

**PLEASE REVIEW PRIOR TO THE JANUARY 24, 2019,
BOARD MEETING.**

**Minutes for Approval at the January 24, 2019,
Regular Meeting of the Milwaukee Board of
School Directors**

December 20, 2018, Regular Monthly Board Meeting Pages 411-467

**BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 20, 2018**

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

Present — Directors Baéz , Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain — 8.
Absent and Excused — None.

Before proceeding with the agenda for tonight’s meeting, President Sain asked for a moment of silence to commemorate the passing of Sally Ann Winter, a retired teacher who passed away on December 2, 2018.

AWARDS AND COMMENDATIONS

(Item 1) Excellence in Education Award — Lurlean Hodges-Hinton

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, parent, or community member for a display of excellence, achievement, and innovation that may serve as an example to our school district and the entire Milwaukee community.

This month, the Milwaukee Board of School Directors is pleased to present the “Excellence in Education Award” to:

Lurlean Hodges-Hinton
Lakeside Bus Company

Ms. Lurlean Hodges-Hinton, a driver for Lakeside Bus Company, transports students safely to Browning Elementary School via route 1372 on a daily basis. Ms. Hodges-Hinton demonstrated a special kindness toward the students who ride her bus at Browning by going the extra mile in several ways that have resulted in improved and measurable outcomes for students.

Ms. Hodges-Hinton uses her own money and resources to keep her bus stocked with interesting books covering a wide variety of reading levels. She encourages students to read while they are on the bus. This act of unconditional love, concern, and care has resulted in Ms. Hodges-Hinton’s having the lowest number of bus incidents for routes to Browning. Her actions and initiative show genuine care and concern for students and strong support of the district’s efforts around building a culture of reading.

The Milwaukee Board of School Directors recognizes and honors Lurlean Hodges-Hinton for her dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

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APPROVAL OF MINUTES

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

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REPORTS AND COMMUNICATIONS FROM THE SUPERINTENDENT OF SCHOOLS

(Item 1) Monthly Report of the Superintendent of Schools

Background

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

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

Activities from late November through mid-December are also included in the following report.

School Visits

School visits remain a priority and serve as an excellent mechanism for gathering feedback to support the district's improvement efforts. This month, I visited Sherman Multicultural Arts School, Maryland, Emerson, Forest Home Avenue, Victory KS and Milwaukee Italian Immersion, North Division, Milwaukee College Prep, Maryland Avenue Montessori, Metcalfe, and Highland Community schools. I conducted a student focus group at Riverside High School.

Events, Programs, and Announcements

University of Wisconsin-Madison and MPS Celebrate the Expansion of a Program That Prepares Students for College And Careers

The University of Wisconsin-Madison's Chancellor, Rebecca Blank, and MPS Superintendent Keith Posley announced the expansion of services provided by the long-running and highly successful PEOPLE (Precollege Enrichment Opportunity Program for Learning Excellence) program for students in MPS. The PEOPLE program, which will now concentrate its efforts in Milwaukee and Madison, will expand services to students in Milwaukee to provide year-round support.

The PEOPLE Program prepares students to be academically and socially equipped to apply to, to be successfully admitted to, and to enroll at UW-Madison. PEOPLE students who enroll at the University of Wisconsin-Madison may be eligible for a four-year tuition scholarship.

Key highlights of the expansion include:

- expansion of the number of PEOPLE participants in Milwaukee Public Schools from 160 to 400 students in the 8th through 12th grades on an annual basis;
- establishment of eight Academic Centers for Enrichment in MPS high schools, where students can receive tutoring support, ACT-preparation guidance, and social-skill-building efforts
- meetings twice a year with pre-college advisors to set goals and to reflect on their progress.

Students will continue to participate in residential summer academic programs at UW-Madison focused on math, development of study and writing skills, preparation for the ACTs, and workshops in the biological and physical sciences, engineering, biomedical research, and health sciences.

Wisconsin Vision Provides Free Glasses at Two MPS Schools

When a student falls behind in learning, sometimes the solution is as simple as a pair of glasses. To give every student a chance to learn, Wisconsin Vision has partnered with Milwaukee Public Schools and the Milwaukee Teachers' Education Association to provide eye exams and glasses for students at Clarke Street School and Clement J. Zablocki School. Students quickly discovered that the process was painless and even fun as they read the eye chart and optometrists fine-tuned their prescriptions. The real fun came when children looked over hundreds of frames and tried on glasses to pick the perfect pair.

Golda Meir Opens New High-tech Makerspace

Students showed off their expertise to visitors from Milwaukee Public Schools and Eaton Corporation during a grand opening of Golda Meir School's new makerspace on November 20. Thanks to Eaton's initiative, hard work, and a \$30,000 donation, Golda Meir's students are operating high-tech robots and equipment that will prepare them for the engineering and technology jobs of the coming decades.

Six years ago, Eaton reached out to Golda Meir's administrators to learn how to support the school's engineering and STEM program. Through a variety of activities, including an annual STEM Kickoff, field trips, donations, and volunteer work, Eaton has been instrumental in helping the school grow a strong STEM program in its upper campus, which serves middle- and high-school students.

Eaton's commitment was celebrated with a ribbon-cutting ceremony at the makerspace, with the Eaton and MPS teams in attendance.

Students have access to several technology stations that include laser engraving, Lego robotics, a digital sewing machine, imaging technology, 3-D printing, programmable robotic spheres, and more. In addition to classroom work, the makerspace is open after school and draws dozens of students daily.

New Winter Coats Go to 7,000 MPS Students

In between fighting fires and saving lives, the local heroes of the Milwaukee Fire Department (MFD) somehow found time to raise funds, go shopping, organize, and deliver 7,000 new winter jackets to students in Milwaukee Public Schools. An assembly was held at Nathaniel Hawthorne School to distribute jackets as well as to thank and to recognize members of the MFD. Students were excited to mingle with firefighters and Sparky, the MFD's mascot.

After taking part in a safety presentation by the firefighters, students had the chance to try on and select their new coats. Students were all smiles as they headed back to class zipped into their new winter gear.

Being in school every day is critical for students to achieve success, but in some parts of the city, attendance dips along with the temperatures. Most MPS students walk to school or ride buses, requiring them to be outside for periods of time. Warm winter gear ensures that students are safe in the cold weather and can come to school every day.

Since the MFD's winter coat program began, students at 71 schools have received new jackets. This year, a total of 21 schools received new winter outerwear for students.

Leadership and Brotherhood Summit for Young Men of Color

The Milwaukee Public Schools' Department of Black and Latino Male Achievement (BLMA) is actively engaged in a community-wide effort to support the leadership development, enhance the academic success, and affirm the cultural identity and dignity of Black, Latino, and First Nations male youth. As part of BLMA's second year of programming, a summit was hosted at Marquette University for 250 MPS youth. Students toured the campus, took part in panels and workshops, and participated in activities for personal growth.

Attendees had time to reflect on their personal goals and to learn how to map their paths to success. They heard from expert speakers about ways that personal growth has the potential to impact upon the entire community. Students were presented with examples of youth leadership and encouraged to support causes that impact upon themselves, their families, or their neighborhoods.

Sessions available to students offered topics such as financial security, college admissions, youth activism, criminal-justice reform, masculinity, servant leadership, civic pride, and being an individual of positive influence. Topics were selected based on the 2018-19 theme, Brothers United for Change.

Awards And Recognition

Tina Gleason of Golda Meir Receives Excellence in Teaching Award

Tina Gleason, a teacher at Milwaukee Public Schools' Golda Meir school, has been recognized with the 2018 Excellence in Teaching Economics and Personal Finance Award by the Wisconsin Department of Financial Institutions and EconomicsWisconsin. Gleason, who teaches Project Lead The Way, integrated science, technology, engineering, and math (STEM) classes at the sixth-, seventh-, and eighth-grade levels.

For nearly 20 years, Gleason has advised EconomicsWisconsin's stock-market competition teams, with her students winning the statewide Stock Market Game InvestWrite essay competitions for the past three

years in a row. This year, Daisy Kiekhofer, one of Gleason's students, went on to achieve second place in the national contest.

Gleason's award was presented during the Get Your Students Pumped Up on Personal Finance & Economics conference held at Lambeau Field in Green Bay.

Antonio Bellamy of Bradley Tech Is SEEK Careers/Staffing's Employee of the Month

Milwaukee Public Schools students give us many reasons to be proud, and we are excited to share that Antonio Bellamy, a senior at Lynde and Harry Bradley Technology and Trade School, has been selected as employee of the month by SEEK Careers/Staffing. Bellamy is in the MPS Youth Apprentice program and serves at HellermannTyton, which manufactures a wide range of parts, cables, and tools for industrial applications.

Bellamy is assigned to the tool room and is currently enhancing his electrical discharging machining (EDM) skills. This is his second school year assigned to HellermannTyton.

Bellamy was selected for his hard work, rapid progression of his skills, and the positive attitude that he shows in his youth apprenticeship program. He was selected as the employee of the month from among more than 2,500 employees in Wisconsin and Minnesota.

Each year, MPS places students in youth apprenticeships at dozens of local businesses. To learn more, visit the MPS Youth Apprenticeships page at <http://mps.milwaukee.k12.wi.us/en/Programs/Career-Technical-Education/Youth-Apprenticeship.htm>.

Hamilton High School Retires Jersey of Alumnus and Pro Basketball Player Kevon Looney

Kevon Looney was in good company as he entered the gym at Alexander Hamilton High School to see his high-school basketball jersey retired. Accompanying Looney were not just a few friends and teammates, but the entire team of Golden State Warriors, including Stephen Curry and Kevin Durant, coaches, and even some front-office staff. All of them cheered on Looney as he autographed jersey number 5 to be put on permanent display.

Looney, who is a 2014 graduate of Hamilton, was a star player in his high-school days. While at Hamilton, Looney was named Mr. Basketball by the Wisconsin Basketball Coaches Association and won Gatorade Player of the Year in 2014. In his senior year, he averaged 27.9 points, 12.7 rebounds, eight blocks, and seven assists per game. Looney was drafted by the Golden State Warriors in 2015. He had played college basketball for UCLA for one year before making the leap to the NBA.

Known for his natural talent, Looney spent time with the Hamilton basketball teams, cheerleaders, and students, sharing stories about his career journey. Looney has also gained a reputation for charitable causes and for giving back to others.

Increasing Opportunities for Student Voice

A shared goal of the Milwaukee Board of School Directors and the Administration is providing increased opportunities for student voice throughout the district and at the Board's monthly meetings. With that goal in mind, I have continued my listening sessions with students. Through these sessions, I learn a lot about what is important to students, including what makes them most proud about MPS and what their ideas are for increasing student voice in the district's decision making.

This month I had an opportunity to meet with 12 students at Riverside University High School. Students revealed their pride in MPS for the diversity of the student body, course offerings, and access to arts and athletics programs. They also spoke positively about the many opportunities in MPS, such as college and career support. In addition, youth in the focus group praised MPS teachers for ensuring that students have what they need to succeed.

The conversation explored several areas of concern, including security procedures, use of cell phones block scheduling, and school spirit. The students also shared their opinions about school uniforms, made suggestions for facility improvements, and requested more passing time between classes.

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(Item 2) Action on the FY19 Protocols and Calendar for Completing the Evaluation Process for the Superintendent of Schools and the Evaluation Rating Form

Background

In accordance with the terms and conditions of the Superintendent's employment agreement with the Milwaukee Board of School Directors, the Superintendent of Schools is submitting the following documents for approval to be used during the FY19 evaluation process:

1. Protocols and Calendar
2. Evaluation Rating Form (provided under separate cover)

These documents are in alignment with the district's goals, strategic planning, and the Five Priorities for Success. An electronic version of the proposed rating form will be developed for greater efficiency in completing the form and compiling board members' data and comments into a single report.

Protocols and Calendar for Completing Superintendent Evaluation for FY19

December 2018	At a December 2018 meeting of the Milwaukee Board of School Directors, the Board considers the Superintendent's evaluation process, to include the Superintendent Evaluation Rating Form, as well as protocols and the calendar for completing the evaluation process.
January 2019	Mid-year review of Superintendent scheduled.
February 1-17	Superintendent completes a self-evaluation using the Superintendent Evaluation rating form previously presented to the Board (December 2018) for use in the Superintendent's FY19 evaluation, completing the comments section only, and submits it to the entire Board.
Feb. 18-March 18	Individual board members (continuing board members and those finishing their terms) complete the electronic version of the Superintendent Evaluation rating form.
March 19-31	Qualtrics compiles aggregate single evaluation rating form report and submits copies to the Board's President. All board comments are included in the aggregate single evaluation rating form report.
April 1-7	The Board's President reviews the aggregate single evaluation rating form report compiled by Qualtrics and provides copies to all board members for their review.
April 8-19	The Board meets to discuss the aggregate single evaluation rating form report compiled by Qualtrics and, based on information contained in this report, prepares a single set of comments for the Superintendent, which may be categorized into successes, challenges, and next steps or goals for FY20.
April 22-25	The aggregate evaluation rating form report, as well as comments, successes, challenges, and next steps/goals, is presented to the Superintendent.
May 2019	The Board meets with the Superintendent to jointly review the evaluation. At the conclusion of the meeting, the Superintendent is presented with any change/extension in contract length and any change in compensation.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

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

Fiscal Impact Statement

No fiscal impact.

Implementation and Assessment Plan

Upon approval by the Board, the FY19 protocols and calendar for completing the Superintendent's evaluation process, evaluation rating form, and measures will become components of the Superintendent's annual evaluation process.

Recommendation

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

This item was deferred to the end of the agenda.

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(Item 3) Report with Possible Action Regarding a District Safety Drill as Required by WI. Act 143 and Other Associated Requirements

Background

In March 2018, Wisconsin Act 143, Office of School Safety and School Safety Grants, was enacted. This Act, which pertains to all public and private schools in Wisconsin, requires the following to be submitted by school districts to the Office of School Safety Department of Justice (DOJ) by January 1, 2019:

- a copy of its school safety plan;
- the dates of the required annual safety drill or drills held during the previous year;
- Certification that the school board or governing body has reviewed a required written evaluation of the drill or drills;
- the date of the most recent school training on school safety and the number of attendees; and
- the most recent date on which the school board or governing body consulted with a local law-enforcement agency to conduct required, on-site safety assessments.

Grant Award 2018 School Safety Initiative DOJ (grant number: 2018-SSI-01-12953) mandates full compliance with the requirements of Act 143.

All items listed above have been compiled for submission to the Department of Justice to meet the January 1, 2019, deadline.

Pertaining to the third bullet listed above, a school-wide safety drill was conducted on December 6, 2018, and included those contracted schools that are part of the grant. The safety drills required a written evaluation by the principals and a review by the school board within 30 days. The Summary Report: District Safety Drill, is provided below.

Summary Report: District Safety Drill

On Thursday, December 6, 2018 a district-wide safety drill was conducted in all Milwaukee Public Schools and some contracted schools. Those contracted schools that are part of the school safety grant awarded to MPS also took part in this drill. The drills consisted of a standard Code Red drill, which is practiced multiple times within MPS schools throughout a school year. The drill was a mandate based on requirements of Wisconsin Act 143, Office of School Safety and School Safety Grants, which was enacted in March 2018.

Act 143 requires a safety drill to be conducted in all public and private schools throughout Wisconsin, with a written evaluation by each school principal to be submitted to the school board within 30 days. Subsequently, the respective district school board is to certify that they have reviewed the required written evaluation of the drills. After the board's, review a certification of same is to be submitted to the Office of School Safety within the Department of Justice (DOJ) by January 1, 2018.

All drills were in regard to a violent act that could be encountered in a school and would require a response based on the district and schools' safety plan. The individual evaluations were very similar, such as administrators having observed minor issues such as a few classroom doors being left unlocked and some talking in classrooms. These minor concerns were addressed at the school level by the administrators and will be monitored in future drills. Drills lasted between a few minutes to approximately 20 minutes,

depending on the size of the school. MPS utilizes a standard response procedure, and in these drills the response was a code red.

It is apparent that the drills were performed correctly, and the outcomes provided insight to what protocols require more practice and discipline.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 4.03, Security

This item was deferred to the end of the agenda.

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

(Item 1) Report on Legislative Activities Affecting the Milwaukee Public Schools and Action on the Proposed 2018-2019 Legislative Agenda

Background

A discussion and review of the proposed 2019-2020 MPS Legislative Agenda, which is available under separate cover, was provided ahead of the upcoming legislative session.

The transitional work of the administration of Governor-elect Evers continues, and updates on the progress of that work were highlighted as well.

After a year of work, the Legislature's Blue Ribbon Commission on K-12 Education Funding will be holding its final meeting on December 19 at the State Capitol. It is anticipated that, as a result of those discussions, a final report, along with possible draft legislation, will be made available to the public by mid to late January.

The inauguration of elected officials will take place in the State Capitol on January 7, 2019.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Goal 2, Student, Family and Community Engagement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Board Governance Policy BG 2.13, Board Legislation Program

Fiscal Impact Statement

This item does not authorize expenditures.

Implementation and Assessment Plan

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

Recommendation

That the Board determine how it wishes to proceed with the proposed 2018-19 Legislative Agenda, as provided under separate cover.

Director Voss moved to approve the 2018-19 Legislative Agenda. The motion passed, the vote being as follows:

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

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

The Board Clerk presented 21 expulsion orders from the Independent Hearing Officers of the Milwaukee Board of School Directors.

Director Miller moved to accept the reports of the Independent Hearing Officers of November 30 and December 3, 4, 5, 10, 11, 13, 14, and 17, 2018.

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

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

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REPORTS OF STANDING COMMITTEES

No items were set aside for separate consideration.

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

Ayes — Directors Baéz , Falk, Harris, Miller, Phillips, Voss, Woodward, and President Sain — 8.
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) Report and Possible Action on the Actuarial Valuation of the District's Obligation for Other Post-employment Benefits (OPEB) as of July 1, 2017.

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 Governmental Accounting Standards Board (GASB) is the body that sets the accounting standards for state and local governments.

GASB Statement No. 74, Financial Reporting for Post-employment Benefit Plans Other than Pensions, was issued in June 2015 and amended GASB Statement No. 43. It became effective for plan financial statements for fiscal years beginning after June 15, 2016.

GASB Statement No. 75, Accounting and Financial Reporting for Post-employment Benefits Other than Pensions, was issued in June 2015 and amended GASB Statement No. 45. It became effective for governmental financial statements of employers for fiscal years beginning after June 15, 2017.

The purpose of this reporting requirement is to establish standards for the measurement, recognition, and display of expenditures for other post-employment benefit (OPEB), related liabilities, and other information in the financial reports of state and local governmental employers. By definition, other post-employment benefits include medical, dental, vision, life insurance, disability, long-term care, and other benefits that are provided separately from a defined benefit pension plan.

The report on the actuarial valuation is attached to the minutes of your Committee's meeting.

In addition, on January 4, 2006, Assembly Bill 167 was enacted into law, relating to the investment by school districts of funds held in trust to provide post-employment benefits.

The MPS OPEB Trust Fund has an ending fund balance at June 30, 2018, of \$123 million, an increase of \$14.2 million from the previous year (FY17). The trust paid out \$49,988,777 in post-employment benefits in FY18. Funds placed in the OPEB trust fund provide resources for future use against the district's OPEB liability for employees' post-retirement benefits. The funds can only be used by the district to pay retirees' medical, prescription, and life-insurance costs and are not able to be used by the district for any other purpose.

The MPS OPEB Trust Fund's investments are managed by PFM Asset Management LLC, and the custodian is BMO Harris Bank NA. The trust fund's investment return for FY18 was 7.55%.

The report on the actuarial valuation of the Milwaukee Public Schools' Retiree healthcare and life insurance programs, as of July 1, 2017, is attached to the minutes of your Committee's meeting.

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

The item does not authorize expenditures, but is for the purpose of providing information to the Board.

Implementation and Assessment Plan

The OPEB valuation report as of July 1, 2017, will be used for the district's FY18 financial statements.

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

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(Item 2) Action on Monthly Personnel Matters: Action on Classified Personnel Transactions, Action on Certificated Appointments, Action on Leaves of Absence, Report on Certificated Resignations and Classified Retirements, and Affirmative Action Report

Classified Personnel Transactions

Code	Name	Position and Salary	Date
New Hires			
5	Michael Clements	Boiler Attendant Trainee \$33,698.08	11/05/2018
2	Octavias Britton	Central Kitchen Delivery Driver \$20.51 per hour	11/05/2018
5	Brandon Dollhopf	Central Kitchen Delivery Driver \$20.51 per hour	11/02/2018

Code	Name	Position and Salary	Date
2	Celia Addison	Food Service Assistant \$12.94 per hour	11/12/2018
2	Quiana Beckom	Food Service Assistant \$12.94 per hour	11/12/2018
2	Tunisha Bowling	Food Service Assistant \$12.94 per hour	11/12/2018
2	Natasha Bruce	Food Service Assistant \$12.94 per hour	11/05/2018
2	Kashawn Chambers	Food Service Assistant \$12.94 per hour	11/12/2018
2	Varleer Davis	Food Service Assistant \$12.94 per hour	11/05/2018
2	Tamera Greenlee	Food Service Assistant \$12.94 per hour	11/05/2018
2	Latiji Hale	Food Service Assistant \$12.94 per hour	11/12/2018
3	Therese Lemche	Food Service Assistant \$12.94 per hour	11/05/2018
4	Catrina McClain	Food Service Assistant \$12.94 per hour	11/12/2018
2	Tiffany McClain	Food Service Assistant \$12.94 per hour	11/12/2018
2	Nicole Nicholson	Food Service Assistant \$12.94 per hour	11/05/2018
2	Miracle Northcutt-Hoskin	Food Service Assistant \$12.94 per hour	11/05/2018
4	Maira Ornelas	Food Service Assistant \$12.94 per hour	11/12/2018
4	Patricia Peralta Cuenca	Food Service Assistant \$12.94 per hour	11/12/2018
2	Siquortney Rodgers	Food Service Assistant \$12.94 per hour	11/05/2018
2	Lashonda Walker	Food Service Assistant \$12.94 per hour	11/05/2018
2	Tamlah Williams	Food Service Assistant \$12.94 per hour	11/06/2018
4	Marielena Sandoval	Para Ed Assistant — Parent Involvement \$18,315.98	11/01/2018
4	Christopher Antimo Perez	Para Ed Assistant \$18,315.98	11/08/2018
4	Araceli Barroso	Para Ed Assistant \$18,315.98	11/05/2018
4	Marlene Graterol	Para Ed Assistant \$18,315.98	11/09/2018
5	Brady Greenwalt	Para Ed Assistant \$18,315.98	11/05/2018
5	Mary Grobelny	Para Ed Assistant \$18,315.98	11/08/2018
4	Christian Islas	Para Ed Assistant \$18,315.98	11/05/2018
2	Dominique Jones	Para Ed Assistant \$18,315.98	11/13/2018
2	Nina Cleveland	Para Ed Assistant \$20,409.18	11/05/2018
		Promotions	
2	Annga Brown	Boiler Attendant \$38,839.58	11/05/2018
2	Olubunmi Orunmoluyi	Para Ed Assistant \$18,315.98	11/12/2018
4	Ivelisse Belmontes	Payroll Assistant II \$36,964.70	11/12/2018

Code	Name	Position and Salary	Date
2	Nicholas Baptist	School Engineer I \$42,589.38	11/05/2018
2	Anthony Davis	School Engineer I \$42,589.38	11/05/2018
2	Jacqueline Fayne	School Engineer I \$42,589.38	11/05/2018
2	Jimmie Langston	School Engineer I \$42,589.38	11/05/2018
2	Randy Patterson	School Engineer I \$42,589.38	11/05/2018
2	Timothy Salaam	School Engineer I \$42,589.38	11/05/2018
2	Moses Lewis	School Engineer II \$46,432.29	11/05/2018
		Rehires	
2	Joleen Lewis	Food Service Assistant \$12.94 per hour	11/05/2018
2	Tanicha Suggs	Food Service Assistant \$12.94 per hour	11/05/2018
2	Courtney Winters	Para Ed Assistant — Parent Involvement \$18,315.98	11/05/2018
5	Sarah O'Neill	Para Ed Assistant \$18,315.98	11/15/2018
2	Kristen Walton	Para Ed Assistant \$18,315.98	11/05/2018
4	Carmen Rojo	Secretary I — 10-month \$32,305.53	11/05/2018

Certificated Appointments: Teachers

Codes	Name and Position	Division	Salary	Effective Date
2,r	Berkhalter, Keana Gen Elem & K8 — All Grades	B	\$42,360.01	11/9/2018
2,r	Johnson, Marcus Special Ed Multicategorical	B	\$42,360.01	11/12/2018
2,r	Jones, Takela 99-457 Early Childhood	B	\$42,360.01	11/26/2018
5,nr	Pieper, Nancy Multicategorical Comp Sen	B	\$46,061.37	11/26/2018
5,r	Scalzitti, Lisa Gen Elem & K8 — All Grades	B	\$64,018.98	11/8/2018
2,r	Stokes, Tyra Title I Schoolwide	B	\$42,500.00	11/12/2018
2,r	West, Yolanda Title I Schoolwide	B	\$61,018.98	11/5/2018

Certificated Appointments: Permit Teachers

Codes	Name and Position	Division	Salary	Effective Date
2,r	Adams, Shequita Reg (five-year-old) Kindergarten	B	\$42,360.01	11/5/2018
2,r	Jackson, Tensie Multicategorical Comp Sen	B	\$42,360.01	10/30/2018
2,nr	Reed, Tanya Multicategorical Comp Sen	B	\$42,360.01	11/12/2018
2,nr	Sneor, Samantha Gen Elem & K8 — All Grades	B	\$42,360.01	11/5/2018

Codes	Name and Position	Division	Salary	Effective Date
5,r	Synovic, Stefanie Gen Elem & K8 — All Grades	B	\$42,360.01	11/2/2018
2,r	Taper, Jordan Gen Elem & K8 — All Grades	B	\$42,360.01	11/12/2018

**Certificated Appointments: Teachers —
Early-start Calendar**

Codes	Name and Position	Division	Salary	Effective Date
5,nr	Barrett, Kimberly Cat Eng High	B	\$48,117.68	11/12/2018
2,r	Brown, Shanna Science	B	\$42,360.01	11/7/2018

**Certificated Appointments: Permit
Teachers — Early-start Calendar**

Codes	Name and Position	Division	Salary	Effective Date
2,r	Nation, Chyla Multicategorical Comp Sen	B	\$42,360.01	11/7/2018
2,r	Stewart, Kiara English	B	\$42,360.01	11/5/2018

Codes and Counts

- (a) Reappointment without tenure
- (b) Reappointment with tenure
- (nr) Non-Residents
- (r) Residents
- (1) Native American 0
- (2) African American..... 13
- (3) Asian/Oriental/Pacific Islander 0
- (4) Hispanic 0
- (5) White..... 4
- (6) Other 0
- (7) Two or More Ethnic Codes 0
- Males..... 2
- Females 15

Certificated Leaves of Absence

	Present Assignment	Effective From
Illness Leave, November 2018	Lara Otero Holmes	11/19/2018

**Report on Certificated Resignations and
Classified Retirements**

Reason	Yrs Svc	Code	Name	Position	Location	Effective Date
Certificated Resignations						
Personal	0.1	5	Krystie Anderson	Teacher	Westside Acad	10/18/2018
Personal	0.2	5	Allison Anich	Teacher	Dr. King Elem	11/02/2018
Retire	31.0	2	Alvin Baldwin	AP	JMAC	05/30/2019
Personal	2.1	5	Vladimir Bjelic	Teacher	Vieau	10/26/2018

Reason	Yrs Svc	Code	Name	Position	Location	Effective Date
Personal	6.1	5	Angela Dvorak	Teacher	Audubon	10/31/2018
Personal	13.2	5	Michael Engelking	Teacher	Morgandale	11/20/2018
Personal	5.2	5	Sara Fahey	Teacher	Gaenslen	11/23/2018
Other Work	12.1	5	Jason Franklin	Teacher	Central Svcs	10/12/2018
Personal	0.1	5	Madeline Jewell	Teacher	South Division	09/26/2018
Retire	29.0	5	Margaret Lester	Teacher	Vincent	12/31/2018
Personal	5.1	5	Anika Lohmann	Teacher	Central Svcs	10/05/2018
Personal	0.2	4	Jose Manuel Martinez	Teacher	Allen Field	10/29/2018
Personal	0.2	5	Debra McRoberts	Teacher	Lancaster	10/05/2018
Personal	1.1	5	David Moburg	Teacher	Franklin	10/15/2018
Personal	4.1	4	Yaphet Morales	Teacher	Wedgewood Park	10/10/2018
Personal	0.1	5	Sarah O'Neill	Teacher	Morse	11/09/2018
Personal	9.2	2	Edward Richerson	Teacher	Maple Tree	10/15/2018
Other Work	0.1	5	Kevin Rick	Teacher	Holmes	10/05/2018
Personal	10.0	4	Nivi Rivera Torres	Teacher	Longfellow	10/26/2018
Retire	34.1	5	Victoria Schmitz	Teacher	Hopkins Lloyd	10/19/2018
Retire	30.0	6	Mary Stoner	Teacher	Grantosa	06/14/2019
Personal	0.1	5	Tiffany Vanlandingham	Teacher	Hampton	10/19/2018
Classified Retirements						
Retire	31.8	5	Tina Barkstrom	Director I	Central Svcs	10/31/2018
Retire	20.0	4	Sara Delgado	Secretary I	Central Svcs	11/03/2018
Retire	28.1	2	Rosalind Howard	BSH I	Vincent	11/03/2018

Monthly Affirmative Action Transaction Report

The Affirmative Action monthly personnel transaction report for November 2018 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

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

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

* * * * *

(Item 3) Action on Recommended Administrative Appointments, Promotions, Reassignments and Reclassifications, and Limited-term Employment (LTE) Contracts Exceeding Sixty Days

Recommended Appointments

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

Codes	Name	Position and Assignment	Salary
(2)(r)	Shelley Perkins	ESEA Coordinator & Compliance Manager II Office of the Chief of Finance	Schedule 03, Range 12A \$105,831
(2)(r)	Nicholas Spence	Recreation Coordinator II Office of the Chief of Finance	Schedule 03, Range 07A \$65,559
(5)(r)	Kim-Lien Callies	Accountant IV Office of the Chief of Finance	Schedule 03, Range 06A \$60,551
(5)(r)	Erica Aponte	Special Education Program Supervisor I Office of the Chief of Academics	Schedule 03, Range 09C \$59,733
(2)(r)	Melita Pate Tyler	Special Education Program Supervisor I Office of the Chief of Academics	Schedule 03, Range 09C \$59,733

Recommended Reassignments

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

Codes	Name	Position and Assignment	Salary
(5)(nr)	Jennifer Smith	Regional Superintendent Office of the Chief of School Administration	Schedule 03, Range 16A \$137,209
(4)(r)	Keren Gonzalez	Administrative Assistant III Office of the Chief of Communications & School Performance	Schedule 03, Range 03A \$54,679

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

Your Committee recommends that the Board review and approve the following LTE Contracts exceeding sixty days, pursuant to Administrative Policies 6.23(4)(b) and 6.37(5).

Codes	Name	Position and Assignment	Dates	Hourly Wage
(5)(nr)	Mark Hines	Co-Advisor/Artist in Residence Office of the Chief of School Administration	08/21/18 to 12/31/18	\$50.00
(5)(r)	Margaret Peters	IEP Team School Social Worker Office of the Chief of Academics	11/01/18 to 05/31/19	\$40.00
(5)(r)	Heidi Bukowski	Induction Specialist Office of the Chief of Human Resources	11/14/18 to 01/31/19	\$30.00
(5)(r)	Michele Butz*	Montessori Support Office of the Chief of School Administration	11/01/18 to 06/07/19	\$30.00
(2)(r)	Heather Harper	Induction Specialist Office of the Chief of Human Resources	11/14/18 to 01/31/19	\$30.00
(4)(r)	Jason Orozco	Induction Specialist Office of the Chief of Human Resources	11/14/18 to 01/31/19	\$30.00
(4)(r)	Jacob Sanchez	GIS Data Analyst Office of Accountability and Efficiency	11/12/18 to 05/31/19	\$30.00
(5)(r)	Nancy Blumenberg	Accountant Assistant III Office of the Chief of Finance	11/05/18 to 02/05/19	\$28.44
(5)(r)	Colleen Schmitt	SEE US! Grant Support Office of the Chief of Academics	11/01/18 to 05/01/19	\$23.54
(5)(r)	Rebecca Meyer	Law Clerk Office of the Chief of School Administration	12/03/18 to 02/14/19	\$12.00
(5)(nr)	Alexander Zimmerman	Law Clerk Office of the Chief of Human Resources	01/01/19 to 06/30/19	\$12.00

*This LTE contract, as originally approved by the Board in November 2018, included the incorrect dates.

Codes

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

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

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(Item 4) Action on a Request to Approve Prevailing Wage Rates

Background

Building trades workers employed at the Department of Facilities and Maintenance Services have historically been paid the prevailing wages, pursuant to the action of the Board on May 3, 1931 (Proc. pp. 555-556). This policy was incorporated in Section 2.32 of the Board’s Rules (currently Administrative Policy 6.21) and was further affirmed by the Board in December 1962 (Proc. 12-11-62, pp. 301-302; 12-19-62, pp. 303-304). Building trades workers employed at the Department of Facilities and Maintenance Services last received the prevailing wage rates effective July 2017.

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

FY19 Prevailing Wage Schedule

Job Classification	FY18 Current Rate	FY19 MBCTC Prevailing Wage
Bricklayer	37.25	38.03
Bricklayer Crewleader	39.12	39.93
Building Laborer	29.39	30.23
Building Laborer Crewleader	30.92	31.80
Carpenter	36.31	37.47
Carpenter Crewleader	38.13	39.35
Electrician	37.51	39.31
Electrician Crewleader	39.39	42.26
Elevator Constructor Mechanic	46.49	47.94
Insulator Crewleader	35.31	35.73
Insulator/Asbestos Worker	34.03	34.03
Locksmith	36.31	37.47
Locksmith Crewleader	38.13	39.35

Job Classification	FY18 Current Rate	FY19 MBCTC Prevailing Wage
Machine Maintenance Crewleader	38.18	39.93
Machine Maintenance Repairman	36.93	38.43
Painter (Buildings)	30.25	31.55
Painter Crewleader	30.63	31.93
Plasterer	32.65	33.76
Plumber	40.27	41.27
Plumber Crewleader	42.69	43.75
Plumber-Rest. Jrnvrnn I	36.04	37.04
Roofer	31.70	33.45
Roofer Crewleader	32.20	33.95
Sheet Metal Crewleader	43.56	46.79
Sheet Metal Worker	40.52	43.52
Steamfitter	43.86	45.52
Steamfitter Crewleader	46.06	47.80

**Bricklayers
Milwaukee Public Schools**

Please be advised that the bricklayers and their contractors have an agreement providing for the following rates of wages and fringe benefits, effective June 1, 2018.

	6/1/2018 Per Hour
Bricklayer Mason	\$38.03
Bricklayer Mason Foreman	\$41.83

There is no deduction for Vacation Fund.

MPS rates to be paid

MPS Job Class	6/1/2018 Per Hour
3750	Bricklayer Journeyman \$38.03
3745*	Bricklayer Crewleader \$39.93

*1/2 the difference of Foreman to Journeyman

**Carpenters/Locksmiths
Milwaukee Public Schools**

Please be advised that the carpenters and their contractors have an agreement providing for the following rates of wages and fringe benefits, effective June 1, 2018.

	6/1/2018 Per Hour
Carpenter	\$37.47
Carpenter Foreman	\$41.22

MPS rates to be paid

MPS Job Class		6/1/2018 Per Hour
3765	Carpenter	\$37.47
3755*	Carpenter Chargeman	\$39.35
3830	Locksmith	\$37.47
3825*	Locksmith Chargeman	\$39.35

*1/2 the difference of Foreman to Journeyman

Effective: 9-1-2014: Vacation Fund will cease to exist, and the dues check-off amount of 4% of employees' gross wages shall be effective and payable by the employers as part of the overall wage package.

Carpenters/Millwright Erectors
Milwaukee Public Schools

Please be advised that the carpenters and their contractors have an agreement providing for the following rates of wages and fringe benefits for the Millwright Erectors effective June 1, 2018.

	6/1/2018 Per Hour
Millwright Journeyman	\$38.43
Millwright General Foreman	\$41.43

MPS rates to be paid

MPS Job Class		6/1/2018 Per Hour
3900	Millwright Journeyman	\$38.43
3897*	Millwright Chargeman	\$39.93

*1/2 the difference of Foreman to Journeyman

Vacation Fund: As of 09/01/2014, Vacation Fund will cease to exist.

Electricians
Milwaukee Public Schools

Please be advised that the electricians and their contractors have an agreement providing for the following rates of wages and fringe benefits, effective June 1, 2018.

	6/1/2018 Per Hour
Electrician	\$39.31
Electrician General Foreman	\$45.21

MPS rates to be paid

MPS Job Class		6/1/2018 Per Hour
3785	Electrician	\$39.31
3775*	Electrician Crewleader	\$42.26

*1/2 the difference of Foreman to Journeyman

Vacation Fund contributions are employer-paid, resulting in no wage reduction for MPS employees.

Elevator Constructors
Milwaukee Public Schools

Please be advised that the elevator constructors and their contractors have an agreement providing for the following rates of wages and fringe benefits, effective January 1, 2018

	1/1/2018 Per Hour
Elevator Mechanic	\$47.94
Elevator Mechanic In Charge	\$53.93

MPS rates to be paid

MPS Job Class		1/1/2018 Per Hour
3902	Elevator Constructor (Mechanic)	\$47.94

There is no deduction for Vacation Fund.

Laborers
Milwaukee Public Schools

Please be advised that the laborers and their contractors have an agreement providing for the following rates of wages and fringe benefits, effective June 4, 2018.

	6/4/2018 Per Hour
General Laborers, Asbestos Abatement Remover, Toxic Waste Remover	\$31.34
General Foreman	\$34.47
Vacation Fund to be deducted	\$1.11

MPS rates to be paid

MPS Job Class		6/4/2018 Per Hour
3920	Building Laborer	\$30.23
3910*	Building Laborer Crewleader	\$31.80

*1/2 the difference of Foreman to Journeyman

Painters
Milwaukee Public Schools

Please be advised that the painters and their contractors have an agreement providing for the following rates of wages and fringe benefits, effective June 1, 2018.

	6/1/2018 Per Hour
Painter (Buildings)	\$31.55
Painter Foreman (Buildings)	\$32.30

No Vacation Fund Established

MPS rates to be paid

MPS Job Class		6/1/2018 Per Hour
3800	Painter	\$31.55
3790*	Painter Charzeman	\$31.93

*1/2 the difference of Foreman to Journeyman

Plasterers
Milwaukee Public Schools

Please be advised that the plasterers and their contractors have an agreement providing for the following rates of wages and fringe benefits, effective June 1, 2018.

	6/1/2018 Per Hour
Plasterer	\$33.76
Plasterer Foreman	\$37.14

No Vacation Fund Established

MPS rates to be paid

MPS Job Class		6/1/2018 Per Hour
3930	Plasterer	\$33.76

Roofers
Milwaukee Public Schools

Please be advised that the roofers and their contractors have an agreement providing for the following rates of wages and fringe benefits, effective June 1, 2018.

	6/1/2018 Per Hour
Roofer Journeyman	\$33.45
Roofer Foreman	\$34.45

No Vacation Fund established

MPS rates to be paid

MPS Job Class		6/1/2018 Per Hour
3937	Roofer	\$33.45
3938*	Roofer Crewleader	\$33.95

*1/2 the difference of Foreman to Journeyman

Sheet Metal Workers
Milwaukee Public Schools

Please be advised that the sheet metal workers and their contractors have an agreement providing for the following rates of wages and fringe benefits, effective January 1, 2018.

	1/1/2018 Per Hour
Sheet Metal Journeyman	\$41.12
Sheet Metal Worker General Foreman	\$47.29

No Vacation Fund established

MPS rates to be paid

MPS Job Class		1/1/2018 Per Hour
3885	Sheet Metal Journeyman	\$41.12
3875*	Sheet Metal Chargeman	\$44.21

*1/2 the difference of Foreman to Journeyman

Steamfitters
Milwaukee Public Schools

Please be advised that the steamfitters and their contractors have an agreement providing for the following rates of wages and fringe benefits, effective June 4, 2018.

	6/4/2018 Per Hour
Steamfitter Journeyman	\$45.52
Steamfitter Foreman	\$50.07

There is no deduction for Vacation Fund.

MPS rates to be paid

MPS Job Class		6/4/2018 Per Hour
3850	Steamfitter Journeyman	\$45.52
3840*	Steamfitter Chargeman	\$47.80

*1/2 the difference of Foreman to Journeyman

Asbestos Workers/Insulators
Milwaukee Public Schools

Please be advised that the asbestos workers/heat & frost insulators and their contractors have an agreement providing for the following rates of wages and fringe benefits for the Asbestos Workers/Insulators, effective June 1, 2018.

	6/1/2018 Per Hour
Journeyman	\$34.03
Foreman (five-men crew, including foreman)	\$37.43

There is no deduction for Vacation Fund.

MPS rates to be paid

MPS Job Class		6/1/2018 Per Hour
3870	Insulator/Asbestor Worker	\$34.03
3873*	Insulator Chargeman	\$35.73

*1/2 the difference of Foreman to Journeyman

Sheet Metal Workers
Milwaukee Public Schools

Please be advised that the sheet metal workers and their contractors have an agreement providing for the following rates of wages and fringe benefits, effective June 1, 2018.

	6/1/2018 Per Hour
Sheet Metal Journeyman	\$43.52
Sheet Metal Worker General Foreman	\$50.05

No Vacation Fund established

MPS rates to be paid

MPS Job Class		6/1/2018 Per Hour
3885	Sheet Metal Journeyman	\$43.52
3875*	Sheet Metal Chargeman	\$46.79

*1/2 the difference of Foreman to Journeyman

Plumbers
Milwaukee Public Schools

Please be advised that the plumbers and their contractors have an agreement providing for the following rates of wages and fringe benefits, effective June 4, 2018.

	6/4/2018 Per Hour
Metal Trades — Sewer & Pipe Layer	\$37.04
Plumber	\$41.27
Plumber Foreman/General Foreman	\$46.22
No Vacation Fund established	

MPS rates to be paid

		6/4/2018 Per Hour
MPS Job Class		
3821	Plumber — Restricted Journeyman	\$37.04
3820	Plumber	\$41.27
3810*	Plumber Charginan	\$43.75

*1/2 the difference of Foreman to Journeyman

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 6.21, Salary Schedules: Staff

Fiscal Impact Statement

The district will incur costs by paying covered employees the wages as proposed in this item. These positions and salaries were allocated for in the Department of Facilities and Maintenance Services’ budget as approved by the Board for FY19.

Implementation and Assessment Plan

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

Committee’s Recommendation

Your Committee recommends that the Board approve the prevailing wage rates, effective as of July 1, 2018.

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

* * * * *

(Item 5) Action on Resolution 1819R-010 by Director Miller Regarding the District’s Excessing Policies

Background

At its meeting on October 25, 2018, the Board referred Resolution 1819R-010 by Director Miller to the Committee on Accountability, Finance, and Personnel:

WHEREAS, The MPS Administration has attempted, in many schools, to fund staffing to stand up and ensure the integrity of needed programs to serve our students, even with enrollment decreases; and

WHEREAS, The district goes through the painful process of excessing staff each year because of decreases in student enrollment, funding, certified teachers, and other reasons; and

WHEREAS, In many schools, classes have been in place for as long as 10 weeks before excessing and program change occurs; and

WHEREAS, The excessing process leading to the ending of classes, having students switch classes and teachers, and the ending of needed and advanced programs all lead to significant disruption having an effect on students and their educational experience; and

WHEREAS, The disruption to schools is often more prevalent in lower-performing schools; schools in poor neighborhoods; schools populated almost completely by economically disadvantaged students; schools that have no entrance requirements and accept all students; schools that accept students returning from incarceration, expulsion, and administrative transfer; schools attempting to establish new programs; and schools attempting to redefine themselves; now, therefore, be it

RESOLVED, That the Administration and the Office of Accountability and Efficiency perform an audit of the district's excessing policies, practices, and history through an equity lens; and be it

FURTHER RESOLVED, That a report on the findings of the audit be provided to the Board of School Directors no later than the February 2019 Board cycle.

The Administration is in agreement with the resolution and will work with the Office of Accountability and Efficiency to perform an audit of the district's excessing policies, practices and history through an equity lens.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 6.19, Positions: Staff

Fiscal Impact Statement

This item does not authorize expenditures.

Implementation and Assessment Plan

Upon adoption of Resolution 1819R-010, the Administration will begin collaboration with the Office of Accountability and Efficiency to perform an audit of district excessing policies, practices, and history through an equity lens.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 1819R-010 by Director Miller regarding staff excessing policies, with the second Resolved to be amended as follows:

FURTHER RESOLVED, That a report on the findings of the audit be provided to the Board of School Directors no later than the ~~February~~ March 2019 Board cycle.

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

* * * * *

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

Background

RFPs 936, 937 & 938 Authorization to Extend Three Contracts with Time Warner Cable Business, LLC, for Leased Metro Ethernet Services, Internet Access Service and Connectivity, and ISDN PRI Telecommunications

The Administration is requesting authorization to extend three contracts with Time Warner Cable Business, LLC, ("Time Warner") for services associated with leased metro ethernet services, internet access service and connectivity, and ISDN PRI Telecommunications.

The e-Rate program, administered by the Federal Communications Commission ("FCC"), provides discounts on eligible telecommunications services to eligible schools and libraries. Discounts are available through an application process. The District has participated in this program since its inception in 1998.

e-Rate is governed by the Telecommunications Act of 1996 and the corresponding rules promulgated by the FCC, as well as by subsequent guidance and rule changes issued through FCC Orders. e-Rate is administered by the FCC's contractor, the Schools and Libraries Division ("SLD") of the Universal Service Administrative Company. The District must strictly adhere to the FCC's rules and orders, and sufficient funding must be available to meet total funding demand for this category of services in order for its applications for e-Rate funding to be granted. The most significant requirements are 1) the winning vendor

must be selected via a competitive procurement in which price is the primary factor, and 2) resulting contracts must be fully executed before the submission of applications for funding requests to the SLD.

Time Warner was the chosen vendor in each of three separate competitive RFPs — 936, 937, and 938. The original contracts provided for four additional one-year extensions to be exercised solely in the discretion of MPS. This will each be the second one-year extension.

It is anticipated that e-Rate will pay an estimated 90% of the amount deemed e-Rate-eligible for leased metro Ethernet services and internet access service and connectivity. ISDN PRI telecommunications services are no longer eligible under e-Rate. As such, the District will be responsible for paying the total contract amount.

The contract extensions will run from July 1, 2019, through June 30, 2020. The total contract amounts in the second extension year are as follows:

RFP 936	Leased Metro Ethernet Service		
	Total contract amount	\$	6,182,700
	Anticipated e-Rate reimbursement	\$	5,521,500.00
	Anticipated MPS share*	\$	661,200
RFP 937	Internet Access Service and Connectivity		
	Total contract amount	\$	270,000.00
	Anticipated e-Rate reimbursement	\$	243,000.00
	Anticipated MPS share	\$	27,000.00
RFP 938	ISDN PRI Telecommunications Services		
	Total contract amount	\$	411,300.00
	Anticipated e-Rate reimbursement	\$	0
	Anticipated MPS share**	\$	411,300.00

*\$47,700 of total costs are ineligible under e-Rate. As such, the 90% e-Rate share is based on total e-Rate eligible costs of \$6,135,000.

**ISDN PRI telecommunication services are no longer eligible under e-Rate.

Upon the Board’s approval, the District will sign the contract extensions prior to filing e-Rate applications. The Administration will make a request for funds to pay its share of the contract costs during the FY19-20 budget process.

Budget Code: PIN-0-0-PSU-DW-ETEL (Network/Internet Connectivity)\$6,864,000

Time Warner Cable Business LLC, d/b/a Time Warner Cable

HUB Participation

Required	0%
Proposed	N/A
\$ Value	N/A

Student Engagement (hours per 12-month contract)

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

RFP 962 Authorization to Extend a Contract with Goodwill Talentbridge LLC for Contingent Staffing Services

The Administration is requesting authorization to extend a contract with Goodwill Talentbridge LLC (“Goodwill”) for contingent staffing services. Goodwill will be used to deliver contingent staffing services for non-executive personnel (classified positions). Positions include, but are not limited to, secretarial/clerical, food services, and children’s health assistants to MPS.

As a result of the high volume of hiring that the District is required to do for classified positions, contingent staffing is necessary to fill these positions temporarily while the recruitment-and-hiring process is completed.

Contractor was chosen pursuant to RFP 962. The original contract provided for two one-year options to extend if certain performance metrics were met. Goodwill has met the performance metrics codified in the contract; therefore, MPS is exercising the first option year for the contract.

This contract extension will run from January 1, 2019, through December 31, 2019. The total cost of the contract in this first extension year will not exceed \$5,795,000.

Budget Code:	Varies by location using services.....	\$5,795,000
Goodwill Talentbridge LLC		
Prime Contractor Information		
	Certified HUB Contractor?	No
	Total # of Employees	6,114
	Total # of Minorities	3,118
	Total # of Women	3,485
HUB Participation		
	Required.....	5%
	Proposed	5%
	\$ Value.....	TBD
Student Engagement (hours per 12-month contract)		
	Paid Student Employment-hour Commitment	600
	Student Career-awareness Commitmen	30t

RFP 986 Authorization to Contract with Follett School Solutions, Inc., and Mackin Educational Resources for Library Books and Library Materials

The Administration is requesting authorization to enter into contracts with Follett School Solutions, Inc., and Mackin Educational Resources for library books and library materials. Schools throughout the District will be able to place purchase orders as needed throughout the term of these contracts. These contractors will be used to deliver library books and library materials throughout MPS.

Award recommendations are requested for the two highest-ranked vendors who responded to the RFP. Contractors were chosen pursuant to RFP 986, which closed October 3, 2018. Each contract will run from January 1, 2019, through December 31, 2019, (“Initial Term”) with the option to extend up to two additional one-year terms if certain performance metrics incorporated into the contract are met.

The total cost of the contracts in the Initial Term will not exceed \$1,600,000.

<u>Vendor</u>	<u>Award</u>	
Follett School Solutions, Inc.	\$800,000	
Mackin Educational Resources	\$800,000	
Budget Code:	Varies by location ordering goods	\$1,600,000
Follett School Solutions, Inc.		
Prime Contractor Information		
	Certified HUB Vendor?	No
	Total # of Employees	1,200+
	Total # of Minorities	150
	Total # of Women	720
HUB Participation		
	Required.....	5%
	Proposed	5%
	\$ Value.....	TBD
Student Engagement (hours per 12-month contract)		
	Paid Student Employment-hour Commitment	300
	Student Career-awareness Commitment	10

Mackin Educational Resources

Prime Contractor Information

Certified HUB Vendor?	No
Total # of Employees	525
Total # of Minorities	144
Total # of Women	338

HUB Participation

Required.....	5%
Proposed	5%
\$ Value.....	TBD

Student Engagement (hours per 12-month contract)

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

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 to the minutes of your Committee’s meeting.

Committee’s Recommendation

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

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

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

Background

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

Exception Authorization to Enter into a Contract with AssetWorks LLC for IT Services and Data Migration

The Administration is requesting authorization to enter into a contract with AssetWorks LLC (“AssetWorks”) for IT services. Contractor will be used to convert Oracle Database to SQL Server and migrate data from legacy systems into AssetWorks AiM (“AiM”) application.

AssetWorks has worked together with the Department of Facilities and Maintenance Services (FMS) since 2007 to provide product updates and support for AiM, the asset-management software used in all aspects of managing and maintaining the district’s facilities and vehicle fleet. The scope of this project is two-fold:

- 1) to convert the existing Oracle Database to SQL server, which will result in considerable long-term savings to the district in licensing fees; and

- 2) to migrate data from several existing legacy systems, which can no longer be supported into the AiM environment.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis of continuity of services in accordance with Administrative Policy 3.09(7)(e)(1)(b)(iv).

The contract will run from January 1, 2019, through December 31, 2019. The total cost of the contract will not exceed \$66,040.

Budget Codes	TSV-0-0-PSU-DW-EMTC (SQL Conversion — Contract Services).....	\$40,568
	FAR-0-0-MM2-DW-EMTC (Database Migration — Contract Services)	\$25,472

AssetWorks LLC

HUB Participation	
Required.....	0%
Proposed	0%
\$ Value.....	0
Student Engagement (hours per 12-month contract)	
Paid Student Employment-hour Commitment	0
Student Career-awareness Commitment	0

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Exception Authorization to Contract with Smart Interpreting Services, Inc., d/b/a Professional Interpreting Enterprise, for Interpretation Services

The Administration is requesting authorization to enter into a contract with Smart Interpreting Services, Inc., d/b/a Professional Interpreting Enterprise (“PIE”), for interpretation services.

PIE shall provide interpretation services for students and staff who are deaf and hard of hearing in MPS. The grade levels of the students may be from Pre-K3 to 12th grade. The students will have varied proficiency in American Sign Language (“ASL”). Interpretation services may be needed for classroom instruction as well as after-school activities, such as sporting activities, after-school programs, and other similar programs. In addition, interpreters may be needed to accompany students on field trips. Interpretation services will be needed for adults who participate in activities sponsored by MPS as well as for staff who work for MPS. Activities may include, but are not limited to, individualized education plan (“IEP”) meetings, parent/teacher conferences, school performances, and graduation ceremonies.

According to the Americans with Disabilities Act (“ADA”), for any person who uses sign language as his/her primary way to communicate, a sign-language interpreter is required at all school activities or individual conferences at which a person with a hearing impairment is present. The State of Wisconsin’s Department of Regulations and Licensing (“DRL”) requires interpreters to have a DRL license to interpret for adults who are deaf or hard of hearing in school settings.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis of continuity of services in accordance with Administrative Policy 3.09(7)(e)(1)(b)(iv). PIE can meet the capacity needed for MPS staff as the district requests two to three in-person sign-language interpreters each week for adults.

The contract will run from January 1, 2019, through December 31, 2019, (the “Initial Term”) with two additional one-year options to extend if certain performance metrics incorporated into the contract are met.

The total cost of the contract in the Initial Term will not exceed \$210,000.

Budget Code	HI2-0-I-EEN-DW-ECTS (Interpretation Services — Contract Services)	\$210,000
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Smart Interpreting Services, Inc. d/b/a Professional Interpreting Enterprise

HUB Participation	
Required.....	0%
Proposed	0%
\$ Value.....	0

Student Engagement (hours per 12-month contract)	
Paid Student Employment-hour Commitment	300
Student Career-awareness Commitment	10

— — —

VALUE Authorization to Extend a Blanket Agreement with Unisource Worldwide, Inc., a Veritiv Company, for Purchase of Copy Paper

The Administration requests authorization to extend a blanket agreement with Unisource Worldwide, Inc., a Veritiv Company, to provide copy paper using a piggyback contract (#PB18002). In accordance with Administrative Policy 3.09(7)(e)(1)(a), this blanket agreement is based on the Volume Acquisition and Large Uniform Expenditures (VALUE) Bid #2017-01. VALUE is a non-profit organization of various governmental entities in Southeastern Wisconsin that allows for cooperative bidding among its members to take advantage of volume discounting. Purchases will be made by various MPS schools and departments throughout the district as needed.

The initial blanket agreement was approved by the Board in February of 2018. This extension will run from January 1, 2019, through December 31, 2019, (“Year 2”) with one additional one-year option to extend remaining.

The total cost of the blanket agreement will not exceed \$800,000 during Year 2 of the blanket agreement.

Budget Code	Varies by location ordering goods	\$800,000
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Unisource Worldwide, Inc., a Veritiv Company

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

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

— — —

Exception Authorization to Issue a Purchase Order to Committee for Children for Child Protection and Bully Prevention Unit Materials

The Administration is requesting authorization to issue a purchase order to Committee for Children for Child Protection Unit (“CPU”) and Bully Prevention Unit (“BPU”) materials.

As part of the Department of Justice’s School Safety Initiative Grant that MPS has received, numerous items were designated within the grant to be purchased, including the CPU and the anti-bullying BPU curriculum. The exception from the requirement of a competitive procurement process for this purchase order has been granted on the basis that the Committee for Children has been named as the required vendor pursuant to the Department of Justice’s School Safety Grant (Administrative Policy 3.09(2)(c)).

The CPU was developed to help protect children from all walks of life, all over the world. It includes training, guidance, and resources for administrators, teachers, counselors, and families. Student lessons are age-appropriate and designed for early-learning through grade 5 classrooms. The BPU teaches Kindergarten-grade-5 students how to recognize, report, and refuse bullying. The items purchased will be provided to schools with grades K-5 which do not already have these materials.

The total cost of the goods purchased will not exceed \$220,320.

Budget Code	OGA-O-S-CH9-SA-ESUP (School Safety — Staff Development Supplies)	\$220,320
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Committee for Children

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	10

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 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 Committees’ reports.

* * * * *

(Item 8) Action on Monthly Finance Matters: Authorization to Make Purchases; Report on Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Report on Contracts Under \$50,000 and Cumulative Total Report; Report on Monthly Grant Awards; Acceptance of Donations

Purchases

State and UW Contracts Authorization to Purchase Furniture from Henricksen & Company, Inc.

The Administration is requesting authorization to use two contracts to make a one-time purchase from Henricksen & Company, Inc., (“Henricksen”) for meeting and breakroom furniture, back stations, middle stations, and reception stations. These furnishings are required as part of the remodeling project currently taking place in the Department of Recreation and Community Services, Central Services Room 163.

This purchase will be made under the State of Wisconsin’s Contract 505ENT-M15-OFFURNITUR-18 and UW-Madison’s Contract #18-5665. Items manufactured by The HON Company, LLC, and Allsteel, Inc., are authorized for purchase from Henricksen under the UW-Madison’s contract. Items manufactured by Great Openings are authorized for purchase from Henricksen under the State of Wisconsin’s contract.

This will be a one-time purchase, and funds expended will not exceed \$97,907.07.

Budget Code: CSV-0-0-PRC-RC-EMMB (Parks and Recreation).....\$97,907.07

Henricksen

HUB Participation	
Required.....	0%
Proposed	0%
\$ Value.....	NA
Student Engagement (hours per 12-month contract)	
Paid Student Employment-hour Commitment	0
Student Career-awareness Commitment	0

Routine Monthly Reports

The report on revenues and expenses, the monthly expenditure control report, the report on administrative and school fund transfers, 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 provided for the Board’s information, and no action is required.

Donations

Location	Donor	Amount	Gift or Purpose
<i>Monetary Donations over \$5,000</i>			
German Immersion School	German Immersion Foundation	\$6,138.82	Interactive Flat Panel Board
German Immersion School	German Immersion Foundation	\$7,200.00	General School Supplies
German Immersion School	German Consulate General	\$17,565.00	General School Supplies
<i>Total Monetary Donations Over \$5,000</i>		<i>\$30,903.82</i>	
<i>Monetary Donations</i>			
Academy of Accelerated Learning	Matthew & Laura Rostermundt	\$10.00	General School Supplies
Burbank School	Aleece Lair	\$10.00	Socks for Students
Cooper School	PPG Industries Foundation	\$4,847.00	General School Supplies
Cooper School	NFPA Education and Technology Foundation	\$500.00	STEM Grant
Cooper School	James J. Kubash	\$600.00	General School Supplies
Dr. B. Carson Academy of Science	Donors Choose	\$327.94	General School Supplies
Fernwood School	United Way	\$357.31	General School Supplies
Franklin School	Triangle of Hope, Inc.	\$300.00	Special Education Supplies
French Immersion School	YourCause LLC	\$70.00	General School Supplies
French Immersion School	YourCause LLC	\$60.00	General School Supplies
Garland School	Garland PTA	\$1,950.00	Field Trips, Art, Music & Physical Education
Garland School	Garland PTA	\$128.75	Office Supplies
Goodrich School	HellermannTyton	\$500.00	PBIS Donation
Grant School	Cargill Cocoa and Chocolate	\$500.00	General School Supplies
Green Bay Avenue School	Educators Credit Union	\$200.00	General School Supplies
Hamilton High School	Andrew Specht	\$20.00	Advanced Placement Supplies
Hamilton High School	Patrick Flannery	\$20.00	Advanced Placement Supplies
Hamilton High School	John Brubaker	\$20.00	Advanced Placement Supplies
Hamilton High School	WePay	\$224.00	Volleyball Equipment
Hartford University School	Ely Leichtling	\$1,000.00	Field Trips
King High School	Kathleen J. Dreyer	\$1,000.00	Wrestling Team Donation
King High School	Ann O’Neil DDS	\$99.00	Basketball Donation
King High School	Scopia LLC	\$99.00	Basketball Donation
King High School	American Chemical Society-Hach Programs	\$1,500.00	Science Supplies
Kluge School	Great Midwest Bank	\$200.00	Field Trip Donation
Kluge School	Holzauer, Hewett & Barta Orthodontics	\$150.00	Field Trip Donation
Kluge School	Anonymous Donor	\$50.00	Field Trip Donation
Kluge School	Anonymous Donor	\$50.00	Field Trip Donation

Location	Donor	Amount	Gift or Purpose
Kluge School	Anonymous Donor	\$91.00	Field Trip Donation
Kluge School	Anonymous Donor	\$450.00	Field Trip Donation
Kluge School	Anonymous Donor	\$50.00	Field Trip Donation
Kluge School	Anonymous Donor	\$10.25	Field Trip Donation
Lloyd Barbee Montessori	Oneida Nation of Wisconsin	\$650.00	Seed Grant
Lloyd Barbee Montessori	C. Ground, Inc.	\$140.40	Field Trip Donation
Marshall High School	Jamie Golabowski	\$1,560.00	Basketball Donation
Meir School	Elizabeth & Timothy Hagen	\$400.00	Volleyball Donation
Milwaukee School of Languages	Skybridge Americas, Inc.	\$32.92	General School Supplies
Milwaukee School of Languages	German Language & School Society	\$310.00	Transportation Donation
Mitchell School	Kiwanis Club of Milwaukee	\$2,000.00	RIF Donation
Pulaski High School	Barnes Group Foundation	\$1,000.00	Girls Basketball Donation
Roosevelt Middle School	Secret Machine Entertainment, Inc.	\$150.00	Music Donation
Silver Spring School	Delaware Community Foundation	\$2,000.00	General School Supplies
Starns Early Childhood School	Kelly Shannon	\$100.00	Playground Donation
Stuart School	Truist Comprehensive Distribution	\$500.00	PTO Expenses
Townsend School	LeadDog Marketing Group	\$2,000.00	Kohl's Cares Field Trip Grant
Trowbridge School	James Villa	\$150.00	Madison Field Trip
Trowbridge School	Michael Jones	\$100.00	Madison Field Trip
Trowbridge School	Mark & Amanda Hammer	\$50.00	Monster Mash
Trowbridge School	Prestwick Group, Inc.	\$100.00	Prestwick Group Monster Mash
Trowbridge School	Dennis Cook	\$100.00	STEM Supplies
Victory School	Hasham Petroleum LLC	\$500.00	General School Supplies
Victory School	Rite-Hite	\$380.00	Family Support Necessity
Washington High School of I.T.	Fred Tabak	\$200.00	Boys Basketball Donation
Wedgewood Park Int'l Middle School	Badgerland Striders, Inc.	\$500.00	Uniforms
<i>Total Monetary Donations</i>		\$28,317.57	
<i>Non-Monetary Donations</i>			
Burbank School	Shara Byes	\$10.00	Winter Clothes for Students
Burbank School	Erin Adricula	\$50.00	Books for PBIS Incentives
Burbank School	Bill Patterson	\$50.00	Clothes for Students
Burbank School	Shara Byes	\$25.00	Clothes for Students
Burbank School	Michael Glabere	\$100.00	Clothes for Students
Burbank School	Tami Derby	\$25.00	Clothes for Students
Congress School	Linda's Kids, Inc.	\$25.00	Shoes
Dr. B. Carson Academy of Science	Donors Choose	\$608.00	Carpet
Dr. B. Carson Academy of Science	Donors Choose	\$300.93	School Education Support Supplies
French Immersion School	Torrey Lauer & Michael Pickett	\$1,200.00	Conference Room Chairs
French Immersion School	Brian Eisold	\$10.99	Classroom Seating
French Immersion School	Thomas West	\$10.99	Classroom Seating
French Immersion School	Donors Choose	\$1,463.39	Alternative Seating & Storage
German Immersion School	Donors Choose	\$366.29	STEM Supplies
Howard Avenue Montessori	Carole Fisher	\$100.00	Office Supplies
Howard Avenue Montessori	Jim Schenkleberg	\$75.47	Yard Signs
James Groppi High School	Donors Choose	\$965.00	Field Trip Transportation
King High School	Debra Jupka	\$153.56	Music Donation
MacDowell Montessori	Donors Choose	\$321.91	General School Supplies
MacDowell Montessori	Donors Choose	\$267.81	Legos
MacDowell Montessori	Donors Choose	\$220.61	Lego Kits
MacDowell Montessori	Donors Choose	\$262.46	Books & Art Supplies
MacDowell Montessori	Donors Choose	\$588.58	STEM Supplies

Location	Donor	Amount	Gift or Purpose
MacDowell Montessori	Donors Choose	\$268.57	Books
MacDowell Montessori	Donors Choose	\$282.46	Desk
Meir School	Donors Choose	\$470.00	General School Supplies
Meir School	Acer Service Corporation	\$3,391.25	Parts for Broken Chromebooks
Mitchell School	Kiwanis Club of Milwaukee	\$500.00	General School Supplies
Riverside High School	Donors Choose	\$284.80	Desktop Sorter and Supplies
Riverside High School	Stephanie Wolfe	\$350.00	Camera & Lens for Technology
Thoreau School	Lisa Turner*	\$63.59	Clothing Items
Thoreau School	Linda A. Gianni	\$50.00	Clothing & School Supplies
Thurston Woods	Donors Choose	\$465.15	General School Supplies
Thurston Woods	Donors Choose	\$170.71	General School Supplies
Thurston Woods	Donors Choose	\$436.35	Math Resources
Thurston Woods	Donors Choose	\$79.00	Reading Resources
Thurston Woods	Patrice Townsend	\$50.00	Care Bags
Wisconsin Conservatory	Donors Choose	\$421.15	Classroom Supplies & Snacks
Wisconsin Conservatory	Donors Choose	\$314.24	Books
Wisconsin Conservatory	Donors Choose	\$248.13	Books
Wisconsin Conservatory	Donors Choose	\$224.29	General School Supplies
Wisconsin Conservatory	Donors Choose	\$324.26	General School Supplies
Wisconsin Conservatory	Donors Choose	\$450.18	Student Snacks
Wisconsin Conservatory	Donors Choose	\$388.15	Headphones
Wisconsin Conservatory	Donors Choose	\$237.86	General School Supplies
Wisconsin Conservatory	Donors Choose	\$571.58	Books
Wisconsin Conservatory	Donors Choose	\$405.69	General School Supplies
<i>Total Non-Monetary Donations</i>		<i>\$17,648.40</i>	
<i>Total Value of Donations for December 2018</i>		<i>\$76,869.79</i>	
<i>*Donations from MPS Alumni</i>		<i>\$63.59</i>	

Committee’s Recommendation

Your Committee recommends that the Board:

1. authorize the purchases as presented in the attachments to the minutes of your Committee’s meeting; and
2. accept the donations as listed, with appropriate acknowledgement to be made on behalf of the Board.

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

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

Material Purchase

Fall Protection — Roof Railing Systems, Various MPS Sites

Prime Contractor

Safety Rail Company
 4244 Shoreline Drive
 Spring Park, MN 55384

Low Bidder, Base Bid of.....\$388,551.00

Funds are available for the fall protection — roof railing systems project from Environmental Code Compliance from the Capital Funds, account code FAR 00 OSM DW ECNC8 (Project No. 3105, Work Order No. 187028).

Professional Services Contracts

RFP #18013 Authorization to Approve Contract Labor Contracts

In November 2016, the Board authorized the Department of Facilities and Maintenance Services to purchase contract labor services on a pre-approved basis for a variety of skilled-trade labor categories. The ability to use a list of pre-approved contractors allows the Department of Facilities and Maintenance Services to provide timely services to schools and departments. These contracted services are necessary to meet the needs and expectations of the schools and are meant to supplement the current staff at Facilities and Maintenance Services. The need for contract labor is somewhat unpredictable and is dependent on the availability of grant funds, on discretionary funding at the school and department levels, and on the district’s initiatives implemented throughout the year.

Contract labor is used for three main categories of work: educational maintenance funded projects initiated by schools; new projects funded by schools, the district, or departments; and infrastructure repair and maintenance funded by the DFMS operations budget.

A breakdown of expenditures by trade or technical area for FY18 is as follows:

Auto Mechanic.....	\$ 234,158	Painter	\$ 1,536,233
Building Laborer.....	\$ 170,581	Plasterer.....	\$ 78,109
Carpenter	\$ 1,109,369	Plumber	\$ 1,088,043
Electrician.....	\$ 1,380,553	Refractory Mason.....	\$ 22,336
Glazier	\$ 204,428	Roofer.....	\$ 320,064
Heat and Frost Insulator.....	\$ 39,260	Sheet Metal Worker.....	\$ 625,785
Locksmith	\$ 81,043	Steamfitter	\$ 138,557
Low Voltage Technician.....	\$ 58,595	Total	\$ <u>7,163,873</u>
Mason/Bricklayer.....	\$ 76,759		

Funds to support the contract labor services are budgeted as part of individual projects or are funded by the individual school, department, or program. Services by the various contractors are not used until appropriate funds have been identified and encumbered.

A Request for Proposal (RFP) for contract labor services was released in October 2018 and requested services in 20 skilled trade and technical categories. As in previous years, the purpose of the RFP is to pre-approve firms that will provide labor on an as-needed basis, depending upon the timing and scope of the project. The amount of contract labor services needed will vary from trade to trade and from one fiscal year to another.

Proposals were received for 17 of the 20 categories requested and were evaluated on the basis of cost, responsiveness to requirements, experience, references, and abilities to meet the needs of MPS.

The list of recommended contractors includes Historically Underutilized Businesses (HUBs). Each contractor that has been recommended below has been reviewed and approved by Contract Compliance Services. Information relative to actual participation by the HUB firms will be included in the annual HUB report to the Board. Eleven of the 20 positions — building construction laborer, carpenter, carpenter asbestos certified, electrician, elevator mechanic, glazier, mason/bricklayer, painter, plumber, refractory mason, and roofer — have HUB firms recommended for participation.

Contracts will be issued on an as-needed basis in alignment with the pre-approved rate schedule. Requested expenditure authority is not to exceed \$5,930,000 annually. The contract period will run from January 1, 2019, to December 31, 2021. Funds will be drawn from various budget codes.

<u>Recommended Contractor</u>	<u>Trade/Technical Area</u>
Arteaga Construction, Inc.	Automotive Mechanic Building/Construction Laborer Mason/Bricklayer Refractory Mason Sheet Metal Worker
Associated Technical Services	Low Voltage Technician
Bonafide Safe & Lock.....	Locksmith
Brenner Corporation	Sheet Metal Worker Steamfitter
CButts Electric, Inc.	Electrician

Decibel Associates, LLC.....	Low Voltage Technician
Doral Corporation	Machinery Maintenance Mechanic
Fire Brick Engineers	Refractory Mason
F.J.A. Christiansen Roofing Co., Inc.	Roofer Sheet Metal Worker
Gordon Solutions, LLC.....	Asbestos Carpenter Carpenter Glazier
Grunau Company, Inc.	Electrician Plumber Sheet Metal Worker Steamfitter
JCP Construction.....	Building/Construction Laborer Carpenter
JLS Lock & Key	Locksmith
Kaschak Roofing, Inc.....	Roofer
Marshall Erecting, Inc.....	Machinery Maintenance Mechanic
Pieper Electric.....	Electrician Low-voltage Technician
Property Electric	Electrician
Service Painting Corporation	Painter
Winghart Inc.	Plasterer

The hourly rates for each contractor are provided in the attachments to the minutes of your Committee’s meeting.

Change Order

The Administration is reporting to the Board the following change order in excess of \$50,000.00.

Performance Contracting Energy Improvements — Eighty-first Street School

Prime Contractor

Johnson Controls, Inc.
PO Box 730068
Dallas, TX 75373

Total amount of change order.....\$156,857.00

As part of the performance contract with Johnson Controls, Inc., (JCI) for facility-improvement measures at Eighty-first Street School, the roofing work associated with the Performance Contracting Energy Improvement project offered a number of material options. To guarantee durability, lower long-term maintenance costs, and a longer life span of the roof, as well as to ensure that any future repairs could be administered through the Department of Facilities & Maintenance, a higher-quality roofing material is required.

The change order will be funded from the Capital Fund Performance contracting (240-972-362), account FCM 00 ECE 81 ECNC7, Project No. 5031, Work Order No. 311469-1.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 5.02, Use of School Facilities

Fiscal Impact Statement

The item authorizes expenditures for:

Material Purchase:

Total Material Purchase Requested.....\$388,551.00

Professional Services Contracts:

Total Professional Services Contract Requested

Annually.....\$5,930,000.00

Total over three-year terms\$17,790,000.00

Change Order:

Total Amount of Change Order\$156,857.00

Implementation and Assessment Plan

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

Committee’s Recommendation

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

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

* * * * *

(Item 10) Action on a Request to Approve a Temporary Limited Easement between Milwaukee Public Schools and Milwaukee Pabst Holdings, LLC, for a Portion of the Property Located at 1124 North 11th Street

Background

On August 25, 2016, the Board approved a temporary limited easement between Milwaukee Public Schools and Milwaukee Pabst Holdings, LLC, for a portion of the property located at 1124 North 11th Street in order to renovate the property located along the northern part of the Department of Facilities and Maintenance Services parking lot.

On February 22, 2018, the Board approved a second temporary limited easement between Milwaukee Public Schools and Milwaukee Pabst Holdings, LLC, which expires on December 31, 2018.

On November 5, 2018, the Administration received a request from Milwaukee Pabst Holdings, LLC, for a third temporary limited easement due to construction delays and the need for additional access to the adjacent property.

The recommended temporary limited easement will continue to allow contractors to use a portion of the area between the two properties located along the entire north property line. The contractors will be fully responsible for this area during its use, including any necessary follow-up to restore the area prior to vacating.

The temporary limited easement as attached to the minutes of your Committee’s meeting will expire on December 31, 2019.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 5.01, Facilities

Fiscal Impact Statement

There are no expenditures associated with this item.

Implementation and Assessment Plan

Upon the Board's approval, the temporary limited easement will be signed and properly filed with the City of Milwaukee.

Committee's Recommendation

Your Committee recommends that the Board approve the temporary limited easement, as attached to the minutes of your Committee's meeting, between Milwaukee Public Schools and Milwaukee Pabst Holdings, LLC.

* * * * *

(Item 11) Action on Request to Approve the Partnership among Milwaukee Public Schools, the Milwaukee Bucks, and the City of Milwaukee

Background

In 2016, the Public Policy Forum conducted a study to explore the feasibility of developing a Mentor Affiliate in Milwaukee. The study, "Mentoring in Milwaukee: Developing a Regional Mentoring Network," engaged 13 mentoring organizations in the strategic planning process. Following the study, it was determined that there is an unmet demand for quality mentors in Milwaukee. As a result, MPS, the Milwaukee Bucks, and the City of Milwaukee agreed to partner in establishing a Mentor Affiliate in Milwaukee. MENTOR Greater Milwaukee (MGM) is the Milwaukee Mentor Affiliate.

In late 2017, the three organizations, with the guidance of Mentor National, held a funders' convening to solicit support for MGM. During the event, partner agencies' leaders pledged \$75,000/year for three years to provide the financial foundation for MGM. The philanthropic community was asked to join the partner agencies in funding MGM. The Al Hurvis/ADAMM Education Foundation and the Milwaukee County Office of African American Affairs (OAAA) answered the call for support by contributing \$50,000 and \$25,000, respectively.

The MPS Foundation currently serves as the fiscal agent for the newly formed MENTOR Greater Milwaukee affiliate. Contributions made by the Milwaukee Bucks (\$37,500), the Al Hurvis/ADAMM Foundation, and the OAA are currently held in an MPS Foundation account earmarked for MGM.

MGM will work collaboratively across sectors to support existing and emerging organizations that provide mentoring services to youth by:

- recruiting individuals interested in becoming mentors or interested in placing their children in a mentoring program;
- expanding the capacity of agencies to provide high-quality mentoring programs;
- training volunteer mentors and groups that want to start mentoring;
- ensuring quality standards in all mentoring efforts;
- significantly increasing the number of youth in quality mentoring relationships; and
- convening local mentoring providers and promoting networking, collaboration, and shared learning.

One of the primary goals of MGM is to build capacity among agencies that are currently offering mentoring services and to increase collaboration among mentoring services by implementing an administrative component that will coordinate recruitment and training efforts.

Impact on MPS Students

Following the official launch of MGM scheduled for January 2019, mentors will be identified for MPS middle-school males and females of color. The remainder of 2018-19 will be focused on the Black and Latino Male Achievement (BLMA) Department's collaboration with MGM to identify the short-, mid-, and long-term goals and action plan for implementation. In 2019-2020, BLMA and MGM will begin a phased approach toward execution of the mentoring plan. The goal is to have a mentor assigned to each male middle-school student (grades 6-8) by the end of the 2020-2021 school year.

The benefit of this partnership is the assistance that MGM will afford MPS in aligning trained mentors with MPS students.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 3.08, Student Activities Funds Management

Fiscal Impact Statement

\$75,000/year for three years (\$225,000 in total), starting in the 2018-19 school year and ending in 2020-2021

Implementation and Assessment Plan

Upon approval by the Board, the Administration will facilitate the partnership.

Committee's Recommendation

Your Committee recommends the Board approve the partnership among MPS, the Milwaukee Bucks, and the City of Milwaukee to support the Milwaukee MENTOR Greater Milwaukee (MGM) Affiliate and direct the Administration, in consultation with the City Attorney's office, the Milwaukee Bucks, and the City of Milwaukee, to negotiate the terms of the partnership agreement and to bring the agreement back to the Board for approval.

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

* * * * *

(Item 12) Quarterly Report with Possible Action on the MPS School Nutrition Program

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

Background

On December 21, 2017, the Board took action regarding the MPS School Nutrition program. The key elements of this action included limiting processed, high-sugar offerings; increasing the availability of fresh fruits and vegetables; maximizing the lunch period; and establishing regular communication mechanisms for continued feedback. The Board's action also included quarterly updates to the Board on the progress in these areas.

The following report focuses on three areas: menu enhancements, dining enhancements, staffing, and student voice.

Menu Enhancements

MPS is striving for more clean labels for food products served to students. This is also being included in some of our bid requirements. For example, certain chicken products used by MPS contain no antibiotics or artificial ingredients, while certain turkey products are minimally processed and use no artificial colors or ingredients.

MPS continues to pursue partnerships with Wisconsin companies. For example, we worked with Klement's Sausage Company to create a hot dog that is all beef, all natural (no preservatives or additives), and lower in sodium specifically for MPS students. In addition, we worked with Jones Dairy Farms of Fort Atkinson to identify a local chicken sausage patty with a clean label to integrate into the lunch menu.

Dining Enhancements

The Department of School Nutrition continues to work with MPS Facilities and Maintenance to upgrade kitchen equipment to enhance efficiency for staff and food quality for our students.

MPS is working to create flyers to promote locally-sourced products. The flyers will highlight relationships between MPS and local food manufacturers, particularly on Wisconsin Wednesday, but on other days as well.

Staffing

In November, the Department of Nutrition Services increased 95 existing staff people from short-hour positions (less than six hours/day) to long-hour positions (more than six hours/day). This increase makes these 95 employees now eligible for benefits. As part of this increase, staff was invited to a benefits-training session offered by Human Resources to ensure that they understand the impact of this change. This move is a result of the October budget adjustment.

The Department of Nutrition Services is developing a mentoring program by recruiting knowledgeable retired kitchen managers to come back and mentor our many new kitchen managers.

Student Voice

On Wednesday, December 19, 2018, the Department of Nutrition will be conducting a Mini Food Show at Washington High School. We are seeking student feedback for the Request for Bid for Direct Diversion Bulk USDA Foods and End products that is currently publicized. Approximately 80 students of varying grades levels (fourth through eleventh grade) will be requested to attend, to sample, and to provide product preference on potentially more than 50 items. These items will then be integrated into the 2019-20 school-year menus.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 4.05, School Nutrition Management

Fiscal Impact Statement

N/A

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COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Baéz 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 Proposed Revisions to Administrative Procedure 8.20, Uniforms and Student Dress Code

Background

At its meeting on December 21, 2017, the Board adopted Resolution 1718R-012 by Director Voss regarding revisions to Administrative Procedure 8.20, Uniforms and Student Dress Code. The procedure has been revised, as follows, in order to reflect the Board-adopted changes to the opt-out component that is part of the MPS uniform policy.

ADMINISTRATIVE PROCEDURE 8.20 UNIFORMS AND STUDENT DRESS CODE

The following procedures have been established to provide guidance for the establishment of school uniforms in traditional schools.

(1) Basic Uniform Guidelines

(a) The basic District uniform shall be tan, navy blue, or black khaki-style pants, skirt, or jumper and a navy blue or black long-sleeve or short-sleeve shirt with a collar (polo-style, dress-style, or turtleneck). A student may wear any combination of the official District uniform colors or school-based colors as identified by the principal and school engagement council.

(b) Full-length pants, cropped pants, cargo pants, and straight-legged capri pants are permitted. Denim jeans, pedal pushers, and bell bottoms are not permitted.

(c) Walking shorts are permitted for elementary, middle-school, junior-high, and high-school students. (Walking shorts are straight-legged, knee-length shorts.)

(d) Pants must fit at the waist and not be oversized or undersized (e.g., baggy pants, sagging pants, tights, or pants made of spandex are prohibited.). If belts are worn, they must be fitted and put through belt loops.

(e) Skirts or jumpers must be at or below the knee.

(f) Shirts must be tucked inside, unless they are made to be worn over pants or skirts.

(g) Light jackets, vests, shirts, sweaters, sweatshirts, and cardigans are permitted as items that may be worn over the uniform top. They must be tan, navy blue, black, or one of the additional colors approved by the school principal.

(h) No denim material may be worn as uniform clothing.

(i) All uniform clothing must be plain without any manufacturer's logos, brand names, pictures, or insignias visible on the clothing, unless approved by the school principal in accordance with Administrative Policy 9.08, Advertising in the Schools.

(j) Shoes with rollers or wheels are prohibited. Athletic shoes, sandals with straps on the heel, and boots are permitted.

(k) Heavy coats, heavy jackets, and raincoats are not approved uniform items and are not to be worn during the school day, unless permitted by the principal for special circumstances.

(l) Students may wear the uniforms of nationally-recognized student organizations at their schools on days specified by the organization and approved by the school principal.

(2) Implementation

(a) Upon adoption of the uniform policy, and annually thereafter, the principal shall send a notice to the parents or guardians of students at least three months before the implementation of the policy each school year. The notice shall inform the student's parent or guardian of the following:

1. that a uniform policy has been implemented at the student's school;
2. that a parent or guardian of a student may exempt the student from complying with the policy by filing a written exemption form with the principal;
3. that no student shall be penalized academically or otherwise discriminated against because the student's parent or guardian has chosen to exempt the student from complying with the policy;
4. where uniforms can be purchased and the names of local discount merchants offering the most inexpensive uniforms;
5. the person within the school whom the parent or guardian may contact to request financial assistance in the purchase of a uniform.

(b) The principal shall work with MPS Procurement Services and the Department of Business, Community and Family Partnerships to identify the most inexpensive uniform components and shall notify parents as to where such uniforms may be purchased.

(c) The school shall solicit donations from community businesses and agencies to be used to assist economically disadvantaged students to purchase the uniforms.

(3) Compliance

(a) Uniforms are to be worn during the regularly scheduled school day. They are not required to be worn at school-based events that occur after the regularly scheduled school days.

(b) Students who transfer to MPS after the third Friday in September for the reason of change of residence, who are new to MPS, who returning to MPS, who opting-out of charter, or who are returning from court-ordered facilities shall be provided a 30-day grace period in which to obtain their uniforms.

(c) The school and its staff shall ensure that no student is penalized academically or otherwise discriminated against because the student's parent or guardian has chosen to exempt the student from complying with the uniform policy.

(d) Likewise, violation of the school uniform policy shall not affect a student's academic or conduct grade or participation in extra-curricular activities.

(e) Written complaints from a parent or guardian about the school-uniform policy and the school dress code shall be reported to the principal or a designee.

(4) Opting out of the Uniform Policy

(a) Permission for a school to opt-out of the uniform policy shall be granted as follows:

1. The school shall support its request to opt out of the uniform policy by producing documentation detailing 66 percent of the school community’s agreement including parents and the school engagement council.
 2. A written exemption letter shall be filed with the school’s Regional Superintendent, ~~stating the reasons for its decision~~ by April 1 of the initial implementation year and ~~every year thereafter~~ by January 1 every five years thereafter, unless the school’s School Engagement Council votes to file a written exemption letter sooner. The Regional Superintendent must approve the request to opt out. The decision to opt out will not be put into effect until the following school year.
 - (b) Permission for an individual student to opt out of the uniform policy shall be granted if a parent or guardian of the student enrolled in the school files a written exemption form with the school’s principal.
 - (c) The Department of Specialized Services may decide to exempt any student from a school’s uniform policy due to a student’s exceptionality. This determination will be made upon the approval of the school’s Individualized Education Program (IEP) team.
- (5) Other Dress Code Requirements
- (a) Rules concerning student dress may be established by individual schools only when they relate to a specific educational, health, or safety purpose. Students shall not be excluded from regular instruction because of their appearance if style, fashion, or taste is the sole criterion for such exclusion.
 - (b) While the school administration may require students participating in physical education classes to wear certain types of clothing such as sneakers, white socks, shorts, and tee shirts, they may not prescribe a specific brand which students must buy. Schools also may prohibit articles of clothing that cause excessive maintenance problems, such as cleats on boots, shoes that scratch floors, trousers with metal inserts that scratch furniture, etc.
 - (c) Additionally, existing laws and school regulations require the wearing of protective clothing, eye shields, or other dress in certain situations for the health or safety of students. For example, a hairnet or cap may be required where long hair may pose a health or safety threat near open flames or moving machinery or in food classes. Each school shall make provisions for notifying students of these rules.

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 8.20, Uniforms and Student Dress Code

Fiscal Impact Statement

N/A

Implementation and Assessment Plan

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

Committee’s Recommendation

Your Committee recommends that the Board adopt the proposed changes to Administrative Procedure 8.20, Uniforms and Student Dress Code, and direct the Administration to present to the Board modifications after discussions with all stakeholder groups.

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

* * * * *

(Item 2) Action on a Request to Revise Administrative Policy and Procedure 7.33, Grading Systems, and Administrative Policy 7.36, Promotion and Retention of Students

Background

Under Wisconsin Act 138, a student may earn high-school credits toward graduation in grade 7 or 8 if the student is academically prepared to take a high-school-level course, the course is taught by a high-school-licensed teacher, and the course's curriculum and assessments are equivalent to the course taught in high school. The changes in Administrative Policy and Procedure 7.33 and Administrative Policy 7.36 help to clarify how high-school courses taken by middle-school students are recorded to the high-school transcript to include the course name, credit, and grade earned. While the grade must be posted to the transcript, the grade will not be used in calculating the high-school grade-point average. This is common practice among surrounding school districts and is recommended by the Wisconsin Department of Public Instruction.

Calculations of grade-point average will begin in the ninth grade. Milwaukee Public Schools wants to encourage students to take rigorous coursework without concern that the grade earned in middle school could have long-term impact on their high-school grade-point average or their opportunity to become valedictorians or salutatorians.

In collaboration with the meet-and-confer team from the Milwaukee Teachers Education Association (MTEA), Administrative Procedure 7.33 was updated to provide guidelines for teachers' acceptance of missing course evidence and the resubmission of student work against course standards. The team has determined minimum standards for the acceptance of late work or the resubmission of student work. Teachers must use these guidelines to define their class policies and in publishing in their course syllabi. All students have a final opportunity to provide evidence on course standards at the end of the semester during the final evidence of proficiency.

The proposed revisions to Administrative Policy and Procedure 7.33, Grading Systems, and to Administrative Policy 7.36, Promotion and Retention of Students, are as follows:

ADMINISTRATIVE POLICY 7.33
GRADING SYSTEMS

(1) General Principles

(a) The fear and stigma of failure are often significant hindrances to the educational process. What a student has mastered, rather than what he/she was unable to master, is the important measure of a student's education. The school system, therefore, shall seek in its instructional program to make achievement both recognizable and possible for students, and it shall emphasize equity of opportunity and achievement in its instruction, as well as in its assessment and grading practices.

(b) Grading practices in the Milwaukee Public Schools are based on the following principles:

1. Performance levels indicate the degree to which a student has achieved grade- or course-level standards.
2. All schools shall continue to inform parents/guardian of record of their grading practices through such means as the parent handbook for the standard-based report card, course syllabi, flyers, conferences, and parent/guardian of record meetings.
3. Academic performance of students with disabilities in grades K3-8 who receive instruction based on the same grade-level academic standards as do their regular education peers shall be reflected in performance levels on their grade-level standards-based report card, achieved with accommodations as stated in their individualized education plans (IEPs).
 - a. Academic performance of students with significant disabilities in grades K3-8 who receive instruction based on the alternate grade-band academic standards shall be awarded performance levels on their alternate grade-band standards-based report card, as achieved with modifications as stated in their individualized education plans (IEPs).
 - b. In addition to receiving the traditional or standards-based report card, all students with disabilities shall receive progress reports based on the goals of their individualized education plans (IEPs), with the frequency stated by the student's IEP.

4. Standards-based report cards for grades K3-8 shall provide for both achievement and effort grades and definitions of the same and information regarding attendance and tardiness, as well as student behavior.
 5. In high-school report cards, information on such matters as course difficulty (when it is an approved honors or advanced placement course, for example), mark-period and semester grade-point averages, will be provided when possible.
 6. All teachers must inform students at the beginning of a course of the grading practices for the course.
 7. Student transcripts, providing information on cumulative credits and grades, are available on the Parent / Student Portal any time.
- (2) Grade Changes — Middle and High Schools
- Each middle and high school shall establish a procedure on grade changes within the following guidelines:
- (a) No grade may be changed by anyone other than the teacher who issued the grade, except under extraordinary circumstances.
 - (b) Any transcript changes should be made through the school in which the original grade was issued. After student enrollment, credits for a high-school student transferring from another school district, state, or country shall be awarded by the counselor of the receiving school. The course name and number shall be entered directly to the official transcript. No other grades shall be manually posted to a student's transcript record. Teacher posting final grades to the student report card shall be the formal process for grade placement on the official transcript.
 - (c) Students may repeat high-school courses that they have failed.
 1. If, upon repeating a course, a student receives a higher grade, the higher grade will be used for the cumulative grade-point average (GPA) in place of the failing grade.
 2. High-school students may elect to retake a course previously failed (U) or almost failed (D). The most recent attempt at the course shall appear on the official transcript and shall be calculated into the cumulative GPA, thereby replacing the former grade.
 - (d) Middle-school students may elect to take high-school courses for credit.
 1. High-school courses taken in 7th or 8th grade will be noted on the transcript along with the grade received.
 2. The grade/s received will not be factored into the high-school grade-point average.
- (3) Record Maintenance — All Schools
- The following documents should be retained within the respective school: teachers' grade books shall be retained one year, report card copies, and interim progress reports shall be retained permanently.
- (a) Teachers' grade books shall be retained one year
 - (b) Report card copies and interim progress reports shall be retained permanently

ADMINISTRATIVE PROCEDURE 7.33
GRADING SYSTEMS

In accordance with administrative policy, the following grading systems have been approved for use in the school system at the various levels.

- (1) Elementary Grades K3-8
 - a) Within the approved student information system (SIS) electronic grade book, the following performance levels will be used to record student achievement and to present the growth that has taken place in grade-level appropriate state or national academic standards which have been assessed during each marking period:
 - AD..... Advanced, exceeding grade-level expectations
 - PR..... Proficient, meeting grade-level expectations
 - BA..... Basic, just below grade-level expectations
 - MI..... Minimal, far below grade-level expectations
 - Blank..... Indicates an area that is not assessed during this mark period.
 - (b) The grade for each mark period indicates a performance level for expectations at that point in the school year. The K3/K4 and some areas of the K5 report card also use the frequency scale to show developmental progress:
 - 1 = Seldom, 2 = Sometimes, 3 = Usually, 4 = Always/Exemplary.
 - (c) Students and parents/guardians of record will have full access to their students' proficiency on grade level-appropriate state or national academic standards on the Student/Parent Portal in the student-information system. K-8 Teachers must keep their electronic gradebooks

updated in a timely manner in order for students and parents to stay informed on their students' progress.

(2) Secondary Level

(a) Within the limitations listed below, students will be allowed to enroll in courses as Pass/Fail courses, with the understanding that their accomplishments in those courses will be evaluated either as successful (passing) or unsuccessful (unsatisfactory). For a successful completion of a Pass/Fail course, a 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. The ability to take a Pass/Fail course will be available in all senior high schools (grades 9 through 12) under the following conditions:

1. For encouraging upperclassmen to take higher-level courses, a student may opt to take a course as Pass/Fail under the following criteria:
 - a. This option will be open only to juniors or seniors who have earned at least half the number of units needed for graduation.
 - b. This option may be used for a maximum of one unit per year.
 - c. Parents/guardian of record of students exercising this option should be apprised of and involved in the decision. Local schools shall design a procedure to accomplish this.
 - d. Students will decide to exercise this option at subject-selection time. Final adjustment will be completed by the end of the second week of classes.
 - e. Retake guidelines:
 - (i) High-school students may elect to retake a course previously failed (U) or almost failed (D).
 - (ii) The most recent attempt at the course shall appear on the official transcript and shall be calculated into the cumulative GPA, thereby replacing the former grade.
 - (iii) The National Collegiate Athletic Association (NCAA) maintains its own policies for repeating a course. It is the responsibility of the student, parents, or guardian of record to consult with athletic coaches for updated guidelines.
 2. For all high-school students in remedial courses:
 - a. Certain courses will be determined by the District to be remedial courses for grade 9-12 students. These courses will meet graduation requirements only as electives.
 - b. The District will determine the exact course codes that can qualify as Pass/Fail remedial courses.
 - c. Each school will communicate the alternate grading method to parents in writing.
 3. For all high-school students in internships, youth apprenticeships, and work study:
 - a. Courses will be Pass/Fail
 - b. The District will determine the amount of hours per internship or apprenticeship and the total credit unit equivalence
 - c. Students in work study may earn 1 credit per semester upon meeting all criteria for the work study
 4. Specific alternative programs identified by the District may grade on a Pass/Fail basis
 5. Students have the potential to earn more than one Pass/Fail credit unit per year per the guidelines listed above
- (b) Incorporating the above into the standard grading practice in the secondary schools will make it possible for students to earn the following grades:
- P — Passing (successful accomplishment) — not computed into grade-point average.
 - A — Excellent (outstanding)
 - B — Above average (good)
 - C — Average (satisfactory)
 - D — Below average (passing)
 - U — Unsatisfactory (unsuccessful performance)
 - I — Incomplete. (This is a temporary grade that must be replaced by the actual achievement grade by the end of the following semester).
- (c) Milwaukee Public Schools will use a weighted grades system with students who began freshmen year in 2014-2015. All Advanced Placement (AP), International Baccalaureate

Diploma Program (IBDP), and selected Project Lead the Way (PLTW) courses will be weighted using the following scale:

Letter Grade	A	B	C	D	U
Grade Point for AP/IB DP & Selected PLTW courses	5.0	4.0	3.0	1.0	0
Regular High-school Courses	4.0	3.0	2.0	1.0	0

(d) Students' transcripts shall show the weighted grade and GPA as well as the non-weighted grade and GPA. Every high-school course catalog and academic-and-career planning guide has more specific information about accommodating students' varying needs, interests, and abilities.

(e) Students can audit courses for which no credit is earned — for example, new students who arrive prior to the end of the semester but have already earned credits elsewhere.

(f) High-school teachers must keep their electronic gradebooks updated in a timely manner in order for students and parents to stay informed on their students' progress.

1. For missing evidence, students will have a set amount of time to submit missing evidence against course standards for work never completed in accordance with the teacher's policy. Teachers will outline their policy in a course syllabus. Teachers are not obligated to accept missing evidence beyond two weeks from the original due date in a nine-week (quarter) course and three weeks from the original due date in an 18-week (semester) course. All students will have a final opportunity to provide evidence on course standards at the end of the semester during the final evidence of proficiency.
2. For submitted evidence, students will have the opportunity to resubmit any evidence within a reasonable timeframe according to the teacher's syllabus. All students will have a final opportunity to provide evidence on course standards at the end of the semester during the final evidence of proficiency.

ADMINISTRATIVE POLICY 7.36
PROMOTION AND RETENTION OF STUDENTS

(1) Elementary Levels

(a) Retention decisions shall be made upon recommendation of the teacher, who shall carefully consider student performance to grade-level standards, age, and maturity, and who shall involve parents in the decision. The retention decision must have the concurrence of the principal.

(b) Students may be retained at select grade levels, grades K5 through 7, if all of the following criteria are met:

1. The student has been identified, during the school year, to be at risk of failing.
2. The parent has been notified that the child has been identified as being at risk of retention.
3. The school has provided multiple interventions or supports for the child to prevent retention and has shared Extended Learning Opportunities with the parent.

(c) Students shall not be retained in elementary and middle-school grades more than twice. If advisable, an attempt shall be made to place the student with a different teacher.

(2) Fourth- and Eighth-Grade Promotion Requirements

(a) Students who are promoted from fourth grade to fifth grade or from eighth grade to ninth grade shall be required to meet at least one of three criteria:

- Criterion #1: Academic Performance is defined as proficiency levels in reading, English/language arts, mathematics, science, and social studies as measured and defined by classroom assessments based on District-adopted grade-level standards.
- Criterion #2: Test results are a proficiency level of basic or above, which is measured and defined by the appropriate state assessment in English language arts, mathematics, science, and social studies.
- Criterion #3: Recommendations of teachers shall be determined by a school-based team that is to include the classroom teacher(s) and uses District guidelines.

(b) The criteria must be met in the following manner:

1. Criterion #1 shall be considered first.
2. When a student meets Criterion #1, Criterion #2 and Criterion #3 are not to be considered.
3. When a student does not meet Criterion #1, then either Criterion #2 or Criterion #3 must be met.

(3) High-school Promotion Requirements

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 9th to 10th grade (sophomore), 5 units or more will be required.
2. If a student is to be promoted from 10th to 11th grade (junior), 10 units or more will be required.
3. If a student is to be promoted from 11th to 12th grade (senior), 16 units or more will be required, and the student must be on track for graduation after the successful completion of no more than two additional semesters.

(4) Students in Middle Schools Who Earn High-School Units

(a) If a student in the middle school takes a high-school course in 7th or 8th grade, the school may award high-school credit. Students may take courses in English language arts, mathematics, science, health, or social studies and/or meet one of the graduation requirements of an online course, service learning, or community service. The course must be the same as the course offered at the high-school level, and the course must be taught by a teacher who has the required license in the specific content area.

(b) Units obtained shall replace required content-area units required for a diploma per administrative policy. ~~The grades received shall be factored into high school grade point averages.~~ High school courses taken in 7th or 8th grade will be noted on the transcript along with the grade received. The grade/s received will not be factored into the high-school grade-point average.

(c) Awarding of high-school credits shall be determined after a student has demonstrated proficient or advanced performance in all standards of the course, as indicated on a district-sanctioned and -monitored comprehensive course exam in accordance with district procedures developed by the Superintendent.

(d) All recommendations for the admission of middle-school students to courses awarding high-school units will be determined by a school-based team that shall include the subject-area classroom teacher(s) and that uses the following district criteria:

- Criterion #1: Academic performance is defined as advanced levels that are measured and defined by classroom assessments based on all District-adopted grade-level standards for that content area.
- Criterion #2: Standardized test results show a proficiency level of advanced, which is measured and defined by the appropriate state assessment in English language arts, mathematics, science, and/or social studies.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 7.33, Grading Systems

Fiscal Impact Statement

NA

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 Policy and Procedure 7.33, Grading Systems, and Administrative Procedure 7.36, Promotion and Retention of Students, as indicated in this item.

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

(Item 3) Action on Resolution 1819R-006 by Director Voss Regarding Staff Recognition**Background**

At its meeting on August 30, 2018, the Milwaukee Board of School Directors referred resolution 1819R-006 by Director Voss regarding staff recognition to the Committee on Legislation, Rules and Policies (LRP):

WHEREAS, The Milwaukee Board of School Directors is committed to attracting and retaining the most effective staff possible for all schools and departments; and

WHEREAS, Administrative Policy 1.05, Recognition for Accomplishment, states, “The Milwaukee Public Schools shall appropriately recognize the achievements, contributions, and service of its staff members”; and

WHEREAS, Administrative Policy 1.05 further states, “It is entirely appropriate that additional recognition be bestowed for length of service by the Administration and the Board at appropriate intervals during an employee's service. Accordingly, the Department of Human Resources shall cause Milwaukee Public Schools employees to be identified and recognized for longevity of service with the district at the following intervals in their careers”; and

WHEREAS, Administrative Policy 1.05 also states, “Outstanding attendance records, specifically absence of three or fewer days chargeable to sick leave, exclusive of absences due to religious observance or death in the family, shall be recognized at the school or other work location, with a copy of the recognition to be placed in the employee's personnel file”; and

WHEREAS, Administrative Policy 1.05 has not been implemented with consistency or fidelity; now, therefore, be it

RESOLVED, That by adopting this resolution, the Milwaukee Board of School Directors reaffirm Administrative Policy 1.05, Recognition for Accomplishment; and be it

FURTHER RESOLVED, That Administrative Policy 1.05 be amended to include recognition for length of service at three and five years of service and every five years thereafter; and be it

FURTHER RESOLVED, The Administrative Policy 1.05 be amended to include an annual report, to be brought to the Board under the Awards and Commendations section of the agenda for the Board's regular meeting, to recognize staff for years of service, outstanding attendance, and special achievements, contributions, and service; and be it

FURTHER RESOLVED, That the Board direct the Administration to allocate funds during the October 2018 budget adjustment to support full implementation of Administrative Policy 1.05, beginning on January 1, 2019; and be it

FURTHER RESOLVED, That the Board direct the Administration, in consultation with the Office of Board Governance, to establish a companion procedure outlining implementation of Administrative Policy 1.05, to be brought to the Board for referral no later than the December 2018 board cycle for implementation beginning January 1, 2019.

Staff recognition is integral to an organization's climate and culture and is in alignment with the five priorities for success. The Administration is in agreement with the intent of the resolution and recommends its adoption, with the following amendments to the last two Resolveds, related to adjustments to the timeline:

FURTHER RESOLVED, That the Board direct the Administration to allocate funds ~~during the October 2018 budget adjustment~~ as part of the FY20 proposed budget to support full implementation of Administrative Policy 1.05, beginning on ~~January~~ March 1, 2019; and be it

FURTHER RESOLVED, That the Board direct the Administration, in consultation with the Office of Board Governance, to establish a companion procedure outlining implementation of Administrative Policy 1.05, to be brought to the Board for referral no later than the ~~December 2018~~ January 2019 board cycle for implementation beginning ~~January~~ March 1, 2019.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 1.05, Recognition for Accomplishment

Fiscal Impact Statement

This item does not authorize expenditures. Funds to cover implementation of the resolution will be included in FY20 budget planning.

Implementation and Assessment Plan

Upon approval by the Board, the Administration will update Administrative Policy 1.05, Recognition for Accomplishment, and work with the Office of Board Governance to create a companion procedure.

Committee’s Recommendation

Your Committee recommends that the Board adopt Resolution 1819R-006 by Director Voss regarding staff recognition, as amended.

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

* * * * *

(Item 4) Action on a Request to Make Technical Amendments to Board Rule 1.14, Voting Methods, and Board Governance Policy 2.03, Board Powers and Duties

Background

The Office of Board Governance is requesting a technical amendment to revise Board Rule 1.14, Voting Methods, and Board Governance Policy 2.03, Board Powers and Duties. Reference to the Chief Accountability and Efficiency Officer has been removed and replaced with reference to the management of the Office of Accountability and Efficiency.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Board Rule 1.14 - Voting Methods

Fiscal Impact Statement

This item has 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 is that the Board approve the revisions as indicated in the attachments to the minutes of your Committee’s meeting.

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

* * * * *

COMMITTEE ON PARENT AND COMMUNITY ENGAGEMENT

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Report with Possible Action on Services Provided to Students with Disabilities in the Least Restrictive Environment (LRE)

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

Background

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

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

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

LRE for Higher Outcomes

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

LRE Data

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

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

5. The information below compares MPS’s LRE data-relative services with the projection in DPI’s 2016 Annual Performance Report Summary for Wisconsin school districts. The MPS’s percentage includes all students who have IEPs, including for speech and language services. The reports attached to the minutes of your Committee’s meeting include the district’s information as well as each school’s percentage.

	Indicator		
	5A	5B	5C
State of Wisconsin’s Target, 2017-18	70.00%	7.90%	0.95%
MPS May 2018*	76.04%	18.57%	0.58%
MPS August 2018^	76.76%	22.79%	0.45%
MPS September 2018	76.68%	17.93%	0.44%
MPS October 2018	77.12%	18.03%	0.46%
MPS November 2018	77.11%	18.07%	0.48%

Please note, when the data for May were reported at the your Committee’s meeting in June, there were 14,445 students 6 through 21 years of age with disabilities enrolled.

The numbers for MPS’s August LRE are from the schools on the early-start Calendar. At the time of the August report, there were 6,538 students with disabilities enrolled in Milwaukee Public Schools.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 8.01, Student Nondiscrimination, Complaints and Appeals

Fiscal Impact Statement

No Fiscal Impact

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(Item 2) Report with Possible Action on the High School Region Showcase

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 High School Region comprises 23 schools, including large traditional high schools, multi-level schools, specialty schools, and alternative schools. The High School Region serves over 15,000 students in diverse settings to meet the varied needs of our students as they move towards graduation and post-secondary goals.

Casmir Pulaski High School has been selected to represent the region in our showcase.

Casmir Pulaski — Regional Showcase

Mission and Vision

Vision

We envision creating a rigorous, globally-focused learning environment whereby students attain world-class academic, cultural, and career proficiencies; understand their unique talents; and have the necessary skills to take their places as engaged citizens in our local, national, and international societies.

MPS Mission Statement

Milwaukee Public Schools is a diverse district that welcomes all students, preparing them for success in higher education, post-educational opportunities, work, and citizenship.

Honoring our tradition

Auto program
Bilingual program
Athletics

Looking to the future

Implementing 1B Middle Years Programme
Writing application for 1B Career Programme
Training of staff

Positive results

As of November 8, 2018, (end of Term 1):

- attendance increased by 2.4%
- suspensions decreased by 6.4%
- student failures decreased by 673
- increased 1.2 on State Report Card

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 7.01, Teaching and Learning Goals

Fiscal Impact Statement

None

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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 State Accountability Report Cards

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

As part of the state's accountability system, the Department of Public Instruction produces report cards for every publicly-funded school and district in Wisconsin. These Accountability Report Cards include data on multiple indicators for multiple years across four Priority Areas (Student Achievement, Growth, Closing Gaps, and On-track and Post-secondary Success). In addition, given their impact on student success, the Accountability Report Cards also measure chronic absenteeism and dropout rates.

This presentation of the State School Report Card's results fulfills the requirement in the 2015 Wisconsin Act 55 for the public reporting of state report cards.

District Report Card

Although the district increased in the areas of District Growth, Closing Gaps, and On-Track and Postsecondary Readiness on the 2017-18 state report card, the district's overall score was 57.0, Meets Few Expectations.

School Report Cards Summary

SUMMARY	2017-18	2016-17	Change
Significantly Exceeds Expectations	5	4	1
Exceeds Expectations and Exceeds Expectations*	29	25	4
Meets Expectations and Meets Expectations*	33	29	4
Meets Few Expectations and Meets Few Expectations*	33	34	-1
Fails to Meet Expectations and Fails to Meet Expectations*	39	46	-7
Alternate Accountability — Satisfactory Progress	8	9	-1
Alternate Accountability — Needs Improvement	10	10	0

*Note: Outlier score fluctuation is noted when any school's or district's report card has a 10-point or greater change (up or down) in its Overall Score. This amount of change in a single year is considered an outlier and may or may not be reflective of actual a school's or district's change in performance. Careful and cautious review of the report card and all supplemental pages is recommended.

10 schools in MPS have outlier scores in 2017-18, compared with 23 in 2016-17.

School Report Cards

Changes in Accountability Rankings	
Improved a Category Level	34
Stayed the Same	98
Went Down a Category	16
New School or First-time Report Card	9

Seventy-nine schools improved their report-card scores!

Priority Areas

Priority Areas	District		State	
	Score	Max	Score	Max
Student Achievement	34.1	100	63.0	100
English Language Arts (ELA) Achievement	18.7	50	32.1	50
Mathematics Achievement	15.4	50	30.9	50
District Growth	62.2	100	66.0	100
English Language Arts (ELA) Growth	33.0	50	33.0	50
Mathematics Growth	29.2	50	33.0	40
Closing Gaps	62.0	100	67.9	100
English Language Arts (ELA) Achievement Gaps	17.4	25	17.8	25
Mathematics Achievement Gaps	17.6	25	17.3	25
Graduation-rate Gaps	27.0	50	32.8	50
On-track and Postsecondary Readiness	67.1	100	85.0	100
Graduation Rate	26.4	40	36.3	40
Attendance Rate	34.6	40	36.7	40
3 rd -grade English Language Arts (ELS) Achievement	3.4	10	6.3	10
8 th -grade Mathematics Achievement	2.7	10	5.7	10

Weighting and Engagement

Priority-area Weights	Percentage Weight
Student Achievement	5.0%
District Growth	45.0%
closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Student-engagement Indicators	Deductions	
	Total	
Absenteeism Rate (goal <13%)	Goal not met	-5
Dropout Rate (goal <6%)	Goal met	0

Wisconsin Act 55

- Meet public reporting requirements of Wisconsin Act 55
- Schools notify parents by the end of December

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) Action on the 2019 Summer Academy Plan

Background

Milwaukee Public Schools offers summer extended-learning opportunities that provide academic and other learning supports to the youth in the city. For the summer of 2019, MPS will offer June Academy, which will run June 3-28, 2019, and July Academy, which will run July 1-26, 2019, with no classes to be held July 4-5, 2019. Elementary students attend Monday through Friday from 7:30 to 11:30 a.m., and high-school students attend Monday through Friday from 8:30 a.m. to 12:30 p.m.

Students in high school will have opportunities in June and July to strengthen or to enhance skills, to recover credits, to acquire credits, and to engage in career-based learning experiences. Offerings include both core courses and electives. Course sections for bilingual and English-language learners are offered. Students will also have the ability to enroll in face-to-face credit recovery, Edgenuity and Proximity online credit recovery, and credit acceleration. Students in the GEDO #2 and competency programs with two or fewer requirements for graduation can enroll in the summer with the goal to graduate.

Freshman Bridge, which will be offered at 21 high schools, allows incoming freshmen opportunities to meet ninth-grade teachers and classmates, to engage in academic activities, to connect to upperclassmen, to learn about the freshman experience, to acquire tools/strategies to navigate freshman year with success, and to identify extracurricular areas of interest.

Grade-8 promotional programming will have a curricular focus on document-based questions and transition to algebra. The growth of social-emotional competencies will be fostered by restorative practices and activities.

Middle-school programming will be more of a camp-like experience, integrating science, technology, engineering, and math (STEM) into cross-curricular lessons and experiences.

Middle School Bridge will be offered at seven middle schools. The Middle School Bridge's experiences allow incoming sixth-grade students and parents opportunities to form a realistic expectation of what middle school will be like, to build a sense of community, to explore extra-curricular activities, and to learn how middle school is different from elementary school.

Elementary summer areas of instructional focus include literacy through science and math lessons. Social-emotional areas of focus include scheduled brain breaks (15 minutes of engaging games) and growth mindset lessons. Programming will be offered in the areas of bilingual, ESL, Montessori, and arts.

Extended School Year (ESY) services are provided to qualifying students, as mandated in their Individualized Education Plans (IEPs), during both June Academy and Summer Academy. Schlitz Audubon Nature Programs and Discovery World Mobile Lab opportunities are built into the curriculum.

The School-to-Work Transition Program prepares students with special educational needs for the transition from school to the adult world of work and community living. High-school students have the opportunity to explore a variety of careers while learning appropriate work behaviors.

Summer Adventures focus on Wisconsin’s unique heritage, STEM/STEAM, coding, the natural environment, insects, life cycles, farm life, and integration of arts. Students will engage with community partners through field trips, camps and on-site activities for more student engagement.

The following are the proposed sites:

June Academy, Monday-Friday		2019	
Sites			
Elementary Sites/K-8	Congress ESY, REG, CCC		
Grade 8 Promotional Program	MHSA ESY, REG		
High School/Middle School	Hamilton TFA, REG	King	MHSA Grade 8, HS, ESY
July Academy, Monday-Friday		2019	
Sites			
Elementary Sites/K-8	Bethune ESL, CLC	Brown Safe Place	Carver CLC
	Clement ESY, CCC	Congress ESY, CCC	Cooper CCC
	Craig Montessori CCC	Fernwood Montessori CCC	Fifty-Third CLC
	Gaenslen ESY, Safe Place	Grantosa Safe Place	Greenfield BIL, ESL, CLC
	Hayes BIL, ESL, CLC, TFA	Kluge CLC	Mitchell BIL, ESL, Safe Place
	Morgandale BIL, ESL, CCC	Vieau BIL, ESL, CLC	Zablocki CLC
Grade 8 Promotional Program	MHSA		
High School/Middle School	Hamilton TFA, REG	King	MHSA ESY, REG

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 7.17, Summer Academy

Fiscal Impact Statement

Funding for the Summer Academy, which totals \$2,468,914 from board funds and \$2,519,093 from extension funds, is included in the 2018-19 amended budget. Costs for summer programs, including Freshmen and Middle School Bridge programs held in August, will be determined through the 2019-2020 budget process. Allocation of funding is coordinated by the Department of College and Career Readiness within the Office of Academics.

Implementation and Assessment Plan

Upon approval, the Administration will begin preparing for implementation in the summer of 2019. All summer academy programs are contingent upon funding, enrollment, and Facilities and Maintenance Service’s building-modifications projects. Changes necessitated by these contingencies will be reported to the Board.

Committee’s Recommendation

Your Committee recommends that the Board Approve the 2019 Summer Academy Plan.

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

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(Item 3) Report with Possible Action on the MPS Ambitious Instruction Plan

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

Background

The MPS Ambitious Instruction Plan is closely aligned with the Five Priorities for Success and has a strong emphasis on reading, writing, and mathematics. The Plan, which was introduced to schools this fall, is the focus of the teaching and learning work in MPS this school year. The Ambitious Instruction Roadmap was created to identify the corresponding professional learning on a month-by-month basis from October 2018 through the end of the 2018-2019 school year. This presentation provides a glimpse of the implementation work that has been done with the Ambitious Instruction Plan since October 2018.

Ambitious Instruction Plan

We will have high expectations, develop cultural competence (with a focus on language acquisition based on context), and connect students’ learning to their lived experiences. We will maintain an internal and consistent focus on the cultural identities and linguistic needs of our students in reading, writing, and math. We promote the use of differentiated formative and summative assessments to inform instruction. We ask that staff members continually work together to understand their learners e.g., community-building activities, review IEPs, ELL levels).

Curriculum Timeline

- Introduce access point for staff
- Review curriculum and assessments
- Content
- Skill/strategies
- Professional development
- Departmental chairs’ expectations, meeting dates, and discussions
- All district content area/grade level progress monitoring meetings, discussions and dates

Across All Content Areas: Identify which skills and strategies can be embedded into the curricula of other disciplines.

	Skills	Strategies
Reading	Identify essential skills that need to be present in the curriculum — all grade levels and all disciplines.	Identify effective strategies that will help students practice and learn essential skills.
Writing		
Math		

Professional Development & Support Systems:

What do staff need to know? How do we know they know it? How will we monitor the implementation and progress of this plan?

Special Education Program:

Provide strategies and supports for teachers through modeling in the classroom, school-based professional developments and intervention supports requested by school leaders.

Division of Bilingual Multicultural Education:

Support the district and schools with intentional language development and access to content that addresses the needs of culturally and linguistically diverse students. Promote the use of differentiated assessments to inform instruction. Embrace the native cultures and languages of our students with the goal of every student earning the Seal of Bi literacy.

- Intentional focus on curricula alignment
- High-quality instructional programs, practices, and materials

- Designed to strengthen core instruction
- Build strong foundation across content areas
- Mastery of reading, writing, and mathematical skills
- Every student receives what s/he needs
- Students graduate on time, prepared for college, career, and life

Reading

- Goal:** To prepare all students to read at grade level.
- Reading Vision:** Create a culture for reading and a community of readers to ensure high-quality reading practices happen every day in each classroom.
- Essential Skills:** WI standards and CCSS for reading that include:
- Decoding (explicit, systematic instruction based on developmental sequence, systematic word study, and interactive read-aloud)
 - Vocabulary Acquisition and Use (direct, explicit instruction of words in context, teaching specific context clues, directly teaching word-learning strategies, and connecting new concepts/meanings to prior knowledge)
 - Comprehension (scaffolding and building knowledge, building oracy (discourse)/language-experience approach, access to culturally and linguistically diverse literature and informational text, physical/active response to text, and reading aloud)
 - Fluency (speed, accuracy, and prosody/expression for literature and informational text)
- Effective Strategies:**
- High-quality instructional practices aligned to standards, rigor, and the essential components of reading
 - Use of formative, interim, and summative assessment and feedback to increase students' understanding, engagement, and achievement
 - Professional development that will focus on differentiated, tiered support for the identified skills and strategies and will be aligned with the SIP

Writing

- Goal:** To prepare all students for authentic writing opportunities across disciplines.
- Writing Vision:** Create a culture for writing that promotes communities of culturally and linguistically diverse writers.
- Essential Skills:** WI standards, CCSS and content standards for writing with a specific focus on:
- applying the writing process: planning, drafting, editing, revising
 - supporting writing with evidence from multiple perspectives
 - writing for a range of tasks (rhetorical, analytical, argumentative, informative, and narrative), purposes, and audiences
 - using academic and discipline-specific vocabulary
 - Building writing stamina
 - Summarizing, note-taking, paraphrasing
- Effective Strategies:**
- Provide explicit instruction that uses a process approach to writing
 - Plan for repeated practice and scaffolded support
 - Provide students with ongoing, timely, descriptive feedback through conferencing
 - Use formative, interim, and summative assessment and feedback to increase student understanding, engagement, and achievement
 - Continue to implement the Essential 6 Framework for literacy for writing in content areas
 - Professional Development will focus on differentiated tiered support for the identified skills and strategies and will be aligned with the SIP.

Math

- Goal: To prepare all students, starting in kindergarten, for success in algebra.
- Math Vision: Create a culture that maximizes learning of mathematics with high-quality instruction to ensure mathematical proficiency for every student.
- Essential Skills:
- WI Standards for Mathematics with a specific focus on:
 - Operations and algebraic thinking/expressions & equations, functions, algebra
 - Geometry
 - Measurement & data/statistics & probability
 - Standards for Mathematical Practice with a specific focus on:
 - #1: Make sense of problems and persevere in solving them
 - #2: Construct viable arguments and critique the reasoning of others
 - #3: Use appropriate tools strategically
 - #4: Attend to precision
- Effective Strategies:
- Use high-quality instructional resources aligned to the WI Academic Standards to plan and implement effective, engaging mathematics instruction
 - Use formative, interim, and summative assessments and feedback to increase students' understanding and to raise student achievement
 - Emphasize math vocabulary and student discourse within the context of math instruction
 - Professional development will focus on differentiated tiered support for the identified skills and strategies and will be aligned with the SIP.

Ambitious Instruction Plan Roadmap

START	October	Building a Culture of Reading, Writing and Math: Standards
	November	Effective Student Engagement in Reading, Writing and Math
	December	Creating a Culture and Conditions for Instructional Technology in Improving Student Outcomes in Reading, Writing, and Math
	January	Data-Driven Decision Making in Reading, Writing, and Math: Balanced System of Assessments
	February	Content-area Literacy: Using Academic and Discipline-specific Vocabulary
	March	Effective Ways to Increase Academic Performance on District, State, National/Global Assessments: Reading, Writing, and Math
	April	Maximize Learning for All Students Across Content Area
	May	Reflection: School Improvement Process
	June	Data Review: What Worked? What didn't? What should we do differently next year? FINISH

Ambitious Instruction Next Steps

- Continue to implement the Ambitious Instruction PD Roadmap
- Use the Regional System of Support to determine the needs of schools in implementing the Ambitious Instruction Plan
- Continue to use multiple data sources to determine the effectiveness of the Ambitious Instruction Plan

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 7.02, Instructional Priority Objectives

Fiscal Impact Statement

No fiscal impact

Implementation and Assessment Plan

N/A

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REGULAR ITEMS OF BUSINESS**(Item 1) Reports of the Board's Delegates**

The monthly reports of the Board's delegates to the District Advisory Council, to the Head Start Policy Council, and to CESA #1 were received. These reports are attached to the minutes of this meeting.

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

In an effort to support the goals identified by MPS as essential to the accomplishment of the MPS Vision and Mission, the President's activities during the month of December 2018 included the following:

Academic Achievement

Attended various District events, including:

- Black & Latino Male Achievement (BLMA) Department's monthly luncheon
- MPS Principals' Institute
- a meeting of Milwaukee Succeeds's Executive Committee
- a meeting of the Milwaukee Early Childhood Initiative
- community meeting at Daniel Webster Secondary School

Student, Family, and Community Engagement

Attended various community events, including

- Art Start portrait project
- meeting of the Black Male Stakeholders
- Highland School's 50th Anniversary celebration
- meeting of the Milwaukee Public Library's Building Development Committee
- kick-off of the Leading Men Fellowship
- Milwaukee Urban League's luncheon
- MKE Fellows luncheon
- meeting of the Black Male Achievement Advisory Council
- MPS Drumline kick-off

Discussed improved continuity of services and expanded opportunities for Milwaukee's children and families with local leaders, including:

- Danae Davis, Executive Director of Milwaukee Succeeds, and Ashante Hamilton,
- President of the Milwaukee Common Council
- Fox 6 Coat Drive

Effective and Efficient Operations

Met with District leaders to receive updates on District initiatives:

- Dr. Jacqueline M. Mann, Board Clerk/Director, Office of Board Governance
- Dr. Keith Posley, MPS Superintendent

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COMMUNICATIONS AND PETITIONS

(Item 1) Communication 1819C-001 Regarding the Hmong History Bill (Assembly Bill 34)

Background

The Office of Board Governance has received the following communication from Mr. Paul Vang requesting a hearing regarding the Hmong History Bill (Assembly Bill 34):

From: Paul Vang
Sent: Wednesday, December 5, 2018 10:25 AM
To: Governance
Subject: New Constituent Concern

Good Morning,

My name is Paul Vang. I am a former MPS educator (Chemistry teacher at Milwaukee High School of the Arts) and now work as a community advocate with a Hmong non-profit organization.

I am writing to you because several school boards throughout the state (Eau Claire, La Crosse) have recently passed resolutions supporting the Hmong History Bill (Assembly Bill 34). The bill would require Hmong history to be taught in WI classrooms. The Hmong community in Milwaukee would like to talk with their school board members about passing a similar resolution.

In Milwaukee, the Hmong population makes up over 10,000 individuals, and in our schools, Hmong students are making up an increasingly large proportion of the student body. In this climate of racial hostility, now more than ever, a pedagogy that reflects the diversity and cultures of our students is needed.

Please consider scheduling an item in an agenda or setting up a meeting so that members of our community can offer our perspective on the issue.

This item is being presented for referral in accordance with Board Rule 1.10, which requires that all communications be referred without action either to the appropriate committee for consideration or to the Superintendent in an attempt to settle the matter at issue without formal Board action.

Statute, Administrative Policy, or Board Rule Statement

Board Rule 1.10, Communications, Petitions, Resolutions for Referral

This communication was referred to the Superintendent of the Milwaukee Public Schools, in accordance with Board Rule 1.10(2).

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RESOLUTIONS

Resolution 181R-011

By Director Sain

WHEREAS, The Milwaukee Board of School Directors has legal and fiscal responsibilities for all District operations and is responsible for formulating and adopting policies; and

WHEREAS, The Milwaukee Board of School Directors has adopted, among its core beliefs, that, "Quality community partnerships add value"; and

WHEREAS, The Milwaukee Board of School Directors serves as a link between Milwaukee Public Schools and the people of the City of Milwaukee; and

WHEREAS, The Milwaukee Board of School Directors considers its responsibilities to include a social responsibility toward all the people who look to the school as the center of growth and development; and

WHEREAS, This link to the City of Milwaukee and the Board's social responsibility can be served by achieving local social policy goals to assist the local economy, and improving and protecting the local economy; and

WHEREAS, The District budgets and spends over \$200 million annually in purchased services with outside service providers in the school operation fund; and

WHEREAS, The City of Milwaukee has adopted a local business enterprise contracting program in order to offset unemployment in the city of Milwaukee and promote the economic growth of the city; now, therefore, be it

RESOLVED, That the Board direct the Administration, in conjunction with the Office of Accountability and Efficiency, to explore the feasibility of instituting a local purchasing program modeled after the city's program; and be it

FURTHER RESOLVED, That the Board direct the Administration, in conjunction with the Office of Accountability and Efficiency and the Office of Board Governance, to research the policies and procedures that guide local purchasing programs; and be it

FURTHER RESOLVED, That this analysis and recommendations for implementing a local purchasing program be brought back to the Board no later than the March 2019 Board cycle.

This resolution was referred to the Committee on Accountability, Finance, and Personnel.

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DEFERRED ITEMS

Having been previously deferred, the Board returned to the following items of business:

- Item Two of the Reports and Communications from the Superintendent of Schools is Action on the FY19 Protocols and Calendar for Completing the Evaluation Process for the Superintendent of Schools and Evaluation Rating Form
- Item Three of the Reports and Communications from the Superintendent of Schools is the Report with Possible Action Regarding a District Safety Drill as Required by WI. Act 143 and Other Associated Requirements.

Director Miller moved to retire to executive session for the following purposes:

1. pursuant to Wisconsin Statutes, Chapter 19.85(1)(c), to consider the employment, promotion, compensation, or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, for the purpose of considering Action on the FY19 Protocols and Calendar for Completing the Evaluation Process for the Superintendent of Schools and Evaluation Rating Form; and
2. pursuant to Wisconsin Statutes, Chapter 19.85(1)(d), which allows a governmental body to hold a closed session to consider strategy for crime detection or prevention, for the purpose of considering Possible Action Regarding a District Safety Drill as Required by WI. Act 143 and Other Associated Requirements.

The motion passed, the vote being as follows:

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

The Board retired to executive session at 7:56 PM.

The Board reconvened in open session at 9:12 PM.

Director Miller moved to approve the annual safety plan, inclusive of reports, assessments, and evaluations essential to compliance with Wis. Stat., §118.07(4)(e) and (CP), and to direct the Administration to file a copy of its school safety plan with the Office of School Safety.

The motion passed, the vote being as follows:

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

The Board adjourned at 9:15 PM.

JACQUELINE M. MANN, Ph.D.
Board Clerk