

**BOARD OF SCHOOL DIRECTORS  
MILWAUKEE, WISCONSIN  
AUGUST 31, 2017**

The Regular meeting of the Board of School Directors was called to order by President Sain at 6:37 p.m.

Present — Directors Baez, Bonds, Falk, Harris, Miller, Phillips, Voss, Woodward, Sain — 9.  
Absent and excused — 0.

President Sain requested a moment of silence to commemorate the passing of members of the MPS family:

- Justin Harris, an alum of Groppi High School, who passed on August 6, 2017;
- Calvin Pirtle, a 9<sup>th</sup>-grader at Riverside, who passed on August 8, 2017; and
- Angel Ortenga, an alum of Grandview High School, who passed on August 26, 2017.

**AWARDS AND COMMENDATIONS**

**(Item 1) MPS Winners of the Wisconsin Association of Bilingual Education (WIABE) Student Writing Contest**

Winners of the 2017 Wisconsin Association of Bilingual Education's (WIABE) Writing Contest were recently honored at the WIABE's Conference.

This year's theme was "Many Cultures, Many Languages Shape Our Future." Two winners are students in Milwaukee Public Schools.

The winner in the middle-school category, Bianey Calixto-Domínguez, an 8<sup>th</sup>-grader at La Causa Charter School, and the winner in the high-school category, Zing Tha, a 9<sup>th</sup>-grader at South Division HS, read their essays to the Board.

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**(Item 2) Excellence in Education Award — Vincent High School Agricultural Sciences Program**

Each month, the Milwaukee Board of School Directors recognizes an outstanding school/program, 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 posthumously present the "Excellence in Education Award" to:

Vincent High School Agricultural Sciences Program

The Vincent High School agricultural sciences program, which is now in its sixth year after a two-decade absence, has made exceptional strides in a very short amount of time. Last year the district announced the school's transformation into the Vincent High School of Agricultural Sciences, where every student would receive agricultural education.

Vincent is now one of the largest agriculture schools in the state of Wisconsin, with five dedicated agriculture teachers and a sixth teacher dedicated to culinary arts, which has been folded into the overall agriculture program. Students can choose from six pathways: animal science, horticulture (plant) science, food science, environmental science, agribusiness and entrepreneurship, and culinary arts.

The school has made significant advancements in recent years: a steering committee comprising MPS, business, post-secondary, and community partners has been established to advance and improve program outcomes. The school has also received significant support from UW-Madison's Molly Jahns, Professor of Agronomy at UW-Madison, and Gail Kraus, a full-time staff member dedicated to supporting the program.

A partnership with the Chicago High School for Agricultural Sciences has resulted in further curriculum development and improvement.

The program's progress is evident in the many events and community-building opportunities in which it has participated over the past several years. These include:

- visits from local dignitaries such as Mayor Tom Barrett; Wisconsin's Secretary of Agriculture, Ben Brancel; State Senator Lena Taylor; representation from US Senator Tammy Baldwin's office; and Alderwoman Chantia Lewis;
- the Wisconsin Idea Seminar tour, which included 40 UW-Madison staff who learned about innovative ideas in Wisconsin education;
- the opening of the Vincent Fresh Market, a café selling goods such as eggs, lotions, beeswax candles, lip balm, plants, fresh salads, and other items, all of which were grown, raised, or made in the program;
- students' exhibitions of market lambs at the Wisconsin State Fair;
- the Ag Spring Showcase, which included numerous exhibits from classroom projects, business and college representatives, and sales of goods from the program and was attended by the community, Vincent students, and selected 8<sup>th</sup>-grade students from area schools.

The enthusiasm for the agricultural program continues to build: Three feeder schools have been identified, and Vincent is working closely with each in an effort to create a pipeline through which students interested in agricultural education may enroll at Vincent.

We congratulate Vincent High School, the dedicated teachers and school administration, and all of the partners who have played significant roles in what the agricultural program has become, with an eye toward more exciting progress in the coming years.

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## **APPROVAL OF MINUTES**

The minutes of the regular meeting of July 27, 2017, were approved by consensus.

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## **REPORTS AND COMMUNICATIONS FROM THE SUPERINTENDENT OF SCHOOLS**

### **(Item 1) Action on a Request to Waive Administrative Policy 5.01(8)(B) to Close Daniel Webster**

#### **Secondary School (6850 N. 53<sup>rd</sup> Street) at the Close of the School Day on September 1, 2017, and to Waive Board Rule 1.09(2) to Allow Public Testimony**

Universal Academy for the College Bound (UACB), Webster Campus, was established as a non-instrumentality charter school in fall 2013, serving grades 6-10. In March 2017, the Board approved the mutual termination of the non-instrumentality charter school contract with UACB, to be effective April 7, 2017. The Board's action authorized the Administration to operate the Webster Campus as a traditional MPS school named Daniel Webster Secondary School, to be effective April 10, 2017.

Effective April 10, 2017, the Administration took leadership of the school and directed resources as necessary to mitigate disruption and provide for a smooth transition for students, families, and staff.

The Administration has placed great emphasis on working with families to enroll their children at the school. Student Services encouraged families looking for seats to enroll in Daniel Webster Secondary School. Auto-dialers informed families of the start date and time for Daniel Webster Secondary School.

Despite these efforts, Daniel Webster Secondary School remains under-enrolled at 269 students. Having achieved a total school enrollment of just 40% as of August 29, 2017, the school does not have enough students to offer the robust academic programs that every MPS student deserves. Therefore, the Administration is recommending the closure of the school, to be effective at the close of the school day on September 1, 2017.

Parents were notified of this recommendation via a letter and auto-dialer that invited them to attend meetings to learn more about the recommendation and their options. Two meetings were held on August 30, 2017, and two meetings were held on August 31, 2017. In addition, Student Services staff provided support to families for enrolling in other MPS schools.

Staff members were informed of the recommended closure at a staff meeting on August 29, 2017, and were provided with letters outlining reasons for the closure as well as the plan for staff placements in other buildings within the district.

To reduce disruption, it is recommended that middle-school students move to Morse and that the high-school students move to James Madison Academic Campus (JMAC) or Vincent High School. Each of these sites offers specialized programming: Morse Middle School for the Gifted and Talented focuses on science, technology, engineering and math (STEM), and college preparation; both JMAC and Vincent High School offer the culinary arts program, while Vincent High School offers an agricultural science program. Parents will also have the option of selecting other placements where there are available seats.

The Department of Student Services will make every effort to assist families in making this transition, including providing several opportunities to assist in selecting the MPS option that is best for each child.

### **Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Administrative Policy 5.01, Facilities

### **Fiscal Impact Statement**

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Closure of the Webster campus will result in estimated Fiscal Year 2017-18 district savings of \$1.5 million. This is the result of reductions in positions and in other costs for administration, support, and building operations, as well as a reduction in the enrollment reserve. Webster's staff will be reassigned to vacant positions elsewhere in the district.

### **Implementation and Assessment Plan**

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Upon approval by the Board, the Administration will close Webster Secondary School and will move students and staff as outlined above.

### **Committee's Recommendation**

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The Administration recommends that the Board:

1. waive Board Rule 1.09(2) in order to receive public testimony prior to taking action on this item;
2. waive Administrative Policy 5.01(8)(b), as it relates to the December 31 deadline for taking action on specific schools that will be closed the following year; and
3. close Daniel Webster Secondary School at the end of the school day on September 1, 2017.

Director Bonds moved to waive Board Rule 1.09(2) in order to receive public testimony prior to taking action on this item.

The motion prevailed, the vote being as follows:

Ayes — Baez, Bonds, Falk, Harris, Miller, Phillips, Voss, Woodward, Sain — 9  
Noes — 0

Following public testimony and discussion, Director Bonds moved that the Administration:

1. reconfigure the Daniel Webster School program to a traditional middle school;
2. work with community partners to provide services needed;
3. work with the Webster Community to determine the best program for the future; and
4. report back to the Board by November 2017 on the progress of the reconfiguration.

The motion prevailed, the vote being as follows;

Ayes — Baez, Bonds, Falk, Harris, Miller, Phillips, Voss, Woodward, Sain — 9  
Noes — 0

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## **(Item 2) Superintendent of Schools' Monthly Report**

The Superintendent's Report is designed to provide the Milwaukee Board of School Directors and the MPS community with an update on current activities underway to support the District's goals:

- Close the GAP
- Educate the Whole Child
- Redefine the MPS Experience
- Rethink High Schools
- Re-envision Partnerships
- Strengthen Communication Systems & Outreach Strategies
- Develop Our Workforce
- Improve Organizational Processes

### **Day One for Early Start Calendar Schools**

The first day of school for our Early Start Calendar Schools was August 14! Members of my staff and I, along with MPS Board members and community leaders, gathered at James Madison Academic Campus to celebrate the start of the school year!

The Early Start Calendar gives students more opportunities for success: students will have more weeks of instruction prior to national ACT and AP testing dates; the first semester will end in December, rather than over after the holiday break; and students will have the opportunity to participate in the June Term (J-term) to catch up or get ahead. The pilot program had encouraging results, with 70% of the participating seniors having graduated this summer.

### **Meetings from late June through mid-August**

I continue my role in the United Way of Greater Milwaukee and Waukesha County as a member of the 2017 Executive Committee. Plans are well underway for this year's campaign, and MPS employees will soon be hearing about how they can help make it another successful effort on behalf of our community members in need.

MPS leaders attended a week-long professional development, collaboration, and team building at PELP (Public Education Leadership Project) in Boston. It was an exhausting week, but very beneficial as we participated in discussions on how we can most effectively develop our staff and equip our leaders with strategies for successful student outcomes for the 2017-18 school year.

I worked closely with Himanshu Parikh, Chief of Human Resources and Dr. Keith Posley, Chief School Administration Officer, and his team to ensure that principal interviews were conducted in a timely manner to fill vacant positions in order to be ready for successful school openings.

After a rigorous weekend in Portland, Oregon, for the Council of the Great City Schools, which I chair, I was able to bring back practical and workable strategies to share with my Senior Team in an effort to ensure successful student outcomes for the Black and Latino Male Achievement initiative. I am extremely excited and optimistic about the opportunities which this new program brings, not only for us as a district, but throughout the Milwaukee community at large.

Much planning went into the Strategies for Leadership retreat that occurred on Monday, August 21, and Thursday, August 24, for members of district leadership. I am pleased to report that the retreat was very successful, and I look forward to the positive outcomes that we will see as a result.

We continue our partnership with the Panasonic Foundation. The Panasonic representatives we have been working with were here for their monthly Panasonic site visit. They assisted us by facilitating the Strategies for Leadership Retreat as well as the Board's retreat that took place on August 25.

I welcomed new educators to our MPS family. What incredible energy and excitement these new educators demonstrated, as they listened attentively to learn all about the workings of Milwaukee Public Schools. It was important to emphasize "the power of the village!" As they will soon discover, "teaching requires a lifelong commitment to learning." Through this learning process, it will be the sustaining of family and friends, the support of the community, and their access to school-based mentors that will be keys to their success.

I met with Tim Greinert for a bittersweet farewell. Tim the President of Junior Achievement of Wisconsin, Inc., recently announced his leaving the organization to pursue a position at the national level. Although we are saddened to see him go, we certainly extend him best wishes.

I participated in TEMPO Milwaukee's Emerging Women Leaders' fall program. TEMPO Milwaukee focuses on furthering the impact of women leaders in the Milwaukee community by way of leadership, mentoring, and networking, while also creating a society in which women hold an equal place in leadership, policy, and decision making.

I attended a Grow Your Own Teachers meeting with the M<sup>3</sup> (MPS, UWM, and MATC) executive sponsors, Dr. Mone and Dr. Martin. This program has great potential in terms of our staffing needs.

I participated in the GE Community Service Day at Emerson Elementary School. The incredible generosity of GE and the more than 100 employees volunteering was a welcome change amidst the less positive news throughout our city. The various acts of kindness demonstrated by GE and these volunteers sent a strong message to our students, families, and staff that education is important and that our schools and students are valued.

I was present for a meeting at Goodwill Industries with Vincent Lyles, President and CEO of Boys and Girls Club of Greater Milwaukee, and Jackie Hallberg, President and CEO of Goodwill Industries of Southeast Wisconsin. We discussed integrated work-based opportunities that would include all three organizations — MPS, Boys and Girls Club of Milwaukee, and Goodwill Industries.

I met with MTEA, which is looking forward to the onboarding of Ben Ward, the new Executive Director of MTEA. While it is bittersweet seeing Lauren Baker move on, we wish her well in her retirement and look forward to working with Ben Ward.

I addressed the school leaders at North Division High School at the kickoff of the first Principal's Leadership Institute. We spent the day providing building leaders with strategies, resources, and tools to be successful for this upcoming 2017–18 school year. The two areas that I focused on included a presentation and discussion on the Academic KPIs and the Twelve Things That you Need to Know, as extracted from the most recent version of the Principals' Playbook.

I had the opportunity to meet, greet, and address the new school administrators during a special session hosted at the Junior Achievement offices. This is such an exciting time to share with these administrators the various programs, resources, and personnel available to support them as they embark on their new journey.

I had a meeting with Jonas Prising, CEO of Manpower. We discussed our partnership and ways to enhance our current relationship.

I participated in a business meeting with Dr. Vicki Martin and Eileen Schwalbach (former Mt. Mary president) about a new Bradley Tech opportunity. We are really making great strides with Bradley Tech, as the Bradley Tech Foundation recently received confirmation of a grant awarded for \$216,000 from the Bucyrus Foundation, Inc., for the welding program.

My staff and I performed school walkthroughs at Vincent, River Trail, Madison, Webster, Morse, MacDowell, Milwaukee School of Languages, and Roosevelt. It was our goal to show students and their families a welcoming staff that is eager to assist, to clean facilities, and to provide proper resources to aid in successful student outcomes — all while demonstrating the finest MPS Proud spirit!

MPS staff and I joined Governor Scott Walker at the Wisconsin State Fair for the Blue Ribbon Auction. Students from Vincent High School's agriculture program showcased three sheep at the fair!

I attended a partnership event at Goodwill to celebrate Donald Driver's Thank You Fan Tour. He has been a great supporter of the district and our students.

I visited Hamilton High School, where I met with representatives of WISN-12 and the *Journal Sentinel* for interviews around the early school start calendar and school uniforms.

I joined a conference call for the Promise Neighborhood Grant application. This grant specifically targets children living in the most distressed communities of the United States. Should we become recipients, this grant would lend opportunity to improve academic and developmental outcomes considerably for our district.

I attended a meeting of the Milwaukee Succeeds Executive Committee at the Greater Milwaukee Foundation.

I hosted a meeting with Diane De La Santos, Executive Director of City on a Hill, and Judy Rauh about Removing Racial Residue.

I attended a Giving Galery Artist & Nonprofit Partner meeting, which included Ann Terrell (Executive Director of the MPS Foundation) and Eduin Fraga, who is a painter and has the task of expressing through his artwork the story of MPS. What an exciting time for MPS, since this is the Year of the Arts!

I held my first Superintendent's Central address of the school year. It was a very difficult opening, as I shared a moment of silence to honor the staff and students who passed since we last met; however, I was pleased to update staff on the great progress we are making as a district. We presented multiple staff with Superintendent Excellence Awards for their tremendous contributions to improving outcomes for students.

I met with the staff of the new Black & Latino Male Achievement department. There is an immediate and urgent need to get this department completely functional and ready to service our greatest population of students in need — Black and Latino males. I am very confident this department is fully capable of handling the dire issues before them and this critical call to action. We also met with Aron Cross and the Boys II Men Group at Milwaukee High School of the Arts.

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

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MPS Students created a mural celebrating diversity and music for display during the 50<sup>th</sup> Anniversary at Summerfest. The artists are all recent 8<sup>th</sup>-grade graduates who will be attending MPS high schools this fall, including Milwaukee High School of the Arts, Pulaski, Reagan, and Riverside. The project earned each student 20 hours of community service needed for graduation.

Gina Jorgensen, a veteran art teacher at North Division High School, reached out to Summerfest to create this unique opportunity for students. MPS is looking to continue this partnership with Summerfest and to seek new opportunities for future murals in other locations around the city. The district welcomes businesses to partner with schools as mentors and to develop unique opportunities. Information can be found at Adopt-a-School.

### **Students Complete High School in Summer Academy**

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Milwaukee Public Schools honored 167 students who completed graduation requirements during summer school and earned the right to wear caps and gowns. This year, MPS put a concentrated effort into summer high school, seeing it as a critical opportunity to ensure students have every chance to graduate and move on to college and career. A summer graduation ceremony recognizing their accomplishments was held July 28 at South Division High School.

This summer, MPS doubled the number of schools offering the summer high-school program and included Madison, Obama, Pulaski, Riverside, South Division, and Transition High Schools. Intensive outreach to students attracted those who could directly benefit from accelerated or recovery options. Offerings were increased and led to large-enrollment student success.

Students wore their school colors and accepted their diplomas from their own schools' principals at the large ceremony that was attended by family and friends.

### **Kohl's Donates Backpacks**

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Thanks to Kohl's, each student in four-year-old kindergarten in Milwaukee Public Schools will receive a backpack with school supplies. Nearly 200 Kohl's human resources associates volunteered to pack 10,000 backpacks that will be distributed to students during the first week of school.

Kohl's employees filled backpacks with crayons, pencils, glue sticks, folders, and more during the large-scale event. The backpacks come in an assortment of colors. School supplies will help ensure that all children have the tools they need to succeed in school and will reduce the need for teachers to pay for materials out of their own pockets.

### **MPS Uniform & Enrollment Fair**

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The MPS Uniform and Enrollment Fairs were held at South Division High School on July 15 and August 30 and at Vincent High School on August 5. Parents were able to enroll their children in school, try on uniforms, order uniforms from a variety of vendors, and discover school programs. A Kid Zone and refreshments were also provided.

### **Youth Apprenticeship Program**

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A new grant from the Wisconsin Department of Workforce Development will empower Milwaukee Public Schools to help more young people develop skills and experience to be successful in the workplace. The grant will grow the district's Youth Apprenticeship (YA) program to serve 250 students, up from 50 last school year.

The Youth Apprenticeship program provides MPS high-school juniors and seniors with paid, hands-on, work-based learning in high-skill/high-need industries so that they are better prepared for the careers of tomorrow.

Participating students may select from 11 career options approved by the Department of Workforce Development.

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Art, Audio/Visual Technology and Communications
- Finance
- Health Science
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Science, Technology, Engineering and Mathematics Transportation, Distribution, and Logistics
- Marketing

Wisconsin's YA program was authorized by state statute in 1991 as part of a statewide School-to-Work initiative. The Governor's 2017-19 budget proposal sustains demand-based YA funding with the ability to increase program support.

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

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

#### **Background**

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As of the publication of this report, Senator Alberta Darling, co-chair of the State's Joint Committee on Finance, has indicated that the Committee, which has been meeting to discuss details of the Foxconn proposal, will proceed with the K-12 education portion of the budget during the week of August 28, 2017. Legislative leaders have indicated that, while the Senate and Assembly share similar goals, final details concerning the remaining portions of the budget have yet to be agreed upon.

The Department of Public Instruction has issued a letter to the Governor and legislative leaders which outlines timeline concerns relative to issuing funds to schools and school districts while the budget is delayed.

Parents, community members, and other K-12 education advocates met in August at the third-annual Wisconsin Public Education Network Conference. The levels of activity and interest at the conference reinforced the recent results of the Marquette University Law School Poll, which indicated that citizens in the state strongly support increased funding for Wisconsin's schools.

At the federal level, as the traditional August recess comes to a close, significant items, including the federal budget, remain on the agenda and will need to be attended to in the weeks ahead. The President's proposed budget includes a \$9.2 billion reduction in funding for education.

**(Item 2) Action on a Disallowance of Claim****Background**

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A Notice of Claim and Claim relating to reimbursement of student transportation expenses by the Milwaukee Public Schools has been served on the Milwaukee Board of School Directors by Andrew T. Phillips of the von Briesen & Roper, S.C., on behalf of Messmer Catholic Schools, Inc. The Claim seeks the following relief:

- “1. Payment of damages for below statutory equation per pupil;
- “2. Injunctive relief seeking a declaration of the appropriate equation for transportation compensation under Wis. Stats. § 121.55(1)(c);
- “3. Reimbursement of the Claimant's costs, fees and expenses incurred in pursuing this claim; and
- “4. Such other relief as may be necessary and appropriate and including, but not limited to, such relief as may be authorized and ordered by any court of competent jurisdiction should this claim not be resolved prior to the commencement of litigation.”

The City Attorney, the Board's statutory legal counsel, has recommended that this Claim be disallowed. Under the provisions of Section 119.68 and Section 893.80 of the Wisconsin Statutes, this disallowance will permit the claimants a period of six (6) months in which to bring suit.

This item has been noticed for executive session pursuant to Wisconsin Statutes, Section 19.85(g), which allows the Board to retire to executive session for the purpose of conferring with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

**Recommendation**

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

Consideration of this item was deferred until the end of the agenda.

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

**(Item 1) Monthly Report, with Possible Action, on Activities within the Office of Accountability and Efficiency****Current Project Updates**

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## LGBT Supplier Diversity

## 1. Background

The Milwaukee Public Schools Historically Underutilized Business (HUB) program, which was adopted into policy on March 2, 1993, was created to aid, assist and protect, to the extent justified by evidence, the interests of historically underutilized business concerns in order to preserve free competitive enterprise and to ensure that a fair proportion of total expenditures is allocated for work to be done by HUB contractors and vendors.

HUB firms are for-profit businesses 51% controlled and owned by individuals who are socially and economically disadvantaged. Minority, Woman, HUB Zone, and Service-Disabled Veterans are currently recognized as allowable certification classifications for MPS HUB participation.

## 2. Update

Expanding HUB participation to the LGBT community demonstrates the District's commitment to equality and equity for all. MPS will join the ranks of national public and private corporate partners who have recognized the need for LGBTBE certification participation within their supplier-diversity programs.

The National Gay and Lesbian Chamber of Commerce (NGLCC) is the preferred certification agency, with a stringent application process that requires that the applicant provide supporting documentation verifying that the person meets the criteria for certification eligibility. Expanding the HUB initiative to include LGBTBE participation will work to increase the District’s supplier-diversity outcomes and will foster an inclusive contracting environment.

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**REPORTS OF STANDING COMMITTEES**

Separate consideration having been requested of Item 3 of the Committee on Legislation, Rules and Policies – Action on a Request to Revise Administrative Policy 9.11, School Governance Councils, and to Create an Administrative Procedure 9.11, School Advisory Councils — by Director Miller, Director Bonds moved to approve the balance of the Committee reports.

The motion prevailed, the vote being as follows:

Ayes – Baez, Bonds, Falk, Harris, Miller, Phillips, Voss, Woodward, Sain – 9  
 Noes – 0

**COMMITTEE ON ACCOUNTABILITY, FINANCE, AND PERSONNEL**

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

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

**Classified Personnel Transactions**

Ethnic Code	Name	Position and Salary	Date
<u>New Hires</u>			
2	Garry Levy	Boiler Attendant Trainee \$32,863.74	07/10/2017
5	Laurette Amoroso	Nutrition Technician \$35,964.00	07/13/2017
5	Scott Gleisner	Painter \$30.07 per hour	07/31/2017
2	Denise Thompson	School Secretary I — 10-month \$24,123.00	07/27/2017
2	Carmellett Westmoreland	School Secretary I — 11-month \$25,472.00	07/28/2017
<u>Promotions</u>			
2	Devona Blount	Central Kitchen Manager Assistant II \$37,797.00	07/24/2017
5	Jacob Cordes	Laborer — Chageman \$30.40 per hour	07/10/2017

Ethnic Code	Name	Position and Salary	Date
4	Guadalupe Lopez	Payroll Assistant I \$32,568.00	07/05/2017
4	Rebeca Areizaga	School Secretary I — 11-month \$33,572.00	07/28/2017
5	Janet Kasprzak	Secretary II \$41,000.00	07/05/2017
5	Mary Balistreri	Secretary II \$39,405.00	07/12/2017

### Action on Certificated Appointments

Codes	Name and Position	Division	Salary	Date
<u>Teachers</u>				
5,nr	Beck, John Gen'l Elem & K8 — All Grades	B	\$52,500.00	8/7/2017
5,r	Fritz, Mark School to Work	C	\$62,508.00	8/7/2017
5,r	Hayes, Victoria Speech Pathology	B	\$44,311.00	8/28/2017
5,nr	Korotev, Jayne Day-to-Day Teacher	B	\$41,311.00	8/7/2017
5,r	Monaco, Joan IDEA — Speech Pathology	B	\$62,508.00	8/7/2017
5,nr	Nelson, Emery Special Ed Multicategorical	B	\$41,311.00	8/7/2017
2,r	Roberts, Keith Health & Phy Ed	C	\$48,322.00	8/7/2017
5,nr	Rogall, Joseph Gen'l Elem & K8 — All Grades	B	\$51,000.00	8/17/2017
5,r	Scholz, Axel Science	B	\$41,311.00	8/7/2017
4,nr	Senske, Andrea Cat Math High	B	\$41,311.00	8/7/2017
5,r	Wright, Peter Special Ed Multicategorical	B	\$42,314.00	8/7/2017
5,r	Zelinski, Allison Special Ed Multicategorical	B	\$41,311.00	8/7/2017
<u>Teachers — IB Calendar</u>				
5,nr	Bart, Elizabeth Special Ed Multicategorical	B	\$41,311.00	8/7/2017
5,nr	Bell, Courtney Foreign Language	B	\$45,386.00	8/7/2017
5,nr	Koberstein, Anne Multicategorical Comp Sen	B	\$41,813.00	8/7/2017
<u>Permit Teachers — IB Calendar</u>				
5,nr	Gawlik, Aleksandra Special Ed Multicategorical	B	\$41,311.00	8/7/2017
<u>School Social Workers</u>				
5,nr	Bersch, Elizabeth Social Work	2A	\$52,093.00	8/16/2017

Codes	Name and Position	Division	Salary	Date
5,nr	LeClair, Alanna Social Work	2A	\$52,093.00	8/16/2017
<u>School Social Workers — IB Calendar</u>				
5,r	Bretzmann, Jordan School Social Work	2A	\$52,093.00	7/27/2017
5,r	McDermott, Peter School Social Work	2A	\$52,093.00	7/27/2017
5,r	Veto, Emily School Social Work	2A	\$52,093.00	7/27/2017
<u>School Psychologist</u>				
5,nr	Brugger, Ashley School Psych Services	51C	\$53,503.00	8/16/2017
5,nr	Calawerts, Stephanie School Psych Services	51C	\$53,503.00	8/16/2017
3,nr	Chan, Kai School Psych Services	51C	\$53,503.00	8/16/2017
5,r	Ferry, Matthew School Psych Services	51C	\$53,503.00	8/16/2017
5,r	Korducki, Richard School Psych Services	51C	\$85,293.00	8/16/2017
5,r	Kuiphoff, Jessica School Psych Services	51C	\$55,003.00	8/16/2017
3,nr	Shah, Seema School Psych Services	51C	\$53,503.00	8/16/2017
<u>School Psychologist — IB Calendar</u>				
5,nr	Brooks, Julie IEP Teams	51C	\$65,503.00	7/27/2017
5,r	Carter, Jennifer HS/MS Psych Services	51C	\$53,503.00	7/27/2017
5,r	Kast, Erica HS/MS Psych Services	51C	\$53,503.00	7/27/2017
5,nr	Meyer, Susan School Psych Services	51C	\$62,000.00	7/27/2017
5,nr	Patterson, Jenessa School Psych Services	51C	\$53,503.00	7/27/2017

Codes and Counts

- (a) Reappointment without tenure
- (b) Reappointment with tenure
- (nr) Non-Residents
- (r) Residents
- (1) Native American .....0
- (2) African American.....1
- (3) Asian/Oriental/Pacific Islander .....2
- (4) Hispanic .....1
- (5) White.....29
- (6) Other .....0
- (7) Two or More Ethnic Codes .....0
- Males.....9
- Females .....24

\* \* \* \* \*

**Certificated Leaves of Absence**

	Present Assignment	Effective From
Personal Leave, August 2017		
Elaine Everding	Fratney	08/28/2017
Lori Dingman	Vincent	08/28/2017
Illness Leave, May 2017		
Joanne Murphy	Engleburg	05/30/2017
Illness Leave, October 2017		
Danielle Schuh	Andrew Douglas	10/29/2017

**Report on Certificated Resignations and Retirements**

Reason	Yrs Svc	Eth Code	Name	Position	Location	Effective Date
<u>Certificated Resignations</u>						
Personal	4.7	5	Laurie Anderson	Teacher	Morse	07/28/2017
Personal	9.0	5	Richard Annis	Teacher	Gaenslen	07/25/2017
Other	2.0	5	Carolyn Atwell	Teacher	Spanish Imm	08/01/2017
Work						
Personal	19.0	5	Jennifer Baciak	Teacher	Parkside	07/25/2017
Personal	8.0	5	Thomas Baker	Teacher	Meir	08/01/2017
Other	3.9	5	Eric Bakka	Teacher	Lincoln MS	07/27/2017
Work						
Retire	32.2	5	Kevin Berlin	Teacher	HS of the Arts	10/11/2017
Other	3.0	5	Kayla Bruss	Teacher	Thurston Woods	07/25/2017
Work						
Personal	0.5	2	Sabrina Catlett	Teacher	Marshall	07/28/2017
Other	6.8	5	Wendy Concha Beirs	Teacher	Greenfield	07/25/2017
Work						
Personal	19.5	2	Latasha Dawson	AP	Marshall HS	08/08/2017
Other	2.3	5	Michael Elrod	Teacher	Gaenslen	08/02/2017
Work						
Other	17.0	5	Amy Fialkowski	Teacher	Hawthorne	08/03/2017
Work						
Other	8.0	6	Daniel Fouliard	Teacher	Pulaski	08/05/2017
Work						
Other	15.0	4	Jose Frias	Teacher	Rufus King	07/28/2017
Work						
Other	1.0	5	Sarah Gabriel	Teacher	Bay View	07/10/2017
Work						
Personal	12.0	5	Cady Gill	Teacher	Central Svcs	07/31/2017
Personal	3.8	5	Morgan Grimes	Teacher	Grantosa	07/17/2017
Other	3.5	5	Torrey Lauer	Teacher	North Division	07/27/2017
Work						
Other	9.0	5	Kristin Lee	Teacher	Auer	06/30/2017
Work						
Personal	5.0	5	Jean Lein	Teacher	Central Svcs	08/31/2017
Other	21.0	5	David Long	Teacher	Rufus King	07/07/2017
Work						
Personal	0.5	5	Gena Lyon	Teacher	French Immersion	07/10/2017
Other	3.0	2	Joshua Mack	Teacher	Marshall HS	07/11/2017
Work						

Reason	Yrs Svc	Eth Code	Name	Position	Location	Effective Date
Personal	8.5	5	Rebecca McCallister-Hall	Teacher	Greenfield	06/13/2017
Personal	10.0	5	Maggie McGinty	Teacher	Central Svcs	07/24/2017
Other	12.0	2	Lekynik Meyer	Teacher	French Immersion	07/31/2017
Work						
Personal	1.6	5	Amanda Munsch	Teacher	Morgandale	07/26/2017
Personal	3.0	4	Beatriz Pacheco	Teacher	Lincoln MS	07/25/2017
Personal	2.0	5	June Page	SSW	Central Svcs	07/10/2017
Personal	9.0	2	Krishana Robinson	Teacher	Bethune	07/26/2017
Other	0.3	5	Mary Roidt	Teacher	Central Svcs	07/12/2017
Work						
Personal	2.0	5	Lauren Rutter	Teacher	HS of the Arts	07/28/2017
Personal	9.7	4	Blanca Sanchez Walker	Teacher	Doerfler	07/17/2017
Other	3.0	5	Thomas Schadeberg	Teacher	Grantosa	07/13/2017
Work						
Other	3.4	5	Gregory Springman	Teacher	Lincoln Ave	08/16/2017
Work						
Personal	8.6	5	Shane Tendick	Teacher	North Division	08/02/2017
Personal	1.0	2	Reginald Thompson	Teacher	Bay View	06/30/2017
Other	8.7	4	Guadalupe Torres	Teacher	ALBA	07/11/2017
Work						
Retire	17.0	2	Margaret Wallace	Teacher	Lancaster	07/21/2017
Personal	15.0	5	Lisa Wolter	Teacher	Riley	08/11/2017
Other	0.7	5	Suzanne Zidek	Teacher	IDEAL	07/20/2017
Work						

Classified Retirements

Retire	29.3	5	Norah Zilisch	Teacher	New School	11/20/2017
Retire	26.4	2	Tim Belin	CHA	Marshall HS	07/02/2017
Retire	33.5	5	Judith Bentley	Gen Ed Asst	Hamilton HS	06/30/2017
Retire	49.8	5	Erwin Bukin	Proc Assoc	Central Svcs	07/05/2017
Retire	28.7	5	Elizabeth Fleming	Para	Riley	06/30/2017
Retire	31.8	5	Shirley Lakritz	Para	Kilbourn	07/07/2017
Retire	23.1	2	Milo Lee	Safety Asst	SS&A	07/02/2017
Retire	27.8	2	Delores Lenora	Safety Asst	SS&A	07/01/2017
Retire	16.2	5	Lois Mattias	BSH I	Victory	07/20/2017
Retire	13.5	2	Wendy Poole	BSH I	Webster	07/01/2017
Retire	12.5	2	Sharon Skinner	Manager	Central Svcs	07/01/2017
Retire	26.7	5	Mark Strzelecki	Roofer	Roofing Shop	07/01/2017
Retire	13.2	2	Shirley Turner	Analyst	Central Svcs	07/01/2017
Retire	23.6	5	Daniel Wescott	Engineer I	Neeskara	07/01/2017

**Affirmative Action Report**

The Affirmative Action monthly transaction report for July 2017 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 Committee reports.*

\* \* \* \* \*

**(Item 2) Action on Recommended Administrative Appointments, Promotions, Reassignments of Principals, and Limited-Term Employment (LTE) Contracts Exceeding Sixty Days**

**Recommended Appointments**

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

Code	Name	Position	Salary
(4)(r)	Lisette Rodriguez Reed	Instructional Superintendent Office of the Chief of Innovation & Information	Schedule 03, Range 16A \$116,816
(5)(r)	Lisa Haar	Coordinator III, Student Performance Office of the Chief of Innovation & Information	Schedule 03, Range 08A \$92,575
(4)(r)	Jose Garcia Joven	Coordinator III, Student Performance Office of the Chief of Innovation & Information	Schedule 03, Range 08A \$74,705
(2)(r)	Robin Pitts	Administrative Assistant III Office of the Chief of Human Resources	Schedule 03, Range 03A \$64,558
(5)(r)	Jessica Votava	Coordinator III, Student Performance Office of the Chief of Innovation & Information	Schedule 03, Range 08A \$63,966
(5)(r)	Carrie Ludwig	Coordinator II, Building Operations Office of the Chief of Operations	Schedule 03, Range 07A \$61,001
(5)(nr)	Ashley Skog	Coordinator I, Internal Communications Office of the Chief of Staff	Schedule 03, Range 06A \$58,168
(5)(r)	Kim-Lien Callies	Analyst I, Financial Planning and Budget Office of the Chief of Finance	Schedule 03, Range 05A \$51,682
(5)(r)	Mason Lavey	Analyst I, Financial Planning and Budget Office of the Chief of Finance	Schedule 03, Range 05A \$51,682
(2)(r)	Angie Izard	Planning Assistant II Office of the Chief of Academics	Schedule 03, Range 01A \$50,925.00
(2)(r)	Malaika Osei	Planning Assistant III College & Career Readiness Office of the Chief of Academics	Schedule 03, Range 02A \$45,563
(5)(r)	Sarah Beck	Planning Assistant III College & Career Readiness Office of the Chief of Academics	Schedule 03, Range 02A \$42,814
(2)(r)	Charmane Perry	Planning Assistant III College & Career Readiness Office of the Chief of Academics	Schedule 03, Range 02A \$42,814
(2)(r)	Shariah Salahaladyn	Planning Assistant III College & Career Readiness	Schedule 03, Range 02A \$42,814

**Recommended Re-assignments**

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

(2)(r)	Orlando Ramos	Principal on Special Assignment South Division High School Office of the Chief of School Administration	\$132,434
(2)(r)	Lonnie Anderson	Manager III — Educator Effectiveness Office of the Chief of Innovation and Information	\$117,898
(2)(r)	Robin Simpson	Assistant Principal III Marshall High School Office of the Chief of School Administration	\$84,739
(2)(r)	Kimberly Haynes	Assistant Principal III South Division High School Office of the Chief of School Administration	\$82,565
(5)(nr)	Glen Dawursk	Assistant Principal III Lynde and Harry Bradley Technology and Trade School Office of the Chief of School Administration	\$81,514

(5)(r)	Kara Ippoliti	Assistant Principal III Milwaukee High School of the Arts Office of the Chief of School Administration	\$81,514
(2)(r)	Johnny Parker	Assistant Principal I Starns Early Childhood/Discovery Learning Center Office of the Chief of School Administration	\$75,960
(2)(r)	Damaris Ayala	Assistant Principal I Victory K8 and Milwaukee Italian Immersion School Office of the Chief of School Administration	\$74,128

### **Recommended LTE Contracts**

Your Committee recommends that the Board review and approve the following LTE contracts exceeding sixty days, pursuant to Administrative Policy 6.23(4)(b):

Code	Name	Position	Salary and Dates
(5)(r)	Carl Czajka	Washer and Dryer Installer Office of the Chief of Operations	\$65.00 7/1/17-9/30/17
(5)(r)	Susan Apps	Administrator Coach & Mentor Office of the Chief of School Administration	\$40.00 7/1/17-1/1/18
(2)(r)	Rose Carr	Administrator Coach & Mentor Office of the Chief of School Administration	\$40.00 7/1/17-1/1/18
(2)(r)	Beverly Conner	Administrator Coach & Mentor Office of the Chief of School Administration	\$40.00 7/1/17-1/1/18
(2)(r)	Thyra Handford	Administrator Coach & Mentor Office of the Chief of School Administration	\$40.00 7/1/17-1/1/18
(5)(r)	Barbara Hart	Building Coordinator Office of the Chief of Academics	\$40.00 7/24/17-12/22/17
(5)(r)	Joseph Hartlaub	Administrator Coach & Mentor Office of the Chief of School Administration	\$40.00 7/1/17-1/1/18
(5)(nr)	Mary Kelley	Administrator Coach & Mentor Office of the Chief of School Administration	\$40.00 7/1/17-1/1/18
(2)(r)	Sharon McDade	Administrator Coach & Mentor Office of the Chief of School Administration	\$40.00 7/1/17-1/1/18
(5)(r)	Virginia McFadden	Administrator Coach & Mentor Office of the Chief of School Administration	\$40.00 7/1/17-1/1/18
(5)(r)	Susan Ratka	Administrator Coach & Mentor Office of the Chief of School Administration	\$40.00 7/1/17-1/1/18
(5)(nr)	Thomas Reinke	Preventative Service Specialist Office of the Chief of Academics	\$40.00 9/1/17-3/1/18
(5)(r)	Marybeth Sandvig	Administrator Coach & Mentor Office of the Chief of School Administration	\$40.00 7/1/17-1/1/18
(5)(r)	Carol Stein	District IB/Advanced Academics Expansion Consultant Office of the Chief of Academics	\$40.00 7/1/17-12/31/17
(2)(r)	Peggie Swift	Administrator Coach & Mentor Office of the Chief of School Administration	\$40.00 7/1/17-1/1/18
(2)(r)	Winifred Tidmore	Administrator Coach & Mentor Office of the Chief of School Administration	\$40.00 7/1/17-1/1/18
(5)(r)	Annette Walters	Physical Therapist Office of the Chief of School Administration	\$40.00 8/16/17-1/25/18
(1)(nr)	Linda Wandtke	Administrator Coach & Mentor Office of the Chief of School Administration	\$40.00 7/1/17-1/1/18
(5)(r)	Barbara Anderson	Induction Specialist Office of the Chief of Innovation and Information	\$30.00 8/4/17-2/4/18
(2)(r)	Payton Anderson	Regional Attendance Liaison Office of the Chief of School Administration	\$30.00 8/14/17-12/30/17
(2)(r)	Tuwania Anderson	Independent Hearing Officer Office of the Chief of School Administration	\$30.00 8/7/17-2/7/18
(2)(r)	Lajuan Barnes	Academic Services for Expelled Students Office of the Chief of Academics	\$30.00 8/14/17-2/14/18
(5)(nr)	Mae Beard	Induction Specialist Office of the Chief of Innovation and Information	\$30.00 8/25/17-2/25/18

Code	Name	Position	Salary and Dates
(5)(r)	Doris Bisek	Induction Specialist	\$30.00
		Office of the Chief of Innovation and Information	8/4/17-2/4/18
(2)(r)	Cheryl Buckhanan	Regional Attendance Liaison	\$30.00
		Office of the Chief of School Administration	8/14/17-12/30/17
(5)(r)	Geoffrey Carter	Academic Services for Expelled Students	\$30.00
		Office of the Chief of School Administration	8/14/17-2/14/18
(5)(r)	Geoffrey Carter	Induction Specialist	\$30.00
		Office of the Chief of Innovation and Information	8/4/17-2/4/18
(5)(r)	David Caruso	Induction Specialist	\$30.00
		Office of the Chief of Innovation and Information	8/4/17-2/4/18
(2)(r)	Beverly Cooley	Regional Attendance Liaison	\$30.00
		Office of the Chief of School Administration	8/14/17-12/30/17
(5)(nr)	Sheryl Dufek	Induction Specialist	\$30.00
		Office of the Chief of Innovation and Information	8/25/17-2/25/18
(2)(r)	Dyonna Ferguson	Regional Attendance Liaison	\$30.00
		Office of the Chief of School Administration	8/14/17-12/30/17
(2)(r)	Gerard Fisher	Independent Hearing Officer	\$30.00
		Office of the Chief of School Administration	8/7/17-2/7/18
(5)(r)	Karen Flanagan	Induction Specialist	\$30.00
		Office of the Chief of Innovation and Information	8/25/17-2/25/18
(5)(nr)	Margaret Foerg	Induction Specialist	\$30.00
		Office of the Chief of Innovation and Information	8/25/17-2/25/18
(5)(r)	Dale Garman	Regional Attendance Liaison	\$30.00
		Office of the Chief of School Administration	8/14/17-12/30/17
(2)(r)	Johnell Graham	Regional Attendance Liaison	\$30.00
		Office of the Chief of School Administration	8/14/17-12/30/17
(2)(r)	Mary Hall	Regional Attendance Liaison	\$30.00
		Office of the Chief of School Administration	8/14/17-12/30/17
(2)(r)	Karen Hampton	Regional Attendance Liaison	\$30.00
		Office of the Chief of School Administration	8/14/17-12/30/17
(2)(r)	Rozalia Harris	Induction Specialist	\$30.00
		Office of the Chief of Innovation and Information	8/25/17-2/25/18
(2)(r)	Janie Hatton	Induction Specialist	\$30.00
		Office of the Chief of Innovation and Information	8/4/17-2/4/18
(2)(r)	Joyce Hopson	Regional Attendance Liaison	\$30.00
		Office of the Chief of School Administration	8/14/17-12/30/17
(2)(r)	Justine Hutchins	Induction Specialist	\$30.00
		Office of the Chief of Innovation and Information	8/4/17-2/4/18
(2)(r)	Aquine Jackson	Independent Hearing Officer	\$30.00
		Office of the Chief of School Administration	8/7/17-2/7/18
(2)(r)	Jan Johnson Carlyle	Induction Specialist	\$30.00
		Office of the Chief of Innovation and Information	8/25/17-2/25/18
(2)(nr)	Delores Jones	Induction Specialist	\$30.00
		Office of the Chief of Innovation and Information	8/4/17-2/4/18
(5)(r)	Debbie Karow	Induction Specialist	\$30.00
		Office of the Chief of Innovation and Information	8/25/17-2/25/18
(5)(r)	Robin Kitzrow	Induction Specialist	\$30.00
		Office of the Chief of Innovation and Information	8/4/17-2/4/18
(5)(r)	Nicholas Lang	Percussion Specialist	\$30.00
		Office of the Chief of School Administration	8/14/17-12/22/17
(1)(r)	Sylvia Leal	Induction Specialist	\$30.00
		Office of the Chief of Innovation and Information	8/25/17-2/25/18
(2)(r)	Christopher Levy	Regional Attendance Liaison	\$30.00
		Office of the Chief of School Administration	8/14/17-12/30/17
(5)(r)	Therese Meurer	Induction Specialist	\$30.00
		Office of the Chief of Innovation and Information	8/25/17-2/25/18
(5)(r)	Timothy Miller	Induction Specialist	\$30.00
		Office of the Chief of Innovation and Information	8/25/17-2/25/18
(5)(r)	Colleen Munch	Induction Specialist	\$30.00
		Office of the Chief of Innovation and Information	8/25/17-2/25/18

Code	Name	Position	Salary and Dates
(2)(r)	Nobie Reed	Regional Attendance Liaison Office of the Chief of School Administration	\$30.00 8/14/17-12/30/17
(5)(nr)	Carol Reiners	Independent Hearing Officer Office of the Chief of School Administration	\$30.00 8/7/17-2/7/18
(2)(r)	Valerie Rivas	Regional Attendance Liaison Office of the Chief of School Administration	\$30.00 8/14/17-12/30/17
(2)(r)	Fred Royal Jr	Independent Hearing Officer Office of the Chief of School Administration	\$30.00 8/7/17-02/07/18
(2)(r)	Linda Smith	Induction Specialist Office of the Chief of Innovation and Information	\$30.00 8/25/17-2/25/18
(5)(nr)	Barbara Sonnenberg	Induction Specialist Office of the Chief of Innovation and Information	\$30.00 8/4/17-2/4/18
(2)(r)	Lavonda Stewart Whitley	Regional Attendance Liaison Office of the Chief of School Administration	\$30.00 8/14/17-12/30/17
(5)(r)	Robin Waeltz	Induction Specialist Office of the Chief of Innovation and Information	\$30.00 8/4/17-2/4/18
(2)(r)	Nadine Williams	Regional Attendance Liaison Office of the Chief of School Administration	\$30.00 8/14/17-12/30/17
(2)(r)	Ouida Williams	Induction Specialist Office of the Chief of Innovation and Information	\$30.00 8/25/17-2/25/18
(2)(r)	Ouida Williams	Regional Attendance Liaison Office of the Chief of School Administration	\$30.00 8/14/17-12/30/17
(2)(r)	Cortez Vanfelder	Independent Hearing Officer Office of the Chief of School Administration	\$30.00 8/7/17-2/7/18
(5)(r)	John Zablocki	Induction Specialist Office of the Chief of Innovation and Information	\$30.00 8/25/17-2/25/18
(5)(r)	Erin Dentice	Agriculture Program Coordinator Office of the Chief of School Administration	\$28.25 9/1/17-12/31/17
(5)(r)	Steven Friedenberg	Violin Teacher Office of the Chief of School Administration	\$25.00 9/1/17-12/31/17
(5)(nr)	Celeste Hoze	JETI Liaison Office of the Chief of Academics	\$25.00 8/7/17-2/7/18
(5)(r)	Sarah Shinkle	Kindergarten Immersion Support Office of the Chief of Academics	\$25.00 7/1/17-12/31/17
(2)(r)	Jacqueline Davis	Substitute Administrative Assistant Office of the Chief of Human Resources	\$21.00 8/1/17-2/1/18
(5)(r)	Kevin McDonald	Intensive Support Office of the Chief of Academics 5/30/17 to 6/12/17	\$20.00
(5)(nr)	Karen Zeqiri	Contract Compliance Service Assistant Analyst Office of Accountability & Efficiency	\$20.00 7/1/17-12/31/17
(2)(r)	Sharnece Nelson	Contract Compliance Secretary Office of Accountability & Efficiency	\$15.00 7/1/17-12/31/17

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 Committee reports.*

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**(Item 3) Action on Request for Reinstatement with Extension of a Contract for Actuarial Consulting Services**

**Background**

The Administration is requesting authorization to reinstate and extend the contract with Milliman, Inc., for actuarial consulting services. This contractor provides consulting services relating to the District’s self-funded health plans. The Administration, on the basis of continuity, seeks to reinstate the expired contract for another term. The contract expired prior to an extension being completed; thus, a reinstatement reflects this occurrence and effectively restarts the agreement.

The original contract, which resulted from RFP 719, was authorized by the Board for a term of July 1, 2011, through June 30, 2016. The Board authorized an extension from July 1, 2016, through June 30, 2017. The Administration, on the basis of continuity, seeks to extend the contract for another term.

This contract extension will run from September 1, 2017, through June 30, 2018. The total cost of the contract in this extension year will not exceed \$110,200.

**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..

OBA-0-0-EMB-DW-ECTS (Employee Benefits — Contracted Services) .....\$110,200

Milliman, Inc.

HUB Participation	
Required.....	8%
Proposed .....	8%
\$ Value.....	TBD
Student Engagement (per 12-month contract)	
Paid Student Employment-hour Commitment .....	0
Student Career-aAwareness Commitment .....	0

**Implementation and Assessment Plan**

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

**Committee’s Recommendation**

Your Committee recommends that the Board reinstate and approve the extension with Milliman, Inc., as set forth in the attachments to the minutes of your Committee’s meeting.

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

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**(Item 4) Action on Recommended Plan of Audits and Report on District Risk-assessment Plan**

**Background**

1. Annually, the Board of School Directors adopts an Annual Plan of Audits which identifies audit activities that the Office of Board Governance-Audit Services will conduct during the ensuing fiscal year.

2. After the continuing and required audits have been determined, the next step in developing the annual audit plan involves using the results of the District Risk Assessment. Audit Services staff also review the Board’s proceedings to identify possible audit topics. These audit topics then serve as the basis for drafting the annual audit plan, which provides information on possible audit objectives and anticipated resources required to complete each audit.

3. The proposed FY18 Annual Plan of Audits and District Risk Assessment have been completed and are being submitted for the Board's review and approval. The plan includes continuing and required audits and proposed audits. Included with the recommendation is a summary of available days which identifies estimated resource requirements for each audit and shows how available days will be used to support the audit plan.

4. The proposed FY18 Annual Plan of Audits includes audit activities for the Board-approved Audit Services areas, including financial audits, departmental and program audits, fraud investigations and other reviews, and school audits with corresponding days. This year's FY18 Annual Audit Plan includes both cyclic and non-cyclic departmental and program audits. Cyclic departmental and program audits will be scheduled on a recurring basis in high-risk/high-impact areas such as accounts payable, payroll, financial reporting, and IT security, among others. Non-cyclic program evaluations could include reviews of immersion programs, bilingual programs, summer school programs, and benefits eligibility and a best-practices review of fixed-asset management, among others.

5. Per Board Governance Policy 2.12, Board Audits: Annual Plan and Coordination, audits not ordered in the Audit Plan, but later determined to have major implications for the District, require the Board's approval to amend the annual plan of audits. This policy also provides for the Director of the Office of Board Governance to have the authority to approve critical and emergency audits during the year.

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

BG 2.12, Board Audits: Annual Plan and Coordination

**Implementation and Assessment Plan**

Upon approval by the Board, the Office of Board Governance-Audit Services will implement the FY18 Annual Plan of Audits and Risk-assessment Plan.

**Committee’s Recommendation**

Your Committee recommends that the Board approve the FY18 Annual Plan of Audits as attached to the minutes of your Committee’s meeting.

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

\* \* \* \* \*

**(Item 5) Action on Monthly Finance Matters: Authorization to Make Purchases; Informational Report on Change Orders in Excess of \$25,000; 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**

State Contract Authorization to Purchase from Ewald’s Hartford Ford, LLC, for Ford Vehicles Contract  
The Administration is requesting authorization to utilize a state contract to purchase, from Ewald’s Hartford Ford, LLC, seven Ford vehicles for use by the Department of Facilities and Maintenance. This purchase will be made under the State of Wisconsin’s Contract #505ENT-M17-2017VEHICS-02.

The vehicles to be purchased are: six 2018 Ford Transit Connect Van XL LWB w/Rear Symmetric Doors (state contract bid item number F30) at \$21,925.50 each, totaling \$131,553; and one 2018 Fleet/Non-Retail F-150 4WD Regular Cab 122.5" XL F1E (state contract bid item number F36) at \$26,250.50.

This will be a one-time purchase, and funds expended will not exceed \$157,803.50.

Budget Codes	MTN-0-0-VRP-11-ERVH (Vehicle Replacement – Construction Fund) .....	\$150,000
	FAR-0-0-MM2-DW-ECNC8 (District-wide Construction).....	\$7,803.50

Ewald’s Hartford Ford, LLC

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

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

RFB 5754 Authorization to Enter into a Blanket Agreement with CDW Government LLC for Chrome Devices

The Administration is requesting authorization to enter into a blanket agreement with CDW Government LLC to provide Chrome devices. These Chromebooks, Chromeboxes, Chromebook service and Chrome operating system licenses will be used in schools to refresh current inventories and continue to decrease student-to-device ratios.

This vendor was chosen pursuant to RFB 5754. CDW Government LLC was the lowest-complying bidder.

This blanket agreement will run from September 1, 2017 through August 31, 2018 (the “Initial Term”), with the option of two additional one-year extensions if certain performance metrics are met. The total cost of the goods purchased will not exceed \$4,995,560 during the Initial Term.

Budget Code	Varies by location ordering goods .....	\$4,995,560
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CDW Government LLC

Prime Contractor Information	
Certified HUB Vendor? .....	No
Total # of Employees .....	7,123
Total # of Minorities .....	1,837
Total # of Women .....	2,080

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

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

**Report on Change Orders in Excess of \$25,000**

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

Contract: C021121  
Lamers Bus Lines, Inc.

In April 2014, as a result of RFP 844, the Board approved a contract with Lamers Bus Lines, Inc., for regular school-day bussing services. Subsequent extensions were authorized; the Second Extension was authorized

in the amount of \$5,270,000. Due to the increase in route transportation needs throughout this school year, the contract was increased by \$569,000 and reported to the Board in July. As this school year came to a close, the Office of Finance reviewed this contract and determined an additional \$172,765.70 was necessary to reconcile outstanding payments.

Original Contract Amount (FY17) .....	\$ 5,270,000.00
July Increase .....	\$ 569,000.00
Increase.....	\$ 172,765.70
Adjusted Contract Amount.....	<u>\$ 6,011,765.70</u>

**Routine Monthly Reports**

The report on administrative and school fund transfers; report on contracts under \$50,000 and cumulative total report; and report on monthly grant awards are attached to the minutes of your Committee’s meeting. These are informational items, and no action is required.

**Acceptance of Donations**

Location	Donor	Amount	Gift or Purpose
<b>Monetary Donations</b>			
Eighty-First Street School	Leaddog Marketing Group	\$1,000.00	Kohl's Cares Field Trip Grant
Eighty-First Street School	Leaddog Marketing Group	\$1,000.00	Kohl's Cares Field Trip Grant
Wedgewood Park Int'l Middle School	The Kula Foundation*	\$5.57	Red Robin Donation
Brown Street School	Sam and Josh Malone	\$3,296.00	Fifth Grade Donation
Bay View High School	Wisconsin Masonic Foundation	\$1,000.00	Student Scholarship
Curtin School	Chipotle Mexican Grill	\$133.48	School Education Support
Curtin School	Kohl's Department Stores, Inc.	\$500.00	Curtin Art Fair
Lloyd Barbee Montessori	Kala Music	\$2,280.00	Ukulele Giveaway
Hamilton High School	Primetime Tap LLC	\$287.00	Football Equipment
North Division High School	Employ Milwaukee, Inc.	\$3,750.00	Student Fees
<b>Total Monetary Donations</b>		<b>\$13,252.05</b>	
<b>Non-Monetary Donations</b>			
Franklin School	Quarles & Bradley	\$564.93	School Education Support
Brown Street School	Gopher Sports	\$1,000.00	Gopher Gift Card
Emerson School	Linda A. Gianni	\$30.00	School Education Support
Forest Home Avenue School	Donors Choose	\$1,040.16	Books
Forest Home Avenue School	Donors Choose	\$650.81	Garden/Seeds Supplies
Hi-Mount School	Berean Family Worship Center Inc.	\$892.80	8th Grade Completion Luncheon
Kilbourn School	Adopt-A-Classroom	\$125.00	Gift Card
Kilbourn School	Labels for Education	\$125.00	Gift Card
Manitoba School	Donors Choose	\$693.57	Adaptive Seating
Mitchell School	Kiwanis Club of Milwaukee	\$2,000.00	Reading Is Fundamental Program
King High School	Sam's Club	\$50.00	Gift Card
<b>Total Non-Monetary Donations</b>		<b>\$7,172.27</b>	
<b>Total Value of Donations for August 2017</b>		<b>\$20,424.32</b>	
<b>*Donations from MPS Alumni</b>		<b>\$5.57</b>	

**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 above, with appropriate acknowledgement to be made on behalf of the Board.

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

\* \* \* \* \*

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

**Background**

Recommended for the Board’s approval at this meeting are:

- Construction Contract:
  - Globalcom Technologies, a Division of Westphal, low bidder, to provide proximity-card access at the following locations:
    - > Metropolitan (Alliance) High School, Hayes Bilingual School, Milwaukee Academy of Chinese Language, Auer Avenue Elementary School, Cass Street School, Golda Meir Gifted & Talented Elementary – Lower Campus, base bid ..... \$ 82,256.00
    - > Exit 3 at Hayes Bilingual School, mandatory alternate bid #1 ..... \$ 2,400.00
    - > Room #007 at Cass Street School, mandatory alternate bid #2 ..... \$ 2,400.00
  - Total cost of ..... \$ 87,056.00
- Material Purchase
  - Safety Rail Company, for fall-protection systems on roof railings, from Environmental Code Compliance Funds, account code FAR 00 ECC DW ECNC (Project No. 3105, Work Order No. 266925), low bidder, base bid of ..... \$ 381,262.00
- Professional Services Contract (RFP #17006)
  - Natural Solutions LLC, for certified woodchip & landscape mulch supply & installation at all MPS sites, for contract period August 31, 2017-August 30, 2020, budget code EQM 00 MMP DW EMTC, not to exceed per contract year ..... \$ 85,000.00

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Administrative Policy 3.09, Purchasing and Bidding Requirements

**Fiscal Impact Statement**

This item authorizes expenditures:

- Total Construction Contract Requested ..... \$ 87,056.00
- Total Material Purchase Requested ..... \$ 381,262.00
- Total Professional Services Contracts Requested, not to exceed per contract year ..... \$ 85,000.00

**Implementation and Assessment Plan**

Upon approval by the Board, contracts will be implemented and material purchased.

**Committee’s Recommendation**

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

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

\* \* \* \* \*

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

**Background**

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

- Arts at Large, Inc., for fine-arts educational programming, budget code varies by location using services ..... \$1,000,000
- Black Arts Think Tank, Inc., for fine-arts educational programming, budget code varies by location using services..... \$ 350,000
- Milwaukee Children's Choir, Inc. for fine-arts educational programming, budget code varies by location using services ..... \$ 350,000
- Tessa's Black Entertainment and Youth Center, Inc., for fine-arts educational programming, budget code varies by location using services..... \$ 350,000
- Wisconsin Conservatory of Music, Inc., for fine-arts educational programming, budget code varies by location using services ..... \$ 500,000
- Follett School Solutions, Inc., for library books and library materials, budget code varies by location ordering goods ..... \$ 800,000
- Mackin Book Company, d/b/a Mackin Educational Resources, for library books and library materials, budget code varies by location ordering goods..... \$ 800,000
- Marquette University for cognitive-growth and supportive services for students at behavioral reassignment schools, ARC-0-0-AGN-1S-ECTS..... \$ 240,480

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Administrative Policy 3.09, Purchasing and Bidding Requirements

**Fiscal Impact Statement**

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

**Implementation and Assessment Plan**

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

**Committee's Recommendation**

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

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

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**(Item 8) Action on the Award of Exception-to-Bid Requests**

**Background**

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

- MIND Research Institute for ST Math licenses, SYS-0-0-INR-RH-ECTS..... \$ 261,000
- The College Board for PSAT assessments, SYS-0-0-AMT-RH-ECTS..... \$ 78,510
- Smiths Detection, Inc., for service and maintenance of x-ray machines, varies by location using services ..... \$ 51,084
- Wisconsin Community Services, Inc., for behavioral-improvement and supportive services for behavioral-reassignment and expelled students, SSV-0-0-SDS-SN-ECTS (Student Services — Contract Services)..... \$ 198,540.63

**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 purchase orders will be issued and 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 Committee reports.*

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**(Item 9) Action on a Request to Amend the Resolution to Exceed the Revenue Limit for Energy-Efficiency Projects (Phase II) in the 2017-18 through 2036-37 School Years**

**Background**

In 2009, Wisconsin Act 28 created the Energy Efficiency Exemption (EEE) for projects to be completed within the fiscal year. In 2011, this law was modified to include the following specifications:

- 1) the project must result in the avoidance of, or reduction in, energy costs or operational costs;
- 2) the project must be governed by a performance contract entered into under Wis. Stat. §66.0133; and
- 3) the levy may be used to repay the bonds or notes issued to finance the project, if any are to be issued for periods not exceeding 20 years.

In March 2016, the Board approved Johnson Controls, Performance Services, and Trane as pre-qualified energy-service contractors for the design, engineering, project management, and implementation of the replacement of large capital-costs items in accordance with §66.0133, Energy Savings Performance contracting, as referenced in the Revenue Limit Exemption for Energy Efficiency, Wis. Stat. §121.91(4)(o).

In June 2016, the Board approved a contract with CESA #10 to provide owner’s representative services for performance-contracting energy savings and infrastructure-improvements projects.

In May 2017, the Board approved entering into a three-year performance contract under Wis. Stat. §66.0133 with Johnson Controls, a two-and-a-half-year performance contract under §66.0133 with

Performance Services, Inc., and a three-year performance contract under §66.0133 with Trane U.S., Inc., for \$34.3 million of energy-efficiency Phase II projects at 26 school sites.

On May 25, 2017, the Board passed the resolution to exceed the Revenue Limit for Energy-Efficiency Projects (Phase II) in the 2017-18 through 2036-37 school years based on estimated debt-service payments in compliance with Wis. Stat. §121.91(4)(o)(1m).

In June 2017, \$34.6 million in RACM Lease Revenue Bond proceeds was received to fund the \$34.3 million of energy-efficiency Phase II projects and \$0.3 million of related cost of issuance. The Bonds have a total term of approximately 19.5 years, with all bonds to be repaid by November 15, 2036.

With the bonds funding the Energy-Efficiency Projects (Phase II) now issued, an amendment to the resolution passed on May 25, 2017 is required to reflect the final actual debt-service payments vs. the previously estimated debt-service payments.

### **Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Administrative Policy 3.06, Fiscal Accounting and Reporting

### **Fiscal Impact Statement**

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Adoption of the Amended Resolution to Exceed the Revenue Limit for Energy-Efficiency Projects (Phase II) provides funding for the corresponding debt-service payments in compliance with Wis. Stat. §121.91(4)(o)(1m) based on final actual debt-service payments vs. the previously estimated debt-service payments.

### **Implementation and Assessment Plan**

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Wis. Stat. §121.91(4)(o)(1) allows a school board to adopt a resolution to exceed the revenue limit in any school year by the amount spent by the school district in that school year on a project to implement energy-efficiency measures or to purchase energy-efficiency products, including the payment of debt service on a bond issued to finance the project, if the project results in the avoidance of, or reduction in, energy costs or operational costs, the project is governed by a performance contract entered into under Wis. Stat. §66.0133, and the bond obtained to finance the project is issued for a term not exceeding 20 years. If so adopted, the resolution is valid for each year in which the school board pays debt service on the bonds.

Wis. Stat. §121.91(4)(o)(3) requires that, when a school district issues bonds to finance such projects as described above and utility costs are measurably reduced as a result of the project, the school board shall use the savings to retire the bonds.

As a matter of best practice, the Board should adopt the Resolution for Revenue Limit Exemptions for Energy Efficiencies when entering into performance contracts, as referenced in Wis. Stat. §66.0133, and when future utilization of the Revenue Limit Exemption for Energy Efficiencies under Wis. Stat. §121.91(4)(o) is expected. Board-approved resolutions must be passed by October 1 of the school year in which a revenue-limit exemption is sought.

### **Committee's Recommendation**

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Your Committee recommends the Board pass the Amended Resolution for Revenue-Limit Exemption for Energy Efficiencies, as presented in the attachments to the minutes of your Committee's meeting.

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

## **COMMITTEE ON LEGISLATION, RULES AND POLICIES**

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

**(Item 1) Action on Resolution 1718R-002 Regarding Limited-Term Employees (LTEs)**

**Background**

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At its June meeting, the Board referred Resolution 1718R-002 by Director Bonds to its committee on Legislation, Rules and Policies:

WHEREAS, Administrative Policy 6.37, Limited-Term Employment (LTE) Positions, states that “The purpose of using LTE positions is to fill short-term areas of need. It is employment that cannot become permanent and generally does not exceed one year”; and

WHEREAS, The Milwaukee Board of School Directors evaluates the effects of its administrative policies and the manner of their execution, as well as the routine operation of the schools, by such means as observation, special studies, audits, and periodic reports by its administrative officers; and

WHEREAS, A review of LTE data by the Office of Accountability and Efficiency has found that:

- over \$11 million has been spent on LTEs since FY13;
- Nearly 50% of the 235 currently active LTEs are MPS retirees; and
- a dozen individuals have earned over \$100,000 as LTEs; now, therefore, be it

RESOLVED, That the Board direct the Administration, in conjunction with the Office of Accountability and Efficiency, to develop and bring back to the Board for its approval an update to Administrative Policy 6.37 that is to incorporate, but not necessarily be limited to, the following policy additions:

- a semi-annual reporting requirement that lists all active LTE employees, their life-to-date earnings as LTEs, and an indicator of how long each individual has served as an LTE;
- inactivation of an LTE’s active-pay status upon completion of the payroll activity corresponding to his/her LTE contract’s end date; and
- a proposed uniform hourly rate for MPS retirees hired as LTEs; and be it

FURTHER RESOLVED, That any policies or procedures needing updates or revisions to reach full alignment with the additions above be brought back to the Board for referral no later than the September 2017 Board cycle.

Since that time, the Administration has collaborated with the Office of Accountability and Efficiency to draft the response to the resolution.

While limited-term employees (LTEs) have served an important role for the district in many areas such as filling temporary gaps of expertise, supporting staff transitions due to unexpected departures and supporting large-scale initiatives, the Administration is cognizant that, per Administrative Policy 6.37, such positions are to fill short-term areas of need and generally should not exceed one year.

The Administration is in agreement with the intent of the resolution and is recommending its adoption with minor amendments.

The first adjustment applies to a uniform hourly rate for MPS retirees: It would be difficult to operate with a uniform hourly rate for MPS retirees hired as LTEs, as there are distinct differences in the levels of difficulty and challenges in the services that are being provided by LTEs. Compensation needs to be commensurate with the job duties assigned to the LTEs, and the policy revisions will reflect this.

The second adjustment relates to inactivation of an LTE's active-pay status after 30 calendar days subsequent to the completion of payroll activity corresponding to the LTE contract's end date. This allows for those situations in which it has been determined that a particular LTE may continue in order to complete an assignment.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Administrative Policy 6.37, Limited-term Employment Positions

**Fiscal Impact Statement**

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This item does not authorize expenditures.

### Implementation and Assessment Plan

Upon approval by the Board, the Administration will move forward with completing the necessary adjustments to Administrative Policy 6.37, Limited Term Employment (LTE) Positions.

### Committee Recommendation

Your Committee recommends that the Board adopt Resolution 1718R-002 by Director Bonds as amended below.

RESOLVED, That the Board direct the Administration, in conjunction with the Office of Accountability and Efficiency, to develop and bring back to the Board for its approval an update to Administrative Policy 6.37 that is to incorporate, but not necessarily be limited to, the following policy additions:

- a semi-annual reporting requirement that lists all active LTE employees, their life-to-date earnings as LTEs, and an indicator of how long each individual has served as an LTE; and
- inactivation of an LTE's active-pay status after 30 calendar days subsequent to the upon completion of the payroll activity corresponding to his/her LTE contract's end date; and be it ~~a proposed uniform hourly rate for MPS retirees hired as LTEs; and be it~~

FURTHER RESOLVED, That any policies or procedures needing updates or revisions to reach full alignment with the additions above be brought back to the Board for referral no later than the September 2017 Board cycle.

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

\* \* \* \* \*

### **(Item 2) Action on a Request to Adopt Resolution 1617R-006 by Directors Bonds and Harris to Develop an MPS Equity Policy; to Approve Amendments to Administrative Policy 1.01, Vision, Mission, Core Beliefs, and Goals; and to Approve the Creation of Administrative Policy 1.06, Equity, and of Administrative Procedure 1.06, Efforts to Achieve Equity**

#### Background

In October 2016, the Milwaukee Board of School Directors referred Resolution 1617R-006 by Directors Bonds and Harris to the Committee on Legislation, Rules and Policies: Resolution 1617R-006

WHEREAS, The Milwaukee Board of School Directors is committed to the success of every student, regardless of race, ethnicity, family economics, mobility, gender, sexual orientation, disability, or initial proficiencies; and

WHEREAS, The Milwaukee Board of School Directors believes that equity in education is about inclusiveness and social justice and must not be confused with the principles of equality, which dictate that all students are to be treated the same; and

WHEREAS, It is the equitable, rather than equal, allocation of resources that will maximize the academic achievement of every child; and

WHEREAS, Education is a major — if not the major — pathway by which our students may become healthy, prosperous adults, nurturing parents, and productive citizens, and, therefore, the foundations of a more equitable and just society rest strongly upon the principles of educational equity; and

WHEREAS, Every student can learn at the highest levels when all staff provide equitable access and opportunity for learning, and hold every student to high expectations; and

WHEREAS, In order to break the predictive link between demographics and student achievement, and to ensure that our students have access to the highest-quality education possible, the District must apply the principle of equity to all of its policies, programs, operations, and practices and ensure that all students have access and opportunity to high-quality education; and

WHEREAS, It is the moral imperative of the District to eliminate disparities and to prepare all its students to be college-and-career-ready; and

WHEREAS, The Milwaukee Board of School Directors believes that equity can be achieved only by putting processes in place which help students overcome socio-economic barriers that may prevent them from attaining their full potential; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop and bring back to the Board for its approval by May 2017 an administrative policy addressing equity in education in the Milwaukee Public Schools; and be it

FURTHER RESOLVED, That this new educational equity policy is to incorporate, but not necessarily be limited to, the following components:

- the use of data, disaggregated by race, ethnicity, language, special educational needs, gender, sexual orientation, socioeconomic background, and mobility rates (when available), to inform all decision making within the District;
- the creation and nurturing of an inclusive and welcoming environment for all students, families, and staff;
- the equitable provision of access to high-quality curricula, effective teachers and principals, adequate facilities, and relevant support services, to include any necessary differentiation of resource allocations;
- the recruitment, hiring, and retention of high-quality personnel who reflect student demographics at all levels of the District;
- the assignment of personnel at all levels of the District to support and to promote culturally responsive practices and delivery of services;
- the identification of culturally biased instructional materials, assessments, and pedagogies that result in achievement disparities;
- the incorporation into decision making of the voices and perspectives of students, families, and communities that reflect student demographics; and
- the assurance that the District's Strategic Plan embraces the principle of equity as a key feature of the District's mission and goals and defines measureable outcomes in achieving the goal of ensuring that students are prepared for college and careers; and be it

FURTHER RESOLVED, That, in developing this educational equity policy, the Administration seek the input of a broad spectrum of stakeholders, including — but not necessarily limited to — school leadership, community-based and faith-based organizations, special needs advocates, student advocacy groups, parent groups, minority rights advocates, LTGB rights organizations, and legal experts in the area of equity.

The Administration is wholeheartedly in agreement with the intent of the resolution and is recommending its adoption.

Using the resolution 1617R-006 and equity policies from similar school districts, a subgroup of the Equity Commission drafted the district equity policy. Throughout the 2016-2017 school year, the equity policy was vetted with various MPS stakeholders, including the District Advisory Council (DAC), the Superintendent's Student Advisory Council, school leaders, the MTEA President, over 200 teachers, senior leadership team members, and community members. The Administration also worked with the Office of the City Attorney on finalizing the proposed policy.

There are multiple components of the equity policy and procedure. First, the policy & procedure establish common definitions for the key terms of equality, equity, equity lens, and culturally responsive practices.

Second, the policy sets guiding principles which highlight the importance of strengths-based mindsets, equitable distribution of support and resources, and the emphasis that all students will learn.

Third, the policy provides specific goals for the district around the areas of reflection, awareness-building, data- and research-based decision making, the incorporation of stakeholder voice, the support of equitable leadership practices, equitable access to high-quality and culturally responsive services and resources, and the recruitment, employment, and support of a diverse workforce.

Fourth, the procedure contains a comprehensive set of implementation points that highlight the requirements for creating and maintaining equity throughout the district. These points include equitably distributing resources based on needs, bolstering equitable access to co-curricular and extra-curricular services, developing and applying best practices for reducing student opportunity gaps, recruiting and retaining a diverse district staff, standardizing data-based decision-making, fostering culturally responsive practices through professional development, and including student, parent, and community voice in district decision-making.

### **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

### **Implementation and Assessment Plan**

Implementation/next steps are as follows: The Administration will develop a comprehensive guidance document that will detail the practices necessary for carrying out the policy. The guidance will also detail the monitoring and evaluation that will occur in order to assess equity throughout the district. Stakeholders from all areas of the district will be involved in the creation of this guidance document.

### **Committee Recommendation**

Your Committee recommends that the Board:

1. adopt Resolution 1617R-006 by Directors Bonds and Harris to Develop an MPS Equity Policy;
2. approve the amendments to Administrative Policy 1.01, Vision, Mission, Core Beliefs, and Goals, as presented; and
3. approve the creation of Administrative Policy 1.06, Equity, and of Administrative Procedure 1.06, Efforts to Achieve Equity, as detailed below.

#### ADMINISTRATIVE POLICY 1.01 VISION, MISSION, CORE BELIEFS, AND GOALS

##### (1) VISION

Milwaukee Public Schools will be among the highest-student-growth school systems in the country. All district staff will be committed to providing an equitable educational environment that is child-centered, supports achievement, and ~~respects~~ embraces diversity. Schools will be safe, welcoming, well-maintained, and accessible community centers meeting the needs of all. Relevant, rigorous, and successful instructional programs will be recognized and replicated. The district and its schools will collaborate with students, families and community for the benefit of all.

##### (2) MISSION

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

##### (3) CORE BELIEFS

- a) Students come first.
- b) Wherever students are learning is the most important place in the district.
- c) Educators and school staffs have high expectations for all students and provide the foundation for their academic success.

- d) Leadership, educator development and child-driven, data-informed decision making are keys to student achievement.
- e) Equity drives all district decision-making.
- f) Involved families are integral to increasing student achievement.
- g) Student voice is encouraged and respected.
- h) Quality community partnerships add value.
- i) Increased operational and financial efficiencies are consistently pursued to support learning opportunities for our students.
- j) Central Services supports student achievement, efficient and effective operations, and student, family, and community engagement.
- k) Public education provides the cornerstone to American democracy.

(4) GOALS

- a) Academic achievement
- b) Student, family, and community engagement
- c) Effective and efficient operations

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ADMINISTRATIVE POLICY 1.06  
EQUITY IN MPS

BACKGROUND

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

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

DEFINITIONS

1. Equality is defined as a uniform distribution of district resources, supports, and opportunities.
2. Equity is defined as an allocation of district resources, supports, and opportunities that is based on the needs of students and staff.

GUIDING PRINCIPLES

1. Achieving equity may require an unequal distribution of resources and services in order to ensure all children have an equal opportunity to a free and appropriate public education.
2. Illuminating the strengths of students, staff, families, and community members to eliminate implicit and explicit deficit thinking.
3. Developing a school system in which all students receive the support and resources they need to become successful.
4. Prioritizing the use of equitable practices at all levels of district leadership.
5. Utilizing practices that respect the reality that all students will learn.

EQUITY GOALS

1. Milwaukee Public Schools will create a district-wide culture of reflection and awareness-building.

2. MPS will cultivate a district-wide culture of data-and research-based decision making.
3. MPS will incorporate student, family, and community voices in decision making district-wide.
4. MPS will be a system that supports equitable leadership practices district-wide.
5. MPS will provide every student with equitable access to high-quality and culturally relevant instruction, curriculum, support, facilities, technology, and other educational resources that respect their individual identities, backgrounds, abilities, and experiences.
6. MPS will recruit, employ, support, and retain racially and linguistically diverse and culturally competent administrative, instructional, and support personnel.

#### POLICY

Administrative Procedure 1.06, Efforts to Achieve Equality, shall serve as the minimum standards by which MPS will ensure an equitable allocation of district resources and achieve the equity goals.

#### MONITORING AND EVALUATION

Annually in June, the Administration shall provide a report to the Board that provides the extent of progress in fulfilling the Equity Goals. The report shall include data and research that supports the District's efforts to achieve equity, as appropriate.

#### GUIDANCE

To guide the implementation of this policy, the Administration shall develop and publish a guidebook of best practices. This guidebook shall be reviewed and revised annually after the report has been provided to the Board.

### ADMINISTRATIVE PROCEDURE 1.06 EFFORTS TO ACHIEVE EQUITY

#### DEFINITIONS

In addition to the definitions in Administrative Policy 1.06, the following definitions will be used:

*Equity Lens* is defined as a point of view used to acknowledge the disparities that impact historically marginalized groups and identify priorities based on areas of greatest needs. These needs will drive district priorities for the most equitable distribution of resources, supports, and opportunities.

*Culturally Responsive Practices* is defined as beliefs, methods, and practices that support and empower all students socially, emotionally, intellectually, and civically by leveraging students' lived experiences and learning styles to ensure student achievement.

#### IMPLEMENTATION

To ensure an equitable allocation of district resources and to achieve the district's equity goals, the following practices are hereby implemented:

1. The District shall monitor and evaluate the individual needs of schools and distribute resources and effective personnel based on those needs.
2. The District shall work to provide all students with equitable access to co-curricular and extra-curricular activities, social services, tutoring, enrichment opportunities, and special programs.
3. The District shall identify, develop, and apply best practices for which there is evidence they have made a positive difference for individual students and groups of students in order to reduce prevalent and persistent learning outcome gaps.
4. The District shall work to recruit, employ, support, and retain racially and linguistically diverse and culturally competent administrative, instructional, and support personnel.
5. The District shall create a standard system of practice for examining and using data and research to empower mindsets about students' ability to learn rather than reinforce deficit thinking.

6. The District shall work to train all employees to use an equity lens to analyze and reflect on data collected by the District.
7. The District shall work to train all employees in culturally responsive practices and to give all employees opportunities for professional development that will further establish a culture of collaboration and equity.
8. The District shall work to give all staff and students opportunities to understand cultural identity and the impact of their own cultural identities on themselves and others.
9. The District shall welcome and empower students and families, including underrepresented families and those whose first language may not be English, as essential partners in students' education, school planning, and district decision making.
10. The District shall engage other partners who have demonstrated culturally-specific expertise, including government agencies, non-profits, community based organizations, and businesses, in meeting our educational objectives.

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

\* \* \* \* \*

**(Item 3) Action on a Request to Revise Administrative Policy 9.11, School Governance Councils, and Create an Administrative Procedure 9.11, School Advisory Councils**

On June 29, 2006, the Board approved revisions to Administrative Policy 9.11, School Governance Councils. Schools have operated under these policy requirements for the past 11 years, working to incorporate viewpoints from various stakeholder groups in school decision making.

The revisions in this item are proposed in an effort to simplify the policy and to create a new accompanying procedure to assist schools in a standard of care for implementation of councils.

The feedback process on revisions took place for over a year, starting with parent coordinators sharing feedback on behalf of families. Then discussions were held directly with family representatives at a full District Advisory Council meeting after they had a month to review with families at their schools. A focus group of school leaders and community members was pulled together for their insight, and relevant Central Services departments had an opportunity to provide feedback.

The resulting recommendations and newly created procedure are intended to set a minimum standard of care, while allowing for school-by-school individualization as appropriate.

As contained in the and newly created procedure below, the Superintendent will designate a designee responsible for oversight of the councils' operations and for ensuring the minimum standard of care. The district's Family and Community Engagement Specialist will serve in this role.

This policy and procedure work to facilitate collective impact at each school by making it easier to engage key stakeholders in collaborative decision making.

**Strategic Plan Compatibility Statement**

Goal 2, Student, Family and Community Engagement

**Implementation and Assessment Plan**

Upon approval by the Board, the Office of Board Governance will publish the revised policy and newly created procedure. The Administration will implement professional development and training on the new policy and procedure for school leaders, parent coordinators, and family leaders, as well as put in place accountability systems to ensure that a minimum standard of care is met across the district.

**Committee Recommendation**

Your Committee recommends that the Board approve the revisions to Administrative Policy 9.11, School Governance Councils, and approve the new Administrative Procedure 9.11, School Advisory Councils, as presented below:

ADMINISTRATIVE POLICY 9.11  
SCHOOL GOVERNANCE ADVISORY COUNCILS

(1) PREAMBLE PURPOSE OF SCHOOL ADVISORY COUNCILS

a) ~~It is the policy of the Milwaukee Board of School Directors to endorse and support parent, staff, student, and community involvement in school governance. It is the intent of the Milwaukee Board of School Directors that every school will have a school governance advisory council that enables parents families, school-staff, students (when appropriate), and community to work together in facilitating quality educational plans that engender continuous improvement of to support and inform shared leadership, equity and cultural relevance resulting in increased student achievement. It is the responsibility of the school leader to develop and maintain effective organizational structures and processes for advisement in each school in conjunction with its school governance advisory council.~~

b) ~~The following guidelines are designed to facilitate the development and operations of school governance councils Any specific procedures and processes for operations of school advisory councils not contained in this Administrative Policy shall be determined by the Superintendent of Milwaukee Public Schools or designee.~~

(2) PURPOSE OF SCHOOL GOVERNANCE COUNCILS

~~The purpose of a school governance advisory council is to provide a forum for parents, teachers, community members, students, and school leaders to work together in providing continued analysis and improvement of public school policies, curriculum, educational plan goals, and general student well being. the council shall also be a clearinghouse for information collected from outside organizations, including student groups, parent teacher groups, teacher associations, etc. the council's decision making authority is advisory with respect to all duties, powers, and responsibilities, with the sole exception of the council's authority and responsibility to submit a cover letter with its school's annual budget and the school's annual educational plan. Council participation shall be on a voluntary basis via a school based election process. Councils are not intended to replace parent organizations.~~

(2) OPERATIONS OF SCHOOL ADVISORY COUNCILS

a) It is the responsibility of each school's leader to, in conjunction with their school advisory council, develop and maintain an effective and equitable organizational structure that includes a process of advisement on school matters.

b) The council shall also be a clearinghouse for information collected from outside organizations, including student groups, parent-teacher groups, teacher associations, etc.

c) The council's authority is advisory with respect to all duties, powers, and responsibilities, with the sole exception of the council's authority and responsibility to submit a signature page with its school's annual budget and the school's annual educational plan.

d) Council participation shall be on a voluntary basis via a school-based nomination or election process, with the exception of school leaders and parent coordinators who have membership as part of job expectations.

e) Councils do not replace the need for schools to establish parent organizations in accordance with Administrative Policy 1.03, Parent Empowerment.

f) The council shall have at least seven (7) meetings during the school year – September, October, November, January, February, March, and April, though more may be scheduled at the request of the council or school leader.

(3) SCHOOL GOVERNANCE ADVISORY COUNCIL MEMBERSHIP

(a) School governance advisory council membership shall include at least 51% parent family and community representation, with at least three (3) family representatives, at least one student at the middle (including K-8 schools) and high schools, community representatives, staff members, and the school leader. The size of the school governance council will be based upon a percentage of total student enrollment at a given school.

1. The number of council participants shall equal one percent (1%) of the total student enrollment, or a minimum of nine (9) members, including the school leader; however, the size of the council may exceed 1% where desired by the individual school.

2. If the percentage results in an even number of participants (e.g., 1,100 students x 1% = 11 + school leader = 12 members), the number of participants shall be increased by one member (e.g., 12 + 1 = 13 members).

(b) School advisory councils must have a minimum of eleven (11) members with at least one middle/high school student representative unless a school does not have middle or high school grades, then a nine (9) member minimum must be maintained, including the school leader and parent coordinator. However, the size of the council may be larger so long as at least 51% of the council is made up of family and community representatives.

(c) A nomination or election process will be held each year as needed to fill open positions. This process shall be guided by Administrative Procedure 9.11.

(d) In accordance with Administrative Policy 2.12, membership of all advisory groups shall be representative of the communities to be served. School advisory councils shall strive to ensure their membership is representative of the student population.

~~(b)~~ — Members shall be defined as follows:

1. — Parent: A parent is a person at least 18 years of age who is the natural, adopted, or stepparent of a child enrolled or about to be enrolled in the school at which the council serves, and includes those people acting as legal guardian or registered custodian of the child, such as grandparents. A parent who is also a paid employee of his/her child's school shall not serve in the capacity of "parent member" on the council, but may serve as a teacher representative or support staff representative.

2. — Teacher/Support Staff: All teachers and support staff are eligible to participate on the council in this category.

3. — Student: A student enrolled at a school with a middle school component (grades 6-8) or high school at the time of the election process is eligible to serve on the council for that particular school.

4. — Community Member: Any resident of the City of Milwaukee is eligible to serve on a council.

5. — School leader: The school leader or employee serving as the leader of the school shall serve on its council.

~~(e)~~(e) There ~~are to~~ shall be a good-faith efforts to secure representation; however, a school ~~governance~~ advisory council will continue to function even if full representation cannot be achieved. Every effort will be made to ensure that each school ~~governance~~ advisory council has full representation.

~~(d)~~(f) Even though representatives will be selected from various categories (e.g., ~~parents families, school~~ staff, students, ~~business,~~ community), it is the responsibility of every member on the school governance advisory council to communicate with, and represent, all segments of the school population.

#### ~~(4)~~ — SCHOOL GOVERNANCE COUNCIL ELECTIONS MEMBERSHIP

Members will be selected through a fair and open election process. Each constituent group (parents, teachers, non-certificated staff, students) will oversee the process for electing school governance council representatives. The process for the election of representatives will be as:

~~(a)~~ — Parent Representatives

1. Every year, no later than the third week of March, the school leader/designated administrative leader of each school shall mail, via first class postal service, information sheets regarding the school governance council and the school election timeline to all households of the school's student body (one mailing per household) for the purpose of soliciting parent/guardian nominations for Council membership. Parents who are interested in serving on the council shall complete a ballot information sheet and return it either by mail or in person on or before April 15. All eligible parents shall be included on the ballot.

2. The ballots (bearing a specific logo) shall be mailed via first class postal service to all parents during the first week in May, with all of the nominees listed. Ballots shall be numbered sequentially for accountability.

purposes only. In addition, the school leader/designated administrative leader is to plan an open meeting for nominees to speak relative to their candidacy for election to the council. Parents shall return either in person or by mail the completed ballots to the school on or before May 31. The number of parents to be elected shall be at least 51% of the total number of participants on the council.

~~3. Two members of the established parent group will assist the school leader with the counting of the parents' ballots.~~

~~4. A record of the number of votes for each candidate shall be maintained at the local school until the end of the following school year. In the case of resignation, recall, or death, a parent member shall be replaced by the runner up candidate not elected to the council the previous election period.~~

(b) — ~~Teacher/Staff Representatives~~

~~The faculty and support staff at a given school shall be responsible for selecting its representatives to the council. Selection shall be completed on or before May 31.~~

(c) — ~~Student Representatives~~

~~Schools with grades 6-8 (middle and K-8) and high school student representatives of the council shall be elected by the student body through existing student government procedures. If no student government exists, students shall be permitted to campaign for the position of Council representative at a general assembly of the student body, and the student body shall make their selection by voice vote or ballot during the general assembly.~~

~~Community Representatives~~

~~Community representatives interested in participating on the council shall make their interest known at the open meeting held for parent nominations, although community members shall not be selected by the public at large. Community representatives shall be elected at the first meeting of the incoming Council held at the beginning of the new school year.~~

~~School leader Representatives~~

~~The school leader of the school is entitled to automatic participation on the council at that school.~~

(5) — ~~SCHOOL GOVERNANCE COUNCIL ELECTIONS PROCESS~~

~~Following the initial election process, the council shall manage the election process.~~

~~The school governance council must be in place by the end of September each school year. The term of office for the smallest number greater than half of the council shall be elected for two (2) years at the first election. All other members of the council shall be elected for a one year term at the first election. All Council members thereafter shall be elected to two year overlapping, staggered terms. The candidates receiving the fewest votes serve 1 year terms after the first election. All candidates thereafter will serve two year overlapping, staggered terms.~~

(64) AUTHORITY AND RESPONSIBILITIES OF SCHOOL GOVERNANCE ADVISORY COUNCILS

(a) School governance advisory councils are empowered and limited in function by policies and procedures adopted by the Milwaukee Board of School Directors. If current policies and procedures, contracts, or laws and regulations, or district agreements impede a school's restructuring process or strategic planning, the work of the council, the school leader will request assistance from the Superintendent's designee. The Superintendent's designee will work with appropriate central services personnel to assist the school advisory council. obtain the support of the appropriate Central Services personnel to assist the school governance council with requests for adjustments, waivers, or memoranda of understanding from the appropriate body. School governance councils shall not discuss wages, hours, or working conditions unless a bargaining unit waiver has been secured. The Division of Labor Relations will assist schools in securing requested waivers.

(b) The role of the school leader in terms of authority and responsibility for school management is not changed by this policy. Ultimately the school leader is responsible and accountable to the Superintendent. The intent of this policy is to provide school leaders with access to an advisory group that is representative

of the school community to ensure a collective vision for the school and on strategies to support student achievement and school improvement.

(c) The Milwaukee Public Schools' Code of Ethics applies to all employees. ~~Non-employees~~ All school advisory council members will be required to sign a statement that they understand and acknowledge their conflicts of interest and will not participate in advisement which represents a conflict of interest. ~~School governance councils shall establish procedures to be followed by members to ensure that conflicts of interest are prevented.~~

(d) Service on school advisory councils is voluntary with the exception of the school leader and parent coordinator. No other members of school advisory councils are to receive compensation for their service.

~~(d) (e) All newly elected council members will participate in inservice/training sessions. Related costs for these sessions shall be funded by local school funds. Inservice/training sessions will focus on the development of quality educational programs and high standards with respect to team building, school policies and procedures, increasing parental involvement, consensus building, leadership skills, financial procedures (audits, budgets), committee work, and other issues that affect student achievement. Common documents (cover letters for the schools' annual educational plans and annual budgets, formats for agendas and written records of council meetings, etc.) will be developed by the Office of the Deputy superintendent —Operational Leadership. Training for school advisory council members will be provided annually by the District Advisory Council on the first Thursday in October.~~

~~(e) (f) The Administrative Procedure 9.11 shall serve as a minimum standard for schools in the operation of school advisory councils. School governance councils shall develop and publish their own bylaws. Bylaws shall be guided by the principles of the Open Meetings Law, and all meetings shall be open to the public unless permitted to be closed under the law. The Department of Human Resources, in consultation with the Office of the City of Attorney, shall provide assistance in this regard. The definition of a meeting shall be included in each school's bylaws and shall be consistent with the Open Meetings Law definition. Written records for all school governance council meetings shall be taken at each council meeting and maintained in one binder. Minutes shall be on file and available for review at each school.~~

~~(f) (g) Council authority and responsibilities will be advisory as referenced below~~ School advisory councils will provide feedback and insight to school leaders on the following items throughout the year:

~~1. — The council shall participate in the selection and evaluation of school staff in a manner consistent with federal and state statutes, Board policy, and collective bargaining agreements. Members of school governance councils shall interview and recommend school leader appointments to the superintendent in a manner consistent with Administrative Policy 6.23: "The superintendent shall have the sole right of nomination for employment and promotion of certificated personnel, and the appointment of any nominated candidates shall be effected only with the approval of the Board. In the case of rejection, the Board may request another nomination."~~

1. Academic Achievement: Discussing and reviewing the success of school improvement strategies.

2. Student, Family & Community Engagement: Providing voice for families, community, students and staff on major school decisions (i.e. school uniforms, school-wide activities, parent-teacher conferences, etc.) and how to best be involved and support student achievement.

~~2. 3. The council shall participate in the development of the annual school educational plan and~~ Effective and Efficient Operations: Discussing the utilization of resources and budget priorities resulting in the submission of an FY Budget School Advisory Council Signature Page with the annual final school budget.

~~3. — The council shall regularly review and assess the annual school educational plan and the annual school budget. The council shall have the authority and responsibility to submit an accompanying cover letter when its school submits its annual educational plan and annual school budget to the superintendent. The cover letter will bear the signatures of each council member, thereby indicating the council's participation in the development of both documents.~~

~~4. — The council will regularly review and assess school performance with respect to:~~

a) student achievement;

- b) parental involvement;
- e) dress code expectations;
- d) character and value building;
- e) behavioral concerns;
- f) scheduling procedures;
- g) building maintenance;
- h) suspension/disciplinary procedures.

5. — The council, in cases in which the school leader of the school has volunteered in writing to have the council's evaluation included in his or her professional evaluation, shall conduct such an evaluation of the school leader's performance.

6. — In the absence of a coordinated health team, the School Governance Council will function in that capacity.

#### (7) — COUNCIL PROTOCOL

(a) — The first council meeting of the new school year shall take place during the month of September, at a date and time agreed upon by all elected members. During the first meeting, the council shall select at least one person in the community to participate as a member of the council, based upon interest previously shown by eligible parties. Thereafter, the council shall have at least nine (9) monthly meetings during the school year.

(b) — During the first meeting, council members shall elect an executive committee, which shall include a chair, vice chair, recording secretary, and corresponding secretary. The school leader will serve as a resource to the executive committee of the school council.

1. The chair shall conduct each meeting and shall execute all business necessary between meetings to ensure that each meeting is run in a smooth and orderly process.

2. The vice chair shall assist the chair with his/her responsibilities and shall assume the responsibilities of the chair upon his/her absence.

3. The chair and vice chair shall make themselves available to answer questions from the public in general, including from members of other organizations.

5. The recording secretary shall keep the written notes of each meeting, and make sure the minutes of the previous meeting are distributed to members of the council prior to each subsequent meeting, together with a reminder of the time and place of the next meeting. The corresponding secretary shall be responsible for making available to the public, by whatever means agreed upon by the council, the agenda of each upcoming meeting and the minutes of the previous meeting. Members of the public wishing to speak at any upcoming meeting with regard to a particular agenda item may contact the corresponding secretary to ask to be added to the agenda.

#### (8) — DUTIES OF COUNCIL MEMBERS

The Council will be made up of parents, teachers, students, community members, and the school leader. Each constituency represented shall have a corresponding set of responsibilities.

##### Parents

Council parents are responsible for soliciting input from the parental community with respect to issues of concern to the council. Parent members shall relay council activities to the parent community at large, as well as to parent organizations. The council shall have the responsibility of training and informing incoming parents elected to a subsequent council. Parent members shall have the responsibility of promoting the organization of a parent group where none is in existence for the particular school at which they serve.

#### Teachers/Support Staff

School staff council members are responsible for soliciting input from the faculty and support staff with respect to issues of concern to the council. School staff members shall report to faculty and support staff, as well as outside teacher/staff organizations. Faculty members shall present the school's educational plan to the council for input. Faculty members shall be responsible for playing an active role in addressing issues such as curriculum additions and deletions, grading practices and standards, test scores, building concerns, staffing needs, and resource/budget concerns.

#### Students

Student members shall report council activities to the student body and shall solicit student input and areas of concern for presentation to the council. Student members shall be responsible for organizing student government associations where there are none.

#### (d) — School leader

The school leader is responsible for keeping the council informed of all relevant school information. The school leader shall take the lead role in promoting new programs at the school. The school leader shall report to the council with respect to school leader meetings, building meetings, etc. The school leader shall seek the active participation of the council in deciding all school budget matters and shall present to the council in a timely fashion all information dealing with programming and budget items. The school leader shall be responsible for creating and distributing a newsletter of council activities and agendas to school members, and shall provide administrative service support for council members needing supplies or resources. The school leader may not serve on the executive committee, but shall have a vote equal to all other council members.

#### (9) — REIMBURSEMENT OF EXPENSES

No members of school governance councils are to receive compensation or additional compensation for their service, with the exception of reasonable reimbursement for expenses resulting from their work on school governance councils. The expenses are to be paid from the school budget. Reasonable parameters shall be determined by the school leader.

#### (10) COUNCIL LIAISON

The Superintendent shall appoint the deputy superintendent, Operations Leadership, a designee to oversee all councils and their operations. Council members shall have the right to request the liaison's designee's involvement in dispute resolution between council members. The liaison designee shall have the responsibility of enforcing council decisions in cases of dissent and of ensuring the continuity and effectiveness of each council.

#### (11) EXCEPTIONS TO PROCEDURES

(a) The Administrative Procedure 9.11 serves as a minimum standard for schools in the operation of school advisory councils. Requests for Exceptions to these procedures outlined in this policy may be submitted to the superintendent for review and approval, with such action to be reported to the Board may be requested by following the process outlined in Administrative Procedure 9.11.

#### (12) RELATION TO EXISTING AGREEMENTS

Nothing in this policy shall in any way reduce the powers or responsibilities already authorized at schools with ongoing governing councils, including Andrew Douglass School, Fritsche Middle School, La Escuela Fratney, HiMount Community School, Madison University High School, Malcolm X Middle School, North Division High School, Palmer Street School, South Division High School, or any other MPS school that already has such powers or responsibilities.

Nor shall anything in this policy in any way reduce powers or responsibilities assumed by school governance councils consistent with federal and Wisconsin statutes, Board policy, or collective bargaining agreements, as proposed by school governance councils and authorized by the superintendent.

(eb) All schools, however, including ~~these~~ those with approved exceptions to procedures, are expected to adhere to all provisions of this policy ~~regarding school governance councils with regard to the manner of representation and conduct of elections.~~

#### (7) EVALUATION AND MONITORING

School Advisory Councils shall submit reports to the Superintendent or his/her designee, as described in Administrative Procedure 9.11. The Administration shall present a yearly report to the Milwaukee Board of School Directors on the activities of School Advisory Councils.

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### ADMINISTRATIVE PROCEDURE 9.11 SCHOOL ADVISORY COUNCILS

#### (1) OVERVIEW

(a) It is the intent of the Milwaukee Board of School Directors that every school have a school advisory council that enables families, staff, students (when appropriate), and community to work to support and inform shared leadership, equity and cultural relevance resulting in increased student achievement.

(b) School advisory council members serve as representatives of different groups and have responsibilities to be liaisons between those groups and the council. Even though representatives will be selected from various categories (e.g., families, staff, students, community), it is the responsibility of every member on the school advisory council to communicate with, and represent, all segments of the school population.

(c) These guidelines serve as a minimum standard for schools in the operation of school advisory councils in adherence with Administrative Policy 9.11.

(d) All guidelines are to be followed as stated, and in lieu of school-specific bylaws, these guidelines shall serve as the bylaws for school advisory councils.

#### (2) SCHOOL ADVISORY COUNCIL MEMBERSHIP

(a) School advisory council (council) membership shall include at least 51% family and community representation, with at least three (3) family representatives.

(b) Councils must have a minimum of eleven (11) members unless a school does not have middle or high school grades, then a nine (9) member minimum must be maintained, including the school leader and parent coordinator; however, the size of the council may be larger so long as at least 51% of the council is made up of family and community representatives.

(c) Members shall be defined as follows:

1. Family Representative: A family representative is a person at least 18 years of age who supports, cares for and helps ensure the educational success of an MPS student at home. A family member who is also a paid employee of his/her child's school shall not serve in the capacity of "family representative" on the council, but may serve as a staff representative.
2. Community Representative: Any resident of the City of Milwaukee is eligible to serve on a council. Individual residents and those representing business, community or faith organizations that partner with the school are categorized as "community representatives".
3. Staff Representative: All school staff are eligible to participate on the council in this category. School leaders and parent coordinators are mandatory members of the council and are categorized as "staff representatives" any other staff serve in a voluntary capacity.
4. Student Representative: A student representative is a person enrolled at a school with middle or high school grades at the time of the election process.

#### (3) SCHOOL ADVISORY COUNCIL ELECTIONS

##### (a) General Guidelines

1. The school leader and parent coordinator shall oversee the nomination or election process for the council and track term limits for all members.

2. Council membership must be in place by September of each year. Members may be added throughout the year but all changes must be reported to the Superintendent's designee.

3. School leaders and parent coordinators must demonstrate proactive recruitment measures for family representatives based on what communication method historically works best with families. Examples include: mailings, autodialer, folders home, school website, texting, etc.

#### (b) Term Limits

1. Each council member shall serve for a two-year term. Individual members may serve additional terms; however, no more than six consecutive years may be served to ensure an opportunity for all to participate.

2. All term timelines begin in August of the current school year, regardless of when in the year membership was obtained. (Example: if a representative joins in February 2016, their two year term is up in June 2017.)

#### (c) Election Process

1. School advisory councils may choose to determine a school-specific nomination and election procedure that best fits their school. Approval for a school-specific nomination and election procedure must be secured by May of the previous school year from the Superintendent's designee in order to implement that school-specific procedure the following year.

2. In lieu of an approved school-specific nomination procedure, all eligible individuals that are nominated shall be given membership to the council.

3. All representatives must be in place by the September meeting. Schools may choose to implement their recruitment process in the spring at the end of the previous school year, or in the fall prior to the September meeting.

#### 4. Family Representatives

a. Family representative positions must be well advertised by the school (examples: website, mailings, newsletter, folders home, autodialer, etc.).

b. Individuals interested in serving as a family representative must submit a nomination form to the school leader or parent coordinator.

c. Councils must have a minimum of three family representatives, but may exceed this number.

#### 5. Staff Representatives

a. The staff at a given school shall be made aware of the opportunity to voluntarily serve on the council and submit a nomination form to the school leader.

b. School leaders and parent coordinators, as part of their job duties, are required staff representative positions to ensure continuity and support for the school advisory council.

#### 6. Student Representatives

a. Schools with middle and high-school grades must have student representatives.

b. Students shall be made aware of the opportunity and submit a nomination form to the school leader.

#### 7. Community Representatives

Community representatives interested in participating on the council shall submit a nomination form to, or be recruited by, the school leader prior to the September meeting. School leaders may choose to extend an invitation to serve on the school advisory council based on connection to and support of the school.

### (4) SCHOOL ADVISORY COUNCIL ROLES

#### (a) Chair

1. During the October meeting of each year, a Chair shall be selected from among the council members. This will be done through a nomination and voting process of the council. The Chair's term shall be until the following October when another nomination and vote shall take place.

2. The Chair's responsibility is to serve as a spokesperson for the council and to work with the school leader to establish each meeting's agenda and ensure all voices on the council are heard.

3. The Chair will co-facilitate meetings with the school leader.

4. School leaders and parent coordinators may not be the Chair.

(b) School Leader

1. The school leader's responsibility is to collaborate with the Chair to establish each meeting's agenda and ensure all voices on the council are heard.

2. School leaders will co-facilitate meetings with the Chair.

3. If a parent coordinator is unable to attend a meeting, the school leader shall assume their responsibilities.

(c) Parent Coordinator

1. The parent coordinator's responsibility is to take minutes at each meeting.

2. Agendas, minutes and activities of school advisory councils should be communicated to the entire school community by the parent coordinator. How this is communicated may be determined based on what works best for each school (school website, newsletter section, etc.).

3. Parent coordinators must submit monthly agendas and minutes within 15 days of the meeting to the Superintendent's designee.

(d) District Advisory Council (DAC) Representatives

1. The council is responsible for identifying two representatives from their school to serve on the District Advisory Council either by election or appointment, or school determined process.

2. Determining representatives to the DAC shall occur no later than the September meeting of the council. DAC representatives do not need to be members of the council, but they can be. Once selected, the DAC Representative Form must be completed and submitted by the school leader to the Superintendent's designee.

3. It is the responsibility of each DAC Representative to serve as the liaison between the council to the DAC and to solicit feedback from the school community on various DAC meeting topics throughout the year.

(5) SCHOOL ADVISORY COUNCIL MEETINGS

(a) The council shall have at a minimum seven (7) meetings during the school year – September, October, November, January, February, March, and April, though more may be scheduled at the request of the council or school leader.

(b) All meetings of school advisory councils shall be open to the public and anyone may join. As such, these meetings must be properly noticed pursuant to procedures provided by the Office of Board Governance. Additionally, revising or cancelling meetings are subject to public notice protocols.

(c) Until the school advisory council has reached the required 51% family and community representation with at least 3 family representatives, every meeting must be advertised to all families within the school above and beyond the required public notice.

(d) Agendas of school advisory council meetings should be established by the school leader and school advisory council chair prior to the meeting. All agendas must include a space for new business where members of the school advisory council can bring up topics of interest or on behalf of the groups they represent. All agenda items up for discussion must include supporting information and data to inform data-based decision making.

(e) School leaders should seek input from school advisory councils on the following items throughout the year by putting specific items on the agenda:

1. Academic Achievement: Discussing and reviewing the success of school improvement strategies.

2. Student, Family & Community Engagement: Providing voice for families, community, students and staff on major school decisions (i.e. school uniforms, school-wide activities, parent-teacher conferences, etc.) and how to best be involved and support student achievement.

3. Effective and Efficient Operations: Discussing the utilization of resources and budget priorities resulting in the submission of a FY Budget School Advisory Council Signature Page with the final school budget.

#### (6) SCHOOL ADVISORY COUNCIL SUPPORT AND REPORTING

(a) The Superintendent shall appoint a designee to oversee all councils and their operations. Council members shall have the right to request the designee's involvement in dispute resolution between council members. The designee shall have the responsibility of enforcing council decisions in cases of dissent and of ensuring the continuity and effectiveness of each council.

(b) Reporting must be done each month to the Superintendent's designee to ensure compliance and provide support as needed. Required reporting includes:

1. Each month after the school advisory council meeting, it is the responsibility of the parent coordinator to submit the meeting agenda, sign-in sheet, and minutes within 15 business days.

2. After the September meeting, it is the responsibility of the school leader to submit a membership sheet, signed conflict of interest statements and DAC representatives to the Superintendent's designee within 15 business days.

3. If there are additions to membership throughout the year, the school leader must resubmit the membership sheet and conflict of interest statement within 15 business days.

#### (7) EXCEPTIONS TO PROCEDURES/SCHOOL-SPECIFIC PROCEDURES

(a) Requests for exceptions to these procedures may be submitted to the Superintendent's designee for review and approval no later than each May in order to take effect for the following year. These requests must be submitted on the School Advisory Council Exceptions Form.

(b) All requests for exceptions must, at a minimum, meet the standards set forth in these procedures in order to receive consideration. The request must include a reason for seeking the exception (i.e. collective impact approach, community schools model, etc.).

Director Miller moved to adopt the committee's recommendation, with the following modifications:

1. Whenever Policy or Procedure 9.11 says, "School Advisory Council(s)," replace it with "School Engagement Council(s)";

2. make the following changes to (4)(g) of the Policy:

(g) School engagement councils will provide feedback and insight to school leaders, assist in development and implementation of the school education plan in alignment with the district's academic goals, focusing on the following items throughout the year...

4. School Culture: School engagement councils working with the School Leader to develop, conduct, and report the results of an annual survey of parents, guardians, and teachers on issues related to the school climate, culture, and conditions.

Director Baez made the following substitute motion:

1. To approve the Committee's recommendation;

2. Wherever policy and procedures 9.11 says "School Advisory Councils" replace it with "School Governance Councils"; and

3. Incorporate the changes to (4)(g) of the policy, as proposed by Director Miller.

Director Baez having withdrawn his substitute motion, Director Miller's motion prevailed, the vote being as follows;

Ayes — Baez, Bonds, Falk, Harris, Miller, Phillips, Voss, Woodward, Sain — 9  
Noes — 0

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**(Item 4) Action on Proposed Revisions to Administrative Policy and Procedure  
Summer Academy**

**Background**

Proposed revised Administrative Policy 7.17, Summer Academy, and proposed revised Administrative Procedure 7.17, Summer Academy have been updated to reflect changes to Summer Academy offerings. Policy changes include providing transportation for special school sites and/or programs.

Attendance changes in the procedure reflect a focus on students demonstrating proficiency rather than seat time. Additional changes align the procedure with the revised grading policy and the current Code of School/Classroom Conduct.

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

**Implementation and Assessment Plan**

If these revisions are approved by the Board, the Office of Academics will provide appropriate professional development to staff so they are successful in the implementation of this revised policy and procedure.

**Committee Recommendation**

Your Committee recommends that the Board approve changes to Administrative Policy and Procedure 7.17, Summer Academy, as presented below:

**ADMINISTRATIVE POLICY 7.17  
SUMMER ACADEMY**

- (1) The Milwaukee Public Schools offers a limited summer-academy program. The program of study shall be submitted to the Board by the Superintendent in January. At that time, the Board may expand or limit the scope of the program, based on the availability of funds.
- (2) All personnel for summer programs shall be recruited, employed, and compensated in accordance with the provisions of the Employee Handbook.
- (3) Students who do not reside in the City of Milwaukee may have access to the summer-academy program. Chapter 220-eligible suburban students may attend regular programs tuition-free. Suburban students who do not meet the provisions of chapter 220 may be admitted to regular summer academy programs on a tuition basis.
- (4) Chapter 220-eligible suburban students who attend Milwaukee Public Schools' exceptional education programs during the regular school year may be admitted to an exceptional education summer program based on the individualized education program (IEP) needs, in accordance with chapter 220 provisions. This provision may be modified by provisions contained in specific 220 contracts.
- (5) An expelled student will not be allowed to participate in summer academy unless specified by order of the ~~Board of Education~~ Milwaukee Board of School Directors.
- (6) Transportation to and from summer-academy classes will not be provided by the district except under certain circumstances such as for special education classes or programs or to/from special school sites, or programs. ~~(which include area transportation.)~~
- (7) Summer-academy attendance does not in any way guarantee promotion for students.

(8) Students may earn credits toward high-school graduation.

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ADMINISTRATIVE PROCEDURE 7.17  
SUMMER ACADEMY

(1) It is the intention of the Board to provide the resident students (grades K5-12) of Milwaukee with summer-enrichment, remediation, and accelerated opportunities. Based on the availability of funds, a summer academy program could include one or a combination of options, such as programs for students who:

- (a) wish to strengthen basic skills such as reading or mathematics in order to bring achievement to a point to ensure success in subsequent work;
- (b) have exceptional education needs;
- (c) wish to continue their bilingual/bicultural multicultural education;
- (d) need to learn English as a second language;
- (e) have failed a grade or a ~~subject course (U)~~, or almost failed a course (D), and wish to make up the ~~failure grade or course~~ by repeating the ~~subject~~ course(s) either traditionally, online, or in a blended model;
- (f) wish to continue their GED~~00~~ #2 option for diploma;
- (g) wish to participate in credit acceleration;
- (h) wish to complete or demonstrate proficiency in coursework; or
- (gi) wish to participate in enhanced learning opportunities.

(2) All plans for summer academy shall be subject to annual approval by the Board. Summer programs are also subject to approval by the State Superintendent of the Department of Public Instruction for reimbursement.

(3) The calendar shall generally provide for ~~a minimum~~ 20 days of student attendance at the secondary level and elementary levels; additional time for teacher orientation and planning shall also be provided.

(4) The Board shall periodically approve and issue regulations governing student attendance and conduct in summer academy if different from the Code of School/Classroom Conduct.

(5) High school students or students who are 18 or older who enroll in credit recovery or credit attainment will not receive credit if they accumulate more than two (2) days of absences unless extenuating circumstances exist, as determined by the summer administrator.

(6) High school students who are not in their seats when class starts will be considered tardy. A student's first three (3) tardies will be equal to one absence. Thereafter, each tardy will be equivalent to one (1) absence.

(7) Middle school students who enroll in courses will not receive credit if they accumulate more than two (2) absences unless extenuating circumstances exist, as determined by the summer administrator.

(8) Middle school students enrolled in courses who are not in their seats when class starts will be considered tardy. A student's first three (3) tardies will be equal to one absence; thereafter, each tardy will be equivalent to one (1) absence.

(9) Students who are absent from credit bearing classes that use face-to-face instruction for five (5) consecutive days anytime during summer academy or four (4) days within the first two weeks of summer academy without notification from a parent or guardian will be dropped from summer academy.

~~(10) Summer academy credits to promote will be limited to one full credit and will be included in the maximum number of credits counted towards class rank at the high school level.~~

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

\* \* \* \* \*

**(Item 5) Action on Proposed Revisions to Administrative Policy and Procedure 7.32, Guidance Program**

**Background**

Proposed revised Administrative Policy 7.32, Guidance Program, proposed revised Administrative Procedure 7.32(1), Guidance and Career Education Plan, and proposed revised Administrative Procedure 7.32(2), Guidance Program, have been updated to reflect changes to school counseling and academic and career planning. Changes to policy 7.32 reflect the move from guidance to the comprehensive school-counseling program and the current organizational structure.

Changes to Administrative Procedure 7.32(1) align to the state law requiring academic and career planning for students in Wisconsin public schools. The procedure outlines requirements for the district academic and career planning implementation plan and what will be addressed by the academic and career planning process.

Revisions to Administrative Procedure 7.32(2), Career Guidance, includes updates that reflect the move to a comprehensive school counseling program and Academic and Career Planning.

The Administration worked with the Office of the City Attorney and Office of Board Governance to finalize the proposed revisions.

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

**Fiscal Impact Statement**

This item does not authorize expenditures.

**Implementation and Assessment Plan**

Upon Board approval, the Office of Academics will provide appropriate professional development to staff so they are successful in the implementation of this revised policy and procedure.

**Committee Recommendation**

Your Committee recommends that the Board approves the changes to the policies and procedures as presented below:

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ADMINISTRATIVE POLICY 7.32  
GUIDANCE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

(1) ~~GUIDANCE AND~~ COMPREHENSIVE SCHOOL COUNSELING PROGRAM

(a) A ~~guidance and comprehensive school~~ comprehensive school counseling program shall be incorporated into the curriculum in kindergarten through grade 12. ~~The comprehensive school counseling program comprises a number of programs and initiatives, elementary through high school, within the following areas: career planning, consultation, counseling, curriculum, education planning, orientation, placement, program evaluation, referral, school, parent and community relations, and system support. The program shall provide vocational, educational, and personal social information; student appraisal; and placement, referral, research and follow up activities.~~

(b) The ~~guidance and comprehensive school~~ comprehensive school counseling program shall be coordinated by trained personnel in the Central Services offices and shall be under the direct supervision of a ~~coordinator~~ curriculum specialist in the ~~Division of Curriculum and Instruction~~ Office of Academics, Department of College & Career Readiness.

(2) STUDENT ORIENTATION

Principals shall make available to incoming students and their parents an orientation and tour of the school facility in order to encourage student and parent concern and involvement with the school.

(3) MONITORING AND EVALUTION

Annually, in October, the Administration shall review the comprehensive school counseling program. A report shall be presented to the Board. The report shall describe the work that has occurred under the comprehensive school counseling program for the past year related to improving pupil postsecondary outcomes.

## ADMINISTRATIVE PROCEDURE 7.32(1)

GUIDANCE AND CAREER EDUCATION ACADEMIC AND CAREER PLAN(a) PHILOSOPHY BACKGROUND

State law requires implementation of academic and career planning (ACP) statewide beginning 2017-18 for students in grades 6 through 12.

The guidance program of the of the Milwaukee Public Schools focuses on the dignity and potential of each individual student. It assists and augments the development and growth of students in attitudes and skills needed to become productive adults and responsible citizens (Guidance Manual). Academic and Career Planning (ACP) supports and aligns with the philosophy of the comprehensive school counseling program in Milwaukee Public Schools.

(b) MISSION PURPOSE

1. The mission purpose of the guidance and career education Academic and Career Planning function in the Department of Educational Services is to enable the schools students, supported by adults, to create their own academic and career plan for postsecondary success through self-exploration, career exploration, and the development of career planning and management skills. provide the outstanding guidance, counseling, and career education services required to generate optimal self-awareness, self-acceptance, self-esteem, self-direction, and social interest in every student in the Milwaukee Public Schools.

2. The Milwaukee Public Schools' developmental guidance comprises a number of programs and initiatives, elementary through high school, within the following areas: career planning, consultation, counseling, curriculum, education planning, orientation, placement, program evaluation, referral, school, parent and community relations, and testing and assessment.

(c) KEY TARGETED AREAS OF THE ACADEMIC AND CAREER PLANNING

1. To aid guidance and career education program assessment and planning, a survey was sent to all schools in the Fall of 1986, requesting input for the future development of guidance and career education, as well as for the guidance and career education curriculum (now known as CHANGE).

2. Using the results of this survey, along with various guidance and career education planning guides and resources, specific initiatives became targeted for program development priority. Informational reports regarding a number of these areas have been brought to the Board during the past five years.

1. The district Academic and Career Planning (ACP) implementation plan shall address:

- a. Local, regional, and state labor market needs.
- b. Education and training requirements for occupations that will fill labor market needs.
- c. The parental engagement process, including opportunities for parents to participate.
- d. A description of the career and technical education (CTE) programming available, the staff for ACP delivery, and a description of how the school district will meet the education for employment requirements.
- e. A strategy to engage business, postsecondary education, and workforce development.

2. The ACP process provides career planning and preparation in high school that includes:

- a. Career research
- b. School supervised work-based learning experiences
- c. Career decision making

- d. Application of academic skills, technologies, economics
- e. Entrepreneurship
- f. Personal financial literacy, including financial aid and postsecondary planning
- g. CTE opportunities
- h. Labor market information
- i. Employability skills

~~2. Key targeted areas include~~

- ~~a. guidance and career education curriculum;~~
- ~~b k. elementary guidance and career education program Individual academic and career plan development;~~
- ~~e l. pre-college opportunities programs;~~
- ~~d. financial aid and post secondary planning;~~
- ~~e m. career/college planning labs awareness in elementary school and career exploration in middle and high school;~~
- ~~f. expansion of Advanced Placement Program (AP) and participation in Midwest Talent Search as part of academically gifted and talented program;~~
- ~~g. counselor training and inservice;~~
- ~~hn. expansion of college and career/vocational fair opportunities Career fairs;~~
- ~~io. articulation between levels (elementary, middle, and high);~~
- ~~j. coordination with other student service providers;~~
- ~~ku. communication with parents;~~
- ~~ku. collaboration with our community, including government, business, post-secondary institutions, and private agencies;~~
- ~~m. expansion of funding resources.~~

4. In the Milwaukee Public Schools, ~~guidance and career education~~ the Academic and Career Planning (ACP) programs are process shall be directed, coordinated, and monitored centrally to ensure that program elements are in place. Also, data for local and state reports, as well as for funding sources, shall be gathered and written centrally.

5. ~~At the same time, m~~ Many school-based variables determine the Academic and Career Planning (ACP) process counseling program needs and priorities. Each school or comprehensive school counseling program shall guidance department annually assesses the previous year's ~~guidance~~ ACP plan and develops objectives for the ~~new next~~ year. ~~The guidance plans~~ ACP is a critical strategy in become part of the school effectiveness improvement plan, as well as part of the district guidance comprehensive school counseling program plan.

6. ~~A combination of Board support, state resources, outside funding, and voluntary participation have enabled us to move in a positive direction in achieving objectives contained within each targeted area. Limitations of resources have made it difficult to move as quickly as the need suggests in some areas, such as elementary guidance program development and expansion of career/college planning labs; however, even in these areas, steady progress has been made in the past five years, and growth is anticipated in the district's effort to move into compliance of standard E by ensuring the provision of guidance and career education curriculum and guidance and counseling services in all Milwaukee Public Schools.~~

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ADMINISTRATIVE PROCEDURE 7.3 2 (2)  
CAREER GUIDANCE

(a) Guidelines Relating to College Admission Counselors, to Military Recruiters, and to Groups or Individuals with Alternative Career Options Visiting High Schools

1. College admission counselors, military recruiters, and groups or individuals with alternative career options shall visit schools on an appointment basis in areas or rooms designated by the principal. No individual visits will take place in the cafeteria during the lunch hours.
2. Whenever possible, students are to meet with college admission counselors, military recruiters, and groups or individuals with alternative viewpoints connected to career options at times that do not take them away from scheduled classes.
3. College admission counselors from a specific institution may visit a high school to meet with students a maximum of four times per school year.
4. Upon request of the parent or guardian, students may be excused from school attendance a ~~maximum of two days~~ total during the junior and senior years to visit college campuses.
5. Military recruiters representing a specific branch of service may visit a high school to meet with students a maximum of four times per school year.
6. Groups or individuals with career options may visit a high school to meet with students a maximum of four times per school year.
7. A conference involving the student, parent or guardian, school counselor, and military recruiter is encouraged when a student is giving serious consideration to joining the service.

(b) The Providing of Career Information to Students in the Milwaukee Public Schools

1. A good guidance program The comprehensive school counseling program includes the providing of career information to students. This is best done through a “career awareness” approach — a series of career activities held throughout the school year.
2. Beginning with the ~~2008-09~~ 2017-18 school year, each elementary school shall provide information and opportunities that lead to career awareness, and middle and high schools shall provide career exploration. High schools shall also provide career planning and preparation will include a career awareness plan. This ~~Students in grades six through twelve will have an academic and career plan. is plan will be a part of the school’s Educational Plan. The school counselor, administrator, and/or designee will have responsibility for the development and implementation of the career awareness plan.~~ Academic and Career Planning (ACP) process shall ~~will~~ involve the total school staff in this effort to the fullest extent possible.
3. Beginning with the 2017-18 school year, the following services shall be provided:
  - a. Individualized support from school district staff to assist students with completing and updating their academic career plan at least annually.
  - b. Where applicable, the student’s academic and career plan shall be made available to the student’s individual education program (IEP) team. The IEP team may, if appropriate, take the student’s academic and career plan into account when developing the pupil’s transition services [Wis. Stat., §115.787 (2)(g)].
  - c. Students shall be provided access to a software tool for career exploration, planning and management.
  - d. A formal process for the development and implementation of academic and career planning at the school level.

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

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## 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 and Possible Action on Family and Community Engagement**

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

#### **Background**

This report will serve as a reflection and launch point for the district's efforts around family and community engagement. Progress to date, plans for this year, and the direction moving toward 2020 will be reviewed.

#### **Progress to Date**

2014-15 School Year — Increase Resources: A parent coordinator was centrally allocated to every school to help add capacity to schools' ability to successfully engage families and the community.

2015-16 School Year — Strategic Planning: A family and community engagement specialist was hired centrally to implement a strategic plan and framework for the district. This year was focused on learning about the MPS system, observing the current state of family and community engagement, and identifying key leverage points for growth.

2016-17 School Year — Re-Organization: This past year included various changes. Resources were reorganized to create a system for school-based family and community engagement support. This included changing our monthly professional development, the Central Services support staff structure, and changing how staff speak about family engagement as a district.

#### **Plans this Year**

2017-18 School Year — Standardization: This year will focus on establishing a standard of care around family and community engagement and on utilizing the new system of support to ensure equitable, need-based assistance to get all schools to that baseline. This standard of care will take shape as a fully developed MPS Family and Community Engagement Framework inclusive of six standards which all schools must strive to meet:

- Schools are welcoming and culturally relevant environments;
- Schools are connected to the community;
- Schools have tools and knowledge needed to build relationships with families and the community;
- Families have opportunities to build peer networks;
- Families have tools and knowledge needed to be active in their children's education; and
- Families have avenues to serve as leaders.

The framework has been finalized based on national research and best practices, such as the Department of Education's dual-capacity building framework and collective impact theory, but also incorporates local promising practices from MPS schools and input from families on what they want to see from schools.

#### **Looking Forward**

2018-19 School Year – Maintain & Measure: Maintain the established standard of care and measure growth against the baseline established in 2016-17.

2019-20 School Year – Adjust & Sustain: Based on increases/decreases in year four, adjust system of support, working to sustain a standard of care in all schools and potentially to raise the standard across the district.

**Strategic Plan Compatibility Statement**

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Goal 2, Student, Family and Community Engagement

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

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Administrative Policy 1.03, Parent Empowerment

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**(Item 2) Report with Possible Action on Student Restraint and Seclusion**

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

**Background**

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In 2012, the State of Wisconsin passed Wisconsin Act 125, which provides directives for schools on the use of seclusion and restraint with students in public schools. Act 125 has several key components, including:

- conditions for use of seclusion;
- conditions for use of physical restraint;
- notification and reporting requirements following use of seclusion or restraint;
- training in the use of seclusion and physical restraint

Act 125 also establishes additional requirements for the use of seclusion and restraint on students with disabilities.

To ensure compliance with Act 125, the Administration has taken the following steps:

- Training has been provided to staff across the district in the use of seclusion and restraint. These trainings also focused on positive interventions and supports to address potentially dangerous behavior. More than 1800 staff members have been trained over the past four years.
- For the last four years, all principals, school leaders, and special education supervisors received in-services on the requirements of Act 125.
- The district’s mechanism for reporting incidents of seclusion and restraint has been significantly enhanced by the transition to a new student information system. Previously, schools would have to create and mail a separate form documenting restraint/seclusion. Now, all serious breaches of discipline are entered into Infinite Campus, and administrators must indicate whether restraint/seclusion was used. If so, respondents are required to complete the reporting documentation in Infinite Campus before they can exit the system.

During the 2016-2017 school year, the Office of School Administration directed schools to submit restraint and seclusion data in accordance with Act 125. A total of 654 students, including 601 with disabilities, were involved in 1139 incidents of restraint/seclusion during the 2016-2017 school year. Please see attached table for additional information.

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Administrative Policy 8.28, Student Discipline

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**(Item 3) Report with Possible Action on Resolution 1516R-001 on Black Lives Matter**

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

## **Background**

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In May 2015, the Milwaukee Board of School Directors adopted Resolution 1516R-001 regarding Black Lives Matter. After a year of collaborative work with community members, the implementation of the resolution began during the 2016-17 school year. The adoption of the resolution provided an opportunity for MPS to invest in course content and strategies used in other parts of the country to change the narrative around our students in order to close the opportunity gap. With input from the BLM teaching and learning work group, the ethnic studies syllabus was created. In collaboration with several departments, professional development around culturally responsive teaching was introduced to the entire MPS staff through the PD cycles. While in its early stages, this work has the potential to influence the mind-set shift that is needed to truly engage our students academically to increase opportunities for improved life outcomes.

The attached update outlines the work that occurred this past year in the schools. Included are highlights from the Comparative Ethnic Studies courses at Obama S.C.T.E. and James Madison Academic Campus, as well as highlights from the implementation of Restorative Practices at Wisconsin Conservatory of Lifelong Learning. The update also details the impact that this work has had on the district as a whole. Finally, included is a plan for the coming school year and the efforts that will be made to maximize the impact of this initiative.

## **Strategic Plan Compatibility Statement**

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

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

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Administrative Policy 7.01, Teaching and Learning Goals

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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) Action on a Request to Approve District Academic and Career Planning Services**

#### **Background**

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On June 30, 2013, through Wisconsin Act 20, Wisconsin Statute 115.28(59) was allocated \$1.1 million dollars of General Purpose Revenue (GPR) was allotted for 2014-15 in a new continuing appropriation by the legislature for implementing academic and career planning statewide.

Wisconsin Statute 115.28(59) requires DPI to do the following:

- Ensure that, beginning in 2017-18, every school board is providing academic and career planning (ACP) services to pupils enrolled in grades 6 to 12 in the school district;
- Procure, install, and maintain information technology, including computer software, to be used statewide by school districts to provide academic and career planning services to pupils in grades 6 to 12;
- Provide guidance, training, and technical assistance to school districts and school district staff, including teachers and counselors, on how to implement model academic and career plans, including training and technical assistance that is necessary to implement the information technology provided for this purpose; and
- Promulgate rules to implement these provisions.

Education for Employment was established in 1985 in response to concern over the number of youth who failed to make a successful transition from school to postsecondary endeavors. Wisconsin Statute 121.02(1) states that every school board shall provide access to an Education for Employment program. Chapter PI 26, the administrative rule for this program, was revised and became effective on July 1, 2004.

It was determined that rather than creating a new rule addressing ACP, the current PI26 would be updated and revised to include the required ACP components.

From 2015 to 2017, Milwaukee Public Schools (MPS) was one of 25 ACP pilot districts in Wisconsin with five high schools participating.

Two MPS representatives participated on the statewide ACP advisory council during the development of the ACP process.

Since the 2015-2016 school year MPS has had a district ACP team which includes administration from multiple departments, principals, teachers, counselors, and community members. The team has developed a district-wide implementation plan for ACP services.

An informational item on ACP was presented to the Milwaukee Board of School Directors on December 17, 2015.

An informational item on Career Cruising was presented to the Milwaukee Board of School Directors on May 26, 2016.

The plan includes the following:

Each school is to create an ACP team to include the school administrator, school counselor, teachers (regular and special education), parents/family members, and students when appropriate;

A scope and sequence to include activities and desired outcomes for grades K through 12 aligned to existing curriculum, initiatives, and programs within MPS is to be shared with school staff;

Training materials for staff are to be shared with school staff.

To facilitate successful implementation of the ACP service plan, the Administration has hired an ACP Planning Assistant and an ACP Coordinator to provide support to school teams.

The Administration has updated Administrative Policy 7.32, Guidance Program; Administrative Procedure 7.32(1), Guidance and Career Education; and Administrative Procedure 7.32(2), Career Guidance, to align with state statutes requiring a district ACP service plan.

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

Goal 1, Academic Achievement

Goal 2, Student, Family and Community Engagement

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

Administrative Policy 7.32, Guidance Program

#### **Fiscal Impact Statement**

The salaries and benefits for the ACP Coordinator and ACP Planning Assistant are included in the FY18 budget. Funding for any training materials is also included in the FY18 budget.

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

The Administration has identified the Department of College and Career Readiness to work with all schools and other departments to provide training on the implementation of the ACP service plan.

The Administration is working with the Department of Public Instruction to determine the assessment of the effectiveness of the ACP service plan. The Administration will monitor short and medium term student outcomes while the assessment plan is being developed. Outcomes will include completion of activities on Career Cruising standards, ACP conferences, and students' ACP plans as documented in Career Cruising.

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

Your Committee recommends approval of the district ACP service plan for 2017-18, as presented in the attachments to the minutes of your Committee's meeting.

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

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**(Item 2) Report and Possible Action on Assessment Network and Recommendations**

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 October 27, 2016, the Milwaukee Board of School Directors adopted Resolution 1617R-001 to conduct a review of the Balanced Assessment System. The Administration formed an Assessment Inventory Team and conducted a review of the MPS Balanced Assessment System. The Assessment Inventory Team conducted a district-wide assessment inventory and analysis of state- and district-required assessments in order to make recommendations to district leadership to ensure that students are taking the minimum number of assessments needed to serve essential instructional, diagnostic, and accountability purposes; that all assessments are high-quality; and that the assessment system is aligned, coherent, and streamlined. The district received training on the Student Assessment Inventory process and a \$5,000.00 grant from Achieve to complete the review of assessments. Due to the success of this process, the district will hold a review every three years.

**Strategic Plan Compatibility Statement**

Goal 1, Academic Achievement

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

Administrative Policy 7.38, Balanced Assessment Systems

**Implementation and Assessment Plan**

Some recommendations are able to be implemented directly. Others may require additional study or steps.

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**(Item 3) Report and Possible Action on the Transformation Network**

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**

MPS Equity Problem of Practice: MPS has neither consistently nor effectively engaged all of our students of color in an environment conducive to learning.

In K-8 reading and math, 21.9% and 19.7% of our students of color, respectively, are proficient. In high school reading and math, 17% and 12.9% of our students of color, respectively, are proficient.

Proficiency rates for Black students alone (approximately 55% of all MPS students) are in single digits.

Students of color are not achieving at acceptable levels, which adversely impacts their lives and the well-being of the Milwaukee community.

These opportunity gaps seem to be the largest in schools with the highest needs: schools that fail to meet or meet few expectations on the Wisconsin state school report card. In understanding how to best address the problem of practice as identified above, it was important to review the research around effective school practices that have led to improved outcomes for students.

The Transformation Network is an ambitious reorganization developed to significantly improve student achievement. This includes a differentiated approach of using an equitable lens to allocate district resources, supports, and opportunities based on the needs of students and staff in the district's lowest performing schools. The vision is to transform persistently low performing schools into high performing schools by implementing rigorous academic and behavioral interventions as well as focused support for school leaders and staff.

Key action items that effectively support, monitor and hold school teams accountable for increased student achievement will be developed. The goal is to attract, train, and support principal supervisors and building level principals to become instructional leaders focused on changing the status quo in MPS.

Key Components of the work will be centered around the following best practices that support school improvement:

- Continuous Improvement;
- Educator Effectiveness (Cycles of Feedback);
- Culture of Learning;
- Professional Development;
- Leading Teams; and
- Managing Partnerships.

This new structure will require district personnel to coach school teams for leadership towards sustained effective practices that will further develop and build the capacity of all adults to improve teaching and learning at every MPS school.

### **Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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

### **Implementation and Assessment Plan**

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Each month we will share a highlight of best practices that are aligned to our levers of support. During the highlight you will hear, see or celebrate: principals, teachers, students, and or partners that have evidence of school transformation.

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## **REGULAR ITEMS OF BUSINESS**

### **(Item A) Reports of the Board's Delegates**

The Board received the monthly reports of the Board's delegates to the Milwaukee Education Partnership (MEP) and to the Cooperative Educational Service Agency (CESA) #1.

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### **(Item B) Monthly Report of the President of the Milwaukee Board of School Directors**

In an effort to support the goals identified by MPS as essential to the accomplishment of the MPS Vision and Mission, the President's activities during the months of July and August 2017 included the following:

#### **Academic Achievement**

- Visited various schools including James Madison Academic Campus and Vincent High School

#### **Student, Family, and Community Engagement**

- Discussed improved continuity of services and expanded opportunities for Milwaukee children and families with local leaders, including:
  - o Danae Davis, Executive Director of Milwaukee Succeeds
  - o Lauren Baker, Executive Director of Milwaukee Teachers' Education Association
  - o Joshua Parrish, Captain, Milwaukee Fire Department
  - o Grant Langley, Milwaukee City Attorney
  - o Dr. Alan Shoho, Dean of the University of Wisconsin-Milwaukee's School of Education
  - o Ashanti Hamilton, President of the Milwaukee Common Council

- o Kilby Williamson, Chief Marketing & Development Officer of GPS Education Partners
- o Grady Crosby, Vice President of Public Affairs and Chief Diversity Officer at Johnson Controls
- o Dr. Freda Russell, Dean of Cardinal Stritch College of Education and Leadership
- Attended various district events, including:
  - o MPS New Educator Institute
  - o Day One at James Madison Academic Campus
  - o MPS Alumni Awards Dinner
  - o MPS Run Back to School
  - o MPS Uniform Fair
- Attended various community-based events, including:
  - o GE Community Service Day
  - o Washington High School Alumni Cook Out
  - o North West Family Center Backpack Event
  - o Milwaukee Fellows Kick-Off
- Attended the monthly meeting of Milwaukee Public Library Board of Trustees
- Attended the Milwaukee Public Library Building Development meeting
- Attended the Milwaukee Public Library services meeting
- Attended the Milwaukee Education Partnership meeting
- Attended meeting regarding Boss grant
- Attended the Milwaukee Succeeds Executive Committee meeting

#### **Effective and Efficient Operations**

- Met with district leaders to receive updates on district initiatives:
  - o Dr. Jacqueline Mann, Board Clerk/Director, Office of Board Governance
  - o Dr. Darienne Driver and the MPS Senior Team
- Met with the Panasonic Foundation to discuss partnership with MPS

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## **RESOLUTIONS**

### **Resolution 1718R-004**

By Directors Paula Phillips and Carol Voss

WHEREAS, The vision of the Milwaukee Public Schools states, “All district staff will be committed to providing an educational environment that is child-centered, supports achievement, and respects diversity. The district and its schools will collaborate with students, families and community for the benefit of all”; and

WHEREAS, The core beliefs of the Milwaukee Public Schools include, “Involved families are integral to increasing student achievement. Student voice is encouraged and respected”; and

WHEREAS, MPS Administrative Policy 4.07 states, “School nutrition programs are proven to improve student performance and assist in closing the achievement gap. Foods offered to students in addition to meals will be of optimal nutrition quality. District food service dietitians are charged with maintaining school meal nutritional standards per USDA requirements and will work to improve healthful, fresh menu choices for students”; and

WHEREAS, MPS Administrative Policy 4.05 states, “The district recognizes that proper nutrition and academic achievement are inextricably bound and will therefor advocate for universal free meals for breakfast and lunch. In addition, the Board will advocate for federal funding for supper programs for after school programs. The major objective of the school lunch program shall be to safeguard and improve the health and well-being of school children. The lunchroom should be considered an educational facility for teaching good dietary practices through the serving of nutritional adequate and attractive meals”; and

WHEREAS, Through its policies and practices, the District has made a commitment to provide a quality education for all students, which includes providing nutritious meals; and

WHEREAS, Parents and students have expressed to Milwaukee Public Schools their desire to improve the quality of school meal menus; now, therefore, be it

RESOLVED, that the Milwaukee Board of School Directors directs the Superintendent or designee to:

1. create a non-repeating three-week school nutrition menu cycle with hot meals for breakfast that:
  - a. limits processed, high-sugar offerings, and
  - b. increases the availability of fresh fruits and vegetables, including offering fresh fruit at breakfast at a minimum of two times a week and at lunch a minimum of three times a week;
2. supply trays and/or plates, rather than cardboard or tin cups, which will decrease food waste during school breakfast and school lunch;
3. establish regular communication between community members and school nutrition leadership in order to seek and foster input from students, parents, teachers, and staff on school menus; and
4. maximize meal time with lunch away from the desk and breakfast in the classroom and provide school lunch times on school websites.

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

Having disposed of the balance of its agenda, the Board returned to the following item, which it had deferred earlier:

## **REPORTS AND COMMUNICATION FROM THE OFFICE OF BOARD GOVERNANCE**

### **Item 2) Action on a Disallowance of Claim**

#### **Background**

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A Notice of Claim and Claim relating to reimbursement of student transportation expenses by the Milwaukee Public Schools has been served on the Milwaukee Board of School Directors by Andrew T. Phillips of the von Briesen & Roper, S.C., on behalf of Messmer Catholic Schools, Inc. The Claim seeks the following relief:

- “1. Payment of damages for below statutory equation per pupil;
- “2. Injunctive relief seeking a declaration of the appropriate equation for transportation compensation under Wis. Stats. § 121.55(1)(c);
- “3. Reimbursement of the Claimant's costs, fees and expenses incurred in pursuing this claim; and
- “4. Such other relief as may be necessary and appropriate and including, but not limited to, such relief as may be authorized and ordered by any court of competent jurisdiction should this claim not be resolved prior to the commencement of litigation.”

The City Attorney, the Board's statutory legal counsel, has recommended that this Claim be disallowed. Under the provisions of Section 119.68 and Section 893.80 of the Wisconsin Statutes, this disallowance will permit the claimants a period of six (6) months in which to bring suit.

This item has been noticed for executive session pursuant to Wisconsin Statutes, Section 19.85(g), which allows the Board to retire to executive session for the purpose of conferring with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

Director Bonds moved to disallow the claim.

The motion prevailed, the vote being as follows:

Ayes — Baez, Bonds, Falk, Harris, Miller, Phillips, Voss, Woodward, Sain – 9

Noes – 0

The Board adjourned a at 9:21 p.m..

JACQUELINE M. MANN, Ph.D.  
Board Clerk