

**PLEASE REVIEW PRIOR TO THE JULY 26, 2018,  
BOARD MEETING.**

Minutes for Approval at the July 26, 2018, Regular Meeting of the Milwaukee Board of School Directors

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**BOARD OF SCHOOL DIRECTORS  
MILWAUKEE, WISCONSIN  
APRIL 24, 2018**

Annual Organizational Meeting of the Board of School Directors called to order by the Board Clerk at 6:35 PM.

Directors Báez, Bonds, Falk, Harris, Miller, Phillips, Sain, Voss, and Woodward are continuing members.

The following members responded to the roll call:

Present — Directors Báez, Bonds, Falk, Harris, Miller, Phillips, Sain, Voss, and Woodward — 9.  
Absent — None.

Director Bonds nominated Director Woodward as temporary Chair.

Director Miller nominated Director Sain as temporary Chair.

The Board proceeded to vote by roll call with the following result:

	<u>Nominee</u>
Director Báez .....	Director Sain
Director Bonds .....	Director Woodward
Director Falk .....	Director Sain
Director Harris .....	Director Sain
Director Miller .....	Director Sain
Director Phillips .....	Director Woodward
Director Sain .....	Director Sain
Director Voss .....	Director Woodward
Director Woodward .....	Director Woodward

Director Sain — 5  
Director Woodward — 4.

Director Sain, having received a majority of the votes of the membership, was duly elected temporary Chair.

**ELECTION OF BOARD OFFICERS**

**(Item 1) Election of a Board President for the Ensuing Board Year**

Director Sain, having assumed the Chair, announced that the next order of business was the election of a President to serve for the ensuing year.

The Board proceeded to vote by roll call with the following result:

	<u>Nominee</u>
Director Báez .....	Director Sain
Director Bonds .....	Director Woodward

Director Falk .....	Director Sain
Director Harris .....	Director Sain
Director Miller .....	Director Sain
Director Phillips.....	Director Sain
Director Sain .....	Director Sain
Director Voss .....	Director Sain
Director Woodward .....	Director Woodward

Director Sain — 7  
 Director Woodward — 2.

Director Sain, having received the majority of the votes of the membership, was duly elected President of the Board of School Directors for the ensuing year.

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**(Item 2) Election of the Board's Vice-President for the Ensuing Board Year**

The President announced that the next order of business was the election of a Vice President to serve for the ensuing year.

The Board proceeded to vote by roll call with the following result:

		<u>Nominee</u>
Director Báez .....	Director Miller	Director Miller
Director Bonds .....	Director Harris	Director Harris
Director Falk .....	Director Miller	Director Miller
Director Harris .....	Director Harris	Director Harris
Director Miller .....	Director Miller	Director Miller
Director Phillips.....	Director Miller	Director Miller
Director Sain .....	Director Miller	Director Miller
Director Voss .....	Director Miller	Director Miller
Director Woodward .....	Director Phillips	Director Phillips

Director Miller — 6  
 Director Harris — 2  
 Director Phillips — 1.

Director Miller having received a majority of the vote, the President declared him duly elected Vice President for the ensuing year.

**DESIGNATION OF BOARD CLERK**

The President announced that the next order of business was the designation of a Board Clerk to serve for the ensuing year.

By consensus of the Board, Dr. Jacqueline M. Mann was designated Board Clerk for the ensuing year.

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### APPOINTMENT OF BOARD REPRESENTATIVES

**(Item 1) Appointment of the Representative to the Library Board**

Board Rule 1.17(7) prescribes that the Board President is an *ex officio* member of the Library Board. If the President elects not to serve, the Board will need to elect a representative by a roll call vote at its regular May meeting.

The President announced that he would serve as the Board's representative to the Library Board for the 2018-19 board year.

\* \* \* \* \*

**(Item 2) Appointment of the Representative to Cooperative Educational Service Agency #1 (CESA #1)**

CESAs (Cooperative Educational Service Agencies) "...serve educational needs in all areas of Wisconsin by serving as a link between school districts and between school districts and the state. Cooperative Educational Service Agencies may facilitate communication and cooperation among all public and private schools, agencies, and organizations that provide services to pupils." (Wisconsin State Statute, Chapter 116, 1983)

CESA #1 is a cooperative governed by an 11-member Board of Control representing 45 public school districts in southeastern Wisconsin. The Board of Control is elected by a delegate assembly at the CESA #1 annual convention. The delegate assembly consists of one school board member from each of the school districts in the CESA #1 region, with special provisions made for areas served by union high/K-8 districts.

The Board of Control sets policy, determines and assesses services to be delivered, and approves program costs. The Board of Control is also responsible for authorizing expenditures to operate CESA #1, including those for personnel, space, and equipment. It also appoints the executive director for CESA #1. The Board's representative is also a member of the Board of Control for the current year.

The Board's representative to CESA #1 in 2017-18 was Director Falk.

Director Bonds moved that Director Falk continue as the delegate to CESA #1 for the 2018-19 board year.

The motion passed, the vote being as follows:

- Ayes — Directors Báez, Bonds, Miller, Phillips, Voss, and President Sain — 6.
- Noes — Directors Harris and Woodward — 2.
- Abstain — Director Falk — 1.

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**(Item 3) Appointment of the Representative to the Wisconsin Association of School Boards (WASB)**

In October 2008, the Board revised Board Rule 1.28, Board Memberships, which now states, in part:

- (3) In regard to the Wisconsin Association of School Boards (WASB), The Milwaukee Board of School Directors, following receipt of notice of an upcoming election from the WASB, shall elect the WASB delegate for Region 14 in September, October, November, or December of the year preceding any new three-year WASB term.

At its regular meeting on November 30, 2017, the Board elected Director Tony Báez as the delegate for WASB Region 14 for the ensuing three-year term. As this is a three-year term, Director Báez will continue as the Board's delegate to WASB until WASB gives notice of an upcoming election.

\* \* \* \* \*

**(Item 4) Appointment of the Representative to the Milwaukee Education Partnership (MEP)**

The Milwaukee Board of School Directors is an Executive Partner of the Milwaukee Education Partnership (MEP), a PK-16 council of education, labor, business, government, university, foundation, parent, and community groups. The Executive Partners provide the ongoing direction and overarching goals and objectives for the work of the MEP. The Board's president is the Board's *ex officio* delegate to the Milwaukee Education Partnership. If the President chooses not to serve, the Board may select a representative for the 2018-19 Board year.

President Sain announced that he would serve as the delegate to MEP for the 2018-19 Board year.

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**(Item 5) Appointment of the Board's Delegate to the MPS Head Start Policy Council**

Director Harris moved that he be elected the Board's delegate to the Head Start Policy Council for the 2018-19 Board year. The motion passed, the vote being as follows:

Ayes — Directors Báez, Bonds, Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain —  
9.  
Noes — None.

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**(Item 6) Appointment of the Board's Liaison to the Milwaukee City Council of PTAs/PTSAs**

Director Voss moved to elect Director Woodward to serve as the 2018-19 delegate to the Milwaukee City Council of PTAs/PTSAs. The motion passed, the vote being as follows:

Ayes — Directors Báez, Bonds, Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain —  
9.  
Noes — None.

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**(Item 7) Appointment of the Board's Liaison to the Title I District Advisory Council**

Director Miller moved to elect Director Phillips to serve as the 2018-19 delegate to the Title I District Advisory Council. The motion passed, the vote being as follows:

Ayes — Directors Báez, Bonds, Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain —  
9.  
Noes — None.

## UNFINISHED BUSINESS

**(Item 1) Action on the Disposition of Unfinished Business Pending before the Board and Its Committees at the Close of Business on April 24, 2018**

Since the Board, by statute, is a continuing body, items of business pending before the Board at the close of its last business meeting of the Board year (April 19, 2018) are to be submitted to the Board at its annual organizational meeting for referral to the appropriate Committees or for other disposition, as the Board sees fit.

The items of business pending before the Board and its Committees at the close of business on April 19, 2018, arranged by committee, are listed below.

Any items set aside will be carried over for action during the 2018-19 Board year. All remaining items will be placed on file.

Item	Topic	Description	Author	Date Referred	Action
<i>Committee on Accountability, Finance, and Personnel (AFP)</i>					
[1]	1617R-002	To create a Summer Jobs Guarantee program.	Bonds	9/19/2016	April 25, 2017 — Carried over
[2]	1617R-004	To waive all student fees	Bonds	10/27/2016	April 25, 2017 — Carried over; December 12, 2017 — Held in Committee
[3]	1718R-016	To develop a district-wide composting and recycling program for the 2018-19 school year;	Voss	1/25/2018	None
<i>Committee on Legislation, Rules and Policies (LRP)</i>					
[4]	Action	Proposed revisions to Administrative Policy 6.37, Limited-Term Employees, in response to the Board's adoption of an amended version of Resolution 1718R-002, to revise Administrative Policy 6.37	Bonds	6/29/2017	August 31, 2017 — Resolution adopted with amendments; January 25, 2018 — Revisions introduced and referred to LRP; February 22, 2018 — Proposed revisions sent back to Committee
[5]	1718R-020	To require that the Board adhere to the schedule of its meetings as adopted at its Annual Organizational Meeting, except when the public interest requires a change	Woodward	3/22/2018	None
<i>Committee on Student Achievement and School Innovation (SASI)</i>					
[6]	1718R-005	To revise Administrative Policy 7.18 to remove the requirement of a 2.0 grade-point average for participation in extracurricular activities for all high-school students, while maintaining the WIAA's eligibility requirement of no more than one failing grade in the most recent grade-reporting period	Bonds	9/28/2017	November 30, 2017 — Held in Committee to allow additional time to prepare information on the feasibility and fiscal implications of implementing the resolution if adopted
[7]	1718R-009	To create a success center for at-risk students	Bonds and Harris	10/26/2017	November 2017 — Referred to AFP, to be brought back in February 2018 cycle; March 13, 2018 — Held in Committee

Item	Topic	Description	Author	Date Referred	Action
[8]	1718R-018	To determine the District's needs for new school programs prior to considering any additional charter school proposals or petitions	Woodward	02/22/2018	March 22, 2018 — Deferred action until after a future charter school work session

Director Voss requested separate consideration of Item 3.

Director Bonds requested separate consideration of Item 7.

Director Woodward requested separate consideration of Items 5 and 8.

Director Bonds moved to place the balance of the items on file. The motion passed, the vote being as follows:

Ayes — Directors Báez, Bonds, Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain — 9.

Noes — None.

The items set aside were referred as indicated.

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### NEW BUSINESS

#### (Item 1) Annual Review of Board Compensation

##### Background

At its meeting on November 28, 2000, the Board set salaries of \$18,121 per year for board members and \$18,667 per year for the Board's president. The Board's action of November 28, 2000, also contained a provision that the Board's compensation be reviewed annually at the organizational meeting.

The compensation currently remains at the levels set by the November 28, 2000, Board action.

##### Recommendation

That the Board determine how it wishes to proceed with the review.

Director Bonds moved to maintain the Board's compensation at its current level. The motion passed, the vote being as follows:

Ayes — Directors Báez, Bonds, Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain — 9.

Noes — None.

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#### (Item 2) Transmittal of Tentative 2018-19 Board Calendars

##### Background

Wisconsin Statutes Section 119.10(3), which governs the scheduling of regular monthly Board meetings, states in part, "The board shall hold a regular meeting at least once each month at times fixed and published by the board in its rules..." In light of this, the City Attorney's Office has advised the Office of



Board Governance that the public has the right to expect that the Board will adhere to its rules as they apply to the scheduling of its regular monthly Board meetings.

The calendar has been prepared in accordance with:

- Board Rule 1.02, which sets the days and times of the Board's regular monthly meetings; and
- Board Rule 2.02, which sets the frequency and times of the Board's Committee meetings.

In regard to the calendar for April 2019, the Board would need to suspend Board Rules 1.01 and 1.02 in order to hold the Regular Monthly Meeting on April 25, 2019, and the Annual Organizational Meeting on April 30, 2019. The suspension is required due to the timing of this year's MPS Spring Recess.

### **Recommendation**

That the Board determine how it wishes to proceed with the tentative 2018-19 Board calendar.

Director Falk moved to waive Board Rules 1.01 and 1.02 and to approve the calendar as presented under separate cover. The motion passed, the vote being as follows:

Ayes — Directors Báez, Bonds, Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain — 9.  
Noes — None.

### **Approved Tentative 2018-19 Board Calendar**

AFP = Committee on Accountability, Finance, and Personnel; LRP = Committee on Legislation, Rules and Policies (scheduled at the call of the Chair); PACE = Committee on Parent and Community Engagement; SASI = Committee on Student Achievement and School Innovation; SPB = Committee on Strategic Planning & Budget

All meetings are to be conducted in the Central Services Auditorium unless noted otherwise. Calendar is subject to change.

#### May 2018

3.....6:30 PM — SPB: Public hearing on proposed FY19 budget  
8.....6:30 PM — PACE  
10.....6:30 PM — SASI  
15.....6:30 PM — SPB: Public hearing and possible action on proposed FY19 budget  
17.....6:30 PM — Statutory Public Hearing on Proposed FY19 Budget  
22.....6:30 PM — AFP  
29.....6:30 PM — Special Board Meeting to consider any proposed amendments and possibly to take action on the Superintendent's proposed 2018-19 budget  
31.....6:30 PM — Regular monthly board meeting, including possible adoption of FY19 budget

#### June 2018

12.....6:30 PM — PACE  
14.....6:30 PM — SASI  
19.....6:30 PM — AFP  
28.....6:30 PM — Regular Monthly Board Meeting

#### July 2018

4.....MPS Central Services Closed  
26.....6:30 PM — Regular Monthly Board Meeting

#### August 2018

9.....6:30 PM — SASI  
16.....6:30 PM — PACE  
21.....6:30 PM — AFP  
30.....6:30 PM — Regular Monthly Board Meeting

September 2018

- 3.....MPS Central Seviles Closed
- 11.....6:30 PM — PACE
- 13.....6:30 PM — SASI
- 18.....6:30 PM — AFP
- 27.....6:30 PM — Regular Monthly Board Meeting

October 2018

- 8.....Columbus Day
- 9.....6:30 PM — PACE
- 11.....6:30 PM — SASI
- 16.....6:30 PM — AFP
- 25.....6:30 PM — Regular Monthly Board Meeting, with consideration of, and possible action on, recommended amendments to the adopted budget for FY19

November 2018

- 8.....6:30 PM — SASI
- 13.....6:30 PM — PACE
- 20.....6:30 PM — AFP
- 29.....6:30 PM — Regular Monthly Board Meeting

December 2018

- 4.....6:30 PM — PACE
- 6.....6:30 PM — SASI
- 11.....6:30 PM — AFP
- 20.....6:30 PM — Regular Monthly Board Meeting

January 2019

- 8.....6:30 PM — PACE
- 10.....6:30 PM — SASI
- 15.....6:30 PM — AFP
- 24.....6:30 PM — Regular Monthly Board Meeting

February 2019

- 12.....6:30 PM — PACE
- 14.....6:30 PM — SASI
- 21.....6:30 PM — AFP
- 28.....6:30 PM — Regular Monthly Board Meeting

March 2019

- 12.....6:30 PM — PACE
- 14.....6:30 PM — SASI
- 19.....6:30 PM — AFP
- 28.....6:30 PM — Regular Monthly Board Meeting

April 2019

- 25.....6:30 PM — Regular Monthly Board Meeting
- 30.....6:30 PM — Annual Organizational Meeting

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**NEW BUSINESS**  
*for Referral to Committee*

**(Item 1) Action on a Request to Revise Administrative Policy and Procedure 7.07, Physical Education**

*This item was referred to the Committee on Legislation, Rules and Policies.*

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**(Item 2) Action on a Request to Approve the Proposed Revisions to Administrative Policies 8.01, Student Nondiscrimination; 8.02, Student Anti-Sexual Harassment; 8.23, Weapons in the Schools (and Criminal Offenses); 8.27, Student Complaints & Grievances; 8.28, Student Discipline; 8.32, Student Expulsion; and Administrative Procedures 8.01, Student Nondiscrimination; 8.02 Student Anti-Sexual Harassment; 8.28, Student Discipline, to Comply with the U.S. Department of Education Office for Civil Rights (OCR) Compliance Review**

*This item was referred to the Committee on Legislation, Rules and Policies.*

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**(Item 3) Action on a Request to Move Administrative Policy 8.39 Student Awards and Scholarships to Chapter 7: Instruction**

*This item was referred to the Committee on Legislation, Rules and Policies.*

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**(Item 4) Action on Proposed Revisions to Administrative Policy 7.37, Graduation Requirements**

*This item was referred to the Committee on Legislation, Rules and Policies.*

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### COMMUNICATIONS

No communications were presented for referral to committee.

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### RESOLUTIONS

Resolution 1819R-001

By Director Woodward

WHEREAS, Wis. Stat., §119.08, directs, in part, that:

- a school board in a City of the First Class, such as Milwaukee, "...shall consist of one member elected at-large and eight members elected from numbered election districts determined by the board...";
- "[a] person elected to represent a district shall reside within the boundaries of the district..."; and
- "[t]he electors of each election district shall elect one member residing within the election district to represent the election district. The at-large member shall be elected by the electors of the city..."; and

WHEREAS, The statutory language helps to ensure that the specific needs and concerns of the individual public schools and constituents within the eight numbered districts will be addressed by the respective representatives who are elected to serve them; and

WHEREAS, Board Rule 3.01, Code of Ethics — Board of School Directors, states, “Board members will act cooperatively, bearing in mind the best interests of the people in the jurisdiction of MPS and of the students whom the Board serves”; and

WHEREAS, The representatives elected to serve each of the eight numbered districts are familiar with the needs and concerns of the individual public schools and constituents in their respective districts; and

WHEREAS, Board members are directly accountable to the schools and constituents in the districts in which they were elected; and

WHEREAS, Having been elected to serve a specific area or district, it is the responsibility of a board member to know what is occurring in his or her schools, to build relationships with constituents, and to develop strategies that address issues within his or her respective area or district; and

WHEREAS, In the event that a board member temporarily is unable to fulfill the duties of his or her office, the city-wide member may serve in that member’s stead; and

WHEREAS, When one school board member attempts on his or her own to address issues that are specific to schools, parents, students, or citizens of another member’s district, it can blur the lines of accountability, weaken relationships that the actual elected representative of the district has worked hard to build, and cause confusion; and

WHEREAS, When one school board member pursues resolution of issues regarding another member’s district, it can create conflicts with processes that the elected representative of the district in question may have set into motion to resolve issues and to promote the interests of the people who have elected him or her; now, therefore, be it

RESOLVED, That all members of the Milwaukee Board of School Directors shall follow the Code of Ethics and be respectful of those who have been elected to represent their respective districts on the Board; and be it

FURTHER RESOLVED, That, when a member of the Board is made aware of an issue that has arisen in another member’s district, rather than attempting to address that issue him- or herself, the member shall make the director of the district in question aware of the issue; and be it

FURTHER RESOLVED, That being respectful of each other’s responsibilities shall not preclude one board member from being able to offer advice or assistance, if appropriate, to another board member in resolving any issue.

*This item was referred to the Committee on Legislation, Rules and Policies*

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Resolution 1819R-002

By Director Harris

WHEREAS, The Milwaukee Board of School Directors has declared in its mission that it has the responsibility to educate all students for responsible citizenship; and

WHEREAS, The Wisconsin Model Academic Standards for Social Studies charge schools within the state with helping students “learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance”; and

WHEREAS, Administrative Policy 7.37, Graduation Requirements, outlines citizenship coursework and a passing score on the district’s civics test as requirements for graduation; and

WHEREAS, Students become more effective problem solvers when they know how local, state, and national governments function; and

WHEREAS, The Milwaukee Board of School Directors is responsible for governing the Milwaukee Public Schools including fiduciary responsibility of a more than \$1 billion annual budget; and

WHEREAS, The Board serves as trustees for the people of the City of Milwaukee and is the only official agency in the organization with the legal responsibility for the conduct of the public schools; and

WHEREAS, Board Governances Policy 2.03, Board Powers and Duties, outlines that the Board:

- has civic responsibility as the controlling body of a basic service essential to the life of the community;
- has social responsibility toward all the people who look to the school as the center of growth and development for young and old alike;
- has economic responsibility, as there is a direct relationship between good schools and the standard of living; and
- has moral and ethical responsibility to discharge its functions completely and impartially in the interests of accomplishing the greatest good for the greatest number as all times; and

WHEREAS, Board members are considered state officers with school-district jurisdiction over the execution of the state’s school laws; and

WHEREAS, The Milwaukee Board of School Directors is directly accountable to the constituents of the City of Milwaukee and to the students and families of the Milwaukee Public Schools; and

WHEREAS, It is important for students and community members to understand the role of the Milwaukee Board of School Directors and engage in the process of the governance of the school district; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop a lesson to teach students about locally governed bodies, including the Milwaukee Board of School Directors; and, be it

FURTHER RESOLVED, That the lesson include information about how the various forms of civic action at the local level — including running for school board, voting, and giving testimony at the Board’s hearings — contribute to the well-being of the community; and, be it

FURTHER RESOLVED, That the lesson shall teach students how families, schools, and other groups develop, enforce, and change rules of behavior as they relate to the governance of the school district; and, be it

FURTHER RESOLVED, That the new lesson be implemented district-wide through incorporation in the social studies curriculum beginning with the 2018-19 school year.

*This item was referred to the Committee on Student Achievement and School Innovation.*

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Before the conclusion of the meeting, the Chair asked that copies of Board Rule 3.02, Code of Conduct — Board of School Directors, be distributed to all board members. The Code of Conduct outlines expectations for responsible behavior of board members and sets forth a common basis for staff relations and conduct in meetings.

The Board adjourned at 7:35 PM.

JACQUELINE M. MANN, Ph.D.  
Board Clerk



**BOARD OF SCHOOL DIRECTORS  
MILWAUKEE, WISCONSIN  
MAY 3, 2018**

Special meeting of the Board of School Directors called to order by President Sain at 5:33 PM.

Present — Directors Báez, Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain — 8.  
Excused — Director Bonds — 1.

The Board Clerk read the following call of the meeting:

April 27, 2018

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Mark Sain, a special meeting of the Board of School Directors will be held at 5:30 p.m. on Thursday, May 3, 2018, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering the terms of the employment agreement with the current Superintendent of Schools related to the resignation of the position, effective July 6, 2018.

The Board may retire to executive session pursuant to Wisconsin Statutes, Section 19.85(1)(c), which allows a governmental body to retire to executive session for the purpose of considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.

The Board may reconvene in open session to take action on matters considered in executive session. Otherwise, the Board will adjourn from executive session.

JACQUELINE M. MANN, Ph.D.  
BOARD CLERK

Director Voss moved to retire to Executive Session. The motion passed, the vote being as follows:

Ayes — Directors Báez, Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain — 8.  
Noes — 0.

The retired to Executive Session at 5:40 PM.

The Board adjourned from Executive Session at 6:19 PM.

JACQUELINE M. MANN, Ph.D.  
Board Clerk





**BOARD OF SCHOOL DIRECTORS  
MILWAUKEE, WISCONSIN  
MAY 15, 2018**

Special meeting of the Board of School Directors called to order by President Sain at 5:36 PM.

Present — Directors Báez, Bonds (arrived 5:38 PM.), Falk, Harris, Miller, Phillips, Voss, Woodward,  
and President Sain — 9.  
Absent — None.

The Board Clerk read the following call of the meeting:

May 11, 2018

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

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

Special Board Meeting  
5:30 p.m., Tuesday, May 15, 2018

1. Action on a Long-term Disability Plan as an Employee Voluntary Option as of July 1, 2018
2. Action on Reports of the Independent Hearing Officers of the Milwaukee Board of School Directors (Student Expulsions)
3. Action on a Request to Retire to Executive Session in Order to Confer with Legal Counsel Regarding Litigation in Which the Board Is or Is Likely to Become Involved
4. Consideration of and Possible Action on the Terms of the Employment Agreement with the Current Superintendent of Schools related to the Resignation of the Position, Effective July 6, 2018

In regard to item 2, above, the Board may retire to executive session pursuant to Wisconsin Statutes, Section 19.85(1)(f), for the purpose of considering disciplinary data of specific persons.

In regard to items 3 and 4, above, the Board may retire to executive session pursuant to Wisconsin Statutes, Section 19.85(1)(g), to confer with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

In regard to item 4, above, the Board may retire to executive session pursuant to Wisconsin Statutes, Section 19.85(1)(c), which allows a governmental body to retire to executive session for the purpose of considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.

In regard to item 4, above, the Board may retire to executive session pursuant to Wisconsin Statutes, Section 19.85(1)(e), which allows a governing body to go into closed session for the purpose of deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session.

JACQUELINE M. MANN, Ph.D.  
Board Clerk

**(Item 1) Action on a Long-Term Disability Plan as an Employee Voluntary Option as of July 1, 2018**

**Background**

At its meeting on June 30, 2016, the Milwaukee Board of School Directors approved a contract with The Standard, which included board-paid long-term disability (LTD) insurance. This policy included two

plans: a 90-day benefit waiting plan for the Superintendent, cabinet, and administrators, and a 180-day benefit waiting plan for all other employees.

At its meeting on April 19, 2018, the Milwaukee Board of School Directors approved the Administration's recommendation to terminate MPS's paid long-term disability plan and offer long-term disability as a voluntary employee option.

The Administration is now proposing to terminate the board-paid long-term disability plan as of June 30, 2018, instead of December 31, 2018, and proposes the following voluntary employee-paid plans, to be effective July 1, 2018:

- The Superintendent/Cabinet/Administrator LTD plan (90-day Elimination Period):
  - Option 1: Offer the current plan's design with a composite rate of \$0.95 per \$100, with a 66 2/3% benefit, a lifetime benefit, and cost-of-living adjustment (COLA).
  - Option 2: Offer a lower-cost option with a 60% benefit, a maximum five-year benefit period, without COLA, with a composite rate of \$0.363 per \$100.
- The All Other Employees LTD plan, not covered above (180-day Elimination Period):
  - Option 1: Offer current plan's design with a composite rate of \$1.098 per \$100, with a 66 2/3% benefit, a lifetime benefit, and COLA.
  - Option 2: Offer a lower-cost option with a 60% benefit, a maximum five-year benefit period, without COLA with a composite rate of \$0.358 per \$100.

### **Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.06, Fiscal Accounting and Reporting

### **Fiscal Impact Statement**

This item provides an estimated savings of \$1,000,000 for the six-month period July 1, 2018-December 31, 2018.

### **Implementation and Assessment Plan**

Upon approval by the Board, the Office of Human Resources will implement the changes to the long-term disability plans effective July 1, 2018.

### **Administration's Recommendation**

The Administration recommends that the Board approve the termination of the board-paid long-term disability plan as of June 30, 2018, and the adoption of the employee-paid long-term disability plans with The Standard.

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

Ayes — Directors Báez, Bonds, Falk, Harris, Miller, Phillips, Voss, and President Sain — 8.  
 Noes — None.  
 Temporarily Absent — Director Woodward — 1.

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**(Item 2) Action on Reports of the Independent Hearing Officers of the Milwaukee Board of School Directors (Student Expulsions)**

**Background**

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As more than 30 days will have passed between the regular April and the regular May meetings of the Milwaukee Board of School Directors, the 15 reports of the Independent Hearing Officers of the Board of School Directors for the following dates and times have been provided under separate cover for the Board's consideration and determination:

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Administrative Policy 8.33, Student Expulsion: Independent Hearing Officer

**Administration's Recommendation**

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The Administration recommends that the Board accept the 15 reports of the Independent Hearing Officers of the Milwaukee Board of School Directors of April 19, 23 25, 26, 27, 30, and May 1, 2018.

Director Miller moved to accept the reports of the Independent Hearing Officers of April 19, 23 25, 26, 27, 30, and May 1, 2018. The motion passed, the vote being as follows:

Ayes — Directors Báez, Bonds, Falk, Harris, Miller, Phillips, Voss, and President Sain — 8.  
 Noes — None.  
 Temporarily Absent — Director Woodward — 1.

\* \* \* \* \*

Before introducing the next items of business, the Board Clerk advised the Board that the next two items may require the Board to retire to executive session. The Chair suggested that, if there was no objection from the Board, the Board Clerk introduce both items, after which the Chair would accept a motion to retire to executive session to consider both items.

**(Item 3) Action on a Request to Retire to Executive Session in Order to Confer with Legal Counsel Regarding Litigation in Which the Board Is or Is Likely to Become Involved**

**Background**

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The Board Clerk is requesting that the Board retire to executive session pursuant to Wisconsin Statutes, Section 19.85(1)(g), to confer with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Board Governance Policy 2.01, General Governance Commitment

**Recommendation**

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The Office of Board Governance recommends that the Board determine what action it wishes to take with regard to this matter.

\* \* \* \* \*

**(Item 4) Consideration of and Possible Action on the Terms of the Employment Agreement with the Current Superintendent of Schools related to the Resignation of the Position, Effective July 6, 2018**

**Background**

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At the request of President Mark Sain, the Board will consider the terms of the employment agreement with the current Superintendent of Schools related to the resignation of the position, effective July 6, 2018.

The Board may retire to executive session pursuant to:

- Wisconsin Statutes, Section 19.85(1)(c), which allows a governmental body to retire to executive session for the purpose of considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility;
- Wisconsin Statutes, Section 19.85(1)(e), which allows a governing body to go into closed session for the purpose of deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session; and
- Wisconsin Statutes, Section 19.85(1)(g), to confer with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

The Board may reconvene in open session to take action on matters considered in executive session. Otherwise, the Board will adjourn from executive session.

**Strategic Plan Compatibility Statement**

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

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

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Administrative Policy 2.02, Superintendent — Recruitment and Appointment

**Recommendation**

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

The Board Clerk having introduced Items 3 and 4, Director Báez moved to retire to Executive Session pursuant to Wisconsin Statutes, Section 19.85(1)(c); Wisconsin Statutes, Section 19.85(1)(e); and Wisconsin Statutes, Section 19.85(1)(g). The motion passed, the vote being as follows:

Ayes — Directors Báez, Bonds, Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain —  
9.  
Noes — None.

The Board retired to Executive Session at 5:54 PM.

The Board adjourned from Executive Session at 6:46 PM.

JACQUELINE M. MANN, Ph.D.  
Board Clerk

**BOARD OF SCHOOL DIRECTORS  
MILWAUKEE, WISCONSIN  
MAY 17, 2018**

Special meeting of the Board of School Directors called to order by President Sain at 5:42 PM.

Present — Directors Báez, Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain — 8.  
Absent and Excused — Director Bonds — 1.

The Board Clerk read the following call of the meeting:

May 16, 2018

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

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

Special Board Meeting  
5:30 p.m., Thursday, May 17, 2018

Consideration of, and Possible Action on, the Terms and Date of Separation of the Current Superintendent of Schools related to the Resignation of the Position

In regard to item 1, above, the Board may retire to executive session pursuant to:

- Wisconsin Statutes, Section 19.85(1)(c), which allows a governmental body to retire to executive session for the purpose of considering employment, promotion, compensation, or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility;
- Wisconsin Statutes, Section 19.85(1)(e), which allows a governing body to go into closed session for the purpose of deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session; and
- Wisconsin Statutes, Section 19.85(1)(g), to confer with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

The Board may reconvene in open session to take action on matters discussed in closed session; otherwise, the Board will adjourn from executive session.

JACQUELINE M. MANN, Ph.D.  
Board Clerk

Director Miller moved to retire to Executive Session, pursuant to Wisconsin Statutes, Section 19.85(1)(c); Wisconsin Statutes, Section 19.85(1)(e); and Wisconsin Statutes, Section 19.85(1)(g). The motion passed, the vote being as follows:

Ayes — Directors Báez, Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain — 8.  
Noes — None.

The Board retired to Executive Session at 5:51 PM.

Director Harris was absent from 6:12 to 6:17 PM.

The Board reconvened in open session at 6:22 PM.

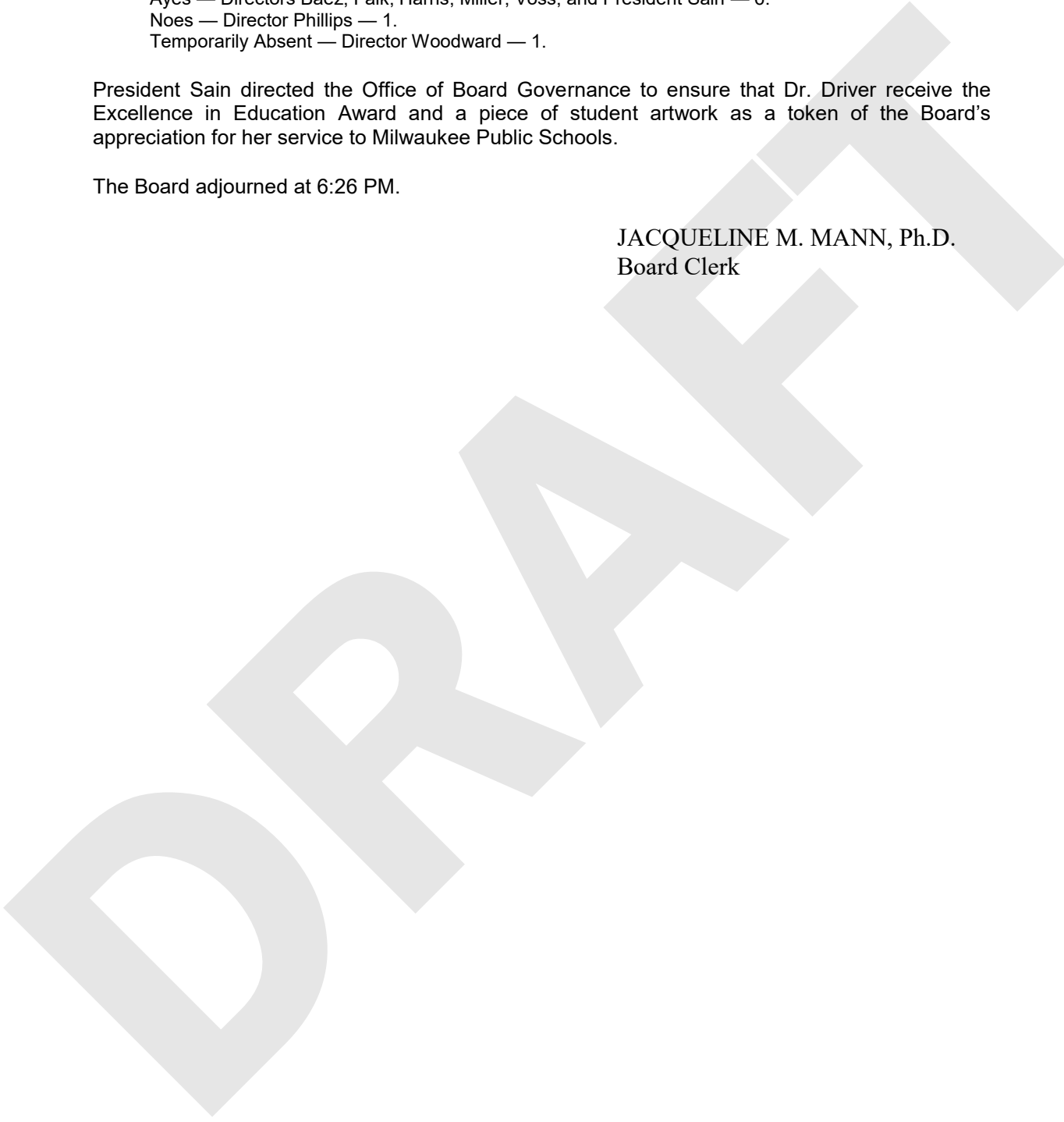
Director Miller moved to approve May 20, 2018, as the date of separation with Dr. Darienne Driver, with compensation and benefits as outlined in her employment agreement. The motion passed, the vote being as follows:

Ayes — Directors Báez, Falk, Harris, Miller, Voss, and President Sain — 6.  
Noes — Director Phillips — 1.  
Temporarily Absent — Director Woodward — 1.

President Sain directed the Office of Board Governance to ensure that Dr. Driver receive the Excellence in Education Award and a piece of student artwork as a token of the Board's appreciation for her service to Milwaukee Public Schools.

The Board adjourned at 6:26 PM.

JACQUELINE M. MANN, Ph.D.  
Board Clerk



**BOARD OF SCHOOL DIRECTORS  
MILWAUKEE, WISCONSIN  
MAY 17, 2018**

Special meeting of the Board of School Directors called to order by President Sain at 6:34 PM.

Present — Directors Báez, Bonds (arrived 6:58 PM), Falk, Harris, Miller, Phillips, Voss, Woodward,  
and President Sain — 9.  
Absent — None.

The Board Clerk read the following call of the meeting:

May 10, 2018

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

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

Special Board Meeting — Statutory Public Hearing  
6:30 p.m., Thursday, May 17, 2018

1. Statutory Public Hearing on the Proposed Fiscal Year 2019 School Operations, Construction, and Extension Fund Budgets

This item is being presented pursuant to the provisions of Section 119.16(8)(a), Wisconsin Statutes. The Board may take action on the proposed FY2019 budget at its tentatively scheduled meetings on May 29, 2018, and May 31, 2018.

JACQUELINE M. MANN, Ph.D.  
Board Clerk

The Board gave hearing on the Proposed Fiscal Year 2019 School Operations, Construction, and Extension Fund Budgets.

The Board adjourned at 7:24 PM.

JACQUELINE M. MANN, Ph.D.  
Board Clerk





**BOARD OF SCHOOL DIRECTORS  
MILWAUKEE, WISCONSIN  
MAY 24, 2018**

Special meeting of the Board of School Directors called to order by President Sain at 5:33 PM.

Present — Directors Báez, Bonds (arrived 5:36 PM), Falk, Harris, Miller, Phillips (arrived 5:39 PM),  
Woodward, and President Sain — 8.  
Absent and Excused — Director Voss — 1.

The Board Clerk read the following call of the meeting:

May 22, 2018

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

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

Special Board Meeting  
5:30 p.m., Thursday, May 24, 2018

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

In regard to item 1, above, the Board may retire to executive session pursuant to Wisconsin Statutes, Section 19.85(1)(g), to confer with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

The Board may reconvene in open session to take action on matters discussed in closed session; otherwise, the Board will adjourn from executive session.

JACQUELINE M. MANN, Ph.D.  
Board Clerk

Director Bonds moved to retire to Executive Session. The motion passed, the vote being as follows:

Ayes — Directors Báez, Bonds, Falk, Harris, Miller, Phillips, Woodward, and President Sain — 9.  
Noes — None.

The Board retired to Executive Session at 5:40 PM.

The Board adjourned from Executive Session at 5:58 PM

JACQUELINE M. MANN, Ph.D.  
Board Clerk



**BOARD OF SCHOOL DIRECTORS  
MILWAUKEE, WISCONSIN  
MAY 29, 2018**

Special meeting of the Board of School Directors called to order by President Sain at 6:34 PM.

Present — Directors Báez, Bonds, Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain — 9.  
Excused — None.

The Board Clerk read the following call of the meeting:

May 24, 2018

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

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

Special Board Meeting  
6:30 p.m, Tuesday, May 29, 2018

1. Action on a Request to Suspend Board Rule 1.10 in Order to Take up Immediate Consideration of Proposed Revisions to Administrative Policy 6.37, Limited-Term Employment Positions; Administrative Policy 6.23, Recruitment and Hiring: Staff; and Administrative Procedure 6.23(6), Filling Limited-Term Employment Positions
2. Work Session and Action on Amendments to the MPS Proposed 2018-19 Budget
3. Action on the Superintendent's Proposed 2018-19 Budget, Including the Budgets for the School Operations, Construction, and Extension Funds

Notice of Public Hearing

In regard to Item 1, above, the Board will take a vote to suspend Board Rule 1.09(2) in order to accept public testimony. This applies only to item 1 — testimony will not be taken on any other items on this agenda.

JACQUELINE M. MANN, Ph.D.  
Board Clerk

Director Bonds moved to suspend Board Rule 1.10 to allow for immediate consideration of the proposed revisions to Administrative Policies 6.37 and 6.23 and Administrative Procedure 6.23, and pursuant to Board Rule 1.09(2), to receive public testimony prior to taking action on this item.

The motion passed, the vote being as follows:

Ayes — Directors Báez, Bonds, Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain — 9.  
Noes — None.

**(Item 1) Action on a Request to Suspend Board Rule 1.10 in Order to Take up Immediate Consideration of Proposed Revisions to Administrative Policy 6.37, Limited-Term Employment Positions; Administrative Policy 6.23, Recruitment and Hiring: Staff; and Administrative Procedure 6.23(6), Filling Limited-Term Employment Positions**

**Background**

At its June 2017 regular meeting, the Board referred Resolution 1718R-002, regarding limited-term employees (LTEs), to the Committee on Legislation, Rules and Policies.

In August 2017, the Board took action to adopt the resolution, which directed revisions to Administrative Policy 6.37, Limited-Term Employment Positions.

The Administration and Office of Accountability and Efficiency have collaborated to make adjustments to Administrative Policy 6.37 consistent with the Board's action.

Additional changes have been made to reflect current practice in the use of LTEs and to achieve greater efficiencies as to the manner in which they are brought before the Milwaukee Board of School Directors for approval.

For consistency of language and alignment purposes, revisions to Administrative Policy 6.23, Recruitment and Hiring: Staff, and Administrative Procedure 6.23(6), Filling Limited-Term Employment Positions, are also necessary.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 6.37, Limited-term Employment Positions

**Fiscal Impact Statement**

This item does not authorize expenditures.

**Implementation and Assessment Plan**

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

**Recommendation**

The Administration recommends that the Board suspend Board Rule 1.10 and approve the proposed revisions to Administrative Policy 6.37, Limited-Term Employees; Administrative Policy 6.23, Recruitment and Hiring: Staff; and Administrative Procedure 6.23(6), Filling Limited-Term Employment Positions, as provided below:

ADMINISTRATIVE POLICY 6.37  
Limited-Term Employment Positions

The Superintendent, Office of Board Governance, and ~~Office of the Chief Accountability and Efficiency Officer~~ ~~management of the Office of Accountability and Efficiency~~ are authorized to use limited-term employment ("LTE") positions on a temporary basis to fill short-term areas of need, subject to the conditions set forth below.

(1) The purpose of using LTE positions is to fill short-term areas of need. It is employment that cannot become permanent ~~and generally does not exceed one year~~. Examples of types of situations in which LTE employment would be appropriate include filling in for an employee who is on a long-term leave of absence; pending the recruitment of a new hire for a permanent position; performance of work on a limited-term grant or project; or supplementing the workforce during times of peak workloads or retirements, including the use of retirees to train new hires.

(2) LTE positions are eligible only for statutory fringe benefits (e.g., employer contributions to Social Security, workers' compensation, and possibly unemployment compensation and state or city pension). Individuals in LTE positions are not paid for vacation, sick leave, or holidays (unless asked to work), tuition reimbursement, or any other non-statutory fringe benefit.

Fringe-benefit rates specific to these positions will be used to charge the area that has the established budget authority for the position.

- (3) Requirements that must be met to fill LTE positions include the following:
  - a. will require budget authority as confirmed by the Office of Finance;
  - b. will follow the fundamental hiring and selection process as established by the Office of Human Resources as the final hiring authority;
  - c. will follow Administrative Procedure 6.23 in the screening of applications to hire a limited-term employee that is followed by an abbreviated interview process as determined by the Office of Human Resources;
  - d. will be subject to the same pre-employment requirements as regular employees (e.g., pre-placement physicals, criminal information background screen);
  - e. can be used for a classified or certificated position and shall not be subject to residency requirements;
  - f. will follow Administration Policy 6.04, Employee Code of Ethics, and specifically not permit the hiring or supervision of immediate family (nepotism);
  - g. will require a signed limited-term employment contract that outlines the length and specifics of the LTE assignment;
  - h. will be required to follow applicable Administrative Policies of the Milwaukee Public Schools, including, but not limited to, the following:
    - 6.03, Anti-Sexual Harassment
    - 6.04, Employee Code of Ethics
    - 6.05, Code of Ethics
    - 6.06, Gifts and Solicitations
    - 6.07, Employee Rules of Conduct
    - 6.08, Health and Safety
    - 6.09, Human Immunodeficiency Virus (HIV) Infection
    - 6.11, Tobacco Products Use on Board Property
    - 6.12, Drug-Free Workplace
    - 6.13, Drug and Alcohol Testing
    - 6.15, Criminal Background Screening
    - 6.32, Pepper Spray: Use of
    - 6.34, Staff Acceptable Use Policy (AUP)
    - 6.35, Whistleblower Protections
    - 6.36, Student Non-Fraternization Policy.

(4) The appointment of an individual in an LTE position to a permanent position must be brought to the Board for approval.

(5) LTE contracts must be brought to the Board for review within 60 days of the commencement of services, and continued LTE employment beyond the initial 60-day period is contingent upon the Board’s approval. Any ~~extension of LTE contract for~~ services from an individual in an LTE for one (1) year or longer must be justified and brought to the Board for approval.

(6) The LTE assignment shall be cost-effective and mindful of any potential conflict of interest involving the individual in the LTE position and the Milwaukee Public Schools.

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

(8) An LTE’s active-pay status shall be inactivated after 30 calendar days subsequent to the completion of the payroll activity corresponding to his/her LTE contract’s end date.

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ADMINISTRATIVE POLICY 6.23  
Recruitment and Hiring: Staff

The Board, through its employment policies, shall attempt to attract, secure, and hold the most highly-qualified personnel for all positions. The superintendent shall develop a recruitment and selection program, subject to the Board’s approval, that is based upon the diverse characteristics of the school system and the Board’s mission and goals.

(1) Certificated Staff (Including Non-represented Staff)

(a) The superintendent shall have the sole right of nomination for employment and promotion of certificated personnel, and the appointment of any nominated candidates shall be effected only with the approval of the Board. In the case of rejection, the Board may request another nomination.

(b) The effective date of appointment of certificated personnel shall be fixed by the Board, and no appointment shall be antedated more than 60 days.

(2) Certificated Staff (Early Childhood)

Priority should be given in hiring for two years, beginning in 1996; thereafter only teachers certified in early childhood to teach in kindergarten through the third grade shall be hired.

(3) Classified Staff (Including Non-Represented Staff)

(a) All appointments at whatever level of operation shall be brought to the attention of the Board.

(b) The superintendent shall see that persons nominated for employment are selected from appropriate civil service lists, when required, and meet qualifications established for the type of position for which the nomination is made.

(4) Limited-Term Employment (LTE) Positions

(a) All LTE (limited-term employment) contracts for LTE positions at any level of operation shall be reported to Board within 60 days of commencement of services.

(b) LTE positions must have the approval of the Superintendent, the ~~Chief Accountability and Efficiency Officer (CAEO)~~ management of the Office of Accountability and Efficiency, or the Director of the Office of Board Governance (OBG), and the funding source must be confirmed by the Office of Finance before any LTE contract that exceeds 60 days may be brought forth for approval by the Board.

(c) No LTE contract shall be for a period of one year or more without the Board's advance approval of the extension.

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ADMINISTRATIVE PROCEDURE 6.23(6)  
Filling Limited-term Positions

(a) General

When a need becomes apparent for a limited-term employment position because a position is vacant, either permanently or through long-term absence, or there is an imminent need to supplement the workforce due to peak workloads, grants requirement, or short-term projects; the Superintendent, the Director of the Office of Board Governance (OBG), or the ~~Chief Accountability and Efficiency Officer (CAEO)~~ management of the Office of Accountability and Efficiency (OAE) may authorize the use of a limited-term employment position(s) for their respective areas of responsibility.

(b) Authority of the Superintendent, Director of the Office Of Board Governance (OBG), and ~~The Chief Accountability And Efficiency Officer~~ Management of the Office of Accountability and Efficiency (OAE)

1. The Superintendent, the Director of the Office of Board Governance, or the ~~Chief Accountability and Efficiency Officer~~ management of the Office of Accountability and Efficiency will maintain the final authority for recommendation to the Board for their respective areas of responsibility.

2. Every reasonable effort will be made to fill the limited-term employment (LTE) position within 30 days of the written notification to the Office of Human Resources (OHR) of need or occurrence of the vacancy; however, the Superintendent, OBG, and the ~~CAEO~~ OAE will have the authority to assign or recommend for placement in an LTE position an individual to fill an LTE position in lieu of and/or while advertising the vacancy, for any of the following reasons:

- a. best interest of the district
- b. organizational needs
- c. specialized requirements of the position
- d. urgency of the need to temporarily fill the vacancy with an LTE position or to complete the project
- e. limited availability of candidates with specialized skills sets.

3. Most LTE positions will be filled through the abbreviated interview process described as follows.

(c) Advertising Limited-term-Employment Positions to Temporarily Fill Vacancies

1. OHR will advertise or cause to be advertised those LTE positions that will be filled through the interview process. A focus on diversity among qualified candidates will be a continuous goal in all advertising. Because of the immediacy of the need to fill these positions, advertisements for LTE positions will be primarily placed on the MPS portal, Civil Service, and WECAN online sites, as appropriate, or other online employment sites that can be immediately accessed. This list is not intended, however, to be an exhaustive list as other professional periodicals, online sites, and

organizations may be contacted should OHR determine it is necessary to locate viable candidates for the LTE position.

2. A minimum of three sources will be contacted for the purpose of advertising the LTE position.

3. OHR will have the discretion to extend the posting period or to reopen the application process if it is determined that such action is necessary to ensure an adequate, representative number of qualified applicants, consistent with the Board's policy on equal employment opportunities.

4. OHR will notify the sponsoring Office, Chief, or Director (as applicable) should it appear that the posting will exceed 30 days.

(d) Submission of Applications

Any individual interested in being considered for an advertised vacancy of an LTE position must complete and submit an official MPS online application along with any other information, as determined by OHR, which will establish the individual's eligibility as a qualified candidate for the specifically advertised LTE position. Applications submitted after the published deadline will not be considered. At the conclusion of a selection process, the applications of unsuccessful candidates will be archived. A separate application must be submitted for each LTE vacancy.

(e) Screening of Applications

1. The Staffing Services Unit of OHR will conduct the initial screening for both certificated and classified positions to determine if the applicants have produced evidence of their qualification (eligibility) for the LTE position.

2. OHR will also verify the professional training certifications and official transcripts (should they be required) from the issuing institutions.

3. OHR shall conduct the criminal information background check. The office requesting the LTE position shall perform the reference checks for the finalists as guided by OHR.

(f) Abbreviated Interview Process

The LTE position will be filled through an abbreviated interview process that will proceed as follows.

1. OHR shall work with the requesting office, department, or unit to convene an interview panel that will consist of a minimum of three people, two of whom will be from the office or department or unit requesting the LTE position. The third panel member shall be from another office or department. That panel may include the immediate supervisor for the position and one representative from another office or department outside of the immediate unit or office. OHR shall monitor the interview process.

2. Each interview panel shall receive training by a representative from OHR-Staffing Services in proper interview techniques. A Staffing Services representative shall oversee such training and ensure that the interview process is conducted in a fair and valid manner consistent with generally accepted human-resources practices.

3. The interview panel shall recommend two finalists (no rank order) for reference checks and forwarding to the chief or director of the office or department.

4. Upon receiving the recommendations from the interview panel, the chief or director may:

a. conduct a second round of interviews with the two finalists and make a recommendation for the position;

b. select one of the two finalists recommended by the panel and make recommendation to the Superintendent, OBG, or ~~CAEO~~ OAE of selection;

c. reject both finalists recommended by the interview panel;

d. assure that reference checks and criminal background check of the finalist have been conducted before referring to the Superintendent, OBG, or ~~CAEO~~ OAE; and/or

e. authorize OHR to commence another search.

5. OHR will be notified of the recommended candidate for the LTE position and extend the limited-term employment contract that will include compensation as approved by OHR and will be conditioned upon successful completion of a criminal information background check and physical.

6. OHR will be responsible for reporting LTE contracts to the Board for:

a. notification of LTE contracts to the Board within 60 days of the start of LTE services; and

b. seeking the Board's approval of any LTE contract for a period in excess of 60 days if such contract exceeds 60 days.

Director Bonds moved to approve the recommended revisions to the policies and procedure. The motion passed, the vote being as follows:

Ayes — Directors Báez, Bonds, Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain — 9.  
Noes — 0.

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**(Item 2) Work Session and Action on Amendments to the MPS Proposed 2018-19 Budget**  
**Background**

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Proposed amendments to the Superintendent's proposed FY19 budget have been provided under separate cover for the Board's consideration and action.

Additional amendments may be presented at the time of the Board's meeting.

As this is a work session, no public testimony will be taken on this item.

**Consideration of and Action on Budget**  
**Amendments**

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The Board Clerk read the first amendment for consideration:

Amendment #7, by Director Miller, to create a pool of 75 full-time substitute teachers to be called "substitute teachers on special assignment." The Committee on Strategic Planning and Budget recommends that the Board approve Amendment #7 by Director Miller to create a pool of 75 full-time substitute teachers.

Director Miller moved to approve budget amendment #7. The motion passed, the vote being as follows:

Ayes — Directors Báez, Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain — 8.  
Noes — Director Bonds — 1.

The Board Clerk read the next amendment for consideration:

Amendment #8, by Director Woodward, to reallocate the funding for the community schools' expansion and use it for class-size reduction at the two schools identified for the expansion. The recommendation is that the Board determine how it wishes to proceed with this item.

Director Falk moved to approve amendment #8. The motion failed, the vote being as follows:

Ayes — Director Woodward — 1  
Noes — Directors Báez, Bonds, Falk, Harris, Miller, Phillips, Voss, and President Sain — 8.

The Board Clerk read the next amendment for consideration:

Amendment #9, by Director Phillips, to accelerate the "Road to 15." The recommendation is that the Board determine how it wishes to proceed with this item.

Director Phillips moved to approve budget amendment #9. The motion passed, the vote being as follows:

Ayes — Directors Báez, Bonds, Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain — 9.  
Noes — 0.



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**(Item 3) Action on the Proposed 2018-19 Budget, Including the Budgets for the School Operations, Construction, and Extension Funds**

**Background**

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The Administration is recommending for adoption by the Milwaukee Board of School Directors the following resolutions:

**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 \$991,407,124 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 2019 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 *[AMOUNT TO BE DETERMINED]* will be required for the operation of the Milwaukee Parental Choice Program; and that *[\$[AMOUNT TO BE DETERMINED]* will be required for the operations of the Milwaukee Public Schools and that a total of *[\$[AMOUNT TO BE DETERMINED]* 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 2019, 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 \$2,387,203 will be required for the 2019 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, \$1,261,274 by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee Public School purposes in 2019, 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 \$27,483,590 will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2019 Fiscal Year, and that \$20,000,000 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 2019, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

**Strategic Plan Compatibility Statement**

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

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

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Administrative Policy 3.01, Annual Operating Budget

**Fiscal Impact Statement:**

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The proposed 2018-19 budget reflects an overall reduction in spending of 10.9 million, or 0.9% from the 2017-18 budget. Projected revenues in the general operations budget are virtually unchanged at a 0.2% decrease over 2017-18.

The total proposed budget — which includes grant funding and funding for Milwaukee Recreation — is \$1,173,324,713, down from \$1,184,236,760 in 2017-18.

### **Implementation and Assessment Plan**

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Upon the Board's adoption of these preliminary budgetary resolutions, the Board Clerk will certify the Board's action to the City Clerk. In October 2018, however, once the District has received final information regarding federal and state aids, revised budgetary resolutions will be brought to the Board for its consideration and adoption. The Board Clerk will then certify that action to the City Clerk for purposes of the tax levy.

### **Recommendation**

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The Administration is recommending that the Board approve the budget resolutions presented in this item (pending any adjustments necessitated by additional amendments to the proposed budget to be presented at the time of the Board's meeting).

As a result of the Board's adoption of Amendment #9, by Director Phillips, to accelerate the "Road to 15," the Administration submitted a revised resolution regarding the School Operations Fund, as follows:

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 ~~\$991,407,124~~ ~~\$991,537,218~~ 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 2019 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 [AMOUNT TO BE DETERMINED] will be required for the operation of the Milwaukee Parental Choice Program; and that \$[AMOUNT TO BE DETERMINED] will be required for the operations of the Milwaukee Public Schools and that a total of \$[AMOUNT TO BE DETERMINED] 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 2019, 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.

Director Bonds moved approval of the 2018-19 budget, inclusive of the budget resolutions presented, with that regarding the School Operations fund having been amended as presented immediately above. The motion passed, the vote being as follows:

Ayes — Directors Báez, Bonds, Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain — 9.  
Noes — 0.

The Board adjourned at 7:41 PM.

JACQUELINE M. MANN, Ph.D.  
Board Clerk

# BOARD OF SCHOOL DIRECTORS MILWAUKEE, WISCONSIN MAY 31, 2018

Regular meeting of the Board of School Directors called to order by Vice-President Miller at 6:39 PM.

Present — Directors Báez, Falk, Harris (arrived 6:40 PM), Phillips, Woodward, and Vice-President Miller — 6.

Absent and Excused — Directors Bonds, Voss, and President Sain — 3.

Vice-President Miller asked for a moment of silence to commemorate the passing of the following members of the MPS family:

- Gevonnie Frazier, a ninth-grade student at Transition High school, who passed away on May 13, 2018;
- Dennis King; a ninth-grade student at James Madison High School, who passed away on May 20, 2018;
- James Shawlin, a retired teacher from Bay View High School, who passed away on April 8, 2018;
- Bruce Bamberg, a retired teacher from Rufus King and James Madison High Schools, who passed away on April 18, 2018;
- Ronald Lunford, a retired paraprofessional from Morse Marshall, who passed away on April 19, 2018; and
- Valerie McKinney-Keys, a teacher at Thoreau School, who passed away on May 8, 2018.

## AWARDS AND COMMENDATIONS

This evening, the Milwaukee Board of School Directors is pleased to honor the 2018 MPS Valedictorians and Salutatorians for their impressive academic accomplishments. The complete list of these outstanding students is as follows:

<u>School</u>	<u>Valedictorian</u>	<u>Salutarian</u>
The Alliance School	Emmalyrical Whitlow	Justice Mulqueen
Assata High School	Jakya Chandler	Cornella Marks
Audubon High School	Sumaya Ahmed	Lucas Kidd
Bay View High School	Natalie Negron	Noah Halsey
Bradley Technology and Trade High School	Quangdat Nguyen	Diamond Day
Carmen High School — Northwest Campus	Bryan Morales Rodriguez	Michael Craft
Carmen High School — South Campus	Juan Alba	Kate Rodriguez Quezada Giovanni Claudio
Grandview High School	Essence Smith	Aldo Sanchez
Groppi High School	Gabrielle Mayes	Marquise Mays-Robinson
Hamilton High School	Diana Garcia Vidal	Italia Roman

<u>School</u>	<u>Valedictorian</u>	<u>Salutatorian</u>
King International High School	Lydia Anthony Mallory Bree Adelle Durrell Celeste Gunderson Olivia Plunkett Amy Wesolowski	Brendan OBrien
MacDowell Montessori School	Shondee Haralson	Serenity Robinson
MC <sup>2</sup> High School	Adam Alkhatib	Zachary Magnusson
Meir High School	Aubree Hansen	Angela Soto Isaiah Gordon
Madison Academic Campus	Pa Kou Moua	Kennyetta A Scott
Milwaukee High School of the Arts	Estelle Holleran	Kyen Ditzenberger
Milwaukee School of Languages	Vanisa Saycocie	Abdullah Masri
Milwaukee Marshall High School	Georgette Kouassi	Monet Thomas
North Division High School	Pryesha Harris	Alicia Swift
Nova High School	Carliona Strange	Marquon Green
NOVA Tech	Natia Davis	Nashana Davis
Obama SCTE	Bryan Adorno	Dionna Brown Trotter
Pulaski High School	Mular Say	Melissa Amador Servia
Reagan College Preparatory High School	Maggie Balistreri Juliana Gessner Corinne Kronschnabel Don Mai Ryan Oberdorf Malcolm Ramirez Emily Rasmussen Alyssandra Scaffidi Luke Stoerger Eva Szocik Harrison Tremarello Jack Zacher	
Riverside University High School	Jamie Covaleski Sirtaj Grewal	Salina Vang
Shalom High School	Julian Tolliver	Sentaces D. Townsend
South Division High School	Dawt Iang	Meng Thao
Transition High School	Nikya Wren	Danielle Cantrell
Vincent High School	Chelsie Vang	Larry Flowers
Washington High School of IT	Savonn Fairley	Abdul Ennin
Wisconsin Conservatory	Erinn Buckner	Terrance Robinson

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## APPROVAL OF MINUTES

The minutes of the special and regular board meetings of April 2018 were approved as printed.

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## REPORTS AND COMMUNICATIONS FROM THE SUPERINTENDENT OF SCHOOLS

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

#### **Background**

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The Superintendent's Report is designed to provide the Milwaukee Board of School Directors and the MPS community with an update on current activities underway to support the District's goals of academic achievement; student, family and community engagement; and effective and efficient operations.

#### **Events/Programs/Announcements**

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##### *MPS Announces \$25,000 in Fab Lab Grants for Two High Schools*

Milwaukee Public Schools announced a \$25,000 grant from the Wisconsin Economic Development Corporation (WEDC) to expand its fabrication laboratory (fab lab) program. Of the 63 districts that had applied, MPS is among the 22 districts that were selected to receive funds. Fab labs in MPS schools give students access to high-tech tools and processes that are in growing demand in the manufacturing industry.

A ceremony at Bay View High School formally announced the award and celebrated Fab Lab Day in Wisconsin. Dignitaries in attendance were Mark Hogan, WEDC Secretary and CEO, and Johannes Britz, Provost of the University of Wisconsin–Milwaukee.

Bay View High School and Obama School of Career & Technical Education (SCTE) both have a strong focus on science, technology, engineering, and math (STEM): high-tech, hands-on learning is an essential part of students' experiences. Existing fab labs in these schools are providing valuable training that will boost students' college and career options.

At Bay View High School, proposed use of the grant will allow acquisition of a laser engraver, 3D printer, and other equipment. At Obama SCTE, a new CNC plasma cutter and 3D printer are being considered to help students in manufacturing and robotics gain real-world experience by taking their ideas from design to production.

##### *MPS Students Celebrate Cultures around The World*

Milwaukee Public Schools students' are expanding their understanding and knowledge of global cultures and the ways in which relationships affect our world through a program of the United Nations Schools of International Learning (UNSIL). MPS elementary and middle-school students presented a special program at Miller Park to celebrate cultures and to identify the challenges facing countries around the world.

Classes had been working all year on their projects. Exhibits included photos, maps, and important facts about each country, as well as strengths and challenges and the role each country plays in its region or continent. Student performances included Hmong dancers, Latin-American-themed ballroom dancers, and an international fashion show.

The UNSIL's curriculum is currently implemented at thirteen Milwaukee Public Schools: Academy of Accelerated Learning, Bethune Academy, Burbank School, Garland School, Humboldt Park School, Milwaukee Academy of Chinese Language, Parkview School, Marvin E. Pratt School, Story School, Gilbert Stuart School, Victory Italian Immersion School, U.S. Grant School, and Zablocki School.

### *MPS Group Gets Standing Ovation in National Talent Show*

After many weeks of practice and preparation, a group of 12 MPS students traveled to Washington, DC, to take part in the Turnaround Arts national talent show held at the John F. Kennedy Center for the Performing Arts. Their performance honoring Frederick Douglass drew cheers and a standing ovation from the audience.

The journey began in fall with the composition of an original musical piece. Ja'Rahn Leveston, a teacher from Roosevelt Middle School of the Arts, created and submitted his piece, called "200," in celebration of the 200<sup>th</sup> birthday of Frederick Douglass. The song is written in the style of the hit musical *Hamilton*. After the exciting news that the piece had been accepted into the talent show was announced, auditions were begun to select 12 students from the four MPS Turnaround Arts schools — Dr. Martin Luther King, Jr., African American Immersion School; Lancaster School; Roosevelt Middle School of the Arts; and Sherman Multicultural Arts.

In addition to the talent show at the Kennedy Center, students performed three times while in Washington — the first being flash-mob-style at the airport. The group also performed at Frederick Douglass's home and by request at the Bus Boys and Poets restaurant with other groups from the talent show.

Turnaround Arts, which was initiated by the Obama Administration, provides arts support in high-need schools. It offers innovative arts, dance, theater, and music programs; arts integration across subject areas; arts resources; musical instruments; and high-profile artist mentors. Turnaround Arts has improved attendance, math scores, and reading scores and has decreased suspensions across participating schools nationwide.

### *Milwaukee Recreation to Renovate 52 Playfields*

The Milwaukee Public Schools' Department of Recreation and Community Services (Milwaukee Recreation) launched its initiative to renovate and modernize 52 playfields around the city. With the help of local organizations, the business community, and residents, the goal is to level the playing field and transform neighborhood playfields, many of which were built in the 1920s and 1930s and have not been refurbished since their inception.

In 2014, Milwaukee Recreation retained a consultant to conduct a review of the existing facilities and to provide a roadmap for improvements to the playfields spanning a 10-year timeframe. The result was the Milwaukee Outdoor Recreation Facilities Master Plan.

The plan rated 65 percent of the facilities as fair to poor and identified more than \$25 million in needed improvements over a 10-year span; however, in addition to merely assessing the condition of each site, Milwaukee Recreation also analyzed the neighborhoods' and populations' characteristics surrounding each playfield and developed a priority list of projects that emphasized racial and economic equity.

The four playfields to undergo the first round of construction are Burnham playfield, Columbia playfield, Custer playfield, and Southgate playfield.

While each project will be designed to meet the needs and interests of the surrounding community, most of the work will include removal of asphalt, installation of shade trees, walking areas, improved playground equipment, and basketball courts. Additional lighting, benches, shade structures, and trash receptacles will also be added to the sites, and several locations will include eco-friendly splash pads.

Milwaukee Recreation looks to break ground at Columbia, Custer, and Southgate this fall, with Burnham soon to follow in 2019. Milwaukee Recreation will also break ground on a new athletic stadium at Vincent High School, which will eventually join the two other multi-use stadiums — Custer and South — that were also built within the last few years. The new Vincent Stadium will provide student-athletes with the ideal venue within which to compete, as well as the opportunity to host WIAA tournaments for football, soccer, and track.

Updating each playfield is the immediate goal for Milwaukee Recreation, but the ultimate objective is to bring the community together through memorable recreational and educational experiences for people of all ages.

Collectively, MPS has already committed \$11 million towards the improvement of play spaces and athletic facilities.

### *MPS STEM Fair Celebrates Science and Technology*

The 11<sup>th</sup> annual MPS STEM Fair took place at Miller Park, with more than 500 students from 48 MPS schools participating. Over the years, the STEM Fair has transformed to include not only traditional science-fair projects, but also engineering-design projects that allow students to solve real-life problems. Participating in the STEM Fair allows students to show off the STEM knowledge that they have gained both in their schools and in their communities.

This year, the STEM Fair held a button-design contest to celebrate the Year of the Arts. During the fair, student participants wore the winning button, designed by 12<sup>th</sup>-grader Meng Thao from South Division High School.

More than 225 volunteers from the community attended the Fair to support students by judging, providing interactive STEM activities for students, and assisting with operations of the fair.

### **Awards/Recognition**

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#### *Kirstyn Walker of MPS is Fulbright Awardee*

Kirstyn Walker, a teacher at James Groppi High School, is the recipient of an English-teaching assistantship from the Fulbright U.S. Student Program. Kirstyn, who teaches 10<sup>th</sup>- and 11<sup>th</sup>-grade English at Groppi, will earn a master's degree in education policy this spring from Marquette University. Her assistantship will allow her to spend the upcoming academic year teaching English in Greece.

The Fulbright U.S. Student Program competition aims to increase mutual understanding among nations through educational and cultural exchange while serving as a catalyst for long-term leadership development.

The Fulbright Program is the flagship international educational exchange program sponsored by the U.S. government. Recipients of Fulbright grants are selected on the basis of academic or professional achievement, as well as demonstrated leadership potential in their fields. The program operates in more than 160 countries worldwide.

#### *Riverside Robotigers Qualify for FIRST Robotics Championships In Detroit*

The Riverside University High School Robotigers reached the finals of their regional competition. The group competed in La Crosse in early April, and their impressive win qualified them for the FIRST Robotics Championship in Detroit. The students who make up the Robotigers represent several MPS high schools. About half the team members are girls — an unusually high ratio in the robotics world. The students are the designers, fabricators, mechanics, and operators of their robots. With support from local businesses, teachers, alumni, and mentors, the students of Riverside Robotics have created a nationally competitive robot. This is the second consecutive year in which the Robotigers have made it to national championships.

#### *MPS Students Honored for Women's History Essays*

To honor Women's History Month, MPS students were invited to submit essays sharing the stories of Wisconsin's women. Winners, who received cash awards and certificates, were announced at the University of Wisconsin-Milwaukee Hefter Conference Center.

The contest is designed to shine a light on the lives of Wisconsin women who have often remained invisible. The purpose of the essays is to explore the public roles and private lives of women and to expand the historical record. The contest's rules encourage students to interview or communicate with their subjects, when possible, to uncover new information and acquire new perspectives.

The winners were:

#### High school

First Place .....Gepsaida Fernandez, Golda Meir High School  
 Second Place.....Quincy Noakes, Golda Meir High School  
 Third Place.....Jazlyn Molton, Golda Meir High School

Middle school

- First Place .....Cloey Knapp, Fernwood Montessori School
- Second Place.....Nicole Sarenac, Fernwood Montessori School
- Third Place.....Awarded to students from Erin Sivek’s class at the International Newcomer Center in the Milwaukee Academy of Chinese Language:  
Aisha Ramzan Ali, Jamilah Abu Bakar, Saidah Dolah, Asma Osman, Moo Ah Tier, Putri Muhammad Ali, Tuwahidah Muhammad Ali, Nur Khadijah Abdul Gafur, and Suhur Hassen.  
  
Students wrote about their mothers’ incredible journeys to America and becoming Wisconsin women.

**2017-18 Wisconsin Title I Schools of Recognition**

These schools receive federal Title I funding to provide services to high numbers or high percentages of economically-disadvantaged families. Title I Schools of Recognition awards recognize the efforts of students, their families, teachers, school administrators, and school staff members to break the link between poverty and low academic achievement.

- High-achieving & High-progress School ..... Whittier Elementary School
- High-Achieving School..... Whittier Elementary School
- High-Progress Schools ..... Milwaukee College Preparatory School — 38<sup>th</sup> Street  
Milwaukee College Preparatory School — Lloyd Street  
Whittier Elementary School
- Beating the Odds Schools ..... Academy of Accelerated Learning  
Honey Creek Continuous Progress School  
Rufus King International School  
Golda Meir School  
Milwaukee Spanish Immersion School  
Wedgewood Park International School

***Celebrating Bilingual Education***

The Wisconsin Association for Bilingual Education (WIABE) recognized 12 Milwaukee Public Schools teachers as 2018 WIABE Educators of the Year and honored two MPS students as writing-contest winners.

WIABE supports and encourages the implementation of educational policies and effective bilingual-bicultural programs that promote equal education opportunity and excellence for all language-minority students. The group promotes enrichment forms of bilingual education to ensure that language-minority students are successful academically and develop age-appropriate English proficiency, while at the same time maintaining a sense of pride in culture and diversity.

- MPS educators recognized are:
- Lisa Bence, Kagel Bilingual School
  - Eli Jorge, South Division High School
  - Luz Martinez, J.W. Riley Bilingual School
  - Magdiel Perez, La Causa Charter School
  - Shannon Reed, Lincoln Ave. Bilingual School
  - Elizabeth Rivera, Hayes Bilingual School
  - Carlos Rodriguez, Escuela Vieau
  - Elizabeth Rodriguez, Wedgewood Park International
  - Maricarmen Rodriguez, Forest Home Ave. School



Annemarie Schaff, Kagel Bilingual School  
 Evelyn Velazquez, Greenfield Bilingual School  
 Carrie Yanko, Allen-Field Bilingual School.

Winners of the writing contest are:

Afnan Al Shargabi, a 7<sup>th</sup>-grader at Morgandale School  
 Kiara Serpa, a junior at South Division

#### ***MPS Students Recognized for Excellence in German-language Study***

Middle- and high-school students from Milwaukee School of Languages (MSL) received recognition from the German Language and School Society (DSSV) for exemplary academic achievement. Students studying German took the American Association of Teachers of German's (AATG's) National German Exam and participated in the DSSV's writing contest. Thirty-eight students qualified for a variety of awards. MSL had more student winners than did any other participating school.

Six MSL students received major awards.

Greta Garcia Jalil-Melendez .....	Fritz & Maria Keller Memorial Award of \$1,000
Anja Arnhold .....	Wilma Giese Award of \$1,000
Martina Osterman .....	DSSV Award of \$1,000
Emily Schwab .....	DSSV Award of \$1,000
Alex Robinson .....	\$250
Craig Robinson .....	\$250

Additional students who earned recognition for their achievements were Catherine Charnon, Nick Charnon, Merce Fernandez, Raquel Fernandez, Henry Finch, Sam Gende, Angelina Hamburger, Serenity Heuangpathoumthong, Brianna Hoey, Ian Hunt, Mary Jane Juern, Brynne Kehoe, Iyonna Luttrell, Abdullah Masri, Brody Obermeier, Garrett Pfaff, Stephanie Piontkowski, Ian Rasmussen, Stella Richards, Isabella Rock, Katherine Roecklein, Hannah Rudak, Emma Sachs, Hayley Servant, Brandon Smith, Francesca Smith, Regan Weeks, Rheanna Weeks, Peyton Weiss, Autumn Wolfe, Mira Zakula, and Rade Zakula.

#### ***MPS Musicians Receive Top Honors***

The Wisconsin School Music Association's Annual Solo & Ensemble Festivals are the highlight of the year for student musicians. At the district level, student vocalists and instrumentalists strive to advance to the state level.

This year, a total of 12 solos and ensembles were named Exemplary Performances by judges at the state level.

Among the awardees listed below, a standout is Natalija Walker, who has earned exemplary recognition for her vocal solo four years in a row.

Milwaukee High School of the Arts .....	Vocal Jazz Ensemble
Ronald Reagan High School.....	Lauren Barta — Alto Vocal Solo
	Casimir Riley — E-flat Baritone Saxophone Solo
	Kaitlyn Ryan — Trumpet Solo
	Alexander Walker — Broadway Vocal Solo
	Natalija Walker — Soprano Vocal Solo
	Madrigal Vocal Ensemble
Riverside University High School .....	Ty-Johnna Gardner — Broadway Vocal Solo
	Morgan Kruger — Soprano Vocal Solo
Rufus King IB High School.....	Mystique Evans — Cello Solo
	Maya Grosser and Josue Koenig — Violin Duet
	Emma Shenkenberg — Oboe Solo

**Four MPS Schools Continue to Make List of Top Schools in the State**

Four MPS high schools are celebrating the release of the *U.S. News and World Report's* list of top high schools. Rufus King International High School is the top-rated Milwaukee school on the list, having been ranked 9<sup>th</sup> in the state and also having earned a silver medal as a high-performing school. Silver medals also went to Milwaukee School of Languages, ranked 15<sup>th</sup>, and Ronald Wilson Reagan College Preparatory High School, ranked 23<sup>rd</sup>.

*U.S. News and World Report* annually determines its rankings based on graduation rates, number of Advanced Placement classes offered, college readiness, test scores, and other factors. The four MPS schools making this prestigious list, which includes national recognition, are:

- Rufus King International High School — Ranked #9 in Wisconsin
- Milwaukee School of Languages — Ranked #15 in Wisconsin
- Ronald Wilson Reagan College Preparatory High School — Ranked #23 in Wisconsin
- Hmong American Peace Academy K3–12 (HAPA) — Ranked #107 in Wisconsin

In the past, each of these four schools has made the *U.S. News and World Report's* list, the *Washington Post's* list of most challenging schools, or both.

**Three MPS Students Earn Top Prize at SkillsUSA State Championships**

Twenty-three MPS students from Bradley Technology and Trade School and Barack Obama STCE competed in the annual SkillsUSA State Championships. Eight medals representing five awards, including two state championships, were awarded to these talented middle- and high-school students.

From Obama, high-school coaches Dave Kontz and Dan Johnston and middle-school coach Monica Hall led their team of six students to capture four awards. In addition, Marvell Reed was elected as a state officer for District 5 and will serve as vice-president.

- 1<sup>st</sup> Place, Robotics and Automation..... Devyon Bowie, Romero Williams
- 1<sup>st</sup> Place, CO<sub>2</sub> Dragster (Middle School)..... Enrique Acevedo
- 2<sup>nd</sup> Place, CO<sub>2</sub> Dragster (High School)..... Romero Williams
- 3<sup>rd</sup> Place, Barber/Cosmetology ..... Temonie Kirk

Also earning the right to compete at the state level were high-school students Saria Vaughn and Johnelisha Conrod, who were both entered in the categories of Job Interview and Cosmetology. At the middle-school level, competitors included Nyesha Simpson and Mekhi Murphy (Team Engineering and CO<sub>2</sub> Dragster), Adam Washington (Team Engineering), Naima Galarza and Azarria Martin (Job Demonstration), and Annika Burton (Job Interview). Enrique Acevedo's first-place finish was his second state championship in a row.

In June, Obama coach Dave Kontz and new Vice President Marvell Reed will accompany Devyon Bowie and Romero Williams to the National SkillsUSA Championships in Louisville, Kentucky.

From Bradley Tech, coaches Jeff Lemmer and Sharon Hegwood led a team of ten students to the state competition. One of their groups — Karina Damian, Ibrahim Abukar, and Donyana Johnson — earned a second-place medal despite it's being only their second year of participation in SkillsUSA. Their category, Promotional Bulletin Board, required students to design and build boards to promote their SkillsUSA chapters.

The team included Malyun Ali (Job Interview), Giovanni Perez (Team Engineering and Woodworking Display), Nick Rufus (Job Interview and Team Engineering), Mariah Erby and Dillion Bickel-Parrett (Web Design), Ibrahim Abukar and Karina Damian (Advertising Design and Promotional Bulletin Board), Aaliyah Flournoy (CO<sub>2</sub> Dragster and Woodworking Display), Abdikadir Ahmed (Team Engineering), and Donyana Johnson (Job Interview and Promotional Bulletin Board).

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## REPORTS AND COMMUNICATIONS FROM THE BOARD CLERK/DIRECTOR, OFFICE OF BOARD GOVERNANCE

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

#### **Background**

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Beginning in 2019-20, under the special needs scholarship program, the State of Wisconsin will value a student with a disability in a private school as worth a 90% reimbursement rate, while it will value a student with a disability in a public school at a reimbursement level of 26%.

Along with the 90% private, 26% public reimbursement disparity, public schools will see a reduction in their state aid in order to partially fund (up to approximately \$18,500) the special needs voucher. The aid reduction will be offset with a revenue-limit adjustment that will likely result in a property tax increase in order to make up for the loss of state aid.

While the federal government has promised to fund 40% of special education costs, it currently provides only a 16% level of support. And though, years ago, the State of Wisconsin included a reimbursement rate of 63% in statute, funding for students with disabilities has been frozen for a decade, and the state reimbursement rate has fallen to 26%.

The fiscal impact on school districts of the state and federal governments failing to provide appropriate support for students with disabilities was recently highlighted in memos provided by the Legislative Fiscal Bureau to the State's Blue Ribbon Commission on K-12 Education Funding. As the Legislative Fiscal Bureau memos make clear, in 2015-16, with diminished federal and state support, public school districts were responsible for covering over \$1 billion in costs related to supporting students with disabilities. For Milwaukee Public Schools alone, the total was \$140 million.

According to the Legislative Fiscal Bureau, had the state provided a reimbursement rate of 33%, MPS students with disabilities would have received an additional \$13.4 million in state support. Had the reimbursement rate been 50%, the state would have supported students with an additional \$45.3 million. The memos did not include funding levels for a scenario in which the state supported students with disabilities in public schools at a level of 90%.

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

#### **Background**

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The Board Clerk is requesting that the Board retire to executive session pursuant to Wisconsin Statutes, Section 19.85(1)(g), to confer with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

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

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Goal 3, Effective and Efficient Operations

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

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Board Governance Policy 2.01, General Governance Commitment

#### **Fiscal Impact Statement**

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NA

#### **Recommendation**

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The Office of Board Governance recommends that the Board determine what action it wishes to take with regard to this matter.

At the request of Vice-President Miller, this item was postponed to the end of the meeting.

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## REPORTS AND COMMUNICATIONS FROM THE OFFICE OF ACCOUNTABILITY AND EFFICIENCY

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

#### Background

##### *Current Project Updates*

1. Background

The OAE has been working on the following projects that have been defined by the Board through board action.

- a district-wide equity audit;
- a district-wide assessment of diversification of workforce
- evaluation of the School Resource Officer (SRO) program
- assessment of substitute teachers.

2. Update

The OAE, with the Administration, will bring forward a final report on the evaluation of the School Resource Officer (SRO) program next month. We also continue to work with the Administration and to collaborate with stakeholders on the recommendations of the assessment of substitute teachers per the action taken by the Committee on Accountability, Finance, and Personnel on April 10, 2018.

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

The Board Clerk presented 11 expulsion orders from the Independent Hearing Officers of the Milwaukee Board of School Directors.

Director Woodward moved to accept the reports of the Independent Hearing Officers of May 7, 17, 18, 21, 23, and 24, 2018.

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

Ayes — Directors Báez, Falk, Harris, Phillips, Woodward, and Vice-President Miller — 6.  
Noes — None.

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## REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

- Item 6 of the report of the Committee on Legislation Rules and Policies, *Action on a Request to Approve the Proposed Revisions to Administrative Policies 8.01, Student Nondiscrimination; 8.02, Student Anti-Sexual Harassment; 8.23, Weapons in the Schools (and Criminal Offenses); 8.27, Student Complaints & Grievances; 8.28, Student Discipline; 8.32, Student Expulsion; and Administrative Procedures 8.01,*

*Student Nondiscrimination, and 8.02, Student Anti-Sexual Harassment; 8.28, Student Discipline, to Comply with the U.S. Department of Education Office for Civil Rights (OCR) Compliance Review, was set aside at the request of the Administration.*

- Item 2 of the report of the Committee on Legislation Rules and Policies, *Action on Resolution 1819R-001, regarding board districts*, was set aside at the request of Director Falk.

On the motion of Director Falk, the balance of the Committee Reports was approved, the vote being as follows:

Ayes — Directors Báez, Falk, Harris, Phillips, Woodward, and Vice-President Miller — 6.  
Noes — None.

### COMMITTEE ON ACCOUNTABILITY, FINANCE, AND PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

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

#### Classified Personnel Transactions

Ethnic Code	Name	Position and Salary	Date
New Hires			
2	Justine Carpenter	Building Service Helper I \$12.18 per hour	03/26/2018
2	Patricia Gaddy	Building Service Helper I \$12.18 per hour	03/26/2018
2	Laconda Hicks	Building Service Helper I \$12.18 per hour	03/26/2018
2	Denzel Johnson	Building Service Helper I \$12.18 per hour	04/02/2018
5	Cody Weber	Building Service Helper I \$12.18 per hour	03/26/2018
2	Anthony Nash	Boiler Attendant Trainee \$32,995.28	04/09/2018
2	Tangela Brown	Food Service Assistant \$11.91 per hour	04/10/2018
2	Ruby Cox	Food Service Assistant \$11.91 per hour	04/05/2018
4	Maridza Diaz	Food Service Assistant \$11.91 per hour	04/05/2018
2	Brittney Dye	Food Service Assistant \$11.91 per hour	04/10/2018
2	Tanya Ford	Food Service Assistant \$11.91 per hour	04/05/2018
2	Leondra Garvin	Food Service Assistant \$11.91 per hour	04/05/2018
2	Patricia Harmon	Food Service Assistant \$11.91 per hour	04/10/2018

Ethnic Code	Name	Position and Salary	Date
2	Laura Huley	Food Service Assistant \$11.91 per hour	04/10/2018
2	Latasha Johnson	Food Service Assistant \$11.91 per hour	04/10/2018
2	Shekeithia Lewis	Food Service Assistant \$11.91 per hour	04/05/2018
2	Patricia McLemore	Food Service Assistant \$11.91 per hour	04/05/2018
2	Paula Penlton	Food Service Assistant \$11.91 per hour	04/05/2018
2	Vandella Rogers	Food Service Assistant \$11.91 per hour	04/10/2018
2	Teresa Taylor	Food Service Assistant \$11.91 per hour	04/05/2018
5	Lynn Clark	Nutrition Technician — 12-month \$36,108.07	04/16/2018
5	Martha Collins	Para Ed Assistant \$18,315.98	04/02/2018
5	Janet Colon	Para Ed Assistant \$18,315.98	04/02/2018
2	Daniel Hodgson	Para Ed Assistant \$21,205.80	04/02/2018
5	Hope Holubowicz	Para Ed Assistant \$18,315.98	04/02/2018
3	Jyoti Maini	Para Ed Assistant \$18,315.98	04/02/2018
5	Lori Eshleman	School Secretary I — 11-month \$25,657.29	04/02/2018
5	Benjamin Jarvis	Steamfitter \$43.86 per hour	04/09/2018
Promotions			
2	Preston Golden	Building Service Helper I \$12.18 per hour	04/09/2018
2	Howard Crook	Building Service Helper II \$31,740.80	03/26/2018
2	Mario Davis	Building Service Helper II \$31,740.80	03/26/2018
2	Darion Woods	Building Service Helper II \$31,740.80	03/26/2018
5	Christian Lork	Boiler Attendant Trainee \$34,343.78	04/09/2018
4	Guadalupe Lopez	Payroll Assistant II \$36,193.00	03/26/2018
2	Devonna Rushing	School Secretary I — 12-month \$30,380.00	04/02/2018
2	Brandon Chapple	School Engineer II \$46,961.76	03/26/2018
Rehires			
2	Aisha Bey	Food Service Assistant \$11.91 per hour	04/10/2018
2	Therese Burks	Para Ed Assistant \$18,315.98	04/02/2018

### Certificated Appointments

Codes	Name and Position	Division	Salary	Date
		Teachers		
2,r	Anderson, Kourtney Guidance	C	\$44,979.92	4/30/2018

Codes	Name and Position	Division	Salary	Date
5,r	Schwartz, Kayla Multicategorical Comp Sen Teachers, IB Calendar	B	\$41,476.56	4/2/2018
5,nr	Abdurrawaf, Ahmed Mathematics	B	\$41,476.56	4/16/2018
2,r	Johnson, Lori Gen Elem & K8 — All Grades	B	\$59,746.38	4/2/2018
5,r	Watson, Anna Guidance	C	\$44,979.92	4/18/2018

Codes and Counts

- (a) Reappointment without tenure
- (b) Reappointment with tenure
- (nr) Non-Residents
- (r) Residents
- (1) Native American ..... 0
- (2) African American..... 2
- (3) Asian/Oriental/Pacific Islander ..... 0
- (4) Hispanic ..... 0
- (5) White..... 3
- (6) Other ..... 0
- (7) Two or More Ethnic Codes ..... 0
- Males..... 1
- Females ..... 4

**Certificated Leaves of Absence**

	<u>Present Assignment</u>	<u>Effective From</u>
Personal Leave April 2018		
Dorian Anderson	Thurston Woods	04/02/2018
Gitanjali Chawla	Honey Creek	04/19/2018
Greta Scherbert	Roosevelt	04/30/2018
Personal Leave, July 2018		
Michelle Cattelan	Lincoln Center M.S.	07/26/2018
Personal Leave, August 2018		
Mark Fritz	Obama S.C.T.E.	08/06/2018
Personal Leave, November 2018		
Gina Carroll	Fernwood	11/19/2018
Illness Leave, April 2018		
Tawana Taylor	Currently on Leave	04/13/2018
Renee Fisher	Cass Street	04/12/2018

**Report on Certificated Resignations and Classified Retirements**

Reason	Yrs Svc	Ethnic Code	Name	Position	Location	Effective Date
Certificated Resignations						
Personal	1.0	5	Morgan Baker	Teacher	Lancaster	06/12/2018
Retire	18.6	5	Gail Barrett	Teacher	Central Svcs	03/21/2018
Other Work	1.5	5	Shawna Berenz	Teacher	Victory	06/12/2018
Personal	1.0	5	Stephanie Calawerts	Psych	Browning	06/13/2018
Other Work	5.2	6	Benjamin Calvopina	Teacher	HS of the Arts	05/22/2018
Other Work	0.8	2	Lowrysha Cheatham	Teacher	Vincent	04/27/2018
Other Work	0.7	2	Victor Chukwudebe	Teacher	Marshall	04/09/2018
Personal	2.7	5	Nathan Conn	Teacher	Bay View	05/22/2018
Personal	1.7	5	Jessica Dobbs	Psych	Lancaster	06/13/2018

Reason	Yrs Svc	Ethnic Code	Name	Position	Location	Effective Date
Personal	0.8	5	Zachary Feind	Teacher	Starms	05/25/2018
Personal	5.7	2	Natalie Galloway	Teacher	Meir	05/18/2018
Other Work	0.8	5	Caitlin Hackett	Psych	Obama SCTE	05/24/2018
Other Work	4.2	5	Courtney Hinder	Teacher	Cooper	06/12/2018
Personal	4.8	5	Candice Jacobson	Psych	ALBA	05/24/2018
Personal	19.7	2	Kelly James	Teacher	Grantosa	04/16/2018
Other Work	10.7	5	Greta Johansen	Teacher	Riverside	05/22/2018
Personal	1.2	2	Nicole Johnson	Assoc II	Central Svcs	04/13/2018
Other Work	4.2	5	Katherine Keast	Teacher	Holmes	06/12/2018
Personal	18.6	5	David Kellogg	Teacher	Parkside	03/13/2018
Personal	15.7	5	Bryan Kizior	Teacher	Roosevelt	04/06/2018
Personal	8.7	5	Leah Koch	Teacher	Cass	06/12/2018
Personal	3.7	5	Victoria Landherr	Teacher	Obama SCTE	06/12/2018
Other Work	3.8	5	Sarah Lapp	Teacher	Congress	05/22/2018
Other Work	3.2	5	Brianna Larson	Teacher	Bethune	06/12/2018
Personal	4.8	5	Anne Levendusky	Teacher	Ronald Reagan	04/09/2018
Other Work	3.6	5	Andrew McHugh	Teacher	Allen Field	06/12/2018
Personal	1.7	4	Jose Medrano Lopez	Teacher	Audubon	05/22/2018
Personal	4.6	5	Tyler Morton	Teacher	Parkside	06/12/2018
Personal	0.1	5	Christina Nader	Teacher	Townsend	04/05/2018
Personal	15.7	5	Robert Nusbaum	Teacher	Fratney	06/12/2018
Other Work	13.7	4	Jason Orozco	Teacher	Riverside	05/22/2018
Personal	16.3	2	Paula Payne	Teacher	Mitchell	04/27/2018
Personal	3.5	5	Kelly Pohlman	OT	Central Svcs	06/12/2018
Retire	32.4	2	Alice Pugh	Spec Ed Sup	Central Svcs	05/23/2018
Personal	0.8	5	Amanda Quesnell	Teacher	Central Svcs	05/22/2018
Other Work	1.7	2	Tamra Roby	Teacher	Carver	06/12/2018
Personal	0.8	5	Joseph Rogall	Teacher	Meir	05/22/2018
Personal	4.2	5	Jordan Roupp	Teacher	Metcalfe	05/22/2018
Retire	22.6	5	Susan Russell	Teacher	Story	06/12/2018
Other Work	3.1	4	Francisco Sanchez	Teacher	Allen Field	03/29/2018
Retire	31.7	5	Brenda Scharping	Psych	Clemens	06/13/2018
Personal	8.7	5	David Shine	Teacher	Hamilton	05/22/2018
Personal	0.7	5	Erin Shuder	Teacher	Franklin	06/12/2018
Personal	2.7	3	Megan Sun	Teacher	Marshall	05/21/2018
Personal	4.2	1	Earl Tardiff	Teacher	Audubon	06/30/2018
Retire	22.0	2	Russell Thomas	Rec Mgr	Central Svcs	12/24/2018
Personal	2.7	5	Elaina Waddell	Teacher	Hamilton	05/22/2018
Other Work	1.7	5	Kirstyn Walker	Teacher	Groppi	05/22/2018
Personal	1.2	2	Larry Watson	Teacher	HS of the Arts	05/22/2018
Retire	31.0	5	Ronald Weiss	Teacher	South Division	05/22/2018
Personal	4.7	5	Heidi Wylie	Teacher	Ronald Reagan	06/01/2018
Personal	5.0	5	Lisa Zaboklicki	Teacher	Audubon	05/22/2018
Other Work	15.7	5	Angelica Zaren	Teacher	Hartford	06/12/2018
Classified Retirements — May 2018						
Retire	11.4	5	Robert Devlin	Engineer I	Goodrich	03/31/2018
Retire	10.2	5	Victoria Keenan	Para	French Imm.	04/07/2018
Retire	16.2	2	Kevin Lester	Kitchen Mgr	Bradley Tech	03/31/2018
Retire	19.5	2	Tyler Thompson	Para	Sherman	04/27/2018
Retire	28.4	2	Billy Williams	BSH II	North Division	04/07/2018

### **Committee's Recommendation**

Your Committee recommends that the Board approve the promotions, appointments, and leaves as listed for classified personnel transactions, certificated appointments, and leaves of absence, to be effective upon approval by the Board.

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



\* \* \* \* \*

**(Item 2) Action on Recommended Administrative Appointments, Promotions, Reassignments of Principals, a Request to Waive Administrative Policies 6.23(4)(c) and 6.37(5), and Limited-Term Employment (LTE) Contracts Exceeding Sixty Days**

**Recommended Appointments**

Codes	Name	Position and Location	Salary
(2)(r)	Robin Swan	Principal IB, River Trail Office of the Chief of School Administration	Schedule 03, Range 13T \$111,563
(2)(nr)	Tony Mitchell	Principal I, Jackson Office of the Chief of School Administration	Schedule 03, Range 12T \$106,492
(5)(r)	Lisa Rosenberg	Principal I, Fairview Office of the Chief of School Administration	Schedule 03, Range 14T \$105,508
(4)(nr)	Jarely Ruiz	Employment Relations Specialist II Office of the Chief of Human Resources	Schedule 03, Range 09A \$80,832
(2)(r)	Miles Dhuey	Assistant Principal MS, Audubon Office of the Chief of School Administration	Schedule 03, Range 11C \$77,888
(5)(nr)	Rebecca Vonesh	Specialist I, Gifted & Talented Curriculum Office of the Chief of Academics	Schedule 03, Range 08A \$72,000
(5)(r)	Elizabeth Herrick	Contract Law Coordinator I Office of the Chief of Finance	Schedule 03, Range 06A \$58,310
(2)(nr)	David Robinson	Analyst I, On-line Programs Office of the Chief of Academics	Schedule 03, Range 05A \$56,609
(5)(nr)	Timothy Stadler	Procurement Associate III Office of the Chief of Finance	Schedule 03, Range 05A \$55,000
(5)(r)	Elizabeth Breitenfeldt	Recreation Supervising Associate II Office of the Chief of Operations	Schedule 03, Range 04A \$52,881
(2)(r)	Shirlean Clayton	Procurement Associate III Office of the Chief of Finance	Schedule 03, Range 05A \$52,528
(5)(r)	Helene Rondorf	Payroll Associate I Office of the Chief of Finance	Schedule 03, Range 03A \$48,925

**Recommended LTE Contracts**

Codes	Name	Position and Location	Hourly Wage
(5)(r)	Margaret Barrett	Grant Project Director Office of the Chief of Academics 3/10/18 to 9/10/18	\$40.00
(2)(r)	Jennie Dorsey	Reinstating MS Collaborative of Principals Office of the Superintendent 11/6/17 to 5/7/18	\$40.00
(2)(r)	Rogers Onick	Reinstating MS Collaborative of Principals Office of the Superintendent 11/6/17 to 5/7/18	\$40.00
(5)(r)	Susan Ratka	Administrator Coaching & Mentoring Program Office of the Chief of School Administration 1/1/18 to 6/30/18	\$40.00
(5)(r)	Therese Sommer	Office Support Office of the Superintendent 1/3/18 to 6/29/18	\$33.00
(5)(nr)	Mae Beard	Induction Specialist Office of the Chief of Innovation and Information 1/30/18 to 6/08/18	\$30.00
(5)(r)	Geoffrey Carter	Academic Services to Expelled Students Office of the Chief of School Administration 2/15/18 to 6/8/18	\$30.00

Codes	Name	Position and Location	Hourly Wage
(5)(r)	Joan Crisostomo	Project AWARE Office of the Chief of Academics 3/25/18 to 9/24/18	\$30.00
(5)(r)	Tamera Derby	Smart Spaces Classroom Facilitator Office of the Chief of Academics 2/1/18 to 6/30/18	\$30.00
(5)(nr)	Michelle Duchow	Project AWARE Office of the Chief of Academics 3/25/18 to 5/25/18	\$30.00
(5)(nr)	Sheryl Dufek	Induction Specialist Office of the Chief of Innovation and Information 1/30/18 to 6/8/18	\$30.00
(5)(nr)	Margaret Foerg	Induction Specialist Office of the Chief of Innovation and Information 1/30/18 to 6/8/18	\$30.00
(5)(r)	Liza Frolkis	Smart Spaces Classroom Facilitator Office of the Chief of Academics 2/1/18 to 6/30/18	\$30.00
(5)(r)	Timothy Miller	Induction Specialist Office of the Chief of Innovation and Information 1/30/18 to 6/8/18	\$30.00
(2)(r)	Linda Smith	Induction Specialist Office of the Chief of Innovation and Information 1/30/18 to 6/8/18	\$30.00
(2)(nr)	Denise Malone-Cash	Recruiter Office of the Chief of Human Resources 3/26/18 to 7/26/18	\$25.00
(5)(r)	Jeanette Norwood	Payroll Transition Support Office of the Chief of Finance 4/6/18 to 6/29/18	\$22.42
(4)(nr)	Danigsha Alicea	Special Project for World IB Office of the Chief of School Administration 1/3/18 to 5/31/18	\$20.00

**Committee’s Recommendation**

Your Committee recommends that the Board:

1. authorize the individuals to be promoted, reassigned, or appointed to the classifications indicated, to be effective upon approval by the Board;
2. waive Administrative Policies 6.23(4)(c) and 6.37(5) for those contracts exceeding one year; and
3. approve the LTE contracts exceeding sixty days, pursuant to Administrative Policy 6.23(4)(b), as listed in the attachment to this item.

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

\* \* \* \* \*

**(Item 3) Action on a Request to Seek Position Authority for a Supervisor I, GE Foundation Grant Programs**

**Background**

The Administration is seeking position authority for one supervisor position for the administration of the GE Foundation’s grant awarded to Milwaukee Public Schools in 2011. This position will work to develop the GE Foundation’s goals related to STEM and college and career readiness, and to implement the specific strategies identified in the GE Foundation’s grant.

The position will report to the Office of Academics and, upon approval of position authority, will serve as the supervisor of the GE teacher leaders and the contact person for the focus schools of the GE Foundation’s grant work in Milwaukee Public Schools. Based on the skills required and similar positions within MPS, the recommended position is a Supervisor I. The position is a level 9A, with a corresponding salary range of \$67,289-\$97,502.

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

Administrative Policy 6.19, Positions: Staff

**Fiscal Impact Statement**

Funding to support the position is included in the GE Foundation Grant’s approved budget beginning July 1, 2018.

**Implementation and Assessment Plan**

Upon approval by the Board, the Administration will proceed with the hiring process for this position.

**Committee’s Recommendation**

Your Committee recommends that the Board approve the request for position authority for the Supervisor I position with the GE Foundation Grant.

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

\* \* \* \* \*

**(Item 4) Action on Monthly Finance Matters: Report on Revenues and Expenses; Monthly Expenditure Control Report; Report on Contracts Under \$50,000 and Cumulative Total Report; Report on Monthly Grant Awards; and Acceptance of Donations**

**Routine Monthly Reports**

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

**Donations**

Location	Donor	Amount	Gift or Purpose
<i>Monetary Donations</i>			
Alliance HS	Brightspark Travel, Inc.	\$1,540.00	Washington, DC, Field Trip
Alliance HS	Black Health Coalition of Wisconsin	\$600.00	General School Supplies
Auer Avenue School	Karen Morris-Cetin	\$100.00	General School Supplies
Auer Avenue School	Patricia C. & James R. Walsh	\$25.00	General School Supplies
Bradley Trade & Tech	Clutch Corp.	\$245.00	General School Supplies
Bradley Trade & Tech	Mrs. Walker*	\$2,000.00	For Scholarship Use
Carver Academy	Professional Fire Fighters of WI Charitable Foundation	\$500.00	General School Supplies
Clarke Street School	GoFundMe	\$370.20	Girls on the Run
Doerfler School	Making Sense of Science (MSS)	\$200.00	Science Supplies
Elm Creative Arts School	Compassionate Personal Care Services, LLC	\$175.00	General School Supplies
French Imm. School	Craig Bertman	\$10.00	General School Supplies
Gaenslen School	Making Sense of Science (MSS)	\$400.00	Science Supplies
Gaenslen School	Milwaukee Jewish Federation	\$198.00	For Field Trip Use

Location	Donor	Amount	Gift or Purpose
Garland School	Garland PTA	\$1,000.00	For Field Trip Use
German Imm. School	YourCause, LLC*	\$8.24	General School Supplies
James Madison Academic Campus	The Benevity Community Impact Fund	\$4,000.00	General School Supplies
Kagel School	Target, Inc.	\$1,000.00	Target Field Trip Grants
Lancaster School	United Way	\$100.00	My Very Own Library Donation
Lincoln Avenue School	Making Sense of Science (MSS)	\$1,000.00	Science Supplies
Longfellow School	Making Sense of Science (MSS)	\$400.00	Science Supplies
Milw. HS of the Arts	Forever Friends	\$1,000.00	Photo Project Donation
Milw. School of Languages	PTSA of Milwaukee School of Language	\$112.00	General School Supplies
Milw. Sign Language School	Anonymous Donor	\$10.00	General School Supplies
North Division HS	Catherine Bronikowski	\$500.00	College TourSupport
North Division HS	Milwaukee Urban League	\$2,000.00	College TourSupport
North Division HS	Peter & Rachel Duchac	\$100.00	Drumline Trip Support
North Division HS	Milwaukee Center for Teaching	\$100.00	General School Supplies
North Division HS	Adam Kauth	\$100.00	Drumline Trip Support
North Division HS	George Gerharz	\$100.00	College TourSupport
North Division HS	Gisela K. Benning	\$100.00	College TourSupport
North Division HS	The Bon-Ton Stores, Inc.	\$65.05	Majorette Trip Support
North Division HS	Harold Blank & Karen Chlebowski	\$20.00	Majorette Trip Support
North Division HS	Edward & Deirdre Frees	\$100.00	Majorette Trip Support
North Division HS	Yvonne Mccaskill	\$100.00	College TourSupport
North Division HS	Patrick & Michelle Seitz	\$25.00	Majorette Trip Support
Riverside HS	Fresh Coast Basketball Classic	\$500.00	Boys Basketball Support
Riverside HS	Snap Raise	\$1,378.00	Boys Basketball Support
Ronald Reagan HS	PDS Courier Freight Systems	\$100.00	Baseball Support
Ronald Reagan HS	Gary G. Kohls	\$50.00	Baseball Support
Ronald Reagan HS	John & Jody Whitman	\$25.00	Baseball Support
Ronald Reagan HS	John & Elizabeth Maliszewski	\$100.00	Baseball Support
Ronald Reagan HS	Meat on the Street	\$20.00	General School Supplies
Ronald Reagan HS	Gouda Girls	\$20.00	General School Supplies
Ronald Reagan HS	Paul Goodman	\$100.00	Baseball Support
Ronald Reagan HS	Paul & Donna Ross	\$25.00	Baseball Support
Spanish Imm. School	Making Sense of Science (MSS)	\$1,000.00	Science Supplies
Trowbridge School	Maryjo Newstifter	\$4,000.00	Field Trip Donation
	<i>Total Monetary Donations</i>	\$25,621.49	
<i>Non-Monetary Donations</i>			
Burbank School	Half Price Books — Tiffany	\$300.00	Literacy Night Books
Burbank School	Milwaukee Public Library Central	\$200.00	Social Studies Used Books
Engleburg School	Donors Choose	\$126.99	Toner
French Imm. School	Rachel Nielsen	\$46.05	Books
German Imm. School	Milwaukee Bucks	\$523.00	14 Game Tickets
German Imm. School	Milwaukee Bucks	\$1,870.00	50 Game Tickets
Keefe Avenue School	Donors Choose	\$458.12	General School Supplies
Lloyd Barbee Montessori	Linda A. Gianni	\$50.00	Books, Sketchbooks & Puzzles
MacDowell Montessori	Donors Choose	\$209.93	Language Supplies
MacDowell Montessori	Donors Choose	\$207.56	Storage/Cleaning Supplies
MacDowell Montessori	Donors Choose	\$242.97	Storage Boxes
Meir School	American Heart Association	\$995.00	Playground Balls
Milw. HS of the Arts	Carl Storniolo	\$1,056.72	Instruments
Morgandale School	Einstein Bros Bagels	\$100.00	Bagels
Morgandale School	Vulture Space	\$60.00	Children's Bike
Morgandale School	Anonymous — Donors Choose	\$696.84	Art Supplies
Morgandale School	Anonymous — Donors Choose	\$481.00	Fidgets

Location	Donor	Amount	Gift or Purpose
Morgandale School	Anonymous — Donors Choose	\$390.13	Playdough, Clay & Tools
Morgandale School	Anonymous — Donors Choose	\$1,455.00	Amazon Fire Tables & Charging Station
<i>Total Non-Monetary Donations</i>		\$9,469.31	
<i>Total Value of Donations for May 2018</i>		\$35,090.80	
<i>*Donations from MPS Alumni</i>		\$2,008.24	

**Committee’s Recommendation**

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

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

\* \* \* \* \*

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

**Background**

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

- Houghton Mifflin Harcourt Publishing Company, for professional development, coaching, consultation, and reporting services around foundational Spanish reading skills,  
DII-0-0-CAI-CI-ECTS ..... \$ 109,400
- Playworks Education Energized, for recess-support services, varies by location using services ..... \$ 523,600
- Proximity Learning, Inc., for virtual online interactive learning course system for world languages, varies by location using services ..... \$ 1,206,000

The following four transportation contracts will cover services through the budget codes listed below:

- Durham School Services, LP, for transportation services for summer programs ..... \$ 23,000
- First Student, Inc., for transportation services for summer programs ..... \$ 192,500
- Lakeside Buses of Wisconsin, Inc., for transportation services for summer programs ..... \$ 8,000
- Lamers Bus Lines, Inc., for transportation services for summer programs ..... \$ 398,500

Budget Codes:

- TPH-0-A-SSE-DW-EPPT .....\$345,000
- CMS-0-0-SUR-DW-EPPT .....\$217,000
- RPW-0-0-PRC-RC-EPPT .....\$7,000
- RSR-0-0-PRC-RC-ECTS .....\$20,000
- RXW-0-0-PRC-DW-EPPT .....\$5,000
- SSR-0-0-PRC-RC-ECTS .....\$22,000
- 000-0-0-W2C-RC-ECTS.....\$6,000
- CSV-0-0-ETL-RC-ECTS .....\$1,000

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

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Administrative Policy 3.09, Purchasing and Bidding Requirements

### **Fiscal Impact Statement**

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

### **Implementation and Assessment Plan**

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

### **Committee's Recommendation**

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

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

\* \* \* \* \*

## **(Item 6) Action on the Award of Professional Services Contracts Related to Nutrition**

### **Background**

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The Administration is requesting authorization to extend the blanket contracts with 19 separate food manufacturers for provision of directly-diverted bulk commodities. The United States Department of Agriculture (USDA) makes such bulk commodities available to eligible recipients through the Wisconsin Department of Public Instruction (DPI).

The Department of Nutrition Services (DNS) has chosen to have the bulk commodities manufactured into designated end products for ultimate consumption by MPS students across the district. Each manufacturer is approved by the USDA and DPI as such a commodity processor. Each manufacturer works directly with MPS's prime vendor, Sysco Eastern Wisconsin LLC ("Sysco"), on the ordering, processing, and delivery of the products.

The majority of these manufacturers were chosen pursuant to RFP 843, which sought responsive and responsible respondents among those commodity processors approved by the USDA and DPI. Those original blanket contracts provided for four one-year options to extend based on MPS's satisfaction with the products. When new manufacturers are needed during this five-year period, DNS solicits informal responses from approved commodity processors. If granted, the contract incorporates the terms of RFP 843, even though the manufacturer may not have responded to that RFP.

Each of the blanket contracts presented for authorization will run from July 1, 2018, through June 30, 2019. Estimated total amounts are not offered for each contract. All payments to these manufacturers are made through the prime vendor, Sysco, and reflected in the amount of each contract.

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

- Basic American, Inc., for direct diversion
- Bongards' Creameries, for direct diversion
- Cargill Kitchen Solutions Corporation for direct diversion
- ConAgra Foods, Inc., for direct diversion
- ES Foods, Inc., for direct diversion
- Let's Do Lunch, Inc., for direct diversion
- J.R. Simplot Co., for direct diversion
- Jennie-O Turkey Store Sales, LLC, for direct diversion
- JTM Provisions Co., Inc., for direct diversion
- McCain Foods USA, Inc., for direct diversion
- Michael Foods, Inc., for direct diversion

- Nardone Bros. Baking Company, Inc., for direct diversion
  - National Food Group, Inc., for direct diversion
  - Out of the Shell, LLC, for direct diversion
  - Red Gold, LLC, for direct diversion
  - Schwan’s Food Service, Inc., for direct diversion
  - Tasty Brands, LLC, for direct diversion
  - The Father's Table, LLC for direct diversion
  - Tyson Sales and Distributions, Inc., and Tyson Fresh Meats, Inc., for direct diversion
- The above contracts will be divided among the following budget codes:
- BKF-0-0-BKF-DW-EFOD ..... 30% of the total
  - LNC-0-0-LNH-DW-EFOD..... 67% of the total
  - DNR-0-0-DNR-DW-EFOD ..... 3% of the total.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.09, Purchasing and Bidding Requirements

**Fiscal Impact Statement**

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

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

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

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

\* \* \* \* \*

**(Item 7) Action on the Award of Exception-to-Bid Requests**

**Background**

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

Professional Services Contracts:

- Lakeshore Equipment Company, d/b/a Lakeshore Learning, for educational supplies and classroom furniture; varies by location ordering goods..... \$ 5,000,000.00
- University of Washington Center for Educational Leadership, for professional development and coaching,  
SDV-0-S-3D9-OI-ECTS ..... \$ 79,675.00
- Catapult Learning West, LLC, for Title IVA services,  
MSS-0-S-4B8-1S-ECTS..... \$ 131,170.09
- The Owners Group, Inc., d/b/a Learning Exchange,  
for Title IVA services,  
MSS-0-S-4B8-1S-ECTS..... \$ 68,293.18

Purchase Orders:

- Learning A-Z, LLC, for online resource licenses  
GEN-0-0-INV-DW-ENTB ..... \$ 500,000.00
- Discovery Education, Inc., for science-curriculum licenses  
GEN-0-0-INV-DW-EXTB ..... \$ 169,595.00
- Follett School Solutions, Inc., for library-and-resource-management systems,  
SLB-0-S-CSF-DW-ESWR ..... \$ 150,548.15
- GEN-0-0-INV-DW-EXTB ..... \$ 50,214.21
- Duet Resource Group, Inc., for Palmer Hamilton cafeteria items,  
LNC-0-0-LHN-JM-EEQP ..... \$ 75,000.00  
EQM-0-0-MMP-JM-EMTC ..... \$ 30,000.00  
Will vary, depending on exact nature of goods ordered..... \$ 40,382.90

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.09, Purchasing and Bidding Requirements

**Fiscal Impact Statement**

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

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

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

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

\* \* \* \* \*

**(Item 8) Action on a Request to Waive Administrative Policy 3.09(9)(e) and to Extend a Contract for Gym Membership Administration**

**Background**

The Administration is requesting authorization to waive the three-year term-limit requirements of Administrative Policy 3.09(9)(e) and to extend the contract with Healthy Contributions LLC for administration of gym memberships. This contractor facilitates and administers the gym-reimbursement benefit for all eligible employees and spouses. This program helps MPS encourage employees and their spouses to engage in physical activity by providing a monthly financial reimbursement based on gym attendance of at least 12 visits per month.

The wellness incentive benefit is a core component of MPS’s overall employee wellness benefit. Currently, Healthy Contributions processes this incentive via a contract that began September 8, 2014. The incentive is \$20 per month provided to those employees and their spouses who access participating gyms 12 times in one month (i.e., maximum incentive earned is \$240/year per employee or spouse). This service is



part of the employees’ total benefits coverage and, therefore, should not be discontinued for any amount of time without transition to a benefit of equal or greater value.

The purpose of extending the current contract is to provide ample time for a transition of the benefit to a new administrator of an employee-wellness-incentive benefit without a disruption or discontinuation of the current wellness-incentive benefit.

RFP 980 was released on Thursday, April 12, 2018, requesting proposals for administration of a comprehensive, equitable employee-wellness incentive. The RFP outlines services provided in the current incentive benefit, in addition to incentives for an array of wellness behaviors, including, but not limited to, gym use. The RFP requests promotion and provision of these incentives via a platform, as is supported by best practices in the fields of human resources and health promotion and is now commonly available due to advances in platform technology. This wellness incentive benefit will — at a minimum — provide the same level of benefit as is currently available through the gym-use incentive benefit administered by Healthy Contributions, LLC.

The Administration is requesting an extension of the current contract until a contract resulting from the new RFP is in place. This contract extension will run from July 1, 2018, through September 30, 2018. The total cost of the contract in this extension term will not exceed \$54,000.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.09, Purchasing and Bidding Requirements

**Fiscal Impact Statement**

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

SDV-0-0-EMB-DW-EMDI, (Employee Benefits) .....	\$54,000
Healthy Contributions LLC	
HUB Participation	
Required.....	0%
Proposed .....	0%
\$ Value.....	N/A
Student Engagement (hours per 12-month contract)	
Paid Student Employment-hour Commitment .....	0
Student Career-awareness Commitment .....	0

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

Your Committee recommends that the Board authorize the waiver of Administrative Policy 3.09(9)(e) and approve the extension with Healthy Contributions LLC as set forth in the attachments to the minutes of your Committee’s meeting.

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

\* \* \* \* \*

**(Item 9) Action on Monthly Facilities Matters: FMS Award of Construction Contracts, Change Order, and Professional Services Contracts**

**Background**

Listed below are the contracts recommended for the Board's approval at this meeting:

Construction Contracts Requested for Approval:

- Burkhart Construction Corporation, to convert storage rooms to office at the Academy of Accelerated Learning,  
000 00 CMP AA ESUP ..... \$ 81,337.00
- Bluemel's Maintenance Service Inc., for playfield & tot lot upgrades at ALBA Elementary, MBM 0B BDS A3 EMMB and  
FAR 00 MM2 A3 ECNC ..... \$ 394,980.00
- K Komfort for Installment of air conditioning at Audubon School,  
FAR 00 MMQ AU ECNC8 ..... \$ 95,700.00
- Butters-Fetting Co., Inc., for installment of air conditioning at Wedgewood Park School,  
FAR 00 MMQ BE ECNC HVA8 ..... \$ 132,300.00
- Butters-Fetting Co., Inc., for installment of air conditioning at Transition High School,  
FAR 00 MM2 WE ECNC ..... \$ 88,500.00
- ALLCON, Inc., for upgrade of lighting of stage and auditorium at Bay View High School,  
FAR 00 MMQ BV ECNC ELC8 ..... \$ 338,835.00
- Poblocki Paving Corporation, for green infrastructure improvements at Bradley Trade & Technical High School,  
FAR 00 MRP MT ECNC ..... \$ 115,227.00
- Front Range Environmental, LLC, for green infrastructure improvements at Vieau K-8 School,  
FAR 00 MRP VU ECNC ..... \$ 84,600.00
- Poblocki Paving Corporation, for playground asphalt replacement at James Madison Academic Campus,  
FAR 00 MMQ JM ECNC GND8 ..... \$ 117,987.00
- Hurt Electric, Inc. for fire-alarm replacement at Marshall High School,  
FAR 00 MMQ MR ECNC ..... \$ 687,900.00
- KPH Construction Corporation, for parking lot asphalt replacement at Neeskara Elementary School,  
FAR 00 MMQ NE ECNC GND8 ..... \$ 193,000.00
- Newport Network Solutions, Inc., for installation of proximity-card access controls at Bay View Montessori, Clement Avenue Elementary, Humboldt Park Elementary, Lee Elementary, Trowbridge Street Elementary, Victory K-8, Whittier Elementary,  
FAR 00 SPJ DW ECNC ..... \$ 94,206.00
- J.H. Hassinger, Inc., for an outdoor storage building at Reagan High School,  
MBM 0A BDH TL EMMB ..... \$ 102,200.00
- Burkhart Construction Corporation, for upgrades to the Montessori program at Dual-Language Montessori Program at Riley School,  
FAR 00 RDC RI ECNC ..... \$ 261,000.00

- BYCO, Inc. for flooring-replacement installation at River Trail Elementary School, FAR 00 MMQ RT ECNC FLC8 ..... \$ 102,926.00
- Report on Change Order:
  - The Trane Company, for exterior window replacement/abatement at Parkside School of the Arts, FCM 00 ECE TP ECNC7 ..... \$ 181,277.00
- Professional Services Contracts Requested for Approval — three contracts: Coakley Brothers Company; C. Coakley Relocation Systems; and Perfect Install, Inc., for moving & storage services at various MPS sites, Various budget codes (not to exceed per contract year)..... \$ 1,000,000.00

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.09, Purchasing and Bidding Requirements

**Fiscal Impact Statement**

This item authorizes expenditures for:

- Total Construction Contract Requested ..... \$2,890,698.00
- Total Amount of Change Order ..... \$181,277.00
- Total Professional Services Contracts Requested (annually) ..... \$1,000,000.00

**Implementation and Assessment Plan**

Upon approval by the Board, contracts will be executed.

**Committee’s Recommendation**

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

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

\* \* \* \* \*

**(Item 10) Action on a Request to Amend the 2018-19 School Calendars**

**Background**

In January 2018, the Milwaukee Board of School Directors adopted the early-start and traditional district calendars for the 2018-19 school year. Since that time, it has been determined that City of Milwaukee’s election dates currently fall on student-attendance days. While this is not uncommon, district calendars with non-student attendance days that coincide with City of Milwaukee’s election dates would promote civic engagement among students, as they would be able to participate in the voting process with their families.

The proposed changes, as outlined in the attachments to the minutes of your Committee’s meeting, were facilitated by exchanging professional-development/record days with student-attendance days.

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement  
Goal 3, Effective and Efficient Operations

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

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Administrative Policy 7.03, School Year/School Calendar

### **Fiscal Impact Statement**

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No fiscal impact.

### **Implementation and Assessment Plan**

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Upon approval by the Board, the Administration will implement the changes by working closely with school communities to make certain that the new information is clearly communicated.

### **Committee's Recommendation**

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Your Committee recommends that the Board approve the amended 2018-19 school calendars as presented in the attachments to the minutes of your Committee's meeting.

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

\* \* \* \* \*

### **(Item 11) Report with Possible Action on Vendors' Compliance with Contract Requirements for Historically Underutilized Business (HUB), Communities in Need (COIN), and Student-engagement Program**

Your Committee reports having received the following report from the Office of Accountability and Efficiency. Although this item has been noticed for possible action, no action is required.

### **Background**

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The annual report of Contract Compliance Services (CCS) was commissioned to examine the impacts and outcomes of Administrative Policies 3.09, Purchasing and Bidding Requirements; 3.10, Historically Underutilized Business Program; and 3.13, Communities in Need Initiative, where contract requirements are assigned to district bids, exceptions to bid, and requests for proposals.

The report provides the Milwaukee Board of School Directors, Milwaukee Public Schools Administration, and its constituents with performance summaries related to the HUB, COIN, and student-engagement programs. Moreover, these figures represent benchmarks for the future by which to assess and align goals and objectives aimed at the district's efforts towards economic development, workforce development, and diversity inclusion.

Contracts monitored by CCS have resulted in increased outcomes for historically underutilized businesses, bringing the district closer to its annual goal of 25%. Additionally, constituents benefitted from increased workforce hours on Facility and Maintenance Service's projects through the COIN initiative. MPS students have experienced exponential growth rates of employment opportunities, with a record high of 38,107 employment hours assigned in Fiscal Year 17, thus providing real-world paid workforce experiences to our young people.

Process improvements continue to incorporate the district's strategic goals to anticipate market fluctuations, while upholding fiduciary responsibility to the community. The report attached to the minutes of your Committee's meeting provides a detailed, multi-year comparison involving the aforementioned administrative policies. Some highlights of the report:

- On Thursday, February 23, 2017, Milwaukee Public Schools opened its doors to the business community and conducted the district's 1<sup>st</sup> Annual Business Symposium at ManpowerGroup's World Headquarters in Milwaukee. Panels of subject-matter experts provided attendees with invaluable information to compete in today's marketplace.
- Process improvements, such as contractor and or vendor remediation plans, have resulted in improved HUB-compliance monitoring on MPS contracts for Facilities and Maintenance Services and Procurement and Risk Management-related bids and requests for proposals. These plans address non-compliance discrepancies and ensure that

compliance is attained. When compliance is unmet, financial sanctions can be recommended to the Milwaukee School Board of Directors.

- Contracts monitored were reduced by 50%; however, HUB-participation assignments remain consistent and represented continued engagement in technology, hospitality, professional-development consultants, and janitorial, as well as both moving services and apparel suppliers. Contract Compliance Services conducts annual meetings with Title I Service providers to assess performance metrics to date.
- Student-employment requirements involve MPS students in career exploration through paid employment opportunities linking students to real-world work experiences alongside MPS contractors and vendors. The number of employment assignments increased during FY17, resulting in the highest hour assignment since inception of the student-engagement program: more than 40,000 hours were assigned to 124 district bids and requests for proposals resulting in contracts.

**Strategic Plan Compatibility Statement**

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

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

Administrative Policy 3.10, Historically Underutilized Business Program

**Fiscal Impact Statement**

NA

**Implementation and Assessment Plan**

NA

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**(Item 12) Report with Possible Action on an Evaluation of the School Resource Officer (SRO) Program**

Your Committee reports having received the following report from the Office of Accountability and Efficiency. Although this item has been noticed for possible action, no action is required.

**Background**

On July 27, 2017, the Board directed the Administration and the Office of Accountability and Efficiency to engage an external evaluator to conduct an evaluation of the School Resource Officer (SRO) program. Consistent with Administrative Policy 2.15, Research and Survey Proposals, an external evaluator was selected from the District’s pre-approved evaluator list, and the evaluation’s design and methods were formally reviewed and approved by a committee comprising staff from the Division of Research and Evaluation.

Attached to the minutes of your Committee’s meeting is the preliminary report of the evaluator, with a final comprehensive report to be brought in June 2018. This preliminary report contains many discussion points for the public and Board’s consideration. The goal is to provide the opportunity for public testimony and to increase the understanding in advance of the final report and its accompanying recommendations.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 2.10, Administrative Reports

**Fiscal Impact Statement**

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NA

**Implementation and Assessment Plan**

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NA

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**COMMITTEE ON LEGISLATION, RULES AND POLICIES**

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

**(Item 1) Action on Resolution 1718R-020 by Director Woodward Regarding the Board's Meeting Schedule****Background**

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At its meeting on March 22, 2018, the Board referred Resolution 1718R-020 by Director Woodward, to require the Board to more strictly adhere to the schedule of its meetings as adopted at its annual organizational meeting, to the Committee on Legislation, Rules and Policies. At its annual organizational meeting on April 24, 2018, the Board carried Resolution 1718R-020 forward.

## Resolution 1718R-020

WHEREAS, Board Governance Policy 2.06, Board Meetings, states, “The quality of the public schools depends, in part, on people, the Board, and the staff working together in a constructive manner to tailor educational programs to the needs of the community. This is why the Board welcomes public participation in school affairs and encourages people to express their views on matters concerning their school system”; and

WHEREAS, Board Rule 1.06, Quorum and Meeting Presence, states, “It is the policy of the Board that the district be transparent and accountable to the public” and “every meeting of the Board or of any of its committees shall be held in a public place that is reasonably accessible to members of the public at all times, unless otherwise expressly provided by law”; and

WHEREAS, Wisconsin Statute 119.10(3) requires that, “the board shall hold a regular meeting at least once each month at times fixed and published by the board in its rules”; and

WHEREAS, Board Rule 1.02, Regular Board Meetings, states, “Regular meetings of the Board, except the April meeting, shall be on the last Thursday of each month” and “Meetings shall be called for 6:30 p.m., unless otherwise ordered by the Board or its President”; and

WHEREAS, Board Rule 2.02, Committee Meetings, states, “Unless otherwise ordered by the respective chair, standing committees shall meet at 6:30 p.m., according to a schedule adopted by the Board on an annual basis”; and

WHEREAS, Board Rule 1.01, Organizational Meeting, states, “The Board shall elect a president from among its members to serve for one year and until a successor is chosen”; and

WHEREAS, Board Rule 1.17, President’s Duties and Powers, states, “The President shall enforce the Board’s policies relating to the order of business and the conduct of meetings”; and

WHEREAS, Board Governance Policy 2.04, Board Members’ Authority and Duties, states, “An individual board member has no legal right or power to act for the Board on his/her own, except when performing duties previously, expressly, and specifically authorized by the Board”; and

WHEREAS, There is a public expectancy of meetings of the Board and its committees being held on the dates and at the times set by the Board at its annual organizational meeting; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hold its meetings and meetings of its committees on the dates and at the times approved by the Board during its annual organizational meeting; and, be it

FURTHER RESOLVED, That any deviation from the meeting schedule adopted at the Board’s annual organizational meeting:

- be made only in instances where the deviation serves benefit to the public at-large; and
- be made in accordance with all Board Rules and Board Governance Policies; and, be it

FURTHER RESOLVED, That any deviation initiated by the Board’s President be submitted to the Board in writing, to include the rationale for the deviation.

**Strategic Plan Compatibility Statement**

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

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

Board Rule 1.02, Regular Board Meetings

**Fiscal Impact Statement**

No fiscal impact.

**Committee’s Recommendation**

Your Committee recommends adoption of Resolution 1718R-020 with the last Further Resolved to be amended as follows:

FURTHER RESOLVED, That any deviation initiated by the Board’s President or committee’s chair be submitted to the Board in writing, to include the rationale for the deviation.

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

\* \* \* \* \*

**(Item 2) Action on Resolution 1819R-001 by Director Woodward Regarding Board Districts**

**Background**

At the Board’s annual organizational meeting on April 24, 2018, Resolution 1819R-001 by Director Woodward, regarding the Board’s districts, was introduced and referred to the Committee on Legislation, Rules and Policies.

Resolution 1819R-001

WHEREAS, Wis. Stat., §119.08, directs, in part, that:

- a school board in a City of the First Class, such as Milwaukee, “...shall consist of one member elected at-large and eight members elected from numbered election districts determined by the board...”;
- “[a] person elected to represent a district shall reside within the boundaries of the district...”; and
- “[t]he electors of each election district shall elect one member residing within the election district to represent the election district. The at-large member shall be elected by the electors of the city...”; and

WHEREAS, The statutory language helps to ensure that the specific needs and concerns of the individual public schools and constituents within the eight numbered districts will be addressed by the respective representatives who are elected to serve them; and

WHEREAS, Board Rule 3.01, Code of Ethics — Board of School Directors, states, “Board members will act cooperatively, bearing in mind the best interests of the people in the jurisdiction of MPS and of the students whom the Board serves”; and

WHEREAS, The representatives elected to serve each of the eight numbered districts are familiar with the needs and concerns of the individual public schools and constituents in their respective districts; and

WHEREAS, Board members are directly accountable to the schools and constituents in the districts in which they were elected; and

WHEREAS, Having been elected to serve a specific area or district, it is the responsibility of a board member to know what is occurring in his or her schools, to build relationships with constituents, and to develop strategies that address issues within his or her respective area or district; and

WHEREAS, In the event that a board member temporarily is unable to fulfill the duties of his or her office, the city-wide member may serve in that member’s stead; and

WHEREAS, When one school board member attempts on his or her own to address issues that are specific to schools, parents, students, or citizens of another member’s district, it can blur the lines of accountability, weaken relationships that the actual elected representative of the district has worked hard to build, and cause confusion; and

WHEREAS, When one school board member pursues resolution of issues regarding another member’s district, it can create conflicts with processes that the elected representative of the district in question may have set into motion to resolve issues and to promote the interests of the people who have elected him or her; now, therefore, be it

RESOLVED, That all members of the Milwaukee Board of School Directors shall follow the Code of Ethics and be respectful of those who have been elected to represent their respective districts on the Board; and be it

FURTHER RESOLVED, That, when a member of the Board is made aware of an issue that has arisen in another member’s district, rather than attempting to address that issue him- or herself, the member shall make the director of the district in question aware of the issue; and be it

FURTHER RESOLVED, That being respectful of each other’s responsibilities shall not preclude one board member from being able to offer advice or assistance, if appropriate, to another board member in resolving any issue.

**Strategic Plan Compatibility Statement**

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

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

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Board Rule 3.01, Code of Ethics — Board of School Directors

**Fiscal Impact Statement**

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No fiscal impact.

**Committee’s Recommendation**

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Your Committee recommends adoption of Resolution 1819R-001.

Director Miller passed the gavel to Director Falk at 8:12 PM.

Director Falk returned the gavel to Director Miller at 8:17 PM.

Director Miller passed the gavel to Director Falk at 8:22 PM.

Director Falk returned the gavel to Director Miller at 8:27 PM.

Director Harris moved to send the item back to Committee. The motion passed, the vote being as follows:

Ayes — Director Báez, Falk, Harris, Phillips, Woodward, and Vice-President Miller — 6.  
 Noes — None.

\* \* \* \* \*



**(Item 3) Action on a Request to Revise Administrative Policy and Procedure 7.07, Physical Education**

**Background**

Through a grant from the Advancing a Healthier Wisconsin Endowment, MPS has partnered with Marquette University and the Medical College of Wisconsin (MCW) in the development of a Response to Intervention systems change in high-school physical education. This systems change includes a review of current MPS physical education policy and procedures. Marquette and MCW staff reviewed other school districts' physical education policies and procedures. The Administration is recommending the following changes to Administrative Policy 7.07 and Administrative Procedure 7.07 based on feedback provided by community partners and MPS physical education teachers. These changes include a statement of purpose for physical education, clarifying best practices in physical education, and removing grading-practices sections because they are contradictory to Administrative Policy 7.33, Grading Systems.

ADMINISTRATIVE POLICY 7.07  
PHYSICAL EDUCATION

The Milwaukee Board of School Directors (Board) believes that each person is unique and deserves opportunities to develop an orientation to lifetime fitness. The Board shall require that instruction in physical education be provided within the Milwaukee Public Schools (MPS). Students will be provided experiences to develop:

- i. the understanding of why it is important to be physically active for a lifetime.
- ii. the skills needed to be physically active for a lifetime, and
- iii. a positive attitude toward being physically active for a lifetime.

~~(1) Grading Practices~~

~~Each teacher should carefully evaluate and assess his/her grading procedures to eliminate inequities and malpractice in grading students.~~

~~Students who attend class on a regular basis, have good attitudes, and put forth an honest effort to improve should not fail.~~

~~Students should not fail on the basis of physical ability alone. Participation, improvement, knowledge, and skill development must also be considered.~~

~~(1) Optional Pass/Fail Grading~~

~~All students in grades 9-12 shall be allowed to enroll in any physical education courses with the understanding that their accomplishments in those courses shall be evaluated either as passing (recorded grade is "P") or unsatisfactory (recorded grade is "U").~~

~~(2) (1) Showers and Lockers~~

~~(a) In all high schools, students shall be provided with towels and requested to take showers on a voluntary basis. Swim classes are not included in this policy. (Note: All students are required to take showers before and after swimming instruction.)~~

~~(b) If a school has locker-room facilities, students are encouraged to change into physical-education attire for hygiene and safety reasons. Students MUST have appropriate footwear (tennis shoes, no sandals, no open-toed shoes, no boots, etc.) to participate safely.~~

~~(2) Local, State, and Federal Mandates~~

~~(a) In an effort to ensure that all MPS schools meet state-mandated physical education requirements (Section 121.02(L)) and the federally-mandated Wellness Policy, the Milwaukee Board of School Directors has instituted the following time allocations for MPS students:~~

1. ~~a total of 100 minutes of physical education per week for ~~Grades~~ grades 1-3~~
2. ~~120 minutes per week for ~~Grades~~ grades 4-6~~
3. ~~125 minutes per week for grades 7-8 per week~~
4. ~~1.5 credits for high-school students~~
5. ~~A waiver of the physical education requirement may be granted for high-school students, pursuant to Administrative Policy 7.37, Graduation Requirements.~~

~~(b) Principals are to ensure these requirements are met. Principals are responsible for monitoring the scheduling of elementary, middle and high school physical education classes and to ensure that all students receive the appropriate amount of instruction and physical activity.~~

~~(b) Physical education is considered an academic subject and must not be withheld from a student as punishment. Similarly, students must not be compelled to perform physical activities, including, but not limited to, running laps or doing push-ups, as punishment.~~

~~(c) When the elementary physical education specialist cannot fully schedule the required weekly allocation, it becomes the responsibility of the elementary classroom teacher to conduct the additional activities to meet the Board approved time requirements. Elementary classroom teachers~~

are encouraged to work with their physical education specialists in order to provide lessons that complement the district-wide physical education scope and sequence.

(c) State statutes require that, for grades K-6, all students receive three days of physical education per week by a licensed physical education teacher or under the direction of a licensed PE teacher. When a licensed physical education teacher cannot be scheduled to see students for the required amount of time, it becomes the responsibility of the elementary classroom teacher to meet the remainder of the state's requirement. Elementary classroom teachers are encouraged to work with their physical education specialists in order to provide lessons that complement the district-wide physical education pacing guides.

(d) Principals are responsible for monitoring the scheduling of elementary, middle- and high-school physical education classes to ensure that all students receive the appropriate amount of instruction and physical activity required by state statute and administrative policy.

~~(d)~~(e) Each school should must develop a schedule by which teachers may use the gymnasium on a regular basis in order to comply with Administrative Policy 7.07.

(3) Monitoring and Evaluation

Annually, in August, a report shall be made available to the Board on the district's physical education program and on the efforts to encourage physical activity and wellness in schools.

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ADMINISTRATIVE PROCEDURE 7.07

PHYSICAL EDUCATION

(1) Grading Practices

~~Each teacher should carefully evaluate and assess his/her grading procedures to eliminate inequities and malpractice in grading students.~~

(2) Factors to Be Considered in Grading

(a) ~~Final grading should be based on a cumulative grading process combined with a student's ability to do quality work. (See optional pass/fail policy below.)~~

(b) ~~A school's policies involving dress, shower, and minimum attendance standards should be administered consistently by all physical education teachers. Each school is to submit these policies annually to the Curriculum/Instruction Division of the Department of Educational Services for review.~~

(c) ~~Evaluation of students should be an ongoing process and recorded in the record book periodically throughout the grading period.~~

(1) Physical Education Classes

(a) All physical education (PE) staff are to be certified by the State of Wisconsin.

(b) Physical education courses will be the environment in which students learn, practice, and are assessed on developmentally appropriate motor skills, social skills, and knowledge.

(c) Physical education classes must have a student/teacher ratio similar to that of other classes in the school.

(d) Members of the physical education staff are to implement district-approved fitness assessments on an annual basis.

(e) State statutes require that, for grades K-6, all students receive three days of physical education per week by a licensed physical education teacher or under the direction of a licensed PE teacher. When a licensed physical education teacher cannot be scheduled to see students for the required amount of time, it becomes the responsibility of the elementary classroom teacher to meet the remainder of the state requirement. Elementary classroom teachers are encouraged to work with their physical education specialists in order to provide lessons that complement the district-wide physical education pacing guides.

(f) Each school must develop a schedule by which teachers may use the gym on a regular basis to ensure that the state standards are followed.

(g) Physical education staff should implement a multi-tiered system of support to achieve academic and behavioral success for all students.

(3) Optional Pass/Fail Grading

~~For successful completion of a course, the grade of "P" will be given to students and entered on their permanent records. For unsuccessful performance, the standard grade of "U" will be assigned. This option will be available in all high schools under the following conditions:~~

(a) ~~This option shall be open to all students in grades nine through twelve.~~

(b) ~~This option may be used for a maximum of one unit per year, consisting of either a year long, full unit course, or two one half unit courses. The decision requires parental approval and may not be revoked once made.~~

- (c) ~~Grades of "P" will not be computed in determining the grade point average. Grades of "U" will be included in the grade point average.~~
- (d) ~~Successful completion of units will count toward graduation requirements.~~
- (4) ~~Physical Education Classes~~
- (a) ~~All physical education (PE) staff are to be certified by the State of Wisconsin.~~
- (b) ~~Physical education courses will be the environment in which students learn, practice, and are assessed on developmentally appropriate motor skills, social skills, and knowledge.~~
- (c) ~~Policies ensure that physical education classes have a student/teacher ration similar to other classes.~~
- (d) ~~Members of the physical education staff are to be trained in implementing physical fitness tests.~~
- (e) ~~There is to be a program in physical activity for students with special needs.~~
- (f) ~~When the elementary physical education specialist cannot fully schedule the required weekly allocation, it becomes the responsibility of the elementary classroom teacher to conduct the additional activities to meet the Board approved time requirements. Elementary classroom teachers are encouraged to work with their physical education specialists in order to provide lessons that complement the district wide physical education scope and sequence. Elementary teachers who have been asked to teach some PE lessons have been given proper training and materials.~~
- (g) ~~Each school should develop a schedule by which teachers may use the gym on a regular basis to ensure that the state standards are followed. A copy of the schedule must be submitted to the MPS Physical Education Curriculum Specialist.~~
- (5)(3) Promoting Physical Fitness
- (a) Physical education includes the instruction of individual activities as well as competitive and non-competitive team sports that encourage life-long physical activity. Principals are encouraged to provide funding to ensure that adequate equipment is available for all students to participate in physical education and other school-based physical activity. Physical activity facilities on school grounds will be safe. The school must provide a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted. The primary goal of a school's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain physical fitness, to participate regularly in physical activity, and to understand the short- and long-term benefits of a physically active and healthful lifestyle.
- (b) Schools are encouraged to provide community access to, and to encourage students and community members to use, the school's physical activity facilities outside of the normal school day. Information will be provided to families to help them incorporate physical activity into their students' lives. Schools will encourage families and community members to institute programs that support physical activity, such as a walk-to-school program.
- (c) Physical activity will be integrated across curricula and throughout the school day. Movement can be made a part of science, math, social studies, and language arts.
- (d) Schools ~~should~~ shall provide a daily recess period, which is not to be used as a punishment or a reward. Consider planning recess before lunch, since research indicates that physical activity prior to lunch can increase the nutrient intake and reduce food waste. Participation in physical activity shall take into consideration the "balancing equation" of food intake and physical activity. Physical activity can be offered during the school day through daily recess periods (e.g., low-organized games and walking clubs), elective physical education (PE) classes, and the integration of physical activity into the academic curriculum.
- (e) Students should be given opportunities for physical activity through a range of after-school programs, including intramurals, interscholastic athletics, and physical activity clubs. After-school programs will encourage physical activity and the formation of healthy habits. Patterns of meaningful physical activity will connect to students' lives outside of physical education.

### **Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Administrative Policy 7.07, Physical Education

### **Fiscal Impact Statement**

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This item does not authorize expenditures.

## Implementation and Assessment Plan

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

## Committee's Recommendation

Your Committee recommends that the Board approve the revisions to Administrative Policy 7.07, Physical Education, and Administrative Procedure 7.07, Physical Education, as indicated above.

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

\* \* \* \* \*

## **(Item 4) Action on a Request to Move Administrative Policy 8.39, Student Awards and Scholarships, to Chapter 7, Instruction**

### Background

Administrative Policy 8.39, Student Awards and Scholarships, recognizes students who are awarded certificates of participation for clubs, teams, and academic success. This policy recognizes academic and athletic excellence which is related to the educational, school day. Because the policy clearly aligns with instruction, it is more suited to reside in Chapter 7, Instruction. Thus we are recommending moving it to Chapter 7.

#### ADMINISTRATIVE POLICY ~~8.39~~ 7.43 STUDENT AWARDS AND SCHOLARSHIPS

The Board approves of the following plans for recognizing and thus encouraging, academic excellence.

(1) Interscholastic Academic Awards: High School

Students participating actively in competition as members of academic teams/clubs shall be rewarded with academic letters and/or numerals. The criteria for determining students eligible for the awards shall be formulated by a committee of teachers and administrators to ensure city-wide uniformity. Certificates of participation may be given to active team or club members who do not qualify for letter awards.

(2) Interscholastic Academic Awards: Middle School

Students participating actively in competition as members of academic teams/clubs shall be awarded school recognition pins. Eligible students shall be entitled to receive one pin per year. The criteria for determining students eligible for the pins shall be formulated by a committee of teachers and administrators to ensure city-wide uniformity.

(3) Academic Recognition: High School And Middle School

Each school shall provide appropriate recognition for students who excel academically. A variety of means — letters to parents, honor-roll lists, public-address announcements, honor assemblies, and certificates of award — may be used. Improvement in attendance and conduct shall also be noted and appropriately recognized.

(4) Monitoring and Evaluation

This policy shall be reviewed for coherence and appropriateness to the present mission of the district every five years, consistent with Board Governance Policy.

### Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

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

Administrative Policy 8.39, Student Awards and Scholarships

### Fiscal Impact Statement

No Fiscal Impact

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

Your Committee recommends that the Board move Administrative Policy 8.39, Student Awards and Scholarships, to Chapter 7, Instruction.

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

\* \* \* \* \*

**(Item 5) Action on Proposed Revisions to Administrative Policy 7.37, Graduation Requirements**

**Background**

Administrative Policy 7.37 has been revised to reflect 2017 Wisconsin Act 59, which eliminated the Course Options and Youth Options programs. The Youth Options statute (118.55), which was renamed the Early College Credit Program (ECCP), allows Wisconsin public and private high-school students to take one or more courses at an institution of higher education for high-school and/or college credit. Under this section, “institution of higher education” means an institution within the University of Wisconsin System, a tribally-controlled college, or a private, nonprofit institution of higher education located in the state. While technical colleges are not eligible institutions under the new program, pupils that have completed 10<sup>th</sup> grade will continue to have the option to take courses at technical colleges through a separate statute, 38.12(14), under the Start College Now program.

Clarification regarding students who earn certificates of completion has also been added. Only students with disabilities who have aged out of eligibility for services and have participated in a curriculum aligned to the Wisconsin Essential Elements may earn certificates of completion. English-learners who have not completed unit requirements for graduation, but are of graduation age, may also earn certificates of completion.

Additionally, the mid-winter graduation option is included in the policy. Other minor changes have been made to improve clarity based on feedback received.

ADMINISTRATIVE POLICY 7.37  
GRADUATION REQUIREMENTS

- (1) General Provisions
  - (a) The total number of units required for graduation shall be 22, effective with the graduating class of June 2014-15 and thereafter. Commencing with the graduating class of 2021 (i.e., students entering 9<sup>th</sup> grade in the school year of 2017-2018), of the 22 units, the following are required:

<u>Subject</u>	<u>Units</u>
English/Language Arts .....	4.0
Mathematics (including courses at or above the level of Algebra 1).....	3.0
Science (This must include content and laboratory studies for all three units).....	3.0
a life science course.....	1.0
a physical science course.....	1.0
an additional course in a life, physical, earth or space science, or district-approved, science-equivalent engineering or technology course .....	1.0
Social Studies (from the following).....	3.0
U.S. History.....	1.0
World History, World Geography, World Studies, or AP Human Geography .....	1.0
Citizenship (grade 9 or 10).....	1.0
OR	

BOTH American Government AND Economics (grades 11 12)  
 (0.5 unit each)..... 1.0

Physical Education (no more than 0.5 credit per school year)..... 1.5  
 A waiver for final 0.5 credit in physical education during the junior or senior year of high school may be an option for a student, based on participation in an organized sport or athletic program in accordance with district procedures developed by the Superintendent. Pursuant to Wis. Stat, §118.33(1)(e), a student must may replace this 0.5 credit with an additional English, social studies, mathematics, science, or health course.

Health..... 0.5  
 Fine Arts..... 1.0  
 World Language..... 2.0  
 College-and-career-readiness coursework (from the following) ..... 1.0

Advanced Placement, Career Technical Education courses available in Career Clusters: Agriculture, Architecture & Construction, Arts, A/V Technology & Communications, Business Management, Finance, Health Science, Hospitality & Tourism, Human Services, Information Technology, Manufacturing, Marketing, Science, Technology, Engineering & Mathematics, and Transportation (students may use internships & apprenticeships to meet this requirement), International Baccalaureate diploma, or Project Lead the Way

\*For example, if a student takes an AP or IB course to meet another requirement (e.g., English), that course will count for the college-and-career-readiness requirement and the core-content requirement.

(b) In addition to the above requirements, students must also have completed one of the following three course-embedded options, to be appropriately noted on a transcript:

1. online learning
2. community-service experience
3. service learning.

(c) Beginning with the graduating class of June 2014-15, all MPS schools must adhere to the core credit requirements as shown in 1(b) above, and no school will be allowed to require additional credits in order to earn an MPS diploma. Individual schools, however, may require additional courses or projects for completion of specific program certifications (e.g., Honors, International Baccalaureate, career and technical education) which may be designated on the MPS diploma.

(d) Students shall be required to have earned the units as described above and shall be required to meet the state requirement for passing the district’s civics test commencing with the graduation class of 2017. A student may re-take the exam until he/she passes. (Students with IEPs must complete the exam to receive diplomas, but are not required to meet the state benchmark.)

(e) Each school that seeks to substitute course offerings for courses specifically stated in 1(b) above must obtain formal approval from the Superintendent or a designee. The alternate course must meet or exceed the rigor of the original required course.

(2) Planning Provisions for Graduation

(a) All students shall follow identified plans developed in the high schools in which the students are enrolled. The high-school plans for students in the regular program shall ensure that students meet graduation requirements and shall be developed on the basis of individual career interests, plans for post-high-school education, or other life goals, using a variety of available program plans. Student may earn diplomas only from schools in which they are enrolled and in which they will earn their final credits during the semester in which they intend to graduate.

(b) A “senior” is a student who has earned a minimum of 16 units or the number required for senior status and who is on track for graduation after the successful completion of no more than two additional semesters.

(c) High-school students from the Milwaukee Public Schools are encouraged to complete four years of study resulting minimally in completion of the prescribed graduation requirements at the district and school levels.

(d) Procedures for permitting early graduation include the following:

1. A student wishing to graduate early must complete all district requirements for graduation.

2. A student must request a conference to declare interest in early graduation (with parental or guardian signature if the student is under 18).
  3. A conference shall be held with the parent, student, and principal (or designee) to review options and to make a decision, with a sign-off by principal (or designee), student, and parent or guardian (if the student is under 18). At this meeting, the student and parent will receive information regarding alternatives to early graduation (scholarships, advanced courses, AP, IB, Start College Now and ~~YOP [Youth Options Program]~~ Early College Credit Program [ECCP] opportunities, etc.) to facilitate the making of an informed decision.
  4. For students who have received sign-off by the principal on the district-provided form for early graduation, the school shall document in the student database that the student has met the diploma requirements at the semester end-date and shall withdraw the student. Early graduates in good standing will be allowed to participate in either the district's January graduation or the school's year-end graduation ceremony and activities.
- (e) The following minimum number of units, or the equivalent, is required for high-school students to be promoted at the end of the school year:
1. If a student is to be promoted from 9<sup>th</sup> to 10<sup>th</sup> grade (sophomore), 5 units or more shall be required.
  2. If a student is to be promoted from 10<sup>th</sup> to 11<sup>th</sup> grade (junior), 10 units or more shall be required.
  3. If a student is to be promoted from 11<sup>th</sup> to 12<sup>th</sup> grade (senior), 16 units or more and enrollment in at least the fourth year of high school shall be required.
- (f) To be considered for senior-class rank, students must meet the definition of a senior and must complete one year and a minimum of 5 units at the schools from which they intend to receive their diplomas.
- (g) Students may graduate from MPS alternative programs that meet the District's minimum standards for alternative programs.
- (3) Common MPS Diploma and School-based Recognition of Program Completion
- (a) Schools may, with formal approval from the Superintendent or a designee:
    - implement additional requirements for participation in or completion of specific programs and include this endorsement on the diploma;
    - award an additional certificate indicating completion of this special program and/or document this endorsement on the transcript.
  - (b) Some of the recognized endorsements include:
    - Advanced Placement Capstone Diploma or Certificate
    - International Baccalaureate Certificate and/or Diploma
    - Milwaukee Wisconsin Department of Public Instruction's Seal of Biliteracy
    - Wisconsin Global Education Achievement Certificate.
  - (c) Schools may not create additional requirements for graduation.
- (4) Completion Credentials
- (a) Regular Diplomas
    1. Students completing the unit and district civics test's requirements described above, including GEDO #2, alternative programs, and GPS Education Partners programs, shall receive regular diplomas signed by the principal, the Superintendent, and the Board's president. Signatures other than that of the principal/school leader may be photocopied.
    2. Students with disabilities who successfully complete high-school graduation requirements established in MPS Administrative Policy 7.37, Graduation Requirements, shall receive regular MPS diplomas upon graduation.
  - (b) Certificates of Completion
    1. Students with disabilities who do not meet high-school graduation requirements as outlined in Administrative Policy 7.37, Graduation Requirements, but who participate in a curriculum aligned to the Wisconsin Essential Elements and who have aged out of eligibility for services will be awarded certificates of completion at the end of the academic year in which they turn twenty-one (21). Students may choose to participate in one graduation ceremony either with their entry or exit class. Certificates of Completion cannot be awarded to students in four-year or five-year graduation cohorts.
    2. English language learners who have not completed unit requirements for graduation, but are of graduation age, may also be awarded certificates of completion.

- (c) Requirements for General Education Development Option (GEDO) #2 Program Diplomas
  - 1. The GEDO#2 is an alternate for district students to meet credit requirements for graduation.
  - 2. Students enrolled in MPS GEDO #2 programs who successfully complete the GEDO #2 graduation requirements shall be awarded MPS diplomas from the schools in which they have completed their GEDO #2 program requirements.
 

Subject:

English ..... GEDO #2 exams: (1) reading and (2) writing or four units of English

Mathematics ..... GEDO #2 exam or three units of math at or above the level of Algebra 1

Science ..... GEDO #2 exam or three units of science

Social Studies ..... GEDO #2 exam or two units of social studies, including one of the world courses and the US history course

Social Studies ..... GEDO #2 civics exam or one unit of citizenship or American government and economics

Health ..... GEDO #2 health exam or 0.5 health unit
  - 3. All GEDO #2-program students shall be required to successfully complete units of study in employability skills and career awareness.
  - 4. Additional requirements in work experience or community service and in career-portfolio development for the GEDO #2 program must be communicated to a prospective student during the intake conference that is required by DPI before the student begins the program.
  - 5. Students enrolled in GEDO #2 shall not be included in senior-class rank.
- (d) Requirements for Diplomas from the State-supported GPS Education Partners Program
  - 1. Students shall be accepted and enrolled concurrently in an MPS high school and the GPS Education Partners program.
  - 2. Students enrolled in the GPS Education Partners program who successfully complete the 21-month course and workplace requirements shall be awarded MPS diplomas from the MPS schools in which they are enrolled.
- (e) Other District-approved Programs
 

Students who successfully complete district-approved alternative programs shall be awarded MPS diplomas from the MPS schools in which they are enrolled.
- (f) Diplomas for Veterans
  - 1. Diplomas shall be awarded to certain veterans, in accordance with Wis. Stats., sec.120.13(37). The Superintendent or designee shall direct the appropriate MPS high-school principal to award a diploma to a veteran if the Superintendent or designee determines that the veteran meets all of the following criteria:
    - a. is at least 65 years old, or is at least 55 years old and has a service-connected disability; and
    - b. attended high school in the school district or attended high school in Wisconsin and resides in the school district; and
    - c. left high school before having received a high-school diploma to join in the U.S. Armed Forces during a war period, as defined in Wis. Stats., sec. 45.01(13); and
    - d. served on active duty under honorable conditions in the U.S. Armed Forces or in forces incorporated as part of the U.S. Armed Forces.
  - 2. A high-school diploma shall also be awarded to a veteran who received a high-school-equivalency diploma after serving on active duty under honorable conditions, if the person meets the conditions of 1(a) through 1(d) above.
  - 3. A high-school diploma shall also be awarded, upon request, to a veteran who has died, but who, before dying, satisfied the criteria listed in 1b through 1d, above.

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement



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

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Administrative Policy 7.37, Graduation Requirements

**Fiscal Impact Statement**

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NA

**Implementation and Assessment Plan**

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

**Committee's Recommendation**

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Your Committee recommends that the Board approve the changes made to Administrative Policy 7.37, Graduation Requirements, as indicated..

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

\* \* \* \* \*

**(Item 6) Action on a Request to Approve the Proposed Revisions to Administrative Policies 8.01, Student Nondiscrimination; 8.02 Student Anti-Sexual Harassment; 8.23, Weapons in the Schools (and Criminal Offenses); 8.27, Student Complaints & Grievances; 8.28, Student Discipline; 8.32, Student Expulsion; and Administrative Procedures 8.01, Student Nondiscrimination; 8.02, Student Anti-Sexual Harassment; 8.28, Student Discipline, to Comply with the U.S. Department of Education's Office for Civil Rights (OCR) Compliance Review**

**Background**

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In 2014-15, the Office for Civil Rights (OCR) conducted a biennial data-collection review. Out of that data collection, the OCR found what they believed was the disproportionality of African American students receiving referrals, suspensions, and other disciplinary actions. Through an investigation, the OCR confirmed this disproportionality, which led to the MPS Resolution 05-14-5003. The district assured the OCR that it will take action to comply with the Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d (Title VI), and its implementing regulation, 34 C.F.R. Part 100, which prohibit discrimination based on race, color, or national origin by a recipient of federal financial assistance.

In accordance with the MPS Resolution 05-14-5003, by June 18, 2018, the district will have revised its policies and procedures for discipline to be effective with the 2018-2019 school year.

On March 8, 2018, the Department of Student Services sent out an invitation and convened a Citywide Discipline Committee with invited participants from the following groups:

- Central Services Administration
- parents
- students
- principals
- teachers
- Milwaukee Teachers' Education Association
- Office of the City Attorney
- Milwaukee Police Department
- community organizations.

The purpose of the Citywide Discipline Committee was to review and revise the Student Code of Conduct to ensure that there are standards for disciplinary referrals that include clear definitions, policies, and procedures to eliminate vague and subjective language in accordance with MPS Resolution 05-14-5003. Following are explanations for the revisions of individual policies and procedures.

- Administrative Policy 8.01, Student Nondiscrimination, was edited to include updated statutes.

- Administrative Policy 8.02, Student Anti-Sexual Harassment, was edited to include updated statutes.
- Administrative Policy 8.23, Weapons in the Schools (and Criminal Offenses) was revised to clarify the grade levels at which students are able to be expelled. Language for offenses changed to align with proposed changes to the Code of Conduct.
- Administrative Policy 8.27, Student Complaints and Grievances, was revised to cross-reference departmental names and to update titles.
- Administrative Policy 8.28, Student Discipline, was revised to update language to meet the U.S. Department of Education's Office for Civil Rights Resolution Agreement #05-14-5003
- Administrative Policy 8.32, Student Expulsion, was revised to add language to allow students to be expelled with online academic support for incidents of egregious acts of violence or for having committed other expellable offenses while receiving educational services for previous expellable offenses.
- Administrative Procedure 8.02, Student Anti-Sexual Harassment, was edited to include updated statutes and to match language to Administrative Policy 8.02
- Administrative Procedure 8.28, Student Discipline, was updated to reflect the current process and to remove subjective language.

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ADMINISTRATIVE POLICY 8.01  
STUDENT NONDISCRIMINATION, COMPLAINTS AND APPEALS

(1) General Principles and Policy

(a) The Milwaukee Public Schools is committed and dedicated to the task of providing the best education possible for every child in the district for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.

(b) It is the policy of the Milwaukee Public Schools that no person may be denied admission to any public school in this district or be denied participation in, or the benefits of, or be discriminated against in, any curricular, extracurricular, student service, recreational, or other program or activity because of that person's sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap, as required by section 118.13, Wis. Stats., and Chapter PI 9, Wisconsin Administrative Code.

(c) This policy prohibits discrimination in the following areas:

1. admission to any school, class, program, or activity, except that the district may operate single-gender schools and/or provide single-gender classes in accordance with sections 118.13(1) and 120.13(37m), Wis. Stats.;
2. standards and rules of behavior, including student harassment;
3. disciplinary measures, suspensions, or expulsions;
4. acceptance of gifts, scholarships, aid, benefits, services to students;
5. instructional, library, or media materials;
6. selection, testing, evaluation, and counseling of students, facilities;
7. opportunities for participation in athletic programs or activities; and
8. school-sponsored food-service programs.

(d) This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, and national origin), and section 504 of the Rehabilitation Act of 1973 (disability).

(e) "Student harassment" refers to a range of inappropriate behaviors directed toward students, including, but not limited to, name-calling, bullying, physical attacks, and intimidation. Student harassment means behavior towards students based, in whole or in part, on sex; race; religion; national origin; ancestry; creed; pregnancy; marital or parental status; sexual orientation; or physical, mental, emotional, or learning disability or handicap, which substantially interferes with the student's school performance or creates an intimidating, hostile or offensive school environment. The district regards student harassment as a form of discrimination and such behavior will be subject to discipline.

(f) The suburban school districts participating in the Chapter 220 settlement agreement are required to establish their own student nondiscrimination policies under section 118.13, Wis. Stats., and PI 9, Wisconsin Administrative Code.

## (2) Designated Employee

(a) The Superintendent shall designate individuals to be responsible for handling complaints concerning discrimination. The names, titles, contact information of these individuals, along with descriptions of the specific types of complaints to be handled by each of these individuals, shall be published annually in the student handbook as well as any other in location where the district is required to publish its notice of nondiscrimination.

(b) It shall be the responsibility of the designated employees to examine existing policies and develop new policies, where needed, to ensure that the Milwaukee Public Schools does not engage in discrimination prohibited by federal and state law. The designated employee shall:

- ~~(a)~~1. receive and record complaints filed under section 118.13, Wis. Stats., and PI 9, Wisconsin Administrative Code;
- ~~(b)~~2. investigate the complaints and determine whether or not the student nondiscrimination policy has been violated;
- ~~(c)~~3. ensure that an evaluation of the district's compliance with section 118.13, Wis. Stats., is completed every five years, in accordance with PI 9.06, Wisconsin Administrative Code, and shall submit form PI-1197 to the Department of Public Instruction annually;
- ~~(d)~~4. obtain copies of suburban district policies adopted under section 118.13 and PI 9 and will be available to act as a liaison in the event a discrimination complaint is filed and requires assistance in its resolution.

## (3) Complaint Procedures

(a) The district encourages informal resolution of complaints under this policy. If informal resolution is not achieved, administrative procedures exist to address allegations of violations of the student nondiscrimination policy in the Milwaukee Public Schools.

(b) Discrimination complaints regarding the possible violation, interpretation, or application of the district's student nondiscrimination policy shall be processed in accordance with the procedures set forth in Administrative Procedure 8.01, Student Nondiscrimination. Action will be taken to ensure compliance with the district's policy on student nondiscrimination.

(4) Monitoring and Evaluation

The Administration shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every five years, on a schedule established by the State Superintendent. A report on the evaluation shall be filed pursuant to Chapter PI 9 of the Wisconsin Administrative Code. A copy of the report shall be provided to the Board.

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ADMINISTRATIVE POLICY 8.02  
STUDENT ANTI-SEXUAL HARASSMENT

## (1) General Principles

(a) It is the policy of Milwaukee Public Schools that the learning environment shall be free of any form of sexual harassment, unwelcome physical contact of a sexual nature, and other verbal or physical conduct of a sexual nature.

~~(a)~~(b) Sexual Harassment is generally defined as any unwelcome sexual advances, requests for sexual favors, physical contact of a sexual nature sexually motivated physical conduct, or other verbal conduct or communication of a sexual nature ~~that would be offensive to a reasonable person~~. Sexual harassment exists when such behavior is so frequent or so severe that it negatively impacts upon a student's ability to learn, when submission to or rejection of such conduct is used as a basis for academic decision making, or when submission to or rejections of such conduct is used as a basis for a student's participation in honors, awards, extra-curricular programs, or other such opportunities.

(c) Both the victim and the harasser can be either a female or a male, and the victim and harasser can be the same sex.

~~(b)~~(d) It shall be a violation of this policy for any student, teacher, administrator, or other school personnel of the district to harass a student, teacher, administrator, or other school personnel through conduct or communication of a sexual nature as defined by this policy.

## (2) Gender Equity Coordinators

(a) The Superintendent shall designate a Central Services administrator to serve as the gender equity coordinator for student harassment complaints.

(b) A voluntary gender equity coordinator shall be designated at every school.

## (3) Notification

(a) The administration in all schools in the district shall inform all staff and students of the adoption of the student sexual harassment policy and provide an orientation with information regarding the definition of sexual harassment, as well as the complaint procedures to be followed.

(b) The discipline chart of the Parent/Student Handbook on Rights, Responsibility and Discipline shall include sexual harassment as one of the examples of conduct that violates expectations in the categorical section "~~Protection of Physical Safety and Mental Well-Being-Non Criminal Acts~~":

Examples of Conduct That Violates Expectations	Definitions	Discipline Action Level*	
		Minimum	Maximum
Sexual Harassment	Sexual harassment is generally defined as any unwelcome sexual advances, requests for sexual favors, <del>sexually motivated physical conduct</del> <u>contact of a sexual nature</u> , or other <del>physical or verbal conduct or communication of a sexual nature that would be offensive to a reasonable person.</del>	1	<del>4</del> <u>3</u>
*Key Level 1 = Conference/intervention Level 2 = Suspension Level 3 = Referral to the Department of Parent and Student Services Level 4 = Expulsion recommendation			

(4) Monitoring and Evaluation  
This policy shall be reviewed for coherence and appropriateness to the present mission of the district every five years, consistent with Board Governance Policy.

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ADMINISTRATIVE POLICY 8.23  
 WEAPONS IN THE SCHOOLS (AND CRIMINAL OFFENSES)

(1) Weapons

(a) The Milwaukee Board of School Directors prohibits all individuals, including, but not limited to, MPS employees, volunteers, students, visitors, and the personnel of MPS contractors or subcontractors from possessing firearms while on MPS property, while transporting students, or at school-sponsored events, unless that individual is a sworn law enforcement officer or agent.

~~(a)~~(b) Students possessing dangerous weapons while traveling in a school zone or on school property shall be immediately suspended, and the police shall be called.

1. A dangerous weapon is a gun, knife, razor, karate stick, metal knuckle, or any other object which, by the manner it is used or intended to be used, is capable of inflicting bodily harm. The term *weapon* means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to, firearms as defined in 18 U.S.C. 921(a)(3)), guns of any type, including air and gas-powered guns (whether loaded or unloaded); knives; razors (unguarded blades); clubs; electric weapons; metallic knuckles; martial-arts weapons; ammunition; and explosives.

~~23.~~ All cases that clearly involve a gun, as defined under federal law, shall be recommended for expulsion for a minimum of one year.

~~34.~~ Cases that involve any other weapon used in a threatening manner shall be recommended for expulsion, with the length of that expulsion period to be recommended by the Administration.

~~(b)~~(c) An elementary-, middle-, or high-school student in possession of a weapon shall be recommended for expulsion. The length of the expulsion shall be recommended by the Administration.

~~(e)~~(d) Students' unintentional possession of objects that, by the way they could be used, could be considered weapons (e.g., a pen knife or box cutter from work mistakenly brought to school) shall result in a Central Services conference. After the ~~Student Services coordinator~~ supervisor has verified the unintentional possession of the weapon, the following may occur:

1. Elementary-, middle-, and high-school students may remain at the present site at the recommendation of the school administrator.
2. High- and middle-school students may be assigned to a Milwaukee Public Schools behavior-reassignment school.

3. Repeated (more than once) possession by high- and middle-school students may result in an expulsion recommendation. Elementary-school students may lose their present school assignments.
4. An expulsion recommendation shall be made if the object is used in a threatening manner (~~at~~ grades 3-12).

~~(d)~~(e) The Administration shall prepare and post signs, in accordance with 2011 Wisconsin Act 35, prohibiting firearms and other dangerous weapons upon or within MPS buildings or such portions of buildings as are occupied or under the control of MPS and where firearms and other dangerous weapons are not already prohibited by law. These signs shall be located in prominent places near all of the entrances to the part of the building to which the restriction applies and where individuals entering can be reasonably expected to see the signs.

~~(e)~~(f) Prior to implementing any of the above actions, the school and/or the school district must provide the students with due process.

(2) Other Criminal Offenses

(a) Criminal Offenses Other Than Weapons Possession or Use

1. Disciplinary action shall also be taken against students involved in criminal offenses other than weapons possession and use. Conduct that violates this section includes serious gang activity, battery, extortion, robbery, sexual assault, arson, bomb threats, possession or ownership and use of illegal drugs or alcohol, possession with intent to distribute illegal drugs or alcohol, and hazing.

2. An expulsion recommendation shall be made for the following verified offenses:

- a. Battery — ~~Intentional physical~~ unprovoked/unanswered physical ~~or offensive~~ contact without consent causing bodily harm.
- b. Assault — ~~An attempt or threat to physically~~ A physical attempt to harm another person with the apparent present ability to do so and the victim has without making physical contact, where there is a show of force that causes reasonable fear or apprehension of immediate bodily harm. Assault is committed without physical contact.
- c. Sexual Assault — Intentional ~~sexual~~ bodily contact of a ~~harmful or offensive~~ sexual nature that occurs without the explicit consent of the recipient.
- d. Possession with Intent to Distribute Illegal Drugs or Alcohol — Selling, giving away, or otherwise transferring to another person any controlled substance or alcohol, including any transfer of a prescription drug or any substance alleged to be a drug, regardless of its actual content.

3. The length of the expulsion period shall be recommended by the Administration.

~~(b) Possession/ownership and Use of Illegal Drugs or Alcohol Possessing, Having under One's Control, or Using Any Controlled Substance or Alcoholic Beverage)~~

~~(b)~~ Drug Offenses

1. Such offenses include, but are not limited to, drug use on school grounds, possession of drugs (with or without the intent to distribute or deliver), possession of drug paraphernalia, possession of alcohol, or the use of alcohol on school grounds.

2. Disciplinary action shall range from a Central Services conference to an expulsion recommendation.

~~(c) Gang Activity— Disruption and Intimidation Caused by Gang Symbols on Materials, Jewelry, or Clothing~~

1. Gang activity includes, but is not limited to, participation in the criminal activity organized by a gang, hostile interaction between members of a gang, and the disruption or intimidation caused by such activity.

2. Gang activity also includes, but is not limited to, the display of colors, clothing, jewelry, or symbols associated with a gang.

3. A student ~~verified or found~~ participating in gang activity shall be recommended for removal from his/her present school and reassigned to another Milwaukee Public School. After the second offense, the student shall be reassigned to a Milwaukee Public School alternative school.

~~(d) Extortion, Robbery, Arson, and Bomb Threats~~

Depending upon the ~~seriousness~~ action level of the ~~criminal~~ offenses, such students may be:

- allowed to continue in the assigned school (elementary, middle, or high)
- reassigned to another school (elementary)
- reassigned to a Milwaukee Public School behavioral-reassignment program (elementary (grades 6-8), middle, and high)
- recommended for expulsion (elementary (grades 6-8), middle, and high).

~~(e) Hazing— Intentional or Reckless Engagement in Acts Which Endanger the Physical Health or Safety of a Student for the Purpose of Initiation or Admission into, or~~

Affiliation with, Any Organization Operating in Connection with a School, College, or University

1. Hazing is defined as the intentional practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Such acts endanger the physical health or safety of the person being hazed.

~~1-2.~~ Under these circumstances, prohibited acts may include any brutality of a physical nature, such as whipping, beating, branding, forced consumption of any food, liquor, drug or other substance; forced confinement; or any other forced activity which endangers the physical health or safety of the student.

~~2-3.~~ Depending on the seriousness action level of the offense, such students may be:

- allowed to continue in the assigned school (elementary, middle or high)
- reassigned to another school (middle or high)
- reassigned to a Milwaukee Public School behavioral reassignment school
- recommended for expulsion (elementary (grades 6-8), middle and high).

(f) Bomb Threats and Terrorist Threats

1. The Board recognizes that bomb threats and terrorist threats are significant concerns to the district. Whether real and carried out or intended as a prank or for some other purpose, such threats represent a potential danger to the safety and welfare of students and of staff and to the integrity of school property. These types of threats disrupt the instructional program and learning environment and also place demands on schools' financial resources and public safety services. These effects occur even when such threats prove to be false.

a. No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. Because of the potential for evacuation of the schools and other disruption of school operations, placement of a bomb or of a "look-alike" bomb on school premises will be considered a threat for the purpose of this policy.

b. It is also a violation of this policy to communicate by any means that any toxic or hazardous substance or material has been placed, or will be placed, on school premises with the intent to endanger the safety and welfare of students or of staff and/or to disrupt the operations of the schools. For the purpose of this policy, "toxic or hazardous substance or material" means any material or substance, including biomedical materials or organisms, that, when placed as threatened, could be harmful to humans.

i. A "bomb" means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, Molotov cocktail, or other destructive device.

ii. A "look-alike bomb" means any apparatus or object that conveys the appearance of a bomb or other destructive device.

iii. A "bomb threat" is the communication, by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.

iv. "School premises" means any school property and any location where any school activities may take place

v. "Terrorist threat" means:

(i) the intent to prevent the occupation of, or cause the evacuation of, a building, dwelling, school premises, vehicle, facility of public transportation, or place of public assembly or any room within a building, dwelling, or school premises;

(ii) the intent to cause public inconvenience;

(iii) the intent to cause public panic or fear;

(iv) the intent to cause an interruption or impairment of school operations, including communication, transportation, the supply of water, gas, or other public service;

(v) the creation of an unreasonable and substantial risk of causing a result described in par. (i), (ii), (iii), or (iv) and awareness of that risk.

2. Staff members and students shall be responsible for informing the building administrator regarding any information or knowledge relevant to a possible or actual bomb threat or terroristic threat or act.

3. When an administrator has conducted an investigation and has evidence that a student has made a bomb threat, a terroristic threat, or has committed a terroristic act, the following guidelines shall be applied:

- a. The building principal shall immediately suspend the student.
- b. The building principal shall promptly report the incident to the Regional Superintendent and the Senior Director of Student Services.
- c. Based on further investigation, the incident shall be reported to law enforcement officials.
- d. The student shall be recommended for expulsion.

4. If a student is expelled for making terroristic threats or committing terroristic acts, the Board may require, prior to readmission, that the student provide competent and credible evidence that the student does not pose a risk or harm to others.

(3) Student Expulsion Hearings

(a) Students recommended to the Independent Hearing Officer for expulsion are given a hearing as required by state law. (The Officer may expel a student for a certain length of time.)

(b) Students expelled from the Milwaukee Public Schools shall be offered educational services, ~~except that a student will be expelled with~~ which may include online academic support. ~~for egregious acts of violence or for committing another expellable offense while receiving educational services for an expellable offense.~~

(c) If the Independent Hearing Officer determines that a student who is receiving educational services for an expellable offense has committed another expellable offense, that student will be may be expelled with online academic support.

(4) Independent Hearing Officer

(a) Student expulsions from the Milwaukee Public Schools shall be ordered by an Independent Hearing Officer in accordance with Administrative Policy 8.33, Student Expulsion: Independent Hearing Officer.

(b) In accordance with state law, no person may be designated to participate in the expulsion hearing if he or she has had any involvement in the incident that led to the expulsion proceedings.

(5) Behavioral Reassignment Schools

(a) Students expelled with educational services from the Milwaukee Public Schools shall be offered educational services at a behavioral reassignment school. Exceptions may apply for students that have demonstrated a pattern of repeated behaviors resulting in injury to staff and students.

(b) After being assigned to a behavioral reassignment school by the ~~Student Services coordinator~~ supervisor, the student and his/her parent shall be requested to sign an educational contract which describes the behavior, attendance, and academic requirements which the student must maintain while in the behavioral school. When the student has shown progress in attendance, academic achievement, and behavior and is ready to return to a ~~regular~~ traditional school, the ~~Student Services coordinator~~ supervisor shall make the appropriate assignment in consultation with the parent.

(6) Specialized Services

The disciplinary procedures for students with Individualized Education Programs (IEPs) are guided by state and federal laws and the due-process rights afforded these students and their parents. Decisions are made within the context of (IEP) teams and require the involvement of the Division of Specialized Services. For serious offenses, the specialized services supervisor is contacted and informed about the behavioral incident.

(7) Administrative Transfers to All Schools

(a) When it is deemed most appropriate to reassign a student to another school, the assignment shall be appropriate to the student's needs and shall not jeopardize the safety and security of the school. Assignment of the administrative transfers to all schools where waiting lists exist is consistent with the district's student assignment policies. (Administrative transfers may supersede the waiting lists.)

(b) Administrative transfers to all schools may be above and beyond the regular enrollment of that particular school. The Administration shall make an equitable attempt to distribute the administrative transfers throughout the district.

(c) Once a student has an administrative transfer for behavioral reasons, the student services supervisor may elect to place the student ~~shall be placed~~ on probation for the remainder of the semester. If the student breaks the probationary provision of the assignment, the student shall be referred to the ~~Office of Family and~~ Department of Student Services for appropriate disciplinary action.

~~(8) Application — Grades K-8~~

(8) Application — K-8 Schools

(a) All students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades, regardless of the grade configurations of the schools which they attend, shall be considered middle-school students for the purpose of the program options.

(b) The school administrator shall involve the police department in any instance in which criminal activity is suspected.

(9) Monitoring and Evaluation

A report of the Independent Hearing Officers shall be presented to the Board on a monthly basis.

(10) Records

(a) Records pertaining to criminal offenses of students shall be maintained in a manner that enables data-driven decision making.

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ADMINISTRATIVE POLICY 8.27  
STUDENT COMPLAINTS AND GRIEVANCES

(1) Policy

(a) The Board values feedback from its students and believes students should be able to discuss problems and express concerns to school administrators free from duress or retaliation. The Board is committed to providing students with an avenue to express concerns and to work with their schools' officials toward amicable resolutions. The Board believes engaging in this process can also be an inherently valuable educational experience for students and can help prepare students to address issues in a professional, productive manner after they graduate.

(b) This policy is intended as a mechanism for students to have concerns and complaints addressed. It is not intended to replace or supersede any other processes by which concerns or complaints may be expressed.

(2) Implementation

(a) Decisions made by school personnel, such as aides, teachers, or assistant principals, which students believe are unfair or in violation of pertinent policies of the Board or individual school rules may be appealed to the school principal or designated representative. To appeal, students shall contact the principal's office in their schools within two school days and provide their names, the issues, and the reasons for their appeal on a printed form available at the office. The appeal shall ~~usually~~ be decided confidentially and promptly, ~~preferably~~ within two school days.

~~(2)(b)~~ (b) The Board believes that it is especially important that any appeal involving limitation on freedom of speech — such as restricting the contents of a school-sponsored publication or prohibiting distribution or posting of a non-school-sponsored publication — be decided as quickly as possible. Therefore, individual school decisions involving limitation of freedom of speech may be appealed to the ~~school administrative specialist~~ Regional Superintendent, Office of School Administration, Department of Leadership Services after a decision has been made by the principal.

~~(3)(c)~~ (c) If the principal does not make a decision within two school days following the date of complaint, students or parents may appeal at that time by contacting the ~~Director~~ Regional Superintendent, Office of School Administration, Department of Leadership Services. The information provided should include the student's name, the school, and a description of the problem.

~~(4)(d)~~ (d) An investigation and decision shall be made within two school days and communicated to the school principal and student by telephone. A written copy of the decision should also be sent to the student and principal.

(3) Monitoring and Evaluation

This policy shall be reviewed for coherence and appropriateness to the present mission of the district every five years, consistent with Board Governance Policy.

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ADMINISTRATIVE POLICY 8.28  
STUDENT DISCIPLINE

(1) General Principles

(a) The Board believes that students have a right to learn and that educators have a right to teach in a safe and orderly environment that fosters mutual respect for all individuals. No individual or group has the right to undermine the goal of providing a high-quality education for all students.



(b) All schools in MPS are expected to provide a multi-tiered system of behavioral interventions and supports to create safe, respectful, welcoming environments that are free from disruption. Rules governing in-school discipline — which should be established by the school administration after consultation with representative students, teachers, and parents — must be within policy guidelines established by the Board. The Board expects discipline to be administered in a nondiscriminatory manner and that disciplinary actions be appropriate to the circumstances.

(c) Discipline for a violation of school rules that is dangerous, disruptive, or interferes with a teacher's ability to teach effectively may include periods of exclusion from the regular school day or some other consequence. Such disciplinary actions should be combined with student counseling, parental conferences, restorative practices, referrals to appropriate supportive services, and/or adjustment of student programs. ~~Disciplinary action may not be taken for nonpayment of school fees or fines.~~

(d) Disciplinary action may not be taken for nonpayment of school fees or fines. Students cannot be denied the right to a free/reduced-price lunch (assuming eligibility) as a means of discipline. Physical education is considered an academic subject and must not be withheld from a student as punishment. Similarly, students must not be compelled to perform physical activities, including, but not limited to, running laps or doing push-ups, as punishment.

~~(d)~~(e) Serious, repeated violations of school rules or violent behavior (aggressive behaviors that cause or threaten physical or emotional harm) may result in consequences such as disciplinary transfer, suspension, or expulsion.

~~(e)~~(f) In order to establish a multi-tiered system of behavioral interventions and supports, the Board endorses that each school:

1. establish school-wide expectations that specify safety, respect, and responsibility;
2. define the behaviors that are expected from all students;
3. teach all students the expected behaviors;
4. acknowledge the positive behaviors displayed by students and address the negative behaviors displayed by students, as needed; and
5. provide interventions and supports for students who need additional assistance with meeting the behavioral expectations of the school and the district.

~~(f)~~(g) Teachers, administrators, and school staff shall also receive training in administrative policy and procedures pertaining to conduct and discipline, due-process requirements, and any revisions to the Parent/Student Handbook on Rights, Responsibilities and Discipline.

~~(g)~~(h) The Board directs that administrators follow due process in all cases in which suspension might be contemplated.

(2) Administrative Transfers

(a) Administrative transfer is defined as any school transfer based on the proven misconduct of a student. Whenever such action is being considered, the parent, guardian, or adult student shall be notified in writing that he/she has the right to an impartial meeting and that he/she may be represented by a lawyer or a representative of his/her choice before the student can be transferred to a different school for disciplinary reasons.

(b) If the parent, guardian, or adult student disagrees with the decision of the Student Services ~~Coordinator~~ Supervisor, the parent, guardian, or adult student ~~can~~ may appeal the decision to the Senior Director of the Department of Family and Student Services within 48 hours of the decision.

(c) If the Student Services ~~Coordinator~~ supervisor is unable to schedule a disciplinary meeting within the suspension period (five days), the student shall be entitled to return to his/her original school following the period of suspension until the student has exercised the right to a hearing. Under these circumstances, the principal may determine that, because of a serious breach of discipline, the student poses a danger to him/herself or others. The principal may remove the student from the regular classroom environment. The student may also be given a temporary assignment to another school or alternative program by the Student Services ~~Coordinator~~ Supervisor until the disciplinary hearing is held.

(3) Additional Disciplinary Requirements, Procedures

(a) When a student's inappropriate behavior requires that the student be removed from the instructional setting or area under supervision, a district Behavior Referral Form must be completed by a staff member. Before the student is able to return to the instructional setting or area under supervision, a disposition from an administrator must be communicated to the staff member.

(b) The district's Behavior Referral Form shall not be required in emergency situations. At the earliest possible time following the emergency situation, the staff member shall provide to the administrator a completed district Behavior Referral Form.

(c) The Board recognizes that the district's Behavior Referral Form may be used as a document in legal proceedings, and district employees are required to complete the district Behavior Referral Form in a professional manner.

(d) A student who is or has been suspended from school shall be excluded from the building and prohibited from attending all classes and all activities held at school or on any premises controlled by the Milwaukee Board of School Directors. The student shall remain under immediate administrative supervision until the parent is contacted and the student can be sent home or until the end of the school day (whichever comes first). In all suspension cases, the suspended student shall be escorted out of the building.

(e) In cases in which documentation is provided showing chronic disruption/repeated violation of school rules, a referral to the ~~Office of Family Services~~ Department of Student Services ~~requesting a hearing with a Student Services supervisor for an appropriate disposition to be initiated; requesting a hearing with a Student Services Coordinator for an appropriate disposition.~~

(f) If the problem is not resolved by the previous steps, the matter should be referred to the Senior Director of the Office of Family Student Services for an appropriate disposition.

(4) Student Court Peer Council

Schools, after involvement from staff and the school community, may opt to implement a ~~student court peer council~~ student court peer council to handle minor incidents that occur at school. Schools that opt to implement a ~~student court peer council~~ student court peer council shall follow administrative guidelines related to confidentiality of student records, limitations of the ~~student court peer council~~, and administrative review of the ~~court's~~ council's disposition, as well as other administrative guidelines that may be established to ensure that the ~~student court peer council~~ student court peer council operates in the best interest of the district. In addition, every school that opts to implement a ~~student court peer council~~ student court peer council shall be required to develop operating procedures for that ~~student court peer council~~.

(5) Code of School/Classroom Conduct

(a) Purpose

1. The Milwaukee Public Schools is committed to providing a safe and effective learning environment by recognizing that:

- a. students have a right to learn, and educators have a right to teach, in a safe and orderly learning environment; and
- b. no individual or group has a right to undermine the goal of providing a quality education to all students.

2. School personnel are responsible for maintaining a positive learning environment and for enforcing proper order. Students are responsible for their behavior and are expected to abide by the Code of School/Classroom Conduct and other school and classroom rules that are established to maintain order and a favorable academic atmosphere in the school.

(b) Students' Responsibilities

1. It is the student's responsibility to:

- a. adhere to all district policies and to the individual rules of their schools and classrooms;
- b. work toward academic achievement by attending school and class regularly, bringing appropriate materials (books, pencils, paper, etc.), and completing all assigned classwork;
- c. communicate respectfully with all adult staff members at all times;
- d. peacefully resolve conflicts and disputes with others;
- e. respect the rights and property of others while traveling to and from school, at all school-related activities, at bus stops, and on school buses;
- f. act responsibly and honestly, both as individuals and as part of a group.
- g. act responsibly with school property, school-issued books, and equipment.
- h. return, replace, or reimburse the school for lost or damaged school property, books, and equipment.

2. The code of school/classroom conduct applies to all students in the district when:

- a. present in or on property of the school district;
- b. at any school-sponsored activity, regardless of the location;
- c. traveling to and from school, including bus transportation.

3. Student conduct that violates the Code of School/Classroom Conduct and which is dangerous, disruptive, ~~unruly~~, or interferes with the teacher's ability to teach effectively shall not be tolerated. Any student who engages in such conduct shall be subject to discipline, which may include removal from class, school suspension, removal from school, placement in an alternative education setting, a recommendation for expulsion from the Milwaukee Public Schools, or any other disciplinary action deemed appropriate at the school level. Criminal acts shall require police intervention.

## (c) Students with Disabilities

The Code of Classroom Conduct applies to students with disabilities. The student's Individualized Education Plan, behavioral intervention plan, and the due-process procedures regarding discipline for students with disabilities shall be followed when disciplining students with disabilities.

## (d) Removal of Student from Classroom

1. The teacher may remove from the classroom any student who violates the Code of School/Classroom Conduct. Teachers must notify the principal or the principal's designee immediately of the removal of a student from class by completing the Behavior Referral form. The Behavior Referral Form shall indicate that the student has violated the Code of School/Classroom Conduct to the principal or to the principal's designee. The teacher may, within 24 hours of the student's removal from class, provide the Administration with additional written documentation to support the removal of the student for the code violation. ~~Schools may develop alternate local forms that communicate inappropriate student conduct that has not reached the severity of a code violation that results in the referral to the principal or principal's designee. Schools should use the PL~~ Personalized Learning Plans (PLP) Notes — Behavior to communicated inappropriate student conduct that has not reached the severity of a code violation before referring to the principal or to the principal's designee.

2. The principal or principal's designee shall determine the disciplinary action level 1-4 and initiate the appropriate discipline action for the disposition of the violation of the Code of School/Classroom Conduct. ~~The~~ Based on the level determined, the principal or designee may:

- a. re-admit the student to the classroom from which the student was removed;
- b. place the student in another classroom or appropriate location in the school;
- c. issue a pending suspension or a suspension from school; or
- d. initiate a Central Services referral for removal from the school or to recommend the expulsion of the student.

3. The principal or designee shall consider the following factors in determining the appropriate discipline action:

- a. Is the removal reasonable, non-discriminatory, and for an educational purpose?
- b. Severity of the conduct — Is the conduct in question subject to other disciplinary procedures?
- c. What resources are available?
- d. What are the state and federal legal requirements?

## (e) Parent/Guardian Notification of Removal of Pupil Who Has Been Removed from Class

1. The building principal or designee shall notify the parent/guardian in writing if a disciplinary action has resulted in a suspension) or change in classroom placement. The written notice shall include the reason for removal and the disciplinary outcome.

2. Administrative policies and federal and state laws and regulations shall be followed if a student removed from class has a disability. Parent/guardian notification and an updated Individualized Education Plan must occur for a change in placement.

3. When a student is subject to a suspension or expulsion, the parent/guardian shall be notified in accordance with state laws and administrative policies.

## (f) Disciplinary Action Levels (1-4)

The following summarizes those actions available to administrators to address violations of the Milwaukee Board of School Directors' Code of School/Classroom Conduct. Administrators are not required to proceed sequentially through the Disciplinary Action Levels.

## Level 1 — Conference/Intervention

At this level, administrators may choose to:

- detain and counsel;
- make a phone call to the parent/guardian;
- send a letter to the parent/guardian;
- assign detentions to be served during non-school periods;
- provide the student with a district-approved intervention;
- provide the student with individual and/or group counseling by a counselor, school social worker, psychologist, or other support staff member; or
- take action at the discretion of the administrator.

## Level 2 — Suspension

At this level, administrators may choose to:

- issue the student a suspension;

- issue the student a pending suspension (~~requires a parent conference for reinstatement~~); or
  - assign a regular suspension to be served at home for 1-3 days.
- Level 3 — Referral to the ~~Office of Family and Department of Student Services~~
- At this level, students are automatically suspended for five days, and a hearing is scheduled. Based on the evidence presented, the hearing officer may:
- reinstate the student;
  - transfer the student; or
  - recommend expulsion

Level 4 — Expulsion Recommendation

At this level, students may be suspended for up to 15 days when a notice of expulsion is given to the student and parent/guardian. The district must conduct the expulsion hearing within 15 days or, if unable to do so, return the student to a school placement or provide homebound instruction, pending the expulsion hearing.

(6) Monitoring and Evaluation

This policy shall be reviewed for coherence and appropriateness to the present mission of the district every five years, consistent with Board Governance Policy.

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ADMINISTRATIVE POLICY 8.32  
STUDENT EXPULSION

- (1) In accordance with state statutes, a student may be expelled from school by the Board or by an Independent Hearing Officer (IHO) of the Board if the Board or IHO finds that:
- (a) the student is guilty of repeated refusal or neglect to obey Board or school rules; or
  - (b) the student knowingly conveyed, or caused to be conveyed, any threat or false information concerning an attempt or alleged attempt being made to destroy any school property by means of explosive; or
  - (c) the student engaged in conduct, while at school or while under the supervision of a school authority, which endangered the property, health, or safety of others; or
  - (d) the student, while not at school or while not under the supervision of a school authority, engaged in conduct which endangered the property, health, or safety of others at school or under the supervision of a school authority; or
  - (e) the student endangered the property, health, or safety of any employee or school board member of the school district in which the pupil is enrolled; or
  - (f) the student who is at least 16 years old repeatedly engaged in conduct, while at school or while under the supervision of a school authority, that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority, and that such conduct does not constitute grounds for expulsion under sec. 120.13(1)(c), and the interest of the school demands the student's expulsion; or
  - (g) the student shall be expelled from school for not less than one year whenever the Board or independent hearing officer finds that the student, while at school or while under the supervision of a school authority, possessed a firearm, as defined in 18 U.S.C. §921(a)(3).

(4)(2) Expulsion of a student from school is a very drastic step, one which the Board hopes shall be rarely necessary in the Milwaukee Public Schools. To be sure that such a step is taken only when absolutely necessary, ~~the Board or~~ the IHO shall hold a hearing before he/she orders an expulsion. Students and their parents or guardians shall be entitled to be represented by a lawyer or other persons of their choice. If the hearing is before an IHO, the Board shall review any expulsion order within 30 days after the date of the order, and the Board may approve, reverse, or modify the order.

(3) Notice of a hearing to determine whether an expulsion will be issued shall be sent to the student and the student's parent/guardian. A student may be suspended for up to 15 days if a notice of expulsion hearing is sent. The district must conduct the hearing not less than five days after sending the notice of hearing. The expulsion hearing should occur within 15 days, but if this is not feasible, the student should return to a school placement or be provided homebound instruction, pending the expulsion hearing.

~~(2)(4)~~ If a student is expelled, he/she shall not be permitted to return to the Milwaukee Public Schools for the period of expulsion, unless the decision is changed by the Board, or the student meets the early-reinstatement conditions specified in the expulsion order.

~~(3)(5)~~ Students expelled from the Milwaukee Public Schools shall be offered educational services, which may include online academic support. Additionally, if the IHO determines that a student who is receiving educational services for an expellable offense has committed another expellable offense, that student may be expelled with online academic support.

~~(5)(6)~~ Whenever a student is expelled from school by the Board (after a hearing or after approval of an IHO order), the decision may be appealed at any time to the State Superintendent of the Department of Public Instruction. The Department of Public Instruction's decision may be appealed within 30 days to the circuit court of the county in which the school is located.

~~(6)(7)~~ Every student with an Individualized Education Plan (IEP) shall receive appropriate educational services during an expulsion period.

(8) A report of the Independent Hearing Officer shall be presented to the Board for approval at the regular monthly board meeting and no later than 30 days after the date of an IHO's expulsion order.

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#### ADMINISTRATIVE PROCEDURE 8.01

#### STUDENT NONDISCRIMINATION, COMPLAINTS, AND APPEALS

##### (1) Complaint Procedures

Any complaint regarding the possible violation, interpretation, or application of the district's student nondiscrimination policy shall be processed in accordance with the following procedures:

##### (a) Receiving and Recording the Complaint

Step 1: If any person believes that Milwaukee Public Schools or any school district official or employee has engaged in discrimination that is prohibited by section 118.13, Wis. Stats., he/she may bring or send a written complaint to the designated district employee:  
Milwaukee Public Schools  
Central Services Building, Room 272 133  
5225 West Vliet Street  
P.O. Box 2181  
Milwaukee, WI 53208-2181

Step 2: The designated employee, upon receiving such a written complaint, shall immediately record the receipt of the written complaint. Within 45 days after receiving the written complaint, the designated employee shall provide the complainant with written acknowledgment of the receipt of the written complaint, including the date the complaint was received.

##### (b) Investigating and Resolving the Complaint

Step 3: Upon receipt of a complaint, the designated employee shall convene a committee consisting of the Superintendent or his/her designee; the ~~Chief of the Senior Director~~, Office of Pupil Student Services or his/her designee; and the ~~Chief of the School Administration Officer~~, Office of ~~Academic Excellence~~ School Administration or his/her designee. This committee will be responsible for coordinating an investigation of the allegation and will investigate the circumstances of the alleged discrimination; review with the building principal, or other appropriate persons, the facts surrounding the alleged discrimination; determine whether or not a violation has occurred; and determine the action to be taken, if any. The designated employee will report in writing the committee's findings and resolution of the case to the complainant and to the Superintendent. The written determination shall be provided to complainant within 90 days of receipt of the written complaint, unless the complainant and designated employee agree otherwise in writing.

##### (2) Appeal Process

Step 1: If a complainant wishes to appeal the determination of the committee, he/she has the right to appeal the decision to the State Superintendent within 30 days of the committee's decision. If the school district or its employees have failed to

comply with the provisions of PI 9.04(2), the complainant may appeal directly to the State Superintendent. Any appeal should be addressed to:  
 State Superintendent  
 Department of Public Instruction  
 125 South Webster Street  
 P.O. Box 7841  
 Madison, WI 53707

The written determination issued by the committee shall include notice of the complainant's right to appeal the determination to the state superintendent and the procedures for making the appeal.

Step 2: Appeals under 20 U.S.C. sec. 1415, and Chapter 115, Wis. Stats., relating to the identification, evaluation, educational placement, or the provision of a free appropriate public education of a child with an exceptional educational need, shall be resolved through the procedures authorized by Chapter 115, subchapter V, Wis. Stats. Complaints under 20 USC 1231e-3 and 34 CFR, secs. 76.780-76.782, that the state or a sub-grantee is violating a federal statute or regulation that applies to a program shall be referred directly to the state superintendent.

Step 3: Discrimination complaints on some of the above bases may also be filed with the federal government at:  
 U.S. Department of Education  
 500 W. Madison Street, Suite 1475  
 Chicago, IL 60661  
 Telephone: 312-730-1560  
 FAX: 312-730-1576

• • •

ADMINISTRATIVE PROCEDURE 8.02  
 STUDENT ANTI-SEXUAL HARASSMENT

The following procedures shall be followed concerning student sexual harassment complaints:

(1) Sexual Harassment by Another Student

Step 1

- (a) Any student who feels she/he has been subjected to sexual harassment by another student must contact her/his principal or the gender equity coordinator in her/his school, who will act as a mediator. The ~~school district gender equity coordinator specialist or designee~~ will meet separately with each individual involved in the complaint. Then a group session between the parties involved in the complaint will be held in an effort to resolve the complaint on an informal basis.
- (b) The informal mediation shall continue for a period of no more than 30 days or until resolution is achieved, if that is less than 30 days. When the ~~school gender equity coordinator~~ district equity specialist, or designee, can resolve the complaint informally, no disciplinary action will be taken. A confidential record of the proceedings in the informal procedure will be maintained at the school.
- (c) If during the period of mediation, and/or following the 30-day period of ~~mediation~~ mediation of mediation, the sexual harassment continues or if the harassment creates a fear of another assault to the victim, the perpetrator of the sexual harassment should be reported to the Department of ~~Parent and~~ Student Services for disciplinary action.

Step 2

- (a) Following the period of 30 days, should mediation efforts at the local level fail, or in the event that the alleged offender does not follow through with the resolution agreed upon, and the complaint remains unresolved, the complainant may contact the Central Services administrator designated as the ~~gender equity coordinator~~ district equity specialist, or designee, for further resolution.
  - (b) Written response from the district ~~gender equity coordinator~~ specialist, or designee, will be forwarded to the complainant within 10 days, with a copy sent to the ~~school gender equity coordinator~~ district equity specialist or designee.
- (2) Harassment by Employees or Private Citizens
- (a) Any student who feels she/he has been subjected to sexual harassment by any Milwaukee Public Schools employee or private citizen must contact her/his principal or the ~~gender equity coordinator~~ district equity specialist or designee.

1. ~~Such a~~ Allegations made against employees will be handled under the ~~misconduct procedures of the appropriate collective bargaining agreement or reported to the appropriate authorities~~ the district's misconduct procedures and must be reported to outside authorities, where appropriate.
2. Sexual harassment allegations against private citizens will be reported to the appropriate authorities.

(b) The district will act to investigate all complaints, either formal or informal, verbal or written, of sexual harassment and to discipline or take appropriate action against any student, teacher, administrator, or other school personnel who is found to have violated this policy.

(3) Retaliation

Retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in the complaint process established pursuant to this procedure will not be tolerated. Any retaliatory behavior will be subject to appropriate discipline.

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ADMINISTRATIVE PROCEDURE 8.28  
STUDENT DISCIPLINE

(1) Administrative Transfer Evidentiary Conference

(a) A principal may make a recommendation for an involuntary transfer of a student (disciplinary transfer). The involuntary transfer of students from one school to another or to a behavior reassignment school for disciplinary reasons will normally be utilized only after all intermediate methods have been exhausted or when a breach of discipline is of such a severe nature that the student's continued attendance in school would be detrimental to the child, other members of the student body, or building staff. These intermediate methods should include, but are not limited to, parent-teacher conferences, referral to the school's social worker or psychologist, parent-teacher-administration conferences, suspensions, and new assignment within building.

(b) Prior to any conference regarding disciplinary transfer, the affected student and his/her parents or guardian shall confer informally, unless the parent or guardian does not wish to do so, with administrative and teaching personnel, including the student's teacher(s), to explore ways of eliminating the need for disciplinary transfer, including apologies and conciliation where appropriate. This meeting will be held within 24 hours where the parties are available and must be held within three days of any suspension if the student was suspended for a serious breach of discipline and his/her return to school is in question.

(c) If, after the informal conference, these parties are unable to develop acceptable alternatives, the matter will be referred to the Office of ~~Family and~~ Student Services for consultation. At the end of the informal conference, the parents or guardians will be given a copy of this procedure. The principal shall explain to the parent or guardian his/her right to legal or non legal representation at this conference. If the principal recommends a disciplinary transfer, a central services evidentiary conference shall be held by a student services supervisor to determine whether the involuntary transfer of the student is appropriate.

(d) ~~Following the conference with a student services coordinator from the Office Department of Family and Student Services, the decision may involve the transfer of the student from the school. Regardless of whether or not the parent or guardian consents to or contests the transfer, he/she will be given an explanation of the decision and of the action still available to him/her. The principal shall prepare a report detailing the reasons for his/her recommendation for disciplinary transfer and shall include any concurring or dissenting opinions of other school personnel. The sending school and the student classroom teacher(s) will also prepare a report detailing the educational progress of the student and shall prepare for the proposed new teacher any suggestions which will aid the student's development.~~

~~(f) In the event that the parent or guardian does not agree with the principal's recommendation for transfer and the student services coordinator's supervisor's concurrence in the recommendation for transfer, the matter may be appealed to the Office of Family and Department of Student Services for a prompt, impartial conference before a supervisor of the Office of Family and Department of Student Services.~~

~~(g) In the event that the parent or guardian does not agree with the decision of the supervisor specialist, he/she may appeal said decision to the Senior Director of the Office of Family and Student Services.~~

~~(h) During the Central Services, conference, the principal will furnish a copy of his/her report to the parent or guardian. Failure to provide such report shall entitle the parent or guardian to an extension of one day without penalty to the student in order to prepare for the conference.~~

~~(i)~~ If the parent or guardian accepts the recommendation of the school administration and the staff of the Office of Family and Student Services and validly waives the conference, the decision of the parent or guardian will become final after 48 hours.

~~(j)~~(d) The pre-transfer central services evidentiary conference referred to above shall be conducted according to the following procedures:

1. The parent or guardian shall receive notification at least two days prior to the conference, and the conference shall be private.
2. Parent or guardian shall have the right to be represented by counsel (attorneys or non-attorneys) at his/her own expense.
3. ~~Parent or guardian shall have the right to question and cross examine any and all witnesses.~~
- 4.3. Parent or guardian shall have the right to present evidence and witness statements on the child's behalf.
- 5.4. The student services coordinator's supervisor's recommendation shall rest upon evidence produced at the conference.
- 6.5. All parts of the child's school record available under Wisconsin law will be made available to the parent prior to the conference. This includes data in paragraphs ~~(b)~~ and (c). Those portions of the record which are not considered a student record under Wisconsin law shall be deleted, and the parent would be advised if any deletions were so made.
- 7.6. The principal and other school administrative personnel have the burden of proof in establishing that the student's conduct, based on the student's record, is sufficiently severe to justify disciplinary transfer as the only appropriate educational alternative.

(e) In the event that the parent or guardian does not agree with the student services supervisor's concurrence in the recommendation for transfer, the matter may be appealed to the Department of Student Services for a prompt, impartial conference before a specialist of the Department of Student Services. Upon notification of the conference decision and of the right to appeal, the parent or guardian shall have the right to appeal in writing within 48 hours. If the parent or guardian does not assert the right to appeal, he/she will be advised of the available schools, and the transfer to the new school will be arranged by a student services coordinator supervisor in a timely fashion.

~~(\*)~~(f) In the event that the parent or guardian does not agree with the decision of the specialist on appeal, he/she may further appeal said decision to the Senior Director of Student Services.

~~(4)~~(g) All documentation regarding the transfer will be placed in an electronic file maintained by the ~~Office of Family and~~ Department of Student Services.

(2) Due-Process Procedures Regarding Discipline for Students with Disabilities under the Individuals with Disabilities Education Act

(a) Statement of General Principles

1. Students with disabilities (i.e., special education and §504 students or students in the referral process) are subject to disciplinary procedures. Discipline of these students is governed by procedural due-process requirements as defined by special education law and IEP team procedures. It is critically important that schools accurately record the number of days of disciplinary removal for students with disabilities, including suspensions, bus suspensions (without alternate transportation), half-days, and early releases. Schools are not allowed to implement "informal" suspensions — with or without parental consent.

2. When a child with a disability exhibits severe behavioral difficulties, schools have a responsibility to focus on positive and proactive approaches rather than relying solely on exclusionary practices (e.g., suspensions or removals). A functional behavioral assessment (FBA) refers to a school-based team that meets in an attempt to examine the child's problem behaviors to figure out when, where, and why they are occurring. A behavior intervention plan (BIP) provides the school with an action plan so that when the problem behavior occurs, teachers and others will know how to respond.

(b) Disciplinary Changes of Placement

1. A disciplinary change in educational placement for a student with a disability occurs when a student is removed from his or her current educational placement, including changing the school assignment or changing the student's educational services, for more than ten consecutive school days because of a violation of school code. A change of placement also occurs if the student has been subjected to a series of removals that constitute a pattern because:

- the series of removals total more than ten school days in a school year;



- the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
- of additional factors such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

2. School personnel shall consider any unique circumstances on a case-by-case basis when determining whether a disciplinary removal (including suspensions and expulsions) that may result in a change in placement is appropriate for a child with a disability who violates the code of student conduct.

(c) Educational Services during Disciplinary Removals

If a disciplinary removal results in a change of placement, the student must be provided educational services, as determined by the IEP team, to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. Participation in the general curriculum does not mean a school or district must replicate every aspect of the services that a student would receive if in his or her normal classroom. In addition the student must receive, as appropriate, a functional behavioral assessment (FBA) and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

(d) Parental Notification

On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the district must notify the parents of that decision and provide the parents with the procedural safeguards notice.

(e) Manifestation Determination

1. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, staff at the student's current school must conduct a manifestation determination. If the student's behavior was caused by, or had a direct and substantial relationship to, the student's disability, or if the conduct in question was the direct result of the district's failure to implement the student's IEP, then the conduct must be determined to be a manifestation of the student's disability. If the district failed to implement the student's IEP, staff at the student's current school must take immediate steps to remedy the deficiencies.

2. If the behavior subject to disciplinary action is a manifestation of the student's disability:

- staff at the student's current school must hold an IEP team meeting to conduct an FBA, unless one was conducted before the behavior that resulted in the change of placement occurred;
- school staff must implement a behavior intervention plan for the student. If a behavioral intervention plan already has been developed, staff must review and modify it, as necessary, to address the behavior; and
- the student must be returned to the placement from which the student was removed, unless the parent and district agree to a change of placement as part of the modification of the behavioral intervention plan.

3. If the behavior subject to disciplinary action is not a manifestation of the student's disability, disciplinary action may be taken, but the school district must continue to make a free appropriate public education (FAPE) available to the student.

(f) Interim Alternative Education Setting (IAES)

Under special circumstances, school personnel may remove a student to an IAES for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability. The student's IEP team determines the interim alternative education setting for services.

### **Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

### **Fiscal Impact Statement**

No Fiscal Impact.

### **Implementation and Assessment Plan**

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

### Committee's Recommendation

Your Committee recommends that the Board approve the proposed revisions to Administrative Policies 8.01, Student Nondiscrimination; 8.02 Student Anti-Sexual Harassment; 8.23, Weapons in the Schools (and Criminal Offenses); 8.27, Student Complaints; 8.28, Student Discipline; 8.32, Student Expulsion; and Administrative Procedures 8.01, Student Nondiscrimination; 8.02, Student Anti-Sexual Harassment; and 8.28, Student Discipline, in order to comply with the U.S. Department of Education's Office for Civil Rights (OCR) compliance review, as presented in this item.

Director Woodward moved to approve the Administration's recommendation, with the deletion of proposed section (8)(b) of Administrative Policy 8.23(8)(b), Weapons in the Schools (and Criminal Offenses), as follows:

(8) Application — K-8 Schools

(a) All students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades, regardless of the grade configurations of the schools which they attend, shall be considered middle-school students for the purpose of the program options.

~~(b) The school administrator shall involve the police department in any instance in which criminal activity is suspected.~~

The motion passed, the vote being as follows:

Ayes — Directors Báez, Falk, Harris, Woodward, and Vice-President Miller — 5  
Temporarily Absent — Director Phillips — 1.

\* \* \* \* \*

### **COMMITTEE ON STRATEGIC PLANNING AND BUDGET**

Director Miller presented the following report for the Committee on Strategic Planning and Budget:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Strategic Planning and Budget presents the following report:

**(Item 1) Informational Overview of and Public Hearing on the MPS Proposed 2018-19 Budget**

Your Committee reports having received the following report from the Administration and having given public hearing on the proposed MPS 2018-19 budget.

#### **Background**

The district's financial planning and budget development is a year-round process. The process is guided by the MPS Strategic Plan and the Milwaukee Board of School Directors and Superintendent's unwavering focus on students and schools.

The budget documents and spending plans attached to the minutes of your Committee's meetings have been developed by hundreds of stakeholders: community members, business partners, MPS families, grant coordinators, school and district staff, etc. Their insights over the budget-development time period, coupled with significant internal deliberation and debate on the most prudent investment of resources, result in a budget aligned to our Strategic Plan and the district's priorities.

Taxpayers deserve to have input into and to know how MPS is spending tax dollars in support of students and schools. It is incumbent upon the district to spend those dollars responsibly, which means that the district must be deliberate and organized in doing so. Accessing stakeholders' feedback and aligning budget to strategy ensures that the district's approach to spending is responsive, prioritized, and refined.

MPS takes its mission seriously; however, the district is constrained in its execution. Current revenues do not keep pace with the cost of the resources that MPS students deserve. It is more important than ever to

prioritize spending toward the outcomes that have been collectively identified as critical, using the voices of stakeholders and the strategic roadmap to determine where and how public dollars are spent in service of students.

### **Strategic Plan Compatibility Statement**

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

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

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Administrative Policy 3.01, Annual Operating Budget

### **Fiscal Impact Statement**

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The proposed budget for July 1, 2018, through June 30, 2019, is balanced. A balanced budget is one in which authorized expenditures for the School Operations Fund match the projected revenues. Specific financial strategies and plans to support the Board of School Directors' goals and objectives are described in the attachments to the minutes of your Committee's meeting for this item.

The proposed 2018-19 budget reflects an overall reduction in spending of \$10.9 million, or 0.9%, from the 2017-18 budget. Projected revenues in the general operations budget are virtually unchanged at a 0.2% decrease over 2017-18.

Stable revenues are not enough to sustain the district's operations as they are today — modest inflationary pressures require growing revenues. The district also faces more significant inflationary pressure in medical costs and other employee benefits. Planning for 2018-19 has required careful reductions and reorganizational efforts to effectively support the Strategic Plan while maintaining the fiscal health of the district.

The total proposed budget — which includes grant funding and funding for Milwaukee Recreation — is \$1.17 billion, down from \$1.18 billion in 2017-2018.

### **Implementation and Assessment Plan**

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During the month of May, the Milwaukee Board of School Directors will hold hearings to discuss and review the proposed budget. The Board will hear public testimony from stakeholders and hear from the Administration on the proposed budget. At its meeting on May 29, 2018, the Board will consider any proposed amendments and take possible action on the Superintendent's 2018-19 Proposed Budget.

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

Director Voss 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) Report with Possible Action on Results from the National Assessment of Educational Progress (NAEP)**

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

### **Background**

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The Nation's Report Card is the largest ongoing assessment of what U.S. students know and can do. Annually, students across the country participate in the National Assessment of Educational Progress in

different subjects in grades 4, 8, and 12. Every other year, the Council of the Great City Schools’ member districts have the opportunity to be selected through an application process for the Trial Urban District Assessment (TUDA). As a result of participation, TUDA districts receive results for reading and math in grades 4 and 8.

Milwaukee Public Schools participated as a TUDA in 2009, 2011, and 2013. The district withdrew from participation in 2015 in hopes of being able to benchmark with other districts using the Smarter Balanced Assessments, which was then discontinued during the first administration. When that opportunity failed to materialize, MPS was fortunate that Congress expanded the TUDA participation and MPS was able to again participate. This assessment is the only way to benchmark with other similar districts on an assessment that has not changed since its beginning in 1998.

- The achievement gap between White and Black students and White and Hispanic students has remained stable since 2009.
- The achievement gap between Economically Disadvantaged students and those who are not has increased each time the district has participated in NAEP since 2009.
- Across all areas and all groups, there was not statistically significant changes in any tested grade or area.

This presentation will highlight information about our performance on the 2017 NAEP assessment in reading and math at grades 4 and 8 compared with 26 other TUDA districts, the national public average, and the large urban districts’ value.

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

Administrative Policy 7.38, Balanced Assessment Systems

**Fiscal Impact Statement**

NA

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**(Item 2) Transmittal of and Possible Action on the Achievement Gap Reduction Program’s End-of-Semester Report**

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

**Background**

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

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

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

Douglas	Cass	Barton	Allen-Field
Brown	Fratney	Browning	Thoreau
Doerfler	Burbank	Gaenslen	Bruce
Forest Home	Clarke	MLKing Jr.	Thurston Woods
Bryant	Grant	Clemens	Siefert
Carson	Greenfield	Fifty-Third St.	Victory
Congress	Hayes	Franklin	WCLL

Eighty-First St	Lincoln Avenue	Hi-Mount	Emerson
Longfellow	Hopkins-Lloyd	Engleburg	Lowell
Jackson	Grantosa	Mitchell	Keefe
Hampton	Rogers	LaFollette	Hawthorne
Zablocki	Marvin Pratt	Kluge	Metcalfe
Lancaster	MACL	Maple Tree	Neeskara
Milw. Sign Language	Sherman	Obama	Starms (2)
Parkview	Story	River Trail	Stuart
Townsend	Westside		

Milwaukee Public Schools leverages the following strategies:

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

The AGR program requires that each school describe its implementation of the program and report its objectives and success in achieving them to the school board every semester The Administration’s full report is attached to the minutes of your Committee’s meeting.

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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

**Fiscal Impact Statement**

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Does not authorize expenditures.

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**(Item 3) Report with Possible Action on ACCESS for ELLs 2017-18 Results**

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

**Background**

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Federal and state laws require that students identified as English Learners (ELs) be assessed to determine their progress in becoming English-language proficient. ACCESS for ELLs® is the assessment used annually to measure this growth. All ELs, including those who receive special education services, are required to participate. ELs recognized under the Individuals with Disabilities Education Act (IDEA; 2004) as having significant cognitive disabilities and who are expected to participate in the Wisconsin Alternate Assessment are eligible to take the Alternate ACCESS for ELLs in place of the ACCESS for ELLs®.

In addition to meeting statutory accountability, the results are used for planning and instructional purposes. ACCESS for ELLs® serves as the single most psychometrically valid and reliable measure of a student’s English language proficiency.

The presentation attached to the minutes of your Committee’s meeting will review the student results from the 2017-18 administration of the assessment. New reclassification methods will also be discussed.

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Administrative Policy 7.38, Balanced Assessment Systems

**Fiscal Impact Statement**

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NA

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**(Item 4) Report with Possible Action on Instructional Focus on Vocabulary for the 2018-19 School Year**

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

**Background**

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In previous years, informational items have been shared with the Board to preview the instructional focus for Curriculum and Instruction for the upcoming year. For the 2018-19 school year, there will be an instructional focus on vocabulary instruction for all schools, all grades, and all content areas. Much as the Year of the Arts' focus on arts integration for the 2017-18 school year gave a focus to the professional development as a common strategy for increasing student achievement, an emphasis on teaching vocabulary will lead to improved opportunities and outcomes for students.

Vocabulary instruction was selected as the instructional focus as a result of the district leadership's work at the Aspen Institutes Urban Literacy Leadership Network Retreat in January. Discussions at the Network Retreat around observations, and data collected in MPS classrooms led to the identification of the goal regarding clearer expectations on the use of vocabulary and "word walls" in every classroom. A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The use of a word wall in the classroom can be a highly effective in teaching strategy to improve literacy skills and to encourage active student participation. The objective of going "Beyond the Word Wall" is to display and practice vocabulary at all tiers; to use context and multiple meanings of words, including affirming students' own cultural vocabulary; and to promote student discourse with rich academic vocabulary in all content areas.

An instructional focus on vocabulary is:

- research-based;
- aligned to the state's Common Core standards;
- supportive of all grades and content areas; and
- supportive of all learners, including students with special needs, English-language learners, and advanced students.

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Administrative Policy 7.02, Instructional Priority Objectives

**Fiscal Impact Statement**

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None.

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**REGULAR ITEMS OF BUSINESS**

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

The Board received the monthly reports of its delegates to the MPS Head Start Policy Council, to the Milwaukee Education Partnership, and to the Title I District Advisory Council.

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

As President Sain was excused from this meeting, the report will be presented at next month's meeting.

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**NEW BUSINESS FOR REFERRAL**

**(Item 1) Action on Proposed Revisions to Administrative Procedure 8.20, Uniforms and Student Dress Code**

This item was referred to the Committee on Legislation, Rules and Policies.

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**DEFERRED ITEM**

Item Two of the Reports and Communications from the Board Clerk/Director, Office of Board Governance, *Action on a Request to Retire to Executive Session in Order to Confer with Legal Counsel Regarding Litigation in Which the Board Is or Is Likely to Become Involved*, previously had been deferred.

Director Harris moved to retire to Executive Session, pursuant to Wisconsin Statutes, Section 19.85(1)(g). The motion passed, the vote being as follows:

Ayes — Directors Báez, Falk, Harris, Phillips, Woodward, and Vice-President Miller — 6.  
Noes — None.

The Board retired to Executive Session at 8:30 PM.

Director Phillips was temporarily absent from 8:54 to 8:59 PM.

Director Báez was temporarily absent from 9:17 to 9:21 PM.

The Board adjourned from Executive Session at 9:56 PM.

JACQUELINE M. MANN, Ph.D.  
Board Clerk