grade	23	8 th Grade	307		
4 th Grade	51	9 th Grade	664		

The following alternatives to suspension were used by administrators throughout September 2022.

	<u>Total</u>		<u>Total</u>		<u>Total</u>
Conference	163	Mediation	132	Repairing Harm Circle	17
Counseling	1,033	Referral to BIT	10	Restorative Conference	51
Detention	44	Referral to Support Staff	31		

Student Demographics

	YTD			YTD	
	Student Population	Suspension Events		Student Population	Suspension Events
American Indian	1%	1%	Pacific Islander	<1%	0%
Asian	8%	1%	White	9%	2%
Black	50%	80%	Multi-ethnic	4%	3%
Hispanic	28%	13%			

Develop Staff Integration of Courageous Conversations about Race

In September, two sessions of Courageous Conversations about Race Exploration were held with specialized services and school secretaries. A schedule has been created for cohorts of elementary teachers to attend the sessions facilitated by a district Courageous Conversations about Race certified facilitator after school on three consecutive days. During all district professional development days and records days, multiple seminars will be offered for various identified staffing groups.

The MPS Success Center and Gender & Identity Inclusion are hosting a book study of *The 57 Bus*. Participants will be meeting throughout the year to discuss applications to our work in MPS. Staff from the Department of Gender & Identity Inclusion are hosting a six-part workshop series, “The Miseducation of Girls of Color”, designed to give insight into the current state of girls of color across the country and to dive into how educators can break their biases and support the unique needs of girls of color.

Next Steps

In October, there will be additional sessions of Courageous Conversations about Race held for elementary regular education and special education teachers.

The District Equity Leadership Team (DELT) will meet to continue to build racial equity and collaboration throughout the district.

The Fall Student Leadership Summit will be held on October 25, 2022, with students from all traditional middle and high schools attending and participating in various breakout sessions highlighting student recommendations on a variety of topics.

The Wisconsin Disproportionality Network will be offering its Fall Equity Series on October 27, 2022, with a variety of national and local speakers.

The first quarterly Community Conversation will be held on November 9, 2022, from 5:30 p.m. until 6:30 p.m. for members of the MPS and Milwaukee community to engage in conversations.

There will be a presentation of best-practice highlights from the Culture, Climate and Alternatives to Suspension Toolkit to all school leaders at the Principal Leadership Institute. The October highlights will be

proactive strategies within a multi-tiered system of support (PBIS), including the use of start statements and teaching procedures with pre-correction.

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

Administrative Policy 1.06, Equity in MPS

Fiscal Impact Statement

N/A

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(Item 3) Report with Possible Action on Annual School Procedural Compliance Self-Assessment (PCSA)

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

Background

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

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

In 2003, the Special Education Oversight Action Plan (SOAP) required MPS to align special education staff to increase accountability and support for students with disabilities; to develop and to support a system to assist parents who have concerns — which is our current Parent Dispute Resolution System (PDRS) — and to develop and to support a continuous improvement-focused monitoring system. The continuous improvement-focused monitoring (CIFM) process included three major areas: monitoring of teachers and individualized education program; reviewing of systems within a school under the IDEA-2004 that were not part of the IEP, such as discipline, attendance, and service delivery; and the implementing of an annual school-based assessment with mandatory corrections.

In 2012, the Department of Public Instruction (DPI) determined that Milwaukee Public Schools (MPS) had made enough systemic progress to enable MPS to use the same accountability as does the rest of the state. That accountability system was the Procedural Compliance Self-Assessment (PCSA). The only difference between MPS and the rest of the state was that MPS would be reviewed every year, rather than on a rotating schedule of every five years.

The Procedural Compliance Self-Assessment includes a school-based assessment that is completed annually during the spring. The annual measurement of compliance is completed at each school, with assessment results reported by school and as a district. The district-wide data are used to analyze needed district supports and to develop plans of improvement for district-wide systems serving students with disabilities.

The PCSA's 2021-22 Executive Summary is attached to the minutes of your Committee's meeting.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

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

Administrative Policy 8.01, Student Nondiscrimination, Complaints and Appeals

Fiscal Impact Statement

No Fiscal Impact

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(Item 4) Report with Possible Action on Services Provided to Students with Disabilities in the Least Restrictive Environment (LRE)

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

Background

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

The Milwaukee Public Schools is committed to ensuring that students with disabilities are educated in environments with their non-disabled peers. The preference of the law is that students be educated using the general curriculum in the regular education classroom, with the use of supplementary aids and services. Best practices and research strongly support education in the least restrictive environment (LRE), with access to the general curriculum, because it leads to higher achievement outcomes for students with disabilities.

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

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

LRE for Higher Outcomes

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

LRE Data

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

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

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

Indicator	State’s Target	MPS		
		May 2022	August 2022*	September 2022
5A	70.00%	84.22%	85.45%	85.39%
5B	7.90%	15.32%	14.11%	14.22%
5C	0.95%	0.28%	0.27%	0.25%

*The data for the August 2022 LRE report is a combination of the students with disabilities enrolled in the schools on the early-start calendar and the projected enrollment for our schools on the traditional calendar.

The following reports include the District’s information as well as each school’s percentage.

Educational Environment Codes (EEC), Least Restrictive Environment (LRE) Counts and Percentages

District Counts

EE Codes

- A less than 21) removed from non-disabled peers
- B from 21% to 60) removed from non-disabled peers
- C greater than 60) removed from non-disabled peer
- D Public Separate Day-school
- E Private Separate Day-school
- F Public Residential Facility
- G Private Residential Facility
- J Homebound
- S Correctional Facility
- T Parentally-placed Private

EEC Code	MPS Totals	Non-MPS Totals	Grand Totals
A	8,584 73.28%	5 3.27%	8,589 72.38%
B	1,666 14.22%	1 0.65%	1,667 14.05%
C	1,445 12.34%	—	1,445 12.18%
D	1 0.01%	—	1 0.01%
E	—	—	—
F	—	—	—
G	5 0.04%	17 11.11%	22 0.19%
J	2 0.02%	—	2 0.02%
S	—	—	—
T	11 0.09%	130 84.97%	141 1.19%
Totals	11,714 100.00%	153 100.00%	11,867 100.00%

Indicator 5

Indicator	MPS Totals	Non-MPS Totals	Grand Totals
5A	8,584 85.52%	5 22.73%	8,589 85.39%
5B	1,445 14.40%	—	1,445 14.37%
5C	8 0.08%	17 77.27%	25 0.25%
Totals	10,037 100.00%	22 100.00%	10,059 100.00%

Note: LRE counts do not include EE code B

Indicator 5 Totals by School

School	Code A		Code B		Code C	Total
	Count		Count		Count	Count
Academy of Accelerated Learning	48	68.57%	22	31.43%	0	70
ALBA	68	98.55%	1	1.45%	0	69
Alcott School	47	81.03%	11	18.97%	0	58
Allen-Field School	106	97.25%	3	2.75%	0	109
Alliance School	41	97.62%	1	2.38%	0	42
Assata HS	16	88.89%	2	11.11%	0	18
Audubon HS	98	78.40%	27	21.60%	0	125
Audubon Tech & Comm Ctr MS	65	75.58%	20	23.26%	1	86
Auer Avenue School	20	100.00%	0	0	0	20
Banner Prep School of Milw	6	100.00%	0	0	0	6
Barbee Montessori School	9	100.00%	0	0	0	9
Barton School	41	100.00%	0	0	0	41
Bay View HS	156	80.41%	38	19.59%	0	194
Bay View Montessori School	39	100.00%	0	0	0	39
Bethune Academy	58	72.50%	22	27.50%	0	80
Bradley Technology and Trade	147	87.50%	21	12.50%	0	168
Brown Street School	33	89.19%	4	10.81%	0	37
Browning School	36	81.82%	8	18.18%	0	44
Bruce School	33	100.00%	0	0	0	33
Bryant School	22	81.48%	5	18.52%	0	27
Burbank School	76	76.77%	23	23.23%	0	99
Burdick School	80	100.00%	0	0	0	80
Carmen HS South Campus	29	100.00%	0	0	0	29
Carmen Northwest Campus	98	98.99%	1	1.01%	0	99
Carmen Southeast Campus	85	100.00%	0	0	0	85
Carson Academy	44	100.00%	0	0	0	44
Carver Academy	52	100.00%	0	0	0	52
Cass Street School	36	100.00%	0	0	0	36
Clarke Street School	22	95.65%	1	4.35%	0	23
Clemens School	28	82.35%	6	17.65%	0	34
Clement Avenue School	47	100.00%	0	0	0	47
Congress School	78	80.41%	19	19.59%	0	97
Cooper School	47	81.03%	11	18.97%	0	58
Craig Montessori School	29	100.00%	0	0	0	29
Curtin Leadership Academy	41	97.62%	1	2.38%	0	42
Doerfler School	90	100.00%	0	0	0	90
Douglas MS	39	88.64%	5	11.36%	0	44
Eighty-first Street School	41	60.29%	27	39.71%	0	68
Elm Creative Arts School	26	100.00%	0	0	0	26
Emerson School	25	78.13%	7	21.88%	0	32
Engleburg School	30	56.60%	23	43.40%	0	53
Fairview School	85	68.00%	40	32.00%	0	125
Fernwood Montessori School	69	100.00%	0	0	0	69
Fifty-third Street School	40	75.47%	13	24.53%	0	53
Forest Home Avenue School	114	79.72%	29	20.28%	0	143
Franklin School	39	59.09%	27	40.91%	0	66
Fratney School	44	100.00%	0	0	0	44
Gaenslen School	177	72.84%	66	27.16%	0	243
Garland School	72	98.63%	1	1.37%	0	73
Golda Meir School	88	100.00%	0	0	0	88
Goodrich School	40	85.11%	7	14.89%	0	47
Grandview HS	30	100.00%	0	0	0	30
Grant Gordon Learning Center	0		0	0	0	0
Grant School	49	89.09%	6	10.91%	0	55
Grantosa Drive School	45	71.43%	18	28.57%	0	63
Green Tree Preparatory Academy	42	95.45%	2	4.55%	0	44
Greenfield School	77	92.77%	6	7.23%	0	83

School	Code A		Code B		Code C		Total
	Count		Count		Count		Count
Groppi HS	15	100.00%	0		0		15
Hamilton HS	197	75.77%	62	23.85%	1	0.38%	260
Hampton School	22	64.71%	12	35.29%	0		34
Hartford University School	47	97.92%	1	2.08%	0		48
Hawley Environmental School	56	100.00%	0		0		56
Hawthorne School	32	96.97%	1	3.03%	0		33
Hayes Bilingual School	96	87.27%	14	12.73%	0		110
Highland Community School	60	98.36%	1	1.64%	0		61
Hi-Mount School	16	100.00%	0		0		16
Hmong American Peace Academy	55	98.21%	1	1.79%	0		56
Holmes School	45	100.00%	0		0		45
Honey Creek School	27	64.29%	15	35.71%	0		42
Hopkins Lloyd School	11	91.67%	1	8.33%	0		12
Humboldt Park School	65	98.48%	1	1.52%	0		66
I.D.E.A.L	45	97.83%	1	2.17%	0		46
Jackson School	32	96.97%	1	3.03%	0		33
Kagel School	21	84.00%	4	16.00%	0		25
Keefe Avenue School	15	100.00%	0		0		15
Kilbourn School	24	85.71%	4	14.29%	0		28
King ES	35	94.59%	2	5.41%	0		37
Ding IB HS	128	81.01%	30	18.99%	0		158
King IB MS	36	94.74%	2	5.26%	0		38
Kluge School	52	88.14%	7	11.86%	0		59
La Causa Charter School	65	100.00%	0		0		65
Lad Lake Synergy	8	100.00%	0		0		8
Lafollette School	21	75.00%	7	25.00%	0		28
Lancaster School	25	71.43%	10	28.57%	0		35
Lincoln Avenue School	49	87.50%	7	12.50%	0		56
Lincoln Center of the Arts	71	93.42%	5	6.58%	0		76
Longfellow School	105	75.54%	34	24.46%	0		139
Lowell School	45	100.00%	0		0		45
MacDowell Montessori School	111	93.28%	8	6.72%	0		119
Madison Academic HS	127	87.59%	18	12.41%	0		145
Manitoba School	56	75.68%	18	24.32%	0		74
Maple Tree School	18	94.74%	1	5.26%	0		19
Marshall HS	125	60.10%	83	39.90%	0		208
Maryland Ave Montessori	61	100.00%	0		0		61
MATC Emerging Scholars Program	3	100.00%	0		0		3
Metcalfe School	49	98.00%	1	2.00%	0		50
Milw Academy of Chinese Lang	38	100.00%	0		0		38
Milw Co Youth Educ Ctr	2	66.67%	1	33.33%	0		3
Milw College Prep — 36 th St	35	100.00%	0		0		35
Milw College Prep — 38 th St	50	100.00%	0		0		50
Milw College Prep — Lloyd St	51	98.08%	1	1.92%	0		52
Milw College Prep — North	41	100.00%	0		0		41
Milw Environmental Sciences	30	100.00%	0		0		30
Milw Excellence Charter	61	92.42%	4	6.06%	1	1.52%	66
Milw French Immersion School	28	96.55%	1	3.45%	0		29
Milw German Immersion School	29	85.29%	5	14.71%	0		34
Milw HS of the Arts	120	74.53%	40	24.84%	1	0.62%	161
Milw Parkside School	116	82.86%	24	17.14%	0		140
Milw School of Languages	75	56.39%	57	42.86%	1	0.75%	133
Milw Sign Language School	58	92.06%	5	7.94%	0		63
Milw Spanish Immersion School	33	64.71%	18	35.29%	0		51
Milwaukee Virtual Education Program	5	100.00%	0		0		5
Mitchell School	103	97.17%	3	2.83%	0		106
Morgandale School	86	95.56%	4	4.44%	0		90
Morse MS	53	74.65%	18	25.35%	0		71
Neeskara School	41	74.55%	14	25.45%	0		55
Next Door Foundation	1	50.00%	1	50.00%	0		2

School	Code A		Code B		Code C		Total
	Count		Count		Count		Count
Ninety-fifth Street School	40	97.56%	1	2.44%	0		41
North HS	83	84.69%	15	15.31%	0		98
NOVA HS	26	100.00%	0		0		26
Obama SCTE	263	84.03%	49	15.65%	1	0.32%	313
Parkview School	34	100.00%	0		0		34
Pratt School	35	94.59%	2	5.41%	0		37
Project STAY HS	29	100.00%	0		0		29
Pulaski HS	178	86.41%	28	13.59%	0		206
Reagan HS	124	92.54%	10	7.46%	0		134
Riley Dual-language Montessori School	29	85.29%	5	14.71%	0		34
River Trail School	38	79.17%	10	20.83%	0		48
Riverside University HS	182	73.09%	67	26.91%	0		249
Riverwest School	41	100.00%	0		0		41
Rogers Street Academy	65	92.86%	5	7.14%	0		70
Roosevelt MS	53	100.00%	0		0		53
Shalom HS	19	100.00%	0		0		19
Sherman School	40	100.00%	0		0		40
Siefert School	27	100.00%	0		0		27
South Accelerated Academy	5	83.33%	1	16.67%	0		6
South Division HS	128	69.95%	54	29.51%	1	0.55%	183
SPED - Services	5	22.73%	0		17	77.27%	22
Starms Discovery School	65	98.48%	1	1.52%	0		66
Starms Early Childhood	6	100.00%	0		0		6
Story School	22	100.00%	0		0		22
Stuart School	30	100.00%	0		0		30
Thoreau School	35	85.37%	6	14.63%	0		41
Thurston Woods School	36	87.80%	5	12.20%	0		41
Townsend Street School	31	96.88%	1	3.13%	0		32
Transition HS	17	100.00%	0		0		17
Trowbridge School	27	96.43%	1	3.57%	0		28
Victory School	33	100.00%	0		0		33
Vieau School	90	95.74%	4	4.26%	0		94
Vincent Accelerated Academy	11	84.62%	2	15.38%	0		13
Vincent HS	89	70.08%	37	29.13%	1	0.79%	127
Washington - DTC	0		10	100.00%	0		10
Wedgewood Park School	92	88.46%	12	11.54%	0		104
Westside Academy	29	100.00%	0		0		29
Whitman School	46	75.41%	15	24.59%	0		61
Whittier School	12	92.31%	1	7.69%	0		13
WHS of Information Technology	77	77.78%	22	22.22%	0		99
WCLL	80	89.89%	9	10.11%	0		89
Zablocki School	47	100.00%	0		0		47
Grand Total	8,589	85.39%	1,445	14.37%	25	0.25%	10,059

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Compatibility Statement

Administrative Policy 8.01, Student Nondiscrimination, Complaints and Appeals

Fiscal Impact Statement

No Fiscal Impact

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REPORT OF THE COMMITTEE ON STUDENT ACHIEVEMENT AND SCHOOL INNOVATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Action on Resolution 2223R-002 by Director García to Explore Establishing a Newcomer Center to Be Centrally-funded at South Division High School

Background

At its regular meeting on May 26, 2022, the Board referred Resolution 2223R-002 by Director García to the Committee on Student Achievement and School Innovation:

WHEREAS, Our mission is that Milwaukee Public Schools is a diverse district that welcomes all students and prepares them for success in higher education, post-educational opportunities, work, and citizenship; and

WHEREAS, The vision for MPS is that all district staff will be committed to providing an equitable educational environment that is child-centered, supports achievement, and respects and embraces diversity and that schools will be safe, welcoming, well-maintained, and accessible community centers that meet the needs of all; and

WHEREAS, Through Administrative Policy 1.06, Equity, the Board affirmed its commitment to the success of every student, regardless of, among other things, race, ethnicity, family economics, mobility, and initial proficiencies; and

WHEREAS, For over a decade, the District has operated a Newcomer Center located at Milwaukee Academy of Chinese Language (MACL); and

WHEREAS, The Newcomer Center has gained national attention for its focus on the whole child, earning recognition for going beyond ensuring that our newcomers develop English proficiency, but also for ensuring that children learn about how to be a student in American school; American culture and how it compares and contrasts to their culture of origin; American rules of etiquette and other social norms, and personal hygiene standards — all so that newcomers are better equipped to immerse themselves in their new communities; and

WHEREAS, The program and the standards set by the Newcomer Center at MACL are worthy of being replicated within the MPS system; and

WHEREAS, In 2022, approximately 400 Afghan refugees were settled in Milwaukee; and

WHEREAS, South Division High School is currently home to 87 students who are identified as immigrants or refugees, as defined by the Department of Instruction; and

WHEREAS, There are a plethora of languages spoken by students at South Division and their families, including, but not limited to, Spanish, Castilian, Burmese, Karen Languages, Swahili, Kayah, Eastern Karenni, Malay, Somali, Arabic, Kinyarwanda, Cushitic languages, Sino-Tibetan languages, Hmong languages, Maay, and Urdu; and

WHEREAS, South Division High School would be an ideal location to house an additional Newcomer Center, using the framework already established at the MACL location; now, therefore be it

RESOLVED, That the Administration explore establishing a Newcomer Center that is centrally-funded to be located at South Division and report back to the Board by the August 2022 board cycle.

Newcomers are defined as foreign-born English-learner students who recently arrived in the USA and have been enrolled in US schools for less than 12 cumulative months. Even though this is the state and federal definition of a Newcomer, it is our intent to further support these students in reaching language and academic proficiency.

In June of 2022, the Chief Academic Officer and the Director of the Bilingual Multicultural Department met with Director García to discuss the English-learner population at South Division High School, Bilingual/ESL programming, and current supports for refugee newcomers who are not enrolled in the bilingual program. The discussion centered around enhancing current practices, using recommended and innovative activities such as:

- dedicated time for social and instructional language development;

- emphasis on oral-language development to reduce the anxiety of learning and communicating in a new language; and
- use of an academic portfolio to nurture self-determination and self-regulation skills, so that students can determine, along with teachers/parents, their progress in meeting academic/social benchmarks.

English-language learners at South Division High School

Total by Grade Level at South Division High School

Grade	9	10	11	12
Enrollment	109	124	82	102

English-language Proficiency 1

By Grade Level

The number of students currently enrolled in each grade level.

Grade	9	10	11	12
Enrollment	56	53	29	41

By Racial Group

Hispanic	74.3%
Asian	17.3%
Black/African American	7.8%
American Indian/Alaska Native	0.6%

English-language Proficiency 2

By Grade Level

The number of students currently enrolled in each grade level.

Grade	9	10	11	12
Enrollment	19	29	25	34

By Racial Group

The percentage of students currently enrolled in each racial group.

Hispanic	54.2%
Asian	32.7%
Black/African American	12.1%
White	0.9%

Languages at South Division High School

- Spanish
- Karen
- Burmese
- Swahili

Language	# Students		
Arabic	2	Malay	4
Burmese	47	Pushrto; Pashto	2
Cushitic languages	4	Sino-Tibetan languages	2
English	382	Somali	8
French	1	Spanish; Castilian	274
Hmong, Mong	6	Swahili	19
Karen Languages	55	Urdu	1
Kayah, Eastern (Karenni, Karen)	7	Total	818
Kinyarwada	3		
Maay	1		

Goals

- Provide a welcoming environment for newcomers and their families
- Develop English Proficiency
- Celebrate their cultures of origin
- Learn about the American culture

Current Practices

- Welcome students and families
- Honor the families’ first language
- Provide ESL and sheltered instruction
- Support students' journey in a new country

Suggested Activities

- Have dedicated time for social and instructional language development
- Emphasize oral-language development to reduce the anxiety of learning and communicating in a new language
 - Use an academic portfolio to nurture self-determination and self regulation skills, so that students can determine, along with teachers/parents, their progress in meeting academic/social benchmarks.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Compatibility Statement

Administrative Policy 7.01, Teaching and Learning Goals

Fiscal Impact Statement

Funding Approved, May 22, 2022 budget amendment

Implementation and Assessment Plan

Upon the Board’s approval, Resolution 2223R-002 will be implemented as follows:

- October through December 2022 Discussion and planning with school administration and staff.
- January through May 2023 Training content area and ESL teachers on the best practices mentioned above.
Begin to identify newcomers at South Division High School for the 2023-24 school year.
- August 2023..... Programmers will schedule newcomers into appropriate classes.

Committee’s Recommendation

Your committee recommends that the Board approve the adoption of resolution 2223R-002.

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

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(Item 2) Action on Resolution 2223R-008 by Director O'Halloran on Runaway Prevention Month**Background**

At its regular meeting on September 29, 2022, the Board referred Resolution 2223R-008 by Director O'Halloran on National Runaway Prevention Month to the Committee on Student Achievement and School Innovation:

WHEREAS, The Board is committed to providing an educational environment that treats homeless students with dignity which applies to all services, programs, and activities provided or made available; and

WHEREAS, Since 2002, November has been recognized as National Runaway Prevention Month and is presented each year by the National Runaway Safeline, the federally designated national crisis and communication system for youth ages 12 to 21 who have run away, are considering leaving home, or are experiencing homelessness; and

WHEREAS, Approximately one in every 30 students will experience homelessness in any given year, with Black and Latinx youth experiencing homelessness at higher rates than their non-Hispanic white peers; and

WHEREAS, Approximately 7% of youth in the United States identify as LGBTQ+, while youth who identify as LGBTQ+ make up 40% of those who are homeless; and

WHEREAS, Young adults without high-school diplomas or GEDs are 4.5 times more likely to experience homelessness than their peers who completed high school; and

WHEREAS, Runaway youth are often ousted from their home, have experienced abuse and trauma, struggle to meet basic needs, and are more likely to be unable to or ineligible to access medical or mental health resources; and

WHEREAS, Runaway youth are at increased danger of falling into high-risk situations, including sexual exploitation and human trafficking, being coerced into participating in criminal activity, joining a gang, or using illegal drugs, which lead to a higher likelihood of involvement in the criminal justice system; and

WHEREAS Preventing youth from running away from home or from foster care and supporting youth in high-risk situations is a family, community, and national responsibility; and

WHEREAS, The relationship between educational attainment and homelessness is bidirectional, i.e. supporting young people's housing stability can improve educational outcomes and supporting educational stability can improve future housing stability; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors joins districts and youth organizations nationwide in recognizing November as National Runaway Prevention Month; and be it

FURTHER RESOLVED, That the Administration explore prevention strategies within our programs to equip school counselors, social workers, and other adults to better help students who are considering running away; and be it

FURTHER RESOLVED, That the Administration designate a day within the month of November where staff and students are encouraged to wear green (the designated color) for National Runaway Prevention Month.

The McKinney-Vento Homeless Assistance Act (M-VHA) defines children and youth experiencing homelessness as "individuals who lack a fixed, regular and adequate nighttime residence." This definition includes children and youth who have lost housing due to economic difficulties and are sharing the housing of others (doubled-up), living in motels, hotels, transitional or emergency shelters, or whose nighttime residences are places not normally used for housing. Migratory and unaccompanied children and youth whose living situation meets this definition of homelessness are eligible for services under the Act as well. Children and youth who meet the McKinney-Vento definition of homelessness have rights and are eligible for services under the Act. A few examples include access to free school meals, school supplies, school-fee waivers, and the right to stay in their schools of origin, prior to becoming homeless.

Milwaukee Public Schools offers services to families and students experiencing homelessness through school-based and centrally-based programs.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Compatibility Statement

Administrative Policy 8.50, Homeless Students

Fiscal Impact Statement

N/A

Committee’s Recommendation

Your Committee recommends that the Board approve Resolution 2223R-008 by Director O'Halloran on National Runaway Prevention Month, with the final Resolved modified as below:

FURTHER RESOLVED, That the Administration designate a day within the month of November where staff and students are encouraged to wear green (the ~~designated color~~ the official color for National Runaway Prevention Month) for National Runaway Prevention Month.

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

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(Item 3) Report with Possible Action Regarding Ambitious Instruction

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

Background

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

This year we will take a deeper dive into the Ambitious Instruction Plan. Each professional learning cycle will have the same focus throughout the year so that growth in teaching practices can be tracked. To track the progress of Ambitious Instruction: Accelerating Learning, a non-evaluative walk-through rubric was designed to gather feedback on how to better support teachers and leaders in understanding and implementing teachers’ learning of best practices.

Deeper Dive in Ambitious Instruction: Accelerating Learning — Diving DEEPer!

DEEP=Developmentally-informed (grade-level appropriate) Evidence-based Equitable Practices

Connecting the Levers to DEEPer Learning

Explicit Instruction/Tier1	Formative Practices/Tier1
Engagement: Hands-on, Minds-on	
Ambitious Instruction	

Know It-Teach It-Measure It

Know It (Planning)

Have thorough knowledge and understanding of content

Teach It (Scaffolding and Differentiating)

Explicitly teach content and formative practices to learners

Measure It (Descriptive Feedback)

Use various tools as formative practices to measure whether learners mastered what you taught

The Roadmap, 2022-23

	Explicit Instruction	Formative Practices
June-August	Framing the expectations for explicit Instruction	Framing the expectations for formative practices
October-November (Know it)	Focus: Develop a common understanding of characteristics of and tools for Tier 1 instruction. This includes district-adopted materials and resources for grade-level instruction.	Focus: Develop a common understanding of formative practices as a tool to build student ownership and involvement in learning.
December	End-of-cycle Review	
January-February (Teach it)	Focus: Scaffolding strategies for content areas to ensure an 80/20 balance of instructional time.	Focus: Gather, interpret, and act on evidence to move learning forward
March	End-of-cycle Review	
April-May (Measure it)	Focus: Use multiple modalities for learners to engage in and express mastery of content	Focus: feedback — how to give it to students and how to help students respond to it.
June	End-of-cycle Review	

Professional Learning Walk-through Rubric, 2022-23 School Year**Purpose Statement**

This rubric is used for the collection of data regarding teachers' practices as they align to the professional learning of the MPS Ambitious Instruction: Accelerating Learning plan. The rubric, which is used in conjunction with the walk-through protocol for the 2022-23 school year, is for the use of both school teams and regional teams. This is a formative practice to support implementation and coaching.

Formative Practices, Tier 1, include activities and actions taken by teachers to elicit and to respond to students' thinking and reasoning to deepen students' understanding and to meet and to advance students' learning.

Item #1: Introduce and use learning-intention and success criteria.

Needs Support

There is no, evidence of the introduction of learning-intention or success criteria.

Developing

The learning-intention and success criteria are stated, but there is little clarity, they are not in student-friendly language, or they are not aligned to each other or to academic standards.

Meets Expectations

The learning-intention and success criteria are used with intention to anchor instructional decisions.

Learning-intention and success criteria are written in student-friendly language.

Learning intention focuses the lesson on standards.

Success criteria describe what a student will say, do, or produce to progress toward the learning intention.

Exceeds Expectations

Includes all components of *Meets Expectations*, and students can articulate what they are working toward and how they know they are progressing successfully toward that learning.

Learning-intention and success criteria are co-monitored by all members of the learning community (i.e., by the teacher and students).

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Compatibility Statement

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

Fiscal Impact Statement

No Fiscal Impact

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(Item 4) Report with Possible Action on the MPS Montessori Strategic Plan

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

Background

The Montessori Strategic Plan, which was adopted on March 28, 2019, and revised on May 26, 2022, is a framework for structural supports for our eight Montessori schools, which educate more than 3,500 students. The following update on the implementation of the Montessori Strategic Plan covers items that have been completed, what is being worked on at this time, and future work.

Montessori Strategic Plan Update

Completed Work

- Conducted Montessori Advisory Committee’s meeting for October
- Completed Montessori summer school
- Implemented Montessori K3-K4 staggered start
- Held teacher committees on report-card revisions and secondary expectations
- Created and staffed Montessori Planning Assistant’s position

Current Work

- Conducting monthly Montessori principals’ meetings
- Supporting orders for textbook-adoption alternative
- Establishing secondary expectations
- Implementing dual-language Montessori curriculum initiative
- Revising Infinite Campus Grade Book
- Supporting new staff

Montessori Summer School

- 92 students in seven schools
- 60% daily attendance
- 7th- and 8th-grade Montessori curriculum

Montessori Teacher Pathway

MPS staff in certification	37
CMSTEP (Cincinnati Montessori Secondary Teacher Education Program)	16
Sponsorships	4
Pool of Candidates	4

Next Steps**November 2022**

- Meeting of Montessori Advisory Committee on November 8 at 5:30pm
- Implementation of updates to the Infinite Campus Grade Book
- Conduct retention survey for Montessori program employees
- Updating of Montessori branding and marketing materials

December 2022

- Meeting of Montessori Advisory Committee meeting on December 12 at 5:30pm
- Professional Development for all Montessori schools
- Creation of inventory of secondary materials
- Development of a minimum standard of care for Montessori classrooms and facilities

January 2023

- Meeting of Montessori Advisory Committee on January 9 at 5:30pm
- Establish staffing needs
- Complete social studies textbook-adoption alternative purchases
- Continue to develop the expectations for secondary
- Continue to develop the dual-language curriculum for Riley

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Compatibility Statement

Administrative Policy 2.12, Advisory Committees: Administration-originated

Fiscal Impact Statement

This item does not authorize expenditures.

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(Item 5) Report with Possible Action on MPS/MKE Early Childhood 1,825 Initiative

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

Background

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

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

MPS/MKE Early Childhood 1,825 Initiative**Demographics**

- 10,852 students
- 111 schools
- 4.2% English-language learners
- 15.6% special education

• 65.7% economically disadvantaged		Hispanic	26.3%
American Indian	0.4%	White	10.4%
Black/African American	51.2%	Multi-ethnic	4.9%
Hawaiian/Pacific Islander	0.1%		
Asian	6.8%		

Focus and Goals

Early Childhood Staff Development

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

Equitable Resources

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

Family Support and Transition

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

Instruction

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

Social-emotional Learning and Cultural and Linguistic Needs

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

Completed Work

Early Childhood Staff Development

Participated in the Wisconsin Department of Children and Families' Foundational Childcare Training course's revision work

Equitable Resources

Continued partnership work on the Bridges to School MKE project

Family Support and Transition

Completed the Pop Spot project in collaboration with the Office of Early Childhood Initiatives
Provided summer learning resources on the MPS Portal

Instruction

Attended a summer workshop focused on art and music with Skai Academy of the Performing Arts

Social-emotional Learning and Cultural and Linguistic Needs

Completed EC training series and attended the Brunch and Learn event to network with potential partners

Completed SEL:Frog Street/2nd Step

Current Work

Early Childhood Staff Development

Provide a SOLELY (Supporting Oral Language in the Early Years) series supporting oral-language development

Participate in a Leadership Forum panel presentation

Equitable Resources

Continue partnership work on the Bridges to School MKE project

Family Support and Transition

Provide families with information on supporting brain development

Instruction

Connect with the Clinical and Translation Science Institute’s Child Advancement Network (CTSI CAN) to offer Vroom and Mind in the Making training within the 53206 ZIP code’s community

Social-emotional Learning and Cultural and Linguistic Needs

Establish a training for the community on self-regulation and self-care

Future Work

Early Childhood Staff Development

Continue to plan for additional MPS/MKE Talks! sessions

Equitable Resources

Continue partnership work with Office of Early Childhood Initiatives on Mighty Small Moments

Family Support and Transition

Connect MPS’s early childhood and parent coordinators with Bridges to School Project

Instruction

Support Ambitious Instruction by focusing on strategies to support the development of young learners

Social-emotional Learning and Cultural and Linguistic Needs

Connect with the Institute for Child and Family Well-Being to discuss potential workshop opportunities

Analyze Brigrance data to identify SEL needs

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Compatibility Statement

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

Fiscal Impact Statement

N/A

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(Item 6) Report with Possible Action Regarding the Climate Justice Curriculum Advisory Committee and District Sustainability Team

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

Background

The 6th annual Green & Healthy Schools Conference was hosted at Vincent High School in August. The event was well attended, with more than 500 registered participants. The District Sustainability Team’s meetings resumed in October following summer recess and the green schoolyard construction season. The 2022 Cohort of green schoolyard redevelopments are complete, and all five schools were celebrated at a ribbon-cutting celebration in October.

The Climate Justice Curriculum Advisory Committee welcomed a new climate justice instructional coach on August 19, 2022. The climate justice instructional coach has been collaborating with teachers, administrators, Green and Healthy School Cohorts, and community partners and is involved with multiple grant initiatives and community events pertaining to sustainability and climate justice. The Climate Justice Curriculum Advisory Committee’s meetings will resume this fall.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Compatibility Statement

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

Fiscal Impact Statement

N/A

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(Item 7) Report with Possible Action on Post-secondary Enrollment Data

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

Background

This report reviews our graduates post-secondary enrollment in higher education. It also provides an overview of the enrollment immediately after graduation, within the first year of graduation, and the graduates’ persistence into their second year. We will also look at degree attainment data. Additionally, we will share the strategies in place and being developed to increase students opportunities to be success after graduation.

Report on Post-secondary Enrollment Data

National Student Clearinghouse (NSC)

The mission of the National Student Clearinghouse is to serve the educational and workforce communities and all learners with access to trusted data, related services, and insights.

For nearly 30 years, the National Student Clearinghouse, a nonprofit education organization, has been the trusted and neutral partner to nearly 3,600 post-secondary institutions in the United States. NSC works with more than 13,000 high schools representing nearly 70% of all high-school students. NSC tracks 97%, or 17.6 million, of currently-enrolled post-secondary students (99% of all public and private institutions. More than 95% of all degrees awarded in the U.S. are tracked.

Percent of 2021 Graduates Enrolled in Fall Immediately after Graduation, as of August 18, 2022

Average = 40%

	2014	2015	2016	2017	2018	2019	2020	2021
All Institutions	41%	39%	45%	43%	43%	40%	35%	35%
Four-year Institutions	31%	27%	24%	26%	25%	23%	22%	25%
Two-year institutions	10%	12%	21%	17%	18%	17%	12%	10%

Percent of 2021 Graduates Enrolled Anytime in the First Year after Graduation, as of August 18, 2022

Average = 44%

	2014	2015	2016	2017	2018	2019	2020	2021
All Institutions	49%	45%	49%	47%	47%	44%	38%	38%*
Four-year Institutions	33%	29%	26%	28%	27%	24%	24%	26%
Two-year institutions	16%	16%	24%	19%	20%	20%	14%	12%

*Increase of 3% from fall enrollments.

Percent of 2020 Graduates Enrolled Anytime in the Two Years after Graduation, as of August 18, 2022

Average = 51%

	2014	2015	2016	2017	2018	2019	2020	2021
All Institutions	55%	52%	55%	52%	52%	48%	43%*	38%
Four-year Institutions	35%	31%	27%	29%	28%	26%	26%	26%
Two-year institutions	20%	20%	27%	23%	24%	22%	18%	12%

*Increase of 8% from fall immediately after graduation.

Persistence, as of August 18, 2022

Average = 67%

These are students that graduated during the COVID-19 pandemic

	2014	2015	2016	2017	2018	2019	2020
All Institutions	75%	78%	80%	80%	79%	78%	72%
Four-year Institutions	71%	73%	65%	69%	67%	61%	64%
Two-year institutions	63%	62%	49%	52%	50%	39%	50%

Preparing Students for Post-secondary

The 2021-22 school year included the following opportunities for students:

- Transcribed credits: MPS teachers teaching college courses in high school
 - MPS high-school math, English, and world language teachers are currently taking graduate courses through UWM to become qualified
- Early College Credit Program (ECCP)/Start College Now (SCN)
 - State program in which individual students take college courses at two- & four-year campuses
- Contracted college courses with college instructor in high schools
 - HVAC, cosmetology, English, math
- Contracted college courses on college campuses
 - M³ College Connections
- Advanced Placement & International Baccalaureate courses

Percent of Passing Scores

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*	2021-22
IB — Score of 4 or Better	59.0%	54.7%	55.5%	64.1%	64.4%	69.2%	58.6%	64.7%
AP — Score of 3 or Better	21.2%	19.6%	19.2%	19.6%	23.2%	30.8%	23.7%	29.10%

*Varied tests formats used due to the COVID-19 pandemic

FAFSA Completion Status for Financial-aid Year, Grade 12 Students Only

	Not Started	In Process	Completed
State	59.8%	0.9%	39.2%
MPS	56.1%	3.0%	40.8%

Time to College Graduation within Six Years (Associate's, Bachelor's, and Higher)

	2014	2015	2016
=<Two Years	1%	1%	1%
Three Years	1%	1%	2%
Four Years	6%	7%	6%
Five Years	6%	5%	5%
Six Years	3%	2%	2%

Graduating Class of 2014

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Not in NSC to Date	51.3%	45.1%	41.7%	39.7%	37.8%	36.3%	35.3%	34.4%
No Longer Enrolled & Not Graduated	0.0%	14.1%	22.8%	28.3%	31.6%	33.8%	35.5%	36.8%
Returned after Stop Out	0.0%	0.0%	2.2%	2.8%	3.4%	3.2%	3.0%	3.0%
Persisted	0.0%	33.7%	27.6%	18.7%	11.2%	8.5%	6.6%	5.0%
New to College	48.5%	6.1%	3.3%	2.0%	1.8%	1.6%	0.9%	0.9%
Graduated	0.2%	1.1%	2.4%	8.6%	14.2%	16.7%	18.6%	19.9%

Graduates Enrolled by School, 2014

School	Level	Type	Count	Retained				
				Year-two Count	Bachelor's	Associate's	Certificates	
Milwaukee Area Tech College	2-year	Public	527	276	52%	•	56	39
University of Wisconsin-Milwaukee	4-year	Public	334	214	64%	95	•	•
Bryant & Stratton College-Milwaukee East	4-year	Private	90	19	21%	•	•	•
University of Wisconsin-Madison	4-year	Public	80	76	95%	66	•	•
University of Wisconsin- Whitewater	4-year	Public	58	44	76%	21	•	•
Alverno College	4-year	Private	56	32	57%	19	•	•

*Redacted — Number less than 10

Current Top Five Schools from 2014-2021

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

Rank	School	State	Level	Type	Total
1	Milwaukee Area Tech College	WI	2-year	Public	3,638
2	University of Wisconsin-Milwaukee	WI	4-year	Public	1,819
3	University of Wisconsin-Madison	WI	4-year	Public	650
4	Marquette University	WI	4-year	Private	410
5	University of Wisconsin-Whitewater	WI	4-year	Public	374

Next Steps

- Support all students toward the goal of post-secondary readiness throughout their K-12 education
- Continue relationships with post-secondary institutions and programs that support our students' preparation for beyond high school. Some include:
 - M³ College Connection;
 - Early College Credit Program/Start College Now;
 - College Possible;
 - People Program;
 - Boys and Girls Club; and
 - Schuler Scholars
- Improve access to, and expect students to take, rigorous course work during high school
- Continue FAFSA (Free Application for Federal Student Aid) support for seniors with the new graduation requirement
- Develop our district profile of a graduate

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Compatibility Statement

Administrative Policy 7.38, Balanced Assessment Systems

Fiscal Impact Statement

NA

Implementation and Assessment Plan

NA

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(Item 8) Report with Possible Action Regarding the 53206 Initiative

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

Background

To better serve the community in the 53206 ZIP code, the Board approved implementation of the 53206 Initiative, which is based on three pillars: Alignment: Academics, Pathways, and Engagement; Filling Gaps: Equitable Access and Opportunity; and Strengthening Outcomes: College and Career Readiness. The Principals' Cohort, consisting of nine school leaders from North Division, Andrew Douglas, Auer Avenue, Benjamin Franklin, Hopkins-Lloyd, Gwen T. Jackson, Keefe Avenue, Green Bay Avenue Success Center, and LaFollette, continue to meet regularly to further discuss the needs in 53206 schools.

The following update includes 2022-23 demographic data for partnership schools, strategic priorities for the upcoming school year, and highlights of the work of the trauma support specialists serving in 53206 Promise Partnership Schools.

53206 Initiative

Promise Partnership Schools' Demographics

• 1,828 students	American Indian	0.4%
• 8 schools	Asian	0.4%
• 0.2% English-language learners	Black/African Americans	93.1%
• 24.3% students with disabilities	Hispanic	3.4%
• 83.6% economically-disadvantaged	Hawaiian/Pacific Islander	0.1%
	White	0.6%
	Multi-ethnic	2.0%

Focus Pillars

Pillar 1: Aligning the Pipeline — Academics, Pathways, and Engagement

Achievements

- All school communities use the MPS Culturally-responsive Teaching Standards to guide instructional planning and delivery.
- Leadership teams participated in a leadership training session.
- All schools use the Family-and-community-engagement Framework to engage families to focus on families, network, and community standards.
- School communities will use the concepts of the backwards-design-planning model to create instructional units aligned to rigorous assessments.

Current Work

- Schools will maintain updated websites with information of relevant concerns to students, families, and the larger community.
- All school communities will develop collaborative structures that ensure a focus on curriculum, creating common assessments, sharing instructional strategies, and reviewing students' work samples to inform future instruction.
- We will develop and use common formative assessments in writing to support a data-driven culture.
- All schools will participate in Promise Partnership School reviews twice per year.

Pillar 2: Filling the Gaps — Equitable Access and Opportunity

Achievements

- We ensure that all 53206 Promise Partnership schools offer academic tutoring and homework help.
- Trauma support specialists have a plan for delivering ongoing professional development in trauma-informed care for staff.
- 53206 Promise Partnership schools were showcased at "Our Lights Are On!" open houses and recruitment fairs.
- We collaborated with Human Resources on an employee-recognition program.

Current Work

- Collaborate with 53206 Promise Partnership schools' leaders on date and location for the 2nd annual "Our Lights are On!"
- Collaborate with Human Resources on new-educator onboarding training and support

Pillar 3: Strengthening Outcomes — College and Career Readiness

Achievements

- Established college-going culture through branding and identification of graduation years for high school & college
- Early exposure to pathways and career-information opportunities
- Each school has partnered with a college or university
- An African American Immersion program was developed at Andrew Douglas Middle School

Current Work

- College and career strategies of focus will be identified for each school.
- School counselors will assist schools with the full implementation of Xello programs, starting at K5, to establish students' career pathways.
- Schools will engage in aligning learning journeys to health science.
- Students in 5th, 8th, and 12th grades will engage in Top Grade Signing Day events aligned to the National College Signing Day.
- Students in 8th grade will participate in a "Dream Big" career fair by the end of school year.

Partnership Schools' Data

- Overall attendance is trending upward, compared with last year.
- Incident referrals are trending downward, compared with last year.
- Overall suspensions and the number of students suspended are trending downward, compared with last year.

53206 Trauma Team

- Trauma support specialists
- Mobile Crisis Team
- Trauma Team leader
- Some changes to the team from 2021-22 to 2022-23 school years

Goals

- Address disproportionality in referrals and disciplinary procedures through the use of culturally-responsive practices
- Develop, support, and monitor interventions to improve attendance rate for schools

Trauma Support Specialists

- Additional layer of support for students, staff, and families
- Enhance social and emotional well-being for students and staff
- Multi-tiered systems of support for behavior
- Collaborate with building teams to engage students and families

Strategies in Schools

- Social emotional learning (SEL), trauma-sensitive schools, restorative practices, circles, equitable and culturally-responsive practices, and mindfulness.
- Promote Zen Dens, professional development for staff

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(Item 9) Report with Possible Action on the Regional Showcase - East Region

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

Background

The 2021-22 monthly Regional Showcase items provide a thorough picture of each region, including goals and progress in attaining them. In addition, strategies that are being successfully implemented within the regions.

This month, the East Region is featured. The East Region comprises 23 schools and serves 9,287 students in diverse settings to meet their varied needs. Schools in the East Region include Bay View Montessori, Brown, Burdick, Carver, Cass, Clement, Cooper, Elm, Fernwood, Fratney, Garland, Hartford, Holmes, Humboldt Park, IDEAL, Maryland, Parkside, Milwaukee Academy of Chinese Language, Riverwest, Siefert, Trowbridge, Victory, and Whittier.

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

East Region Showcase

Current Demographics

- | | | |
|------------------------------------|---------------------------|-------|
| • 9,287 students | American Indian | 0.4% |
| • 23 schools | Asian | 10.2% |
| • 12.3% English-language learners | Black/African American | 34.8% |
| • 16.5% students with disabilities | Hispanic | 24.1% |
| • 67.5% economically-disadvantaged | Hawaiian/Pacific Islander | 0.1% |
| | White | 24.3% |
| | Multi-ethnic | 6.0% |

State Report Cards

	<u>Score</u>
Bay View Montessori School	85.5 Significantly Exceeds Expectations
Maryland Montessori	83.8 Significantly Exceeds Expectations
Milwaukee Parkside School	81.6 Exceeds Expectations
Fernwood Montessori	76.4 Exceeds Expectations
Cooper Elementary	76.2 Exceeds Expectations
IDEAL	76.1 Exceeds Expectations
Whittier Elementary	74.1 Exceeds Expectations

	Score
Carver Academy	72.9 Exceeds Expectations
Milwaukee Academy of Chinese Language	70.8 Exceeds Expectations
Burdick Elementary	70.8 Exceeds Expectations
Victory Elementary	70.4 Exceeds Expectations
Humboldt Park Elementary	69.0 Meets Expectations
Siefert Elementary	67.9 Meets Expectations
Trowbridge Street School of Great Lakes Studies	62.4 Meets Expectations
Holmes Elementary	61.0 Meets Expectations
Hartford Avenue Elementary	60.7 Meets Expectations
Clement Avenue Elementary	58.5 Meets Expectations
Brown Street Academy	58.3 Meets Expectations
Cass Street Elementary	55.7 Meets Few Expectations
Fratney Elementary	53.2 Meets Few Expectations
Riverwest Elementary	51.4 Meets Few Expectations
Elm Creative Arts Elementary	51.1 Meets Few Expectations
Garland Elementary	33.2 Fails to Meet Expectations
	AR Alternate Rating — Needs Improvement

STAR Early Literacy

	2021-22	2021-22	2021-22	2022-23
	Fall	Winter	Spring	Fall
Significantly Below Target	38.7%	30.2%	34.7%	39.2%
Well Below Target	19.4%	19.2%	14.2%	20.2%
Below Target	24.7%	21.2%	20.9%	21.2%
On Target	7.3%	7.5%	9.1%	8.7%
Significantly Above Target	9.9%	21.8%	21.1%	10.7%

STAR Reading

	2021-22	2021-22	2021-22	2022-23
	Fall	Winter	Spring	Fall
Significantly Below Target	39.2%	36.0%	36.8%	41.7%
Well Below Target	15.9%	16.2%	16.0%	15.8%
Below Target	24.6%	24.9%	25.0%	22.9%
On Target	8.1%	9.2%	9.2%	8.1%
Significantly Above Target	12.2%	13.7%	13.0%	11.5%

STAR Math

	2021-22	2021-22	2021-22	2022-23
	Fall	Winter	Spring	Fall
Significantly Below Target	32.0%	29.8%	32.3%	29.8%
Well Below Target	20.4%	16.8%	15.9%	18.8%
Below Target	36.1%	37.8%	35.9%	37.7%
On Target				
Significantly Above Target	11.04%	15.6%	15.9%	13.6%

Opportunities for Growth

- Increase the percentage of students on STAR scoring on or above target in early literacy, reading, and math by Spring 2023 through standards-based, Tier 1 instruction
- Increase attendance rates by focusing on school climate and culture
- Expand school programming to offer opportunities for students in extra-curricular areas
- Decrease suspension rates during the 2022-23 school year

Spotlight on Clement Avenue School

Vision

Clement Avenue School fosters independent thinkers through equitable and environmentally-responsible practices. Our community develops the physical, social, and emotional well-being of all students, which prepares them to be engaged global citizens and life-long learners.

Demographics

- K4 to grade 8
 - 284 students
 - 1.4% English-language learners
 - 20.8% students with disabilities
 - 78.2% economically-disadvantaged
- | | |
|------------------------|-----|
| Asian | 4% |
| Black/African American | 11% |
| Hispanic | 42% |
| White | 31% |
| Multi-ethnic | 12% |

STAR Early Literacy

	2021-22 Fall	2021-22 Winter	2021-22 Spring	2022-23 Fall
Significantly Below Target	33.3%	15.6%	29.0%	26.1%
Well Below Target	6.7%	25.0%	9.7%	21.7%
Below Target	33.3%	31.3%	19.4%	21.7%
On Target	13.3%	6.3%	12.9%	8.7%
Significantly Above Target	13.3%	21.9%	29.0%	21.7%

STAR Reading

	2021-22 Fall	2021-22 Winter	2021-22 Spring	2022-23 Fall
Significantly Below Target	29.7%	35.1%	34.7%	37.2%
Well Below Target	18.3%	12.2%	13.9%	15.3%
Below Target	31.4%	28.8%	30.7%	28.1%
On Target	10.9%	10.8%	9.9%	10.7%
Significantly Above Target	9.6%	13.1%	10.9%	8.7%

STAR Math

	2021-22 Fall	2021-22 Winter	2021-22 Spring	2022-23 Fall
Significantly Below Target	27.4%	30.2%	28.4%	24.0%
Well Below Target	20.5%	12.8%	15.7%	16.9%
Below Target	44.0%	42.2%	38.6%	44.9%
On Target				
Significantly Above Target	8.1%	14.7%	17.4%	14.2%

Programming

Bay View's Green School

- An annual dinner theater production since 2010
- Partnerships with ACE, Danceworks, and Sunset Playhouse
- Fresh Fruits and Vegetable Program
- Fork Farms hydroponic tower run by our student Green Team
- Morning meetings in every classroom
- Intentional practices to support cultural connections with staff students and families
- Partner with Compost Crusader with weekly compost pick-ups

Points of Pride

- Recipient of U.S. Department of Education Green Ribbon Schools, 2021
 - Daily landfill waste decreased from 25 40-gallon trash bags to three 40-gallon trash bags
 - Awarded Green Educator of the Year (2021) and Most Supportive Engineer (2022) by Green and Healthy Schools Wisconsin
 - The green schoolyard includes a beautiful outdoor classroom, a soccer field, and a bicycle lane with a bicycle-repair station
 - The green schoolyard also includes a built-in rainwater harvesting system which can manage approximately 69,000 gallons of stormwater per rain event
- Annually awarded top performances in forensics at state competitions

- Recognized as an RTI and PBIS School of Distinction

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(Item 10) Report with Possible Action Regarding Black Lives Matter

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

Background

In August 2020 meeting, the Board adopted Resolution 2021R-010, regarding a Black Lives Matter Week of Action. The Administration implemented the resolution for the 2020-21 school year. This included assembling the 2020-21 Black Lives Matter (BLM) Week of Action and a Year of Purpose Advisory Committee and creating sub-groups. The Administration continues this important work for the 2022-23 school year.

For the 2022-23 school year, the advisory committee and its sub-groups continue to meet regularly. The Administration will continue to provide quarterly reports to the Board on its planning for this school year relative to three key areas:

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

Black Lives Matter Quarterly Report

Black Lives Matter 2022-2023 Areas of Engagement

- Community Connections
- Partnerships
- District Initiatives

Diving DEEPer! (Developmentally-informed [grade-level-appropriate] Evidence-based Equitable Practices)

Ambitious Instruction: Accelerating Learning

- Formative Practices
- Explicit Instruction
- Engagement

2022-23 BLM Mission and Theme

Mission

MPS Black Lives Matter aims to decrease the racial and social disparities by activating our voice, sparking action in our steps, ensuring that equitable practices exist, and uniting humanity for a better tomorrow.

Theme

"A lifetime of practice with power in our voice and action in our steps"

Core Committee Members

Curriculum & Professional Development

- | | |
|--|---------------------------|
| • Dr. Latish Reed, Professional Development Manager, Chair | • Sandra Davis, SPC |
| • Nuntiata Buck, C&I, Co chair | • Sarah Borges, Bilingual |
| • Felice Beal, ILD, Co-chair | • Rocio Trejo, Bilingual |
| • Dr. Patricia Ellis, OSA | • Renee Adelon Laird, C&I |
| • Paul Moga, BLMA | • Jennie Ekstein, C&I |

Week of Action

- Dr. Ebony Davis, Chair
- Janet Wheeler, Co-chair
- Dr. Janet Butler Co-chair
- Felice Beal, ILD
- Anesia Haye Administrator
- Richard Watkin Administrator
- Gary Thomas, Teacher
- Patrice Townsend, Paraprofessional
- Sequanna Taylor, Milwaukee Board of School Directors
- Glenn Carson , United Way

Monthly School Projects

- Ingrid Henry-Walker, MTEA, Chair
- Dr. Toni Dinkins, Regional Superintendent, Co-chair
- Eboni Lewis, G&I
- Celeste Ochonogor, C&I
- Donovan Johnson, BLMA

Next Steps

Curriculum & Professional Development Committee

- Plan curriculum connections; currently working with curriculum specialist to assist in creating content-rich prompts for monthly activities
- Share monthly activity and academic alignment information with school support teachers, special education supervisors, and principals/assistant principals during Learning Institutes
- Identify LMS course topics, select presenters, and establish recording times/dates
- Connect with Community Schools to further develop and implement the Tulsa Curriculum

Week of Action Committee

- Finalize and share MPS Black Lives Matter mission and theme for 2022-2023
- Create Week of Action's outline of activities
- Identify & create T-shirt contest information along with MTEA
- T-shirt contest deadline is Friday, October 21, 2022
- Identify Week of Action's student and community speakers, sponsors, partners
- Identify extended learning activities for schools and nightly activities
- Collaborate with the Communications Department to create advertisement for Week of Action
- Develop ideas to showcase students' submissions via media platforms

Monthly School Projects Committee

- Finalize and share monthly activities for October & November
- Plan activities for December, January, and February
- Distribute monthly activities for December, January, and February
- Establish ways to share students' work on the MPS webpage and connect with other social media platforms

- Develop and create layout for the Black Lives Matter Student Showcase
- Meet with the Communications team about advertisement for the Black Lives Matter Student Showcase

- Identify the site where the in-person Black Lives Matter Student Showcase will be held
- Identify layout for student presentations, technology, and media within the space acquired for the Black Lives Matter Student showcase

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Compatibility Statement

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

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(Item 11) Report with Possible Action on the Art Education Policy Stakeholders Group

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

Background

At your Committee's meeting on August 11, it was recommended that a Visual Art Policy Stakeholders Group be reconvened and that meeting outcomes be reported to the Board at its October meeting.

MPS Art Update

Art Education Expansion, Phase 3

- 21 schools: 4 Northwest, 5 Central, 4 East, 4 Southwest, 2 High School, 2 Citywide
- 10 new full-time positions — 8.5 FTE Increase

Art Positions before the Policy, 2018-19

- 115 visual-art educators
 - 111 schools
- 69% of MPS's students had access to visual-arts education.

Art Positions in Year Three, 2022-23

- 135 art educators
- 142 schools
- 91% of MPS's students have access to art educators.
- 100% of MPS's students have access to visual-arts education with our community art partnerships at the TBEY Arts Center and Arts @ Large

Unfilled Art Positions as of 9/27/22

- 2 full-time vacancies
- 5 paired positions
- Two 0.4-FTE positions
- Four 0.3-FTE positions
- One 0.2-FTE positions

Regional Breakdown: 2 High School, 2 Citywide, 9 Central, 4 Northwest, 1 East, 1 Southwest

Curricular Work to Date**K-8 Curriculum Guides***High-school Curriculum Guides*

- Art Fundamentals
- Drawing & Painting
- Ceramics
- Printmaking

In Progress

- Content-specific courses for traditional middle schools
- High-school curriculum guides for sculpture and fiber arts

Access to Supplies & Equipment

Consumables and equipment can be requested via a Google Form. Requests are checked daily and ordered by the departmental secretary, who works with teachers and staff to receive items and to navigate supply-chain issues.

Items purchased: Consumable art supplies, kilns (and installation), pottery wheels, laptops, Smart Boards, Chromebooks and carts, printing presses, mobile sinks

Stakeholders' Meeting on 9/13/22

A stakeholders' group consisting of Board members, members of the MTEA, and MPS Administration met to discuss implementation of the art policy.

Stakeholders' Concerns*Implementation of policy*

- Chain of command
- Knowledge of the policy

Scheduling

- Appropriate minutes of instruction in accordance with the policy
- Transition time

Staffing

- Positions posted by specific schools
- Recruitment of diverse candidates

Facilities

- Availability of dedicated art rooms

Next Steps

- School leaders received a reminder about the visual-arts policy
- MPS HR will post visual-art positions by specific schools
- Continue to follow the supply-request procedure
- Art teachers' schedules collected in order to monitor minutes of instruction and transition time
- Expand recruitment efforts to attract diverse candidates

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rule Compatibility Statement

Administrative Policy 7.45, Art Education

Fiscal Impact Statement

N/A

Implementation and Assessment Plan

N/A

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(Item 12) Report with Possible Action on Music Education Policy Stakeholders' Group

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

Background

At your Committee's meeting on August 11, 2022, it was recommended that a music-policy stakeholders' group be convened and that outcomes of the group's meeting be reported to the Board in October.

MPS Music Update

Music Education Expansion, Phase 3

- 38 schools: 12 in the Central Region, 6 in the Northwest Region, 13 in the East Region, 5 in the Southwest Region, and 2 in the High School Region
- 24 full-time music positions — 12.7 FTE increase
 - Nine K-5 positions
 - 14 K-8 positions
 - One High-school position

Music Positions

Before the Policy, 2018-19

- 40 Music Educators
 - 31 Schools
- 19% of MPS's students had access to music education.

In Year Three, 2022-23

- 98 music educators
 - 111 schools
- 70% of MPS Students have access to full-time certified Music Educators.
100% of MPS's students have access to music education with travelling music teachers and community partners like the Wisconsin Conservatory

Unfilled Music Positions as of 9/27/22

- Six in the High School Region, six in the Central Region, four in the East Region, three in the Northwest Region, four in the Southwest Region, and four in the Citywide Region
- 10 FTEs in single schools
 - 10 FTEs in paired positions
 - Five 0.5 FTEs
 - Two 0.2 FTEs

Good News

- Fall Saturday music classes set another new record for enrollment, with more than 80 families signing up on the first day that lessons were available.
- A general music instrument specialist is onboard.
- There are new piano labs at Vincent and Thoreau, with labs planned for Cass St. and Burdick.
- U.S. Grant School is the recipient of a Save the Music Foundation Grant that provided more than \$10,000 worth of instruments and equipment.

New Programs in 2022-23

- Concert band/band lessons at Thurston Woods, Burdick, Forest Home, 95th St. School, and Lincoln Avenue
- Modern Band at Bay View High School, Hayes Bilingual, and Cooper
- Music Technology at Roosevelt Middle School

Curricular Work to Date

Completed, 2021-22

- K-5 general music curriculum guide
- Middle-school curriculum guides for, band, orchestra, modern band, and music technology
 - High-school guitar foundations
 - High-school modern guitar

In Progress

- Adaptive K-5 general music
- Middle-school vocal music
- High-school vocal music
- High-school orchestra

Access to Supplies and Equipment

Google Form has been created for instrument, equipment, and supply requests (more than 170 requests so far). Instrument specialists and fine-arts secretary work with teachers to ensure delivery.

Stakeholders' Meetings

A stakeholder group consisting of board members, members of the Milwaukee Music Educators Association, MTEA, and the MPS Administration met on September 15 and 20, 2022, to discuss implementation of the music policy.

Stakeholders' Concerns

- Music teachers not involved in scheduling
 - no transition time
 - ensembles not scheduled
 - students not receiving instruction in all grades or in multiple forms of music
 - SPED students not receiving equitable access to music instruction
- Implementation of policy — chain of command
- Staffing
 - positions not posted by specific schools
 - outreach to the Historical Black College and Universities (HBCUs) and Hispanic-serving Institutions (HSIs)
- Inventory
 - Current policy indicates that the curriculum specialist is responsible for developing appropriate policies. Request was made to develop a related administrative procedure.

Next Steps

- School leaders received a reminder about the music policy.
- Director Herndon has asked that the internal Instrument-Inventory policy document become an administrative procedure attached to Administrative Policy 7.44.
- Building leadership and regionals will be informed of inventory reallocations until procedure is in place.
- The Milwaukee Music Educators Association (MMEA) has asked that a chain of command to be established to assist with policy implementation.
- MPS's HR Department will post open music positions by specific schools.
- MMEA will share a list of HBCUs' music contacts.

Many topics are still under discussion, and monthly meetings of the stakeholders' group are recommended until further notice.

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rule Compatibility Statement

Administrative Policy 7.44, Music Education

Fiscal Impact Statement

N/A

Implementation and Assessment Plan

N/A

* * * * *

REGULAR ITEMS OF BUSINESS

(Item 1) Reports of the Board's Delegates

The Board received the reports of the its delegates to CESA #1 and to the Library Board.

* * * * *

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

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

Academic Achievement

- Attended the Back to School Rally at Academy of Accelerated Learning. Spoke at the press conference.
- Attended the ground breaking at Reagan High School, spoke at press conference
- Spoke to the gathering at the ground-breaking for the track and field at Washington High School.
- Participated in the Verizon parent/student fair at ALBA
- Attended the monthly meeting of the Committee on Student Achievement and School Innovation
- Met with new Director of Restorative Practices
- Met at Vincent HS with instructional coach on climate justice and the acting science specialist.
- Met with and welcomed the DDMAC at Wick Field
- Planned an October visit to Bay View High School with an English teacher from the school

Effective and Efficient Operations

- Met with Superintendent Posley and Gerard Randall on the HBCU recruitment proposal/grant
- Met with Director Sequanna Taylor and Superintendent Posley to get an update on One Milwaukee
- Attended the monthly meeting of the Committee on Accountability, Finance, and Personnel
- Met with Dr. Posley, the Transportation and Bilingual Multicultural Departments, and Director Gokalgandhi regarding busing for participants in RSHS Spanish Bilingual Program

Student, Family, and Community Engagement

- Met with the Inclusive Perspectives Social Studies Committee (IPSSC) that is heading up the work on K-6 social studies content.
- Went over the survey results from participants from the April 2022 MKE desegregation mini-conference with Matt Chason and team.
- Discussed car, bus and pedestrian safety given the road construction on Humboldt Blvd. with Gaenslen Principal and staff from the City of Milwaukee's Facilities and Maintenance Department
- Joined the procession at the annual Labor Day march.
- Met with Dynasty Caesar of Redress Movement regarding housing segregation in the Metro-Milwaukee area.
- Joined the teleconference with The Century Foundation, at which we discussed next steps for the Metro Integration
- Attended the monthly meeting of the Committee on Parent and Community Engagement
- Participated in several I Am a Voter meetings
- Attended VOCES's gala

- Met with leadership from Common Ground
- Explored the A Bite of Reality Program at UW-Milwaukee
- Enjoyed connecting with Jay Rothman, President of University of Wisconsin System, and Jennifer Mnookin, Chancellor of UW-Madison, at a reception in their honor
- Participated in the August regular board meeting
- Collaborated with Erick Shambarger, Environmental Sustainability Director, Environmental Collaboration Office (ECO) (City of Milwaukee), members of the Facilities and Maintenance Services team of MPS, and Citizen Action of Wisconsin.
- Throughout September, I have responded to constituents' emails, phone calls, and texts.

RESOLUTIONS

Resolution 2223R-009

By Directors Siemsen and Peterson

WHEREAS, The Board is committed to developing and expanding a positive culture of collaborative/shared decision making so that all staff work together for common goals; and

WHEREAS, The second priority of the District's five priorities is "Improve District and School Cultures"; and

WHEREAS, The Board understands that having a positive school culture is essential in meeting our goal of attracting and retaining high-quality administrators, teachers and other staff; and

WHEREAS, Leaders need to be intentional about building community at both school and central service levels so that we can collectively strive to meet our District's goals; and

WHEREAS, To help school and central service leaders become more adept at collaborative/shared decision making, the District should establish a set of practices and standards for shared-leadership; now therefore, be it

RESOLVED, That the District adopt a set of practices and standards for shared leadership that would include, but not be limited to, the following leader responsibilities/expectations:

1. intentional creation of a positive culture and climate;
2. creation of an environment that has tolerance for risk and failure;
3. acknowledgment of the strengths of the staff and reliance on them to help solve problems and to lead initiatives;
4. ensuring that there are systems in place for ongoing and timely communication and encouragement of intentional collaboration between staff members; and
5. building of a community in which people pull together to identify problems, to create solutions, to make decisions collectively, and to share accountability, with the understanding that this a responsibility of people at every level of the organization; and be it

FURTHER RESOLVED, That school leaders (principals, assistant principals, and teacher leaders) participate in professional development on the practices and standards of shared leadership at least twice a year; and be it

FURTHER RESOLVED, That non-school administrator leaders participate in professional development on the practices and standards of shared leadership at least twice a year, and be it

FURTHER RESOLVED, That these practices and standards become part of the five-year Strategic Plan, and be it

FURTHER RESOLVED, That the Administration report back to the Board on this resolution no later than the February 2023 board cycle with:

1. proposed revisions to the above set of practices and standards;
2. a schedule for professional development for school and departmental leaders starting in March of 2023; and
3. a plan to introduce this initiative at school and departmental levels.

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

Resolution 2223R-010

By Director Taylor

WHEREAS, Milwaukee Public Schools “is a diverse district that welcomes all students and prepares them for success in higher education, post-educational opportunities, work, and citizenship”; and

WHEREAS, Wisconsin Statute s. 121.84(1)(c) states “A school board may permit a foreign exchange student to attend school in the school district without payment of tuition”; and

WHEREAS, Language in the MPS 2021-2022 Legislative Agenda indicates that “MPS strives to accomplish the same basic objectives — to enhance student achievement, to increase educational opportunities for all children and to attract and retain the most qualified teachers”; and

WHEREAS, Cesar Stinson was a Legislative Policy Specialist for Milwaukee Public Schools and advocate for international exchange opportunities for students and educators; and

WHEREAS, Cesar Stinson, a Milwaukee Public Schools alumnus, graduated from the University of Wisconsin-Madison’s law school, served as a lobbyist, and held various other positions throughout his 17 years with the District; and

WHEREAS, Cesar Stinson worked with elected officials and other public education advocates at the local, national, and international levels; and

WHEREAS; On January 25, 2020, MPS and the entire community was devastated by the loss of Mr. Stinson, a man who made significant contributions to the quality of life of the Milwaukee community; and

WHEREAS, Cesar worked with board members, the Administration, and students and families, to further the MPS student-exchange program and to recruit talented teachers from the United Kingdom and other countries; and

WHEREAS, Cesar will be remembered as an intelligent and strong team member; an involved individual who loved his community; a mentor who was passionate about helping young people achieve their educational aspirations — not just stateside, but internationally; and a loving father to his daughter Cearra; now, therefore, be it

RESOLVED, That in sincere appreciation of Cesar Stinson’s years of dedicated service to the Milwaukee Public Schools, the Milwaukee Board of School Directors hereby renames the MPS International Enrollment Program and international educator-recruitment effort the Cesar Stinson Learning Exchange Program; and be it

FURTHER RESOLVED, That this name change be reflected in any policies, procedures, district webpages, and relevant documents; and be it

FURTHER RESOLVED, That this resolution be spread upon the permanent proceedings of the Board of School Directors, and that the Board instruct the Board Clerk to have an engrossed copy of this document, suitably signed and sealed, prepared and delivered to the family of Cesar Stinson in tribute to his record of dedicated public service to the citizens of Milwaukee and to the children of the Milwaukee Public Schools.

Referred to the Committee on Student Achievement and School Innovation.

Resolution 2223R-011

By Director Gokalgandhi

WHEREAS, Board Governance Policy 1.01, Vision and Mission, states that “[s]chools will be safe, welcoming, well-maintained, and accessible community centers meeting the needs of all”; and

WHEREAS, Administrative Policy 1.04, Nondiscrimination, states that “No person may be denied admission to or participation in the benefits of any public school in the Milwaukee Public Schools ... because of the person’s sex, gender, gender identity, gender expression, [or] gender nonconformity”; and

WHEREAS, In 2020, the U.S. Supreme Court’s decision in *Bostock v. Clayton County* concluded that discrimination based on sexual orientation and discrimination based on gender identity inherently involve treating individuals differently because of their sex; and

WHEREAS, On June 22, 2021, the federal Department of Education issued a formal Interpretation to make clear that “the Department interprets Title IX’s prohibition on sex discrimination to encompass discrimination based on sexual orientation and gender identity”; and

WHEREAS, The City of Milwaukee’s Legislative Reference Bureau stated in a memo dated January 2, 2019, that “[a] 2015 National School Climate Survey showed that nearly two-thirds of transgender students avoid school bathrooms because of feeling unsafe or uncomfortable”; and

WHEREAS, In the same study, over half of transgender students reported that they were required to use the bathroom of their legal sex rather than the one they felt most comfortable using — an illegal requirement under Title IX; and

WHEREAS, Many cities, including Milwaukee, Minneapolis, Orlando, and Jersey City, have pursued legislative action to establish gender-inclusive restroom policies in buildings; now, therefore, be it

RESOLVED, That the Board direct the Administration, in collaboration with Office of Board Governance, to review gender-inclusive policies and best practices; and, be it

FURTHER RESOLVED, That the work include

- recommendations for an administrative policy regarding gender-inclusive restrooms and other facilities, such as locker rooms;
- recommendations for the procedures by which the District solicits, collects, and reports pronouns on district documents; and
- recommendations for district-wide training, including, but not limited to, LGBTQ+ and gender-inclusion awareness; and be it

FURTHER RESOLVED, That this review consider input from various community stakeholders; and be it

FURTHER RESOLVED, That this review and possible recommendations be brought back to the Board no later than the March 2023 board cycle.

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

* * * * *

Having disposed of the other items on its agenda, the Board returned to Item One of the Reports and Communications from the Board Clerk/Chief Officer of the Office of Board Governance, which had been postponed from earlier in the meeting.

(Item 1) Action on a Request to Retire to Closed Session Regarding Litigation in Which the Board Is or Is Likely to Become Involved

Background

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

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Implication Statement

Board Rule 1.18, Legal Representation

Recommendation

That the Board determine how it wishes to proceed with this item.

Director Gokalgandhi moved to retire to closed session pursuant to Wisconsin Statutes, §19.85(1)(g), which allows a governmental body to go into closed session to confer with legal counsel concerning strategy to be adopted by the Board with respect to litigation in which it is or is likely to become involved.

The motion passed, the vote being as follows:

Ayes — Directors Carr, Gokalgandhi, Herndon, Leonard, Siemsen, and President Peterson — 6.
Noes — None.

The Board retired to closed session at 6:17 p.m.

The Board reconvened in open session at 6:58 p.m.

The Board adjourned at 6:58 p.m.

JACQUELINE M. MANN, Ph.D.
Board Clerk

DRAFT